

2024 Annual Implementation Plan

for improving student outcomes

Bairnsdale Secondary College (8466)



Submitted for review by Trudie Nagle (School Principal) on 16 November, 2023 at 03:46 PM
Endorsed by Tony Roberts (Senior Education Improvement Leader) on 16 February, 2024 at 03:16 PM
Endorsed by Gary Stephens (School Council President) on 24 April, 2024 at 01:44 PM

Self-evaluation summary - 2024

	FISO 2.0 Dimensions	Self-evaluation level
Leadership	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	Embedding
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	
Teaching and learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Embedding
	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	
Assessment	Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.	Embedding
	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	

Engagement	Strong relationships and active partnerships between schools and families/carers, communities, and organisations to strengthen students' participation and engagement in school	Embedding
	Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	

Support and resources	Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Embedding
	Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students	

Future planning	<p>Future planning: The review has given clear direction for the next 4 years work.</p> <p>Goal 1: Improve student achievement. Partially met The panel found that this goal was partially met following an analysis of evidence of achievement against each target, with one target met and three targets not met. Evidence and findings for each target are described below.</p> <p>Goal 2: Enhance student engagement. Partially met The panel found that this goal was partially met following an analysis of evidence of achievement against each target, with one target met, two targets partially met, and one target not met. Evidence and findings for each target are described below.</p> <p>Goal 3: Empower students as lifelong learners. Partially met The panel found that this goal was partially met following an analysis of the evidence of achievement against each target, with one target met and two targets not met. Evidence and findings for each target are described below.</p>
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>	Yes	Support for the priorities	<p>The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>Staff Survey result in 2024:- Collective Efficacy will increase from 50% to 55%.- Use of the HITS will increase from 51% to 55%.AToSS Survey results in 2024:- Emotional awareness and regulation will increase from 62% to 65%.</p>
To improve the learning growth and achievement of every student.	Yes	<ul style="list-style-type: none"> • By 2027, the VCE All Studies mean score will increase from 26 (2022) to 28. • By 2027, the VCE English mean score will increase from 24.2 (2022) to 28. • By 2027, increase the percentage of students who have met and have achieved excellence in the Numeracy standard from 97% (2023) to 100%. (2023: 3% below, 85% at, 12% above) <p>Based on the 2023 Naplan data, we will: Reading Year 7 Exceeding / Strong from 54% 2023 to 65% 2027 Writing Year 7 Exceeding / Strong from 48% 2023 to 60% 2027 Numeracy Year 7 Exceeding / Strong from 50% 2023 to 60% 2027 Reading Year 9 Exceeding / Strong from 51% 2023 to 60% 2027 Writing Year 9 Exceeding / Strong from 47% 2023 to 60% 2027 Numeracy Year 9 Exceeding / Strong from 52% 2023 to 60% 2027</p>	<p>By 2024, the VCE All Studies mean score will increase to 27.By 2024, the VCE English mean score will increase to 26. By 2024, increase the percentage of students who have met and have achieved excellence in the Numeracy standard to 100%.</p> <p>BSC will increase the following in 2024:- Reading Year 7 Exceeding / Strong from 54% 2023 to 58%.- Writing Year 7 Exceeding / Strong from 48% 2023 to 51%. - Numeracy Year 7 Exceeding / Strong from 50% 2023 to 54%.- Reading Year 9 Exceeding / Strong from 51% 2023 to 54%.- Writing Year 9 Exceeding / Strong from 47% 2023 to 50%.- Numeracy Year 9 Exceeding / Strong from 52% 2023 to 55%.</p>

		<p>By 2027, increase the percentage of positive responses on the School Staff Survey for the following factors:</p> <ul style="list-style-type: none"> • Teaching and learning evaluation module from 63 % (2023) to 75%. • Teaching and learning planning module from 67 % (2023) to 75%. • Teacher collaboration factor in the School Climate module in the Staff Opinion Survey from 46% (2023) to 75%. 	<p>BSC will increase the following in 2024:- Teaching and learning evaluation module from 63 % (2023) to 66%.- Teaching and learning planning module from 67 % (2023) to 70%.- Teacher collaboration factor in the School Climate module in the Staff Opinion Survey from 46% (2023) to 50%.</p>
		<p>By 2027, increase the proportion of positive response scores for the Effective Teaching Time factor in the Effective teaching practice for cognitive engagement on the Student Attitudes to School Survey from 52% (2022) to 60%.</p>	<p>BSC will increase the following in 2024:- The proportion of positive response scores for the Effective Teaching.- Time factor in the Effective teaching practice for cognitive engagement on the Student Attitudes to School Survey from 52% (2023) to 55%.</p>
To strengthen students' participation and engagement in school.	Yes	<p>By 2027, increase the percentage of positive response responses on the Student Attitudes to School Survey for the.</p> <ul style="list-style-type: none"> • Student Voice and Agency factor for all students in the Social Engagement domain from 33% (2023) to 50% 2027. • Advocate at school factor in the School Safety domain from 64% (2023) to 75% 2027. 	<p>BSC will increase the following in 2024:- Student Voice and Agency factor for all students in the Social Engagement domain from 33% (2023) to 38%.- Advocate at school factor in the School Safety domain from 64% (2023) to 68%.</p>
		<p>By 2027, increase the proportion of positive response scores for the student connectedness factor in the Connection and progression module on the Parent Opinion Survey from 74% (2023) to 85% 2027.</p>	<p>BSC will increase the following in 2024:- The proportion of positive response scores for the student connectedness factor in the Connection and progression module on the Parent Opinion Survey from 74% (2023) to 77%.</p>

Goal 1	<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>
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12-month target 1.1-month target	<p>Staff Survey result in 2024:</p> <ul style="list-style-type: none"> - Collective Efficacy will increase from 50% to 55%. - Use of the HITS will increase from 51% to 55%. <p>AToSS Survey results in 2024:</p> <ul style="list-style-type: none"> - Emotional awareness and regulation will increase from 62% to 65%. 	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1.a	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy	Yes
KIS 1.b	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable	Yes
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.		
Goal 2	To improve the learning growth and achievement of every student.	
12-month target 2.1-month target	<p>By 2024, the VCE All Studies mean score will increase to 27.</p> <p>By 2024, the VCE English mean score will increase to 26.</p> <p>By 2024, increase the percentage of students who have met and have achieved excellence in the Numeracy standard to 100%.</p>	
12-month target 2.2-month target	<p>BSC will increase the following in 2024:</p> <ul style="list-style-type: none"> - Reading Year 7 Exceeding / Strong from 54% 2023 to 58%. - Writing Year 7 Exceeding / Strong from 48% 2023 to 51%. - Numeracy Year 7 Exceeding / Strong from 50% 2023 to 54%. - Reading Year 9 Exceeding / Strong from 51% 2023 to 54%. 	

	<ul style="list-style-type: none"> - Writing Year 9 Exceeding / Strong from 47% 2023 to 50%. - Numeracy Year 9 Exceeding / Strong from 52% 2023 to 55%. 	
12-month target 2.3-month target	<p>BSC will increase the following in 2024:</p> <ul style="list-style-type: none"> - Teaching and learning evaluation module from 63 % (2023) to 66%. - Teaching and learning planning module from 67 % (2023) to 70%. - Teacher collaboration factor in the School Climate module in the Staff Opinion Survey from 46% (2023) to 50%. 	
12-month target 2.4-month target	<p>BSC will increase the following in 2024:</p> <ul style="list-style-type: none"> - The proportion of positive response scores for the Effective Teaching. - Time factor in the Effective teaching practice for cognitive. engagement on the Student Attitudes to School Survey from 52% (2023) to 55%. 	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 2.a Teaching and learning	Embed a continuous cycle of improvement.	Yes
KIS 2.b Teaching and learning	Embed a culture of student engagement.	Yes
KIS 2.c Leadership	Develop a consistent approach to behaviour management.	Yes
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>The school had significantly improved student learning outcomes during the review period. There had been a significant improvement in the outcomes of senior students, agreeing that embedding a continuous cycle of improvement would further enhance outcomes for all students.</p> <p>There had been improvements in the levels of student engagement and behaviour management approaches during the previous review period. There remains opportunities to embed and develop consistent approaches in these areas, which would assist in improving the learning growth and achievement for every student.</p>	
Goal 3	To strengthen students' participation and engagement in school.	

12-month target 3.1-month target	BSC will increase the following in 2024: - Student Voice and Agency factor for all students in the Social Engagement domain from 33% (2023) to 38%. - Advocate at school factor in the School Safety domain from 64% (2023) to 68%.	
12-month target 3.2-month target	BSC will increase the following in 2024: - The proportion of positive response scores for the student connectedness factor in the Connection and progression module on the Parent Opinion Survey from 74% (2023) to 77%.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 3.a Leadership	Investigate, develop and implement a school-wide student leadership framework.	Yes
KIS 3.b Engagement	Investigate, develop and implement a school-wide approach to student agency in their learning.	No
KIS 3.c Engagement	Strengthen student voice to foster connections and relationships.	No
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.	Opportunities for students to demonstrate leadership were generally limited to students in senior years. A focus will be the development of a common and shared language around the meaning of student voice and learner agency. Promote opportunities for students to consistently influence curriculum design and provide feedback to teachers on the impact of their teaching, learning and assessment practices relating to their achievement.	

Define actions, outcomes, success indicators and activities

Goal 1	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.			
12-month target 1.1 target	Staff Survey result in 2024: - Collective Efficacy will increase from 50% to 55%. - Use of the HITS will increase from 51% to 55%. AToSS Survey results in 2024: - Emotional awareness and regulation will increase from 62% to 65%.			
KIS 1.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	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy			
Actions	Use of data, both formative and summative, to inform planning and individual's point of need with a specific focus on numeracy. Continuing to embed the Instructional Model (IM).			
Outcomes	As a result of this work: - We will see consistent implementation of the IM from years 7 to 12. - Improved / targeted delivery of point of need teaching.			
Success Indicators	Observations and coaching will confirm implementation and impact. IM will be present in all classes. Teacher planning will be more precise.			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams

Mentoring and coaching. Monitoring through SIT (School Improvement Team).	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> School improvement team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$350,000.00 <input checked="" type="checkbox"/> Equity funding will be used
KIS 1.b 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	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	Promote and support behaviour for learning and promote resilience.			
Outcomes	We will see: - Improved student confidence and self directed learning.			
Success Indicators	We will see: - Improvement in the AToSS in student learning confidence. - Observations of more students engaged in the classroom practises.			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Mentoring Coaching. Monitoring via SIT (School Improvement Team).	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> School improvement team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$250,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Goal 2	To improve the learning growth and achievement of every student.			

12-month target 2.1 target	By 2024, the VCE All Studies mean score will increase to 27. By 2024, the VCE English mean score will increase to 26. By 2024, increase the percentage of students who have met and have achieved excellence in the Numeracy standard to 100%.
12-month target 2.2 target	BSC will increase the following in 2024: - Reading Year 7 Exceeding / Strong from 54% 2023 to 58%. - Writing Year 7 Exceeding / Strong from 48% 2023 to 51%. - Numeracy Year 7 Exceeding / Strong from 50% 2023 to 54%. - Reading Year 9 Exceeding / Strong from 51% 2023 to 54%. - Writing Year 9 Exceeding / Strong from 47% 2023 to 50%. - Numeracy Year 9 Exceeding / Strong from 52% 2023 to 55%.
12-month target 2.3 target	BSC will increase the following in 2024: - Teaching and learning evaluation module from 63 % (2023) to 66%. - Teaching and learning planning module from 67 % (2023) to 70%. - Teacher collaboration factor in the School Climate module in the Staff Opinion Survey from 46% (2023) to 50%.
12-month target 2.4 target	BSC will increase the following in 2024: - The proportion of positive response scores for the Effective Teaching. - Time factor in the Effective teaching practice for cognitive. engagement on the Student Attitudes to School Survey from 52% (2023) to 55%.
KIS 2.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Embed a continuous cycle of improvement.
Actions	<ul style="list-style-type: none"> • Use of data, both formative and summative, to inform planning and individual's point of need. • Collaboration. • Planning for different strategies. • Moderation. • Instructional Model. • Feedback to and from students.

	<ul style="list-style-type: none"> Monitoring and reflection. 			
Outcomes	We will see: - At all stages of the improvement cycle improved rigour and precision.			
Success Indicators	The Cycle of Improvement is being driven by a PLC approach. KLA leaders meeting every 3 weeks to monitor and embed.			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Collaborative approach to embedding the Cycle of Improvement. Mentoring and coaching program will support this work.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> KLA leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$300,000.00 <input checked="" type="checkbox"/> Equity funding will be used
KIS 2.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Embed a culture of student engagement.			
Actions	To ensure that the following actions are implemented with rigour a fidelity: <ul style="list-style-type: none"> - Behaviour for learning - being Resilience. - Effective classroom strategies. - Provide student choice in the selection of learning tasks. - Knowing students as learners. - High expectations of student engagement in their learning. - Extension opportunities. 			

Outcomes	We will see: - Improved student engagement. - Improved student reflective practices. - Improved student confidence.				
Success Indicators	We will see: - Improvements in the AToSS in the areas of: Student sense of confidence, perseverance and motivation and interest.				
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams	
Throughout the Cycle of Improvement - greater emphasis will be given to 'How does this impact on student engagement?'	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> KLA leader <input checked="" type="checkbox"/> Leading teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 4 to: Term 4	\$400,000.00 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items	
KIS 2.c 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 a consistent approach to behaviour management.				
Actions	Agreed understanding of policies, practices and their implementation. Professional learning around strategies that promote a positive classroom environment. SWPBS continues to be a priority program. BSC continues to work with the regional SWPBS staff.				

Outcomes	We will see: - Calm and orderly school environment and classrooms. - SWPBS will be embedded across the school.				
Success Indicators	We will see: - Improved AToSS data in the field of school safety and managing bullying.				
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams	
All staff professional learning. Consistency of practice.	<input checked="" type="checkbox"/> All staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$300,000.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used	
Goal 3	To strengthen students' participation and engagement in school.				
12-month target 3.1 target	BSC will increase the following in 2024: - Student Voice and Agency factor for all students in the Social Engagement domain from 33% (2023) to 38%. - Advocate at school factor in the School Safety domain from 64% (2023) to 68%.				
12-month target 3.2 target	BSC will increase the following in 2024: - The proportion of positive response scores for the student connectedness factor in the Connection and progression module on the Parent Opinion Survey from 74% (2023) to 77%.				
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	Investigate, develop and implement a school-wide student leadership framework.				
Actions	Establish a work party to investigate, develop and implement a school-wide student leadership framework.				

Outcomes	Strengthen student voice to foster connections and relationships. Investigate, develop and implement a school-wide approach to student agency in their learning.			
Success Indicators	We will see: - Improvement in the AToSS results - specifically in: Effort and Expectations for success.			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Establish a work party to investigate, develop and implement a school-wide student leadership framework.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Numeracy leader <input checked="" type="checkbox"/> SWPBS leader/team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$250,000.00 <input checked="" type="checkbox"/> Equity funding will be used

Funding planner

Summary of budget and allocated funding

Summary of budget	School's total funding (\$)	Funding allocated in activities (\$)	Still available/shortfall
Equity Funding	\$1,186,513.72	\$1,100,000.00	\$86,513.72
Disability Inclusion Tier 2 Funding	\$241,380.52	\$300,000.00	-\$58,619.48
Schools Mental Health Fund and Menu	\$132,423.49	\$400,000.00	-\$267,576.51
Total	\$1,560,317.73	\$1,800,000.00	-\$239,682.27

Activities and milestones – Total Budget

Activities and milestones	Budget
Mentoring and coaching. Monitoring through SIT (School Improvement Team).	\$350,000.00
Mentoring Coaching. Monitoring via SIT (School Improvement Team).	\$250,000.00
Collaborative approach to embedding the Cycle of Improvement. Mentoring and coaching program will support this work.	\$300,000.00
Throughout the Cycle of Improvement - greater emphasis will be given to 'How does this impact on student engagement?'	\$400,000.00
All staff professional learning. Consistency of practice.	\$300,000.00
Establish a work party to investigate, develop and implement a school-wide student leadership framework.	\$250,000.00
Totals	\$1,850,000.00

Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Mentoring and coaching. Monitoring through SIT (School Improvement Team).	from: Term 1 to: Term 4	\$350,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> Support services
Mentoring Coaching. Monitoring via SIT (School Improvement Team).	from: Term 1 to: Term 4	\$250,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
Collaborative approach to embedding the Cycle of Improvement. Mentoring and coaching program will support this work.	from: Term 1 to: Term 4	\$300,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
Establish a work party to investigate, develop and implement a school-wide student leadership framework.	from: Term 1 to: Term 4	\$200,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
Totals		\$1,100,000.00	

Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
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All staff professional learning. Consistency of practice.	from: Term 1 to: Term 4	\$300,000.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> • <input checked="" type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none"> •
Totals		\$300,000.00	

Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
Throughout the Cycle of Improvement - greater emphasis will be given to 'How does this impact on student engagement?'	from: Term 4 to: Term 4	\$400,000.00	
Totals		\$400,000.00	

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
Mentoring and coaching. Monitoring through SIT (School Improvement Team).	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> School improvement team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative inquiry/action research team <input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Timetabled planning day <input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Learning specialist <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Mentoring Coaching. Monitoring via SIT (School Improvement Team).	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> School improvement team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative inquiry/action research team <input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Timetabled planning day <input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Collaborative approach to embedding the Cycle of Improvement. Mentoring and coaching program will support this work.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> KLA leader	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative inquiry/action research team <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning specialist <input checked="" type="checkbox"/> Literacy leaders <input checked="" type="checkbox"/> Maths/Sci specialist	<input checked="" type="checkbox"/> On-site
Throughout the Cycle of Improvement - greater emphasis will be given to 'How does this impact on student engagement?'	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> KLA leader <input checked="" type="checkbox"/> Leading teacher(s)	from: Term 4 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <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"/> Lookout centre/designated teacher	<input checked="" type="checkbox"/> On-site

All staff professional learning. Consistency of practice.	<input checked="" type="checkbox"/> All staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative inquiry/action research team	<input checked="" type="checkbox"/> Whole school pupil free day	<input checked="" type="checkbox"/> Academy program/course <input checked="" type="checkbox"/> Pedagogical Model	<input checked="" type="checkbox"/> On-site
Establish a work party to investigate, develop and implement a school-wide student leadership framework.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Numeracy leader <input checked="" type="checkbox"/> SWPBS leader/team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Individualised reflection <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Professional practice day <input checked="" type="checkbox"/> Network professional learning	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants Dan Petro	<input checked="" type="checkbox"/> On-site