

2024 Annual Implementation Plan

for improving student outcomes

Carrum Downs Secondary College (8423)



Submitted for review by Michael Melfi (School Principal) on 26 June, 2024 at 11:35 AM
Endorsed by Michael Devine (Senior Education Improvement Leader) on 05 July, 2024 at 11:50 AM
Awaiting endorsement by School Council President

Self-evaluation summary - 2024

	FISO 2.0 outcomes	Self-evaluation level
Learning	Learning is the ongoing acquisition by students of knowledge, skills and capabilities, including those defined by the Victorian Curriculum and senior secondary pathways.	

Wellbeing	Wellbeing is the development of the capabilities necessary to thrive, contribute and respond positively to challenges and opportunities of life.	
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	FISO 2.0 Dimensions	Self-evaluation level
Leadership	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	

Teaching and learning	Use of common and subject-specific high impact teaching and learning strategies as part of a shared and responsive teaching and learning model implemented through positive and supportive student-staff relationships	
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Assessment	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	

Engagement	Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	

Support and resources	Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students	

Enter your reflective comments	
Considerations for 2024	
Documents that support this plan	

Select annual goals and KIS

Four-year strategic goals	Is this selected for focus this year?	Four-year strategic targets	12-month target
<p>Priorities goal In 2024 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the priorities goal, a learning key improvement strategy and a wellbeing key improvement strategy.</p>	No	Support for the priorities	The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.
<p>Improve learning outcomes in Literacy and Numeracy.</p>	Yes	<p>By 2028, increase the percentage of Year 9 students in the NAPLAN Exceeding or Strong proficiency levels in:</p> <ul style="list-style-type: none"> • Reading from 49% in 2023 to 59% • Writing from 45% in 2023 to 53% • Numeracy from 56% in 2023 to 58%. 	<p>Improve Reading to 51% Improve Writing to 47% Maintain Numeracy to 56%</p>
		<p>By 2028, improve the median VCE study score from 24 in 2023 to 27 or above.</p>	<p>Improve the median study score to 25 or above</p>
		<p>By 2028, increase the percentage of Years 7–10 students assessed at or above the age expected Victorian Curriculum Levels in semester 2 for:</p> <ul style="list-style-type: none"> • Reading and viewing from 46% in 2023 to 60% • Writing from 56% in 2023 to 66% • Number and algebra from 41% in 2023 to 55% • Measurement and geometry from 39% in 2023 to 57%. 	<p>Improve Reading and Viewing to 50% Improve Writing to 58% Improve Number and Algebra to 45% Improve Measurement and Geometry to 45%</p>

		<p>By 2028, increase the percentage of Year 7 to 12 students' positive endorsement for the following Attitudes to School Survey (AtoSS) factors:</p> <ul style="list-style-type: none"> • Stimulated learning from 46% in 2023 to 55% • Sense of confidence from 47% in 2023 to 57% • Differentiated learning challenge from 52% in 2023 to 58% • Student voice and agency from 32% in 2023 to 40%. 	<p>Improve Stimulated learning to 48% Improve Sense of Confidence to 49% Improve Differentiated learning to 54% Improve Student Voice and Agency to 34%</p>
Enhance student wellbeing and connectedness to the college	Yes	<p>By 2028, increase the percentage of Years 7 to 12 students' positive endorsement of the following Attitudes to School Survey (AtoSS) factors:</p> <ul style="list-style-type: none"> • Managing bullying from 37% in 2023 to 44% • Advocate at school from 59% in 2023 to 66% • Sense of connectedness from 36% in 2023 to 45% • Respect for diversity from 33% in 2023 to 38%. 	<p>Improve Managing Bullying to 39% Improve Advocate at School to 61% Improve Connectedness to 38% Improve Respect for Diversity to 35%</p>
		<p>By 2028, increase the positive endorsement of the following Parent Opinion Survey (POS) actors:</p> <ul style="list-style-type: none"> • Student connectedness from 77% in 2023 to 80% • Not experiencing bullying from 48% in 2023 to 38%. 	<p>Improve Sense of Connectedness to 78% Improve not experiencing bullying to 45%</p>
		<p>By 2028, increase the positive endorsement of the following School Staff Survey (SSS) factors:</p> <ul style="list-style-type: none"> • Collective efficacy from 40% in 2023 to 55% • Trust in colleagues from 60% in 2023 to 78% • Academic emphasis from 29% in 2023 to 37% or above. 	<p>Improve Collective Efficacy to 43% Improve Trust in Collagues to 63% Improve Academic Emphasis to 31%</p>
		<p>By 2028, decrease the Years 7 to 12 average number of days absent from 29.5 days in 2023 to 25 days or less.</p>	<p>Improve days absent to less than 29</p>

Goal 2	Improve learning outcomes in Literacy and Numeracy.
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12-month target 2.1-month target	Improve Reading to 51% Improve Writing to 47% Maintain Numeracy to 56%	
12-month target 2.2-month target	Improve the median study score to 25 or above	
12-month target 2.3-month target	Improve Reading and Viewing to 50% Improve Writing to 58% Improve Number and Algebra to 45% Improve Measurement and Geometry to 45%	
12-month target 2.4-month target	Improve Stimulated learning to 48% Improve Sense of Confidence to 49% Improve Differentiated learning to 54% Improve Student Voice and Agency to 34%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 2.a Teaching and learning	Build staff capacity to use various assessment strategies to meet student learning needs.	No
KIS 2.b Teaching and learning	Embed the college's instructional model and high-impact teaching strategies challenging all learners.	Yes
KIS 2.c Teaching and learning	Build student agency by better understanding learning growth and goal setting with direct student involvement.	No
KIS 2.d Teaching and learning	Review and improve Senior School practice.	Yes

<p>Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.</p>	<p>Our school review highlighted a need to strengthen our practice using our College Instructional Model and build consistency on our college wide teaching practice. The college will use our PLC cycle in Semester 2 to develop our practice using our college Instructional Model and the HITs. This will aim to improve our responses for Stimulated Learning and Sense of Confidence, as well as lifting our academic results.</p> <p>The review also highlighted that the line of sight of our senior school leadership was unclear with many roles intersecting to deliver our senior program. It has been identified as a priority to review our senior school structures and develop practices to raise achievement and expectations at senior level. Through this work we are aiming to improve academic achievement and outcomes at a senior level.</p>	
<p>Goal 3</p>	<p>Enhance student wellbeing and connectedness to the college</p>	
<p>12-month target 3.1-month target</p>	<p>Improve Managing Bullying to 39% Improve Advocate at School to 61% Improve Connectedness to 38% Improve Respect for Diversity to 35%</p>	
<p>12-month target 3.2-month target</p>	<p>Improve Sense of Connectedness to 78% Improve not experiencing bullying to 45%</p>	
<p>12-month target 3.3-month target</p>	<p>Improve Collective Efficacy to 43% Improve Trust in Colleagues to 63% Improve Academic Emphasis to 31%</p>	
<p>12-month target 3.4-month target</p>	<p>Improve days absent to less than 29</p>	
<p>Key Improvement Strategies</p>		<p>Is this KIS selected for focus this year?</p>
<p>KIS 3.a Engagement</p>	<p>Engage trauma-informed and inclusive practices across the college.</p>	<p>Yes</p>
<p>KIS 3.b Engagement</p>	<p>Further enhance student connectedness through a House and Wellbeing review.</p>	<p>No</p>
<p>KIS 3.c</p>	<p>Strengthen inclusion provision with targeted whole college and individualised approaches.</p>	<p>No</p>

Engagement		
<p>Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.</p>	<p>The college has already commenced work on developing our Instructional Model to be based around Trauma Informed Practice. This was identified as a key action to develop and improve our classroom climate and help students de-escalate and remain calm and regulated whilst at school and learning. This strategy will improve our responses for Advocate at School and School Connectedness, as well as assisting students in their learning achievement. All staff will this year undertake 2 training days delivered by Berry Street, and the college will implement whole school practices based on the Berry Street Eductaional Model. This training will improve our collective efficacy and help staff develop their trust in each other and our college academic emphasis.</p>	

Define actions, outcomes, success indicators and activities

Goal 2	Improve learning outcomes in Literacy and Numeracy.
12-month target 2.1 target	Improve Reading to 51% Improve Writing to 47% Maintain Numeracy to 56%
12-month target 2.2 target	Improve the median study score to 25 or above
12-month target 2.3 target	Improve Reading and Viewing to 50% Improve Writing to 58% Improve Number and Algebra to 45% Improve Measurement and Geometry to 45%
12-month target 2.4 target	Improve Stimulated learning to 48% Improve Sense of Confidence to 49% Improve Differentiated learning to 54% Improve Student Voice and Agency to 34%
KIS 2.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Embed the college's instructional model and high-impact teaching strategies challenging all learners.
Actions	We will build the capacity of staff to improve student engagement in learning by having our PLC cycles focused on improving teacher practice through the HITs and our Instructional Model.
Outcomes	Leaders will re-develop our college instructional model to embed specific High Impact Teaching Strategies. Leaders will implement our PLC cycle with a focus on improving student engagement through improved use of our college Instructional Model in the first 20 minutes of a lesson. Teachers will develop their teaching practice through the PLCs with a focus on using specific HITs in the first 20 minutes of a lesson.

	<p>Teachers will understand and be able to implement specific strategies in each phase of a lesson. Teachers will improve their understanding of student engagement and engage in activities to measure and improve student engagement in their lessons. Students will be more active and engaged participants in their lessons. Students will be more aware of our college Instructional Model and understand their roles in each part of the lesson.</p> <p>The use of HITS will be observable in lessons and throughout the planned curriculum from Year 7 to 12. GANAG and HITS will be the focus of PLC Cycle 2 in 2024 for all PLC groups to support the implementation of these structures within taught lessons.</p>			
<p>Success Indicators</p>	<p>We improve the percentage of students engaged in learning. Staff currently report on average across the school that 62% of students are engaged in learning based on our teaching and learning survey. We will take direct measurements of student engagement and aim to increase this number to greater than 80% of students engaged in learning.</p> <p>CDSC teaching and learning survey data - Improve the average rating on each question from Semester 1 2024 (out of 5):</p> <ul style="list-style-type: none"> - How effective do you think your PLC has been at improving teacher practice to improve from 2.5 to above 3.5 - How successful do you think your PLC was at measuring outcomes to improve from 2.6 to above 3.5 - To what extent has your PLC improved students outcomes to improve from 2.6 to above 3.5 <p>Increase the number of teachers reporting strongly agree to the question "I am confident to effectively implement the CDSC Instructional Model "GANAG" in my teaching / planning" from 65% to above 85%.</p> <p>School Staff Survey Improve Academic emphasis from 29% in 2023 to 31% or above in 2024.</p> <p>We will evaluate the number of students in years 7-10 working at or above the Victorian Curriculum Level from Semester 1 2024, and we will aim to increase this number in semester 2.</p> <p>We will aim improve our PAT median scores for Numeracy and Reading from end of 2023 values by at least 3 points on the scale score for each year level.</p>			
<p>Activities</p>	<p>People responsible</p>	<p>Is this a PL priority</p>	<p>When</p>	<p>Activity cost and funding streams</p>

To review and re-develop our college Instructional Model based on the HITs.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$0.00
Develop our Term 3 college PLC cycle to be focused around improving student engagement through our Instructional Model and the HITs.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> House leaders <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$0.00
Deliver whole staff professional development about GANAG and the HITs as part of the PLC cycle.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$0.00
Create specific additional time release built into the role of Instructional Leaders to ensure the provision of coaching to teaching staff to improve teacher practice using our Instructional Model.	<input checked="" type="checkbox"/> Leading teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$60,000.00 <input checked="" type="checkbox"/> Equity funding will be used
KIS 2.d Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Review and improve Senior School practice.			
Actions	To improve expectations and achievement in our senior pathways through a review of our senior school leadership structures and practices.			

Outcomes	<p>Leaders will ensure that we develop a Leadership structure of our senior program that will drive improved practice in VCE and VCE VM.</p> <p>Leaders will develop a strong understanding of VCE performance measures and high performance practices.</p> <p>Teachers will improve their capacity to deliver a study design and set high expectations.</p> <p>Teachers will develop their understanding of VCE performance metrics and set goals to improve their students achievement.</p> <p>Students will set more challenging and aspirational goals for their academic performance and develop strategies to work towards these goals.</p> <p>Students will develop their capacity to cope with stress and manage their own learning.</p> <p>The community will improve their expectation and aspirations of senior students.</p>			
Success Indicators	<p>Improve the college mean VCE study score from 24 to 25.</p> <p>To use semester 1 year 11 and 10 exam results to set a bench mark for performance and then to improve this for semester 2.</p> <p>To use semester 1 year 11 and 12 SAC results to set a bench mark for performance and then to improvethis for semester 2.</p> <p>Improve ATTOS responses for years 10-12 students for:</p> <ul style="list-style-type: none"> - Stimulated Learning - High expectations of success - Sense of confidence - Self-regulation and goal setting <p>Develop staff perception survey based around VCE to track improvements in VCE practices</p>			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Review Senior School Leadership roles and re-develop roles to ensure clear accountability and lines of responsibility.	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$0.00
Improve senior school data tracking processes to accurately track internal exam and SAC data as well as data metrics from VCAA exams.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00
Identify specific senior school practices to develop college wide based on visits to other schools and excellent practice as identified through our data analysis.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 2	\$20,000.00

			to: Term 4	<input checked="" type="checkbox"/> Other funding will be used
Develop a Senior School Hub as a central place to base Senior School staff and to provide a space for students to study and engage with their studies.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$50,000.00 <input checked="" type="checkbox"/> Other funding will be used
Develop the capacity of our students to undertake revision and goal setting through student focused PD in assemblies and Pastoral Care.	<input checked="" type="checkbox"/> Leading teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00
Goal 3	Enhance student wellbeing and connectedness to the college			
12-month target 3.1 target	Improve Managing Bullying to 39% Improve Advocate at School to 61% Improve Connectedness to 38% Improve Respect for Diversity to 35%			
12-month target 3.2 target	Improve Sense of Connectedness to 78% Improve not experiencing bullying to 45%			
12-month target 3.3 target	Improve Collective Efficacy to 43% Improve Trust in Collagues to 63% Improve Academic Emphasis to 31%			
12-month target 3.4 target	Improve days absent to less than 29			
KIS 3.a Activation of student voice and agency, including in leadership and learning, to strengthen	Engage trauma-informed and inclusive practices across the college.			

students' participation and engagement in school	
Actions	<p>To improve the quality of learning relationships between teachers and students by implementing trauma informed practices into our college wide teaching practice.</p> <p>To improve our college management of bullying.</p> <p>To improve the consistency of our School Wide Positive Behaviour Support framework with a particular emphasis on acknowledgment of learning.</p>
Outcomes	<p>Leaders will deliver professional development and implement trauma informed practices (from Berry Street Education Model) to build staff capability.</p> <p>Leaders will focus on improvement of Managing Bullying as a whole school focus.</p> <p>Teachers will improve their knowledge and understanding about the impacts of trauma on learning, and develop their use of trauma informed practices through professional development.</p> <p>Teachers will use the SWPBS strategies consistency to teach our college values and acknowledge learning.</p> <p>Students will connect with their classroom teacher and be able to use trauma informed strategies to be Ready to Learn.</p> <p>Students will be acknowledged for expected behaviour and feel safe and supportive in an inclusive environment.</p>
Success Indicators	<p>Staff Opinion</p> <p>Improve Collective Efficacy to 43% or above</p> <p>Improve Academic Emphasis to 31% or above</p> <p>Student AtoSS</p> <p>Improve the following factors</p> <p>Managing Bullying to above 39% positive response</p> <p>Advocate at School to above 61% positive response</p> <p>Sense of Connectedness to above 38% positive response</p> <p>Respect for diversity to above 35% positive response</p> <p>Engagement data tracking:</p> <p>We aim to:</p> <p>Maintain reduced incidents of suspension in 2024. In Term 2 2023 we had 39 suspension. Currently for Term 2 we have had 24 suspensions for Term 2.</p> <p>Reduce incidents of high level behaviour - in Term 2 currently at 6.6 high level behaviours per day.</p> <p>Increase use of college acknowledgement system (STARs).</p> <p>Reduce student number of days absent from 28.5 from last year</p>

Staff surveys: Feedback on whole school initiatives, in particular Berry Street Education Model implementation.
 Student Forums: Regular student forums to gain immediate feedback on school initiatives (Bullying, Ready to Learn plans, SWPBS)
 Teacher observation data will be collected to inform the fidelity of the strategies that are being implemented.

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Deliver 2 Days of Whole Staff Berry Street Educational Model (BSEM) Training.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$15,500.00 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Implement up to 3 Strategies from BSEM into our school Instructional Model and monitor impact, through use of professional development time in regular House meetings	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> House leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Review our SWPBS matrix and acknowledgement system and develop staff practice to increase use of acknowledgement system (STARS). Increase visibility of SWPBS through improved signage and increase college wide celebration and promotion of STARS.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> House leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$1,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Other funding will be used
Update College Anti-bullying policy and deliver improved community messaging and responses about bullying to community, through lessons about bullying related issues and our college policies.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> House leaders	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			to: Term 3	
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Funding planner

Summary of budget and allocated funding

Summary of budget	School's total funding (\$)	Funding allocated in activities (\$)	Still available/shortfall
Equity Funding	\$638,539.84	\$61,000.00	\$577,539.84
Disability Inclusion Tier 2 Funding	\$370,147.02	\$0.00	\$370,147.02
Schools Mental Health Fund and Menu	\$94,797.17	\$15,500.00	\$79,297.17
Total	\$1,103,484.03	\$76,500.00	\$1,026,984.03

Activities and milestones – Total Budget

Activities and milestones	Budget
Create specific additional time release built into the role of Instructional Leaders to ensure the provision of coaching to teaching staff to improve teacher practice using our Instructional Model.	\$60,000.00
Deliver 2 Days of Whole Staff Berry Street Educational Model (BSEM) Training.	\$15,500.00
Review our SWPBS matrix and acknowledgement system and develop staff practice to increase use of acknowledgement system (STARs). Increase visibility of SWPBS through improved signage and increase college wide celebration and promotion of STARs.	\$1,000.00
Totals	\$76,500.00

Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Create specific additional time release built into the role of Instructional Leaders to ensure the provision of coaching to teaching staff to improve teacher practice using our Instructional Model.	from: Term 3 to: Term 4	\$60,000.00	<input checked="" type="checkbox"/> School-based staffing
Review our SWPBS matrix and acknowledgement system and develop staff practice to increase use of acknowledgement system (STARs). Increase visibility of SWPBS through improved signage and increase college wide celebration and promotion of STARs.	from: Term 3 to: Term 4	\$1,000.00	<input checked="" type="checkbox"/> Other Signage and support materials
Totals		\$61,000.00	

Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
Totals		\$0.00	

Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
Deliver 2 Days of Whole Staff Berry Street Educational Model (BSEM) Training.	from: Term 2	\$15,500.00	<input checked="" type="checkbox"/> Berry Street Education Model (BSEM)

	to: Term 3		
Totals		\$15,500.00	

Additional funding planner – Total Budget

Activities and milestones	Budget
Totals	\$0.00

Additional funding planner – Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Totals		\$0.00	

Additional funding planner – Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
Totals		\$0.00	

Additional funding planner – Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
Totals		\$0.00	

Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
To review and re-develop our college Instructional Model based on the HITS.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s)	from: Term 2 to: Term 3	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Develop our Term 3 college PLC cycle to be focused around improving student engagement through our Instructional Model and the HITS.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> House leaders <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s)	from: Term 2 to: Term 3	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Deliver whole staff professional development about GANAG and the HITS as part of the PLC cycle.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s)	from: Term 2 to: Term 3	<input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning <input checked="" type="checkbox"/> Pedagogical Model	<input checked="" type="checkbox"/> On-site

					<input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	
Create specific additional time release built into the role of Instructional Leaders to ensure the provision of coaching to teaching staff to improve teacher practice using our Instructional Model.	<input checked="" type="checkbox"/> Leading teacher(s)	from: Term 3 to: Term 4	<input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Individualised reflection <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> PLC/PLT meeting <input checked="" type="checkbox"/> Area principal forums	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning specialist <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Deliver 2 Days of Whole Staff Berry Street Educational Model (BSEM) Training.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal	from: Term 2 to: Term 3	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Whole school pupil free day	<input checked="" type="checkbox"/> External consultants BSEM	<input checked="" type="checkbox"/> On-site
Implement up to 3 Strategies from BSEM into our school Instructional Model and monitor impact, through use of professional development time in regular House meetings	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> House leaders	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning specialist <input checked="" type="checkbox"/> Pedagogical Model	<input checked="" type="checkbox"/> On-site
Review our SWPBS matrix and acknowledgement system and develop staff practice to increase use of acknowledgement system (STARs). Increase visibility of SWPBS through improved signage and increase college wide celebration and promotion of STARs.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> House leaders	from: Term 3 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resources SWPBS	<input checked="" type="checkbox"/> On-site

