**Annual Implementation Plan - 2024**

**Define actions, outcomes, success indicators and activities**

St Albans Secondary College (8330)



Submitted for review by Craig Jennings (School Principal) on 14 December, 2023 at 07:52 PM  
Endorsed by Anne Fox (Senior Education Improvement Leader) on 06 January, 2024 at 05:47 PM  
Endorsed by Tracy Nero (School Council President) on 08 January, 2024 at 12:04 PM

**Define actions, outcomes, success indicators and activities**

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| Goal 2 | To maximise learning and engagement for every student in every classroom. | | | | |
| 12-month target 2.1 target | To increase the percentage of students who are in the exceeding and strong proficiency levels for; - Year 9 Reading from 58% to 60%, - Year 9 Writing from 68% to 70% - Year 9 Numeracy from 66% to 68%. | | | | |
| 12-month target 2.2 target | To increase the mean All Studies VCE score from 31 to 31.50,  - to increase the percentage of VCE study scores that are greater than or equal to 40, from 7.8 to 9.0%, - to increase the VCE completion rate by 2% from a baseline set in 2023 (94%) | | | | |
| 12-month target 2.3 target | To increase the percentage positive response on the AtoSS from; - 65% to 67% for Differentiated learning challenge, - 58% to 60% for Stimulated learning, - 49% to 52% for Student voice and agency, - 69% to 71% for Effective teaching time | | | | |
| 12-month target 2.4 target | To increase the percentage positive response on the SSS from; - 52% to 56% for Academic emphasis, - 73% to 75% for Use student feedback to improve practice, - 77% to 79% for Plan differentiated learning activities | | | | |
| 12-month target 2.5 target | To increase the percentage positive response on the POS from 70% to 72% for Stimulating learning environment. | | | | |
| KIS 2.a Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities | Strengthen teacher capacity to utilise a range of assessment and feedback strategies to improve student outcomes. | | | | |
| **Actions** | Action 1 To develop a shared understanding of the use of formative assessment in our teaching and learning framework  Action 2 To develop staff capacity to support students to actively engage with feedback in class  Action 3 To investigate best practice models for assessment and reporting to inform future directions for whole school assessment approaches | | | | |
| **Outcomes** | Action 1 Students will: - Complete a more diverse range of formative assessment tasks Teachers will:  - Use a variety of approaches to formative assessment  Action 2 Students will: - Engage with feedback more regularly and thoroughly to improve their learning outcomes Teachers will:  - Use a variety of approaches to ensuring student engagement with feedback  Action 3 Leaders will: - Evaluate a range of assessment and reporting models and approaches, including those from other schools | | | | |
| **Success Indicators** | Action 1 Early Indicators: - Assessment and Reporting policy updated and published on Compass and T-Drive  - Progress reports only report on summative assessment tasks  Late Indicators: - KLA CFT exemplar resource bank published on Compass - CFTs align with published guidelines, and are available to teachers on Learning Area T-Drives and/or Google Drives   Action 2 Early Indicators: - Updated in-lesson feedback toolkit published on Compass and communicated to staff - Feedback from professional learning modules indicates positive endorsement and strategies teachers intend to apply  Late Indicators: - Student forum feedback indicates increased time to implement feedback from teachers  - Student forum feedback indicates exposure to a range of feedback strategies   Action 3 Late Indicators: - Documented evaluation of a range of assessment and reporting models and approaches | | | | |
| Activities | | People responsible | Is this a PL priority | When | Activity cost and funding streams |
| Action 1: Develop and publish a KLA CFT exemplar resource bank | | 🗹 Curriculum co-ordinator (s)  🗹 Learning specialist(s)  🗹 Staff development coordinator  🗹 Teaching and learning coordinator | 🞎 PLP Priority | from: Term 1  to: Term 2 | $0.00 |
| Action 1: Develop and deliver whole school professional learning on formative assessment and CFTs | | 🗹 Curriculum co-ordinator (s)  🗹 Learning specialist(s)  🗹 Staff development coordinator  🗹 Teaching and learning coordinator | 🗹 PLP Priority | from: Term 1  to: Term 1 | $0.00 |
| Action 1: Ensure CFTs are low-stakes, non-reportable assessment at years 7-11 | | 🗹 Curriculum co-ordinator (s)  🗹 Learning specialist(s) | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00 |
| Action 1: Update Assessment and Reporting policy to reflect CFTs guidelines and practices | | 🗹 Curriculum co-ordinator (s) | 🞎 PLP Priority | from: Term 1  to: Term 1 | $0.00 |
| Action 2: Review and refine the in-lesson feedback toolkit | | 🗹 Learning specialist(s)  🗹 Teaching and learning coordinator | 🞎 PLP Priority | from: Term 2  to: Term 2 | $0.00 |
| Action 2: Create KLA-specific feedback strategy resources | | 🗹 Learning specialist(s)  🗹 Teaching and learning coordinator | 🞎 PLP Priority | from: Term 3  to: Term 3 | $0.00 |
| Action 2: Provide professional learning on feedback strategies | | 🗹 Learning specialist(s)  🗹 Teaching and learning coordinator | 🗹 PLP Priority | from: Term 3  to: Term 4 | $0.00 |
| Action 3: Evaluate a range of assessment and reporting models | | 🗹 Curriculum co-ordinator (s)  🗹 Learning specialist(s) | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00 |
| Action 3: Visit one secondary school per term with alternative assessment practices | | 🗹 Curriculum co-ordinator (s)  🗹 Teaching and learning coordinator | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00 |
| KIS 2.b Activation of student voice and agency, including in leadership and learning, to strengthen students’ participation and engagement in school | Build teacher capacity to increase student agency and influence in their learning. | | | | |
| **Actions** | Action 1 Define student agency for our school context  Action 2 Build student capacity for agency through student leadership   Action 3 Further develop the effort goal setting process | | | | |
| **Outcomes** | Action 1 Students will: - Have increased agency in the classroom Teachers will:  - Trial student agency strategies in select classes Leaders will:  - Be able to articulate a definition of student agency, including examples of what it looks like in classrooms  Action 2 Students will: - Run student forums, assemblies, and class visits  Action 3 Students will: - Set, engage with, and evaluate effort goals Teachers will:  - Facilitate effort goal-setting process - Regularly discuss effort goals with students  Parents will: - Know how to access student effort goals through Compass | | | | |
| **Success Indicators** | Action 1 Early indicators:  - Definition of student agency will be developed  - Student agency strategies will be documentated and evaluated  Late Indicators: - Learning Manager Curriculum Planners will document student agency strategies - Resource bank of successful student agency strategies will be published on Compass  Action 2 Early indicators: - Year level assemblies, forums, and class visits will be student run - Student leaders will participate in public speaking training Late indicators:  - Student leaders will evaluate data from student-run forums  Action 3: Early indicators:  - Current goal-setting processes will be evaluated and updated Late indicators:  - Increased percentage of effort goals will be published on reports | | | | |
| Activities | | People responsible | Is this a PL priority | When | Activity cost and funding streams |
| Action 1: Develop a definition of student agency | | 🗹 Leading teacher(s)  🗹 Learning specialist(s) | 🞎 PLP Priority | from: Term 1  to: Term 2 | $0.00 |
| Action 1: Trial student agency strategies in select classes, including Learning Manager periods | | 🗹 Teacher(s) | 🞎 PLP Priority | from: Term 2  to: Term 4 | $0.00 |
| Action 1: Create a resource bank of successful strategies, including videos of classes | | 🗹 Curriculum co-ordinator (s)  🗹 KLA leader  🗹 Staff development coordinator  🗹 Teaching and learning coordinator | 🞎 PLP Priority | from: Term 1  to: Term 2 | $0.00 |
| Action 2: Improve public speaking skills through explicit teaching, peer coaching, and informal public speaking opportunities | | 🗹 Leading teacher(s) | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00 |
| Action 2: Increase student leadership through student-driven forums, assemblies, and student-run class visits | | 🗹 Student leadership coordinator | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00 |
| Action 3: Evaluate the effectiveness of the current effort goal-setting processes | | 🗹 Teaching and learning coordinator | 🞎 PLP Priority | from: Term 1  to: Term 1 | $0.00 |
| Action 3: Investigate effort goal setting process in Years 10-12 | | 🗹 Teaching and learning coordinator | 🞎 PLP Priority | from: Term 1  to: Term 2 | $0.00 |
| Action 3: Develop and integrate an updated effort goal-setting process | | 🗹 Teaching and learning coordinator | 🞎 PLP Priority | from: Term 1  to: Term 2 | $0.00 |
| Action 3: Maintain effort goals on 7-9 reports | | 🗹 Assistant principal  🗹 Curriculum co-ordinator (s) | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00 |
| Action 3: Provide support for parents to access effort goals through Compass | | 🗹 Assistant principal  🗹 Teaching and learning coordinator | 🞎 PLP Priority | from: Term 1  to: Term 1 | $0.00 |
| KIS 2.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs | Embed differentiation so that it is consistently observable in classroom practices and curriculum and assessment | | | | |
| **Actions** | Action 1 To strengthen staff capacity to embed differentiation into curriculum design  Action 2 To further build the capacity of staff to embed differentiation at all stages of the LATAR cycle  Action 3 To build staff capacity to design and deliver differentiated assessment | | | | |
| **Outcomes** | Action 1 Students will: - Experience differentiated learning activities more consistently across all areas of learning Teachers will:  - Use exemplar units from their KLA to develop differentiated units of work  Action 2 Students will: - Report a more consistent experience of differentiation in the classroom Teachers will:  - Further develop classroom practice to provide a differentiated learning experience  Action 3 Students will: - Experience differentiated formative and summative assessment Teachers will:  - Further develop and trial an approach to differentiated assessment in their KLA | | | | |
| **Success Indicators** | Action 1 Early Indicators: - Fully-differentiated exemplar KUDs will be evidence in curriculum documentation (CQRP, T: Drive, Google Drive) - KLAs have developed an exemplar unit of work Late Indicators: - Curriculum Quality Review shows an increase of differentiated learning activities in lesson resources - Student learning forums provide evidence of differentiated learning activities  Action 2 Early indicators:  - Feedback from professional learning modules indicates positive endorsement and strategies teachers intend to apply Late Indicators: - Student learning forum data suggests students are having a more consistent differentiation experience  Action 3  Early Indicators: - Assessment audit results shared with each KLA Late Indicators: - Differentiated assessment approach will be documented for each KLA - Evaluation of differentiated assessment performed by each KLA | | | | |
| Activities | | People responsible | Is this a PL priority | When | Activity cost and funding streams |
| Action 1: Conduct Curriculum Quality Review with a continued focus on differentiation | | 🗹 Curriculum co-ordinator (s)  🗹 Teaching and learning coordinator | 🞎 PLP Priority | from: Term 2  to: Term 2 | $0.00 |
| Action 1: Develop exemplar differentiated units in each KLA for teachers to use as a model for curriculum development | | 🗹 KLA leader  🗹 Learning specialist(s) | 🞎 PLP Priority | from: Term 1  to: Term 1 | $0.00 |
| Action 1: Develop LAL capacity to support and deliver professional learning on differentiation in their KLAs | | 🗹 Curriculum co-ordinator (s)  🗹 Learning specialist(s)  🗹 Teaching and learning coordinator | 🗹 PLP Priority | from: Term 1  to: Term 2 | $0.00 |
| Action 1: LALs provide professional learning in their KLAs | | 🗹 KLA leader | 🗹 PLP Priority | from: Term 1  to: Term 2 | $0.00 |
| Action 2: Use instructional coaching to support continued professional development in differentiation practice | | 🗹 Staff development coordinator  🗹 Teaching and learning coordinator | 🗹 PLP Priority | from: Term 1  to: Term 4 | $0.00 |
| Action 2: Further develop resource bank for differentiated learning activities across all learning areas | | 🗹 Learning specialist(s)  🗹 Teaching and learning coordinator | 🞎 PLP Priority | from: Term 1  to: Term 2 | $0.00 |
| Action 2: Include the lens of differentiation for all relevant school initiatives with particular focus on disability and inclusion | | 🗹 Teaching and learning coordinator | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00 |
| Action 2: Include differentiation professional learning in new staff induction | | 🗹 Teaching and learning coordinator | 🞎 PLP Priority | from: Term 1  to: Term 1 | $0.00 |
| Action 3: Provide professional learning on a range of differentiated assessment strategies | | 🗹 Curriculum co-ordinator (s)  🗹 KLA leader  🗹 Learning specialist(s)  🗹 Staff development coordinator  🗹 Teaching and learning coordinator | 🗹 PLP Priority | from: Term 3  to: Term 4 | $0.00 |
| Action 3: Develop, trial, and evaluate at least one new shared approach to differentiated assessment in each KLA | | 🗹 KLA leader | 🞎 PLP Priority | from: Term 3  to: Term 4 | $0.00 |
| Action 3: Audit assessments to ensure they cater for below standard and stretch students | | 🗹 Curriculum co-ordinator (s)  🗹 Learning specialist(s) | 🞎 PLP Priority | from: Term 4  to: Term 4 | $0.00 |
| KIS 2.d Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs | Build excellence in research–based teaching practice. | | | | |
| **Actions** | Action 1 Enhance the school-wide approaches to professional learning   Action 2 Build teacher capacity to effectively teach numeracy skills in their classes  Action 3 Build teacher capacity to effectively teach literacy across the College | | | | |
| **Outcomes** | Action 1 Students will: - Report an improvement in engagement in learning activities and classroom environments Teachers will: - Be exposed to research and have more opportunities to engage with materials following professional learning - Implement research-based teaching practices   Action 2 Students will: - Show increased proficiency levels in NAPLAN Numeracy and Pat M testing - Receive numeracy support if identified for intervention - Report increased engagement in Maths Teachers will: - Report increased confidence in identifying and teaching numeracy skills specific to their subject area. - Report an increase in staff confidence to effectively use data to improve student learning outcomes. - Be able to effectively identify, and differentiate for, high-ability students in maths classrooms.  Action 3 Students will:  - Show increased proficiency levels in NAPLAN reading and Pat R testing - Receive literacy support if identified for intervention - Show increased engagement in English through student surveys and feedback  Teachers will:  - Have a shared and consistent approach to the teaching of reading in English, EAL, and Literacy programs  - Report increased confidence in using the whole school literacy plan (teach summarising, word, sentence and text level) - Identify students’ literacy learning needs and collaboratively develop interventions - Consistently use red writing books and blue reading journals to improve student writing and reading - Report Increased engagement in reading lessons | | | | |
| **Success Indicators** | Action 1 Early Indicators: - Professional reading group established - Professional reading featured in agenda items in leadership meetings - Professional learning processes refined based on feedback Late Indicators: - Professional reading links provided following professional learning modules - Evaluation of professional learning processes used throughout the year  Action 2 Early Indicators: - Feedback from audit of numeracy in curriculum documentation given to LALs - Pre-testing platform established and utilised consistently for Junior Classes - Development of resource banks for high-ability maths students across 7 - 9 Late Indicators: - Improved growth in NAPLAN and PAT-M data - Numeracy skills and teaching resources consistently identified in Curriculum Planners  Action 3  Early Indicators: - Literacy Team Handbook has been updated - Students have completed a survey on reading - Resources and lessons created to prepare for NAPLAN  Late Indicators: - Growth in proficiency levels in NAPLAN and Pat R  - Completed diagnostic tools to assess reading - An updated reading program underpinned by current best practice and research | | | | |
| Activities | | People responsible | Is this a PL priority | When | Activity cost and funding streams |
| Action 1: Schedule term-based leadership engagement with relevant professional reading in meetings | | 🗹 Assistant principal  🗹 Teaching and learning coordinator | 🗹 PLP Priority | from: Term 1  to: Term 4 | $0.00 |
| Action 1: Establish a staff professional reading group | | 🗹 Learning specialist(s)  🗹 Staff development coordinator  🗹 Teaching and learning coordinator | 🞎 PLP Priority | from: Term 2  to: Term 2 | $0.00 |
| Action 1: Strengthen and continuously evaluate the instructional and peer coaching programs | | 🗹 Learning specialist(s)  🗹 Staff development coordinator  🗹 Teaching and learning coordinator | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00 |
| Action 1: Make evidence-based practices more visible in all professional learning, including links to key readings | | 🗹 Assistant principal  🗹 Teaching and learning coordinator | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00 |
| Action 1: Continued development of responsive professional learning processes including ongoing evaluation | | 🗹 Staff development coordinator  🗹 Teaching and learning coordinator | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00 |
| Action 2: Review and refine the Whole School Numeracy Plan, including an audit of curriculum documentation across KLAs | | 🗹 Curriculum co-ordinator (s)  🗹 Learning specialist(s) | 🞎 PLP Priority | from: Term 2  to: Term 3 | $0.00 |
| Action 2: Provide professional learning on the Whole School Numeracy Plan to all staff | | 🗹 Learning specialist(s)  🗹 Staff development coordinator  🗹 Teaching and learning coordinator | 🗹 PLP Priority | from: Term 3  to: Term 3 | $0.00 |
| Action 2: Monitor student learning data to continuously plan for and evaluate all intervention/extension programs (GRIN, MYLNS, TLI) | | 🗹 Learning specialist(s) | 🞎 PLP Priority | from: Term 1  to: Term 4 | $200,000.00  🗹 Equity funding will be used |
| Action 2: Improve numeracy teams capacity to use research-based practice to plan and provide interventions for students | | 🗹 KLA leader  🗹 Learning specialist(s)  🗹 Numeracy leader | 🞎 PLP Priority | from: Term 1  to: Term 4 | $200,000.00  🗹 Equity funding will be used |
| Action 2: Fully embed maths pre-testing practices and differentiated teaching at Years 7 and 8 | | 🗹 KLA leader  🗹 Learning specialist(s)  🗹 Numeracy leader | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00 |
| Action 2: Develop resource banks for high-ability students | | 🗹 KLA leader  🗹 Learning specialist(s)  🗹 Numeracy leader | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00 |
| Action 3: Build teacher capacity to effectively teach literacy across the College through professional learning module/s using the Whole School Literacy Plan | | 🗹 Learning specialist(s)  🗹 Literacy leader  🗹 Staff development coordinator  🗹 Teaching and learning coordinator | 🗹 PLP Priority | from: Term 2  to: Term 2 | $200,000.00  🗹 Equity funding will be used |
| Action 3: Review the strategies to teach and assess reading in English, EAL, Literate Practices and LEP | | 🗹 KLA leader  🗹 Literacy leader | 🞎 PLP Priority | from: Term 1  to: Term 1 | $0.00 |
| Action 3: Investigate alternatives to how reading is assessed including trialling different diagnostic tools | | 🗹 KLA leader  🗹 Learning specialist(s)  🗹 Literacy leader | 🞎 PLP Priority | from: Term 1  to: Term 2 | $0.00 |
| Action 3: Gauge, English, EAL, Lit Practices and LEP teacher competence and confidence on how to best teach reading, and develop next steps in teaching reading | | 🗹 Literacy leader | 🞎 PLP Priority | from: Term 1  to: Term 1 | $0.00 |
| Action 3: Provide an understanding of the whole school literacy plan for new staff in induction meetings | | 🗹 Literacy leader  🗹 Teaching and learning coordinator | 🞎 PLP Priority | from: Term 1  to: Term 2 | $0.00 |
| Action 3: In Literacy Team Meetings schedule planning for the teaching of reading. | | 🗹 KLA leader  🗹 Literacy leader | 🞎 PLP Priority | from: Term 1  to: Term 4 | $200,000.00  🗹 Equity funding will be used |
| Action 3: Collaboratively create resources for 7, 8 and 9 English and EAL that address areas of weakness in student writing as identified by NAPLAN and PAT R | | 🗹 Teacher(s) | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00 |
| Action 3: Set the agenda for literacy teams, for each term, focusing on key activities and interventions. | | 🗹 Literacy leader | 🞎 PLP Priority | from: Term 1  to: Term 1 | $0.00 |
| Goal 3 | To enhance student wellbeing. | | | | |
| 12-month target 3.1 target | To reduce the number of days absent per student per year from 19 days to 16 days. | | | | |
| 12-month target 3.2 target | To increase the percentage positive response on the AtoSS from; - 46% to 50% for School connectedness, - 62% to 64% for Advocate at school, - 50% to 53% for Respect for diversity, - 63% to 65% for Effective classroom behaviour | | | | |
| 12-month target 3.3 target | To increase the percentage positive response on the POS from; - 57% to 61% for Student motivation and support, - 77% to 79% for Confidence and resiliency skills | | | | |
| 12-month target 3.4 target | To increase the percentage positive response on the SSS from; - 39% to 41% for Shielding and buffering, - 46% to 48% for Staff professional safety, - 43% to 45% for Staff psychological safety, - 52% to 53% for Staff safety and wellbeing consultation and participation. | | | | |
| KIS 3.a The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment | Develop the capacity of staff to promote a safe, orderly, inclusive and stimulating school environment. | | | | |
| **Actions** | Action 1 Develop and integrate a whole school approach to creating safe and inclusive classrooms using the SWPBS framework  Action 2 Develop and refine systems and processes to implement the disability and inclusion reform | | | | |
| **Outcomes** | Action 1 Students will: - Be able to articulate and demonstrate their clear understanding of behaviour expectations - Engage in more positive behaviour   Teachers will:  - Develop a shared understanding of behaviour expectations and school wide responses - Use agreed practices and consistent language to teach and reinforce positive behaviour   Action 2 Students will: - Report experiencing inclusive learning environments with learning activities designed to meet them at their point of need  Teachers will: - Have a shared understanding of the the disability and inclusion framework  - Utilise IEPs and snapshots to differentiate for disability and inclusion | | | | |
| **Success Indicators** | Action 1 Early Indicators: - SWPBS team is established - Review of existing frameworks, student management systems, and rewards processes has been conducted  - Values matrix has been developed through consultation with school community Late Indicators:  - Student forum data demonstrates an increased sense of safety in the school - Staff report improved student behaviour  - Fewer red posts and suspensions reported on Compass - Increasing “green posts” or reward posts on Compass   Action 2 Early Indicators: - IEP and snapshots are reviewed on compass  - IEP and snapshots are linked to data mastersheets - Disability inclusion data has been shared at a staff meeting - Teachers have engaged with IEPs Late Indicators:  - IEP and SSG processes have been refined and are documented and shared with all staff - Process for tracking and implementing IEPS has been developed and evaluated | | | | |
| Activities | | People responsible | Is this a PL priority | When | Activity cost and funding streams |
| Action 1: Establish SWPBS Team and structure, and complete SWPBS leadership course | | 🗹 SWPBS leader/team | 🗹 PLP Priority | from: Term 1  to: Term 1 | $0.00 |
| Action 1: Develop a vision and plan for implementation of SWPBS for year 1 and beyond | | 🗹 SWPBS leader/team | 🞎 PLP Priority | from: Term 1  to: Term 2 | $0.00 |
| Action 1: Review student management and Compass processes to support SWPBS framework | | 🗹 SWPBS leader/team | 🞎 PLP Priority | from: Term 1  to: Term 2 | $0.00 |
| Action 1: Review and build on existing frameworks to support SWPBS (EG values matrix, hierarchy of consequences, PFL, Engagement continuum, Differentiation framework) | | 🗹 SWPBS leader/team | 🞎 PLP Priority | from: Term 1  to: Term 2 | $0.00 |
| Action 1: Review and refine recognition and reward processes in the school | | 🗹 SWPBS leader/team | 🞎 PLP Priority | from: Term 2  to: Term 4 | $0.00 |
| Action 1: Develop a strategy for teaching expected behaviours and begin implementation. | | 🗹 SWPBS leader/team | 🗹 PLP Priority | from: Term 2  to: Term 4 | $0.00 |
| Action 1: Conduct a consultation session with all staff to refine shared vision, values matrix, appropriate reinforcements and consequences. | | 🗹 Learning specialist(s)  🗹 Staff development coordinator  🗹 SWPBS leader/team  🗹 Teaching and learning coordinator | 🗹 PLP Priority | from: Term 1  to: Term 2 | $0.00 |
| Action 1: Provide professional learning on school wide approach to positive behaviour using Curriculum Days and PL Modules | | 🗹 Learning specialist(s)  🗹 Staff development coordinator  🗹 SWPBS leader/team  🗹 Teaching and learning coordinator | 🗹 PLP Priority | from: Term 1  to: Term 4 | $0.00 |
| Action 2: Refine the IEP and SSG process across the school in line with disability and inclusion reform guidance | | 🗹 Assistant principal  🗹 Disability inclusion coordinator | 🞎 PLP Priority | from: Term 1  to: Term 2 | $0.00 |
| Action 2: Develop a process for tracking and implementing adjustments to support students with disabilities | | 🗹 Assistant principal  🗹 Disability inclusion coordinator | 🞎 PLP Priority | from: Term 1  to: Term 2 | $0.00 |
| Action 2: Link IEP snapshots to mastersheets to create more comprehensive learning profiles | | 🗹 Data leader | 🞎 PLP Priority | from: Term 2  to: Term 4 | $0.00 |
| Action 2: Deliver professional learning on Disability and Inclusion to all staff | | 🗹 Disability inclusion coordinator  🗹 Staff development coordinator  🗹 Teaching and learning coordinator | 🗹 PLP Priority | from: Term 3  to: Term 3 | $0.00 |
| Action 2: Prioritise IEPs and student learning data (mastersheets) at a staff meeting in Term 1 | | 🗹 Data leader  🗹 Teaching and learning coordinator | 🗹 PLP Priority | from: Term 1  to: Term 1 | $0.00 |
| KIS 3.b Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion | Further develop a school culture that enhances the extent to which all students, families and staff feel connected, protected and respected | | | | |
| **Actions** | Action 1 Build the capacity of students to develop and lead school-based initiatives to strengthen our practice of CPR  Action 2 Build the capacity of parents to engage in their child’s education  Action 3 Continue to promote a culture that supports staff wellbeing | | | | |
| **Outcomes** | Action 1 Students will: - Participate in the committee and lead activities - Use the language of CPR Teachers will: - Know and use the proper channels to report concerns about psychological health and wellbeing  Action 2 Parents will: - Increase positive participation in school programs  Action 3 Teachers will: - Report improved professional and psychological safety at the school - Improve their knowledge and capacity to support the wellbeing of all members of the college | | | | |
| **Success Indicators** | Action 1 Early Indicators: - Committee formed and meeting regularly Late Indicators: - Students report increased school connectedness  - Increased student engagement in developing student programs Action 2 Late Indicators: - Parents report increased opportunities to participate in their child’s education  Action 3 Late Indicators: - Staff report improved levels of wellbeing - Staff report increased confidence to share opinions and raise issues | | | | |
| Activities | | People responsible | Is this a PL priority | When | Activity cost and funding streams |
| Action 1: Create a student-led committee on CPR | | 🗹 Assistant principal | 🞎 PLP Priority | from: Term 1  to: Term 1 | $0.00 |
| Action 1: Strengthen the links between the VCE VM program and CPR priorities | | 🗹 Disability inclusion coordinator  🗹 VCAL leader/team | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00 |
| Action 2: Review school communication with families across all platforms to improve accessibility | | 🗹 Assistant principal  🗹 Sub school leader/s | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00 |
| Action 2: Utilise existing parent events, and wellbeing and community outreach programs to collect feedback | | 🗹 Assistant principal  🗹 Sub school leader/s | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00 |
| Action 2: Provide parent workshops on the use of COMPASS and other relevant topics | | 🗹 Assistant principal  🗹 Sub school leader/s | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00 |
| Action 2: Review and refine the purpose of each year level parent evening to increase engagement | | 🗹 Assistant principal  🗹 Sub school leader/s | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00 |
| Action 2: Provide professional learning for sub-school teams in effectively engaging and working with parents and families | | 🗹 Assistant principal  🗹 Sub school leader/s | 🗹 PLP Priority | from: Term 2  to: Term 3 | $0.00 |
| Action 3: Review and distribute the Engagement Framework and supports available to staff | | 🗹 Staff development coordinator | 🞎 PLP Priority | from: Term 1  to: Term 2 | $0.00 |
| Action 3: Utilise Performance and Development Plan (PDP) discussions to provide an opportunity to discuss staff wellbeing | | 🗹 Staff development coordinator | 🗹 PLP Priority | from: Term 1  to: Term 4 | $0.00 |
| Action 3: Build leader capacity to facilitate effective teams and support staff wellbeing through targeted professional learning and coaching | | 🗹 Staff development coordinator | 🗹 PLP Priority | from: Term 2  to: Term 4 | $0.00 |
| Action 3: Embed opportunities on whole staff curriculum days to facilitate staff connectedness and team building | | 🗹 Staff development coordinator | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00 |