

2020 Annual Implementation Plan

for improving student outcomes

Hazel Glen College (5552)



Submitted for review by Anthony Stockwell (School Principal) on 20 December, 2019 at 04:26 PM
Endorsed by David Kilmartin (Senior Education Improvement Leader) on 15 January, 2020 at 10:03 AM
Endorsed by Craig Williams (School Council President) on 09 September, 2020 at 10:48 AM

Self-evaluation Summary - 2020

	FISO Improvement Model Dimensions The 6 High-impact Improvement Initiatives are highlighted below in red.	Self-evaluation Level
Excellence in teaching and learning	Building practice excellence	Evolving moving towards Embedding
	Curriculum planning and assessment	Evolving
	Evidence-based high-impact teaching strategies	Evolving moving towards Embedding
	Evaluating impact on learning	Evolving
Professional leadership	Building leadership teams	Evolving
	Instructional and shared leadership	Evolving
	Strategic resource management	Evolving
	Vision, values and culture	Evolving

Positive climate for learning	Empowering students and building school pride	Emerging moving towards Evolving
	Setting expectations and promoting inclusion	Emerging moving towards Evolving
	Health and wellbeing	Evolving moving towards Embedding
	Intellectual engagement and self-awareness	Evolving

Community engagement in learning	Building communities	Evolving
	Global citizenship	Emerging moving towards Evolving
	Networks with schools, services and agencies	Evolving moving towards Embedding
	Parents and carers as partners	Evolving

Enter your reflective comments	The College Leadership completed a 2 day conference based around a review of the 2019 AIP against the College SSP. We reviewed goals and targets in the specific priority areas of FISO against the continua of practice of evidence collated from within the College. This was an extensive and rewarding task that brought the collective leadership group to review and assess accurately the achievements set out by the College for 2019.
Considerations for 2020	Continue to develop a consistent data review process that can be implemented across the College: Data Wise. Develop a College wide student management and wellbeing process across the College: SWPBS. Consolidate an aspiring leadership professional leadership learning model across the College. Engage an external consultant to support increased student agency and engagement across the College: Lee Watanabe Crockett

Documents that support this plan	
---	--

SSP Goals Targets and KIS

Goal 1	The College optimises learning growth for all students
Target 1.1	<p>By 2022, the percentage of students in the top two bands of NAPLAN will improve in:</p> <p>Year 3</p> <ul style="list-style-type: none">• Reading from 56% (2018) to 60% (2022)• Writing from 53% (2018) to 57% (2022)• Spelling from 50% (2018) to 54% (2022)• Grammar & Punctuation from 51% (2018) to 55% (2022)• Numeracy from 35% (2018) to 42% (2022)
Target 1.2	<p>Increase the percentage of students achieving high growth for NAPLAN as follows:</p> <p>Year 5</p> <p><u>High Growth</u></p> <ul style="list-style-type: none">• Reading from 10.9% (2018) to 25% (2022)• Writing from 15.1% (2018) to 25% (2022)• Spelling from 22.3% (2018) to 25% (2022)• Grammar & Punctuation from 10.8% (2018) to 25% (2022)• Numeracy from 11% (2018) to 25% (2022) <p>Year 7</p>

	<p><u>High Growth</u></p> <ul style="list-style-type: none"> • Reading from 14.8% (2018) to 25% (2022) • Writing from 17.2% (2018) to 25% (2022) • Spelling from 17.6% (2018) to 25% (2022) • Grammar & Punctuation from 16.3% (2018) to 25% (2022) • Numeracy from 18% (2018) to 25% (2022) <p>Year 9</p> <p><u>High Growth</u></p> <ul style="list-style-type: none"> • Reading from 17.1% (2018) to 25% (2022) • Writing from 15.4% (2018) to 25% (2022) • Spelling from 18.7% (2018) to 25% (2022) • Grammar & Punctuation from 15.6% (2018) to 25% (2022) • Numeracy from 14.3% (2018) to 25% (2022)
<p>Target 1.3</p>	<p>To achieve a VCAL completion percentage rate to 75% by 2022</p>
<p>Target 1.4</p>	<p>VASS Report 10 to increase the percentage of studies above zero to 50% 2022</p> <p>VCE Mean study score to be at or above 26 in 2022</p>
<p>Key Improvement Strategy 1.a</p>	<p>Develop and implement an approach to teaching literacy and numeracy that is targeted and connected to each stage of learning</p>

Evidence-based high-impact teaching strategies	
Key Improvement Strategy 1.b Evidence-based high-impact teaching strategies	Embed the Colleges instructional model (IMPACT) including evidence based High Impact Teaching Strategies
Key Improvement Strategy 1.c Evaluating impact on learning	Build leadership and teacher capacity to effectively use data to track and monitor student progress to inform planning and practice
Key Improvement Strategy 1.d Evaluating impact on learning	Action Plan to accelerate improvement
Goal 2	The College community will strengthen student engagement to enable student agency in learning.
Target 2.1	By 2022, the average attendance rate per year level will be above 90%
Target 2.2	<p>By 2022, the percentage endorsement for the following factors of AToSS will increase from 2018 benchmarks for:</p> <p>Years 5&6</p> <ul style="list-style-type: none"> • Sense of connectedness from 60% to 62% • Student voice and agency from 45% to 49% • Sense of inclusion from 86% to 87% • School stage transition from xx% to xx% • Sense of confidence from 59% to 62% • Resilience from 59% to 60% • Motivation and interest form 62% to 64% • Self-regultaion and goal setting from 78% to 81%

	<ul style="list-style-type: none"> • Attitudes to attendance from 91.9 to 92% <p>Year 7 - 12</p> <ul style="list-style-type: none"> • Sense of connectedness from 64% to 66% • Student voice and agency from 53% to 57% • Sense of inclusion from 88% to 89% • School stage transition from xx% to xx% • Sense of confidence from 65% to 68% • Resilience from 65% to 68% • Motivation and interest form 66% to 68% • Self-regultaion and goal setting from 84% to 87% • Attitudes to attendance from 93 to 94%
Target 2.3	<p>Increase the percentage of positive endorsements for the following factors of the POS:</p> <ul style="list-style-type: none"> • Student agency and voice from 77% (2018) to 81% (2022) • Confidence and resilience skills from 82% (2018) to 85% (2022) <p>And participation from 34% to 42%</p>
Key Improvement Strategy 2.a Empowering students and building school pride	Develop a whole school understanding of student voice and agency
Key Improvement Strategy 2.b	The College community will co-design aspirational goals with students

Empowering students and building school pride	
Key Improvement Strategy 2.c Intellectual engagement and self-awareness	The College community will co-design opportunities for students to exercise authentic agency in their learning
Key Improvement Strategy 2.d Evidence-based high-impact teaching strategies	Embed the high impact teaching strategies that support student voice and agency
Goal 3	The College community embeds high expectations of learning, effort and engagement for all students.
Target 3.1	<p>Increase the percentage of positive endorsements for the following factors of AToSS:</p> <ul style="list-style-type: none"> • Differentiated learning challenge from 63% (2018) to 68% (2022) • Effective classroom behaviour from 60% (2018) to 65% (2022) • Effective teaching time from 60% (2018) to 67% (2022) • Stimulating learning from 53% (2018) to 61% (2022) • Effort from 69% (2018) to 75% (2022) • High expectations for success from 74% (2018) to 77% (2022) • Teacher concern from 48% (2018) to 55% (2022) <p>And participation from 91.9% to 95%</p>
Target 3.2	<p>Increase the percentage of positive endorsements for the following factors of SSS:</p> <ul style="list-style-type: none"> • Academic emphasis from 43% (2018) to 60% (2022) • Collective efficacy from 58% (2018) to 70% (2022) • Collective responsibility from 75% (2018) to 83% (2022)

	<ul style="list-style-type: none"> • Trust in students and parents from 47% (2018) to 60% (2022) • Teacher collaboration from 35% (2018) to 45% (2022) • Collective focus on student learning from 65% (2018) to 75% (2022) • Guaranteed and viable curriculum 57% (2018) to 70% (2022) • Cultural leadership from 65% (2018) to 75% (2022) • Instructional leadership from 47% (2018) to 60% (2022) <p>And participation from 33% to 90%</p>
<p>Target 3.3</p>	<p>Increase the percentage of positive endorsements for the following factors of POS:</p> <ul style="list-style-type: none"> • High expectations for success from 81% (2018) to 50% (2022) • Student motivation and support from 63% (2018) to 70% (2022) • Stimulating learning environment from 78% (2018) to 85% (2022) • Effective teaching from 71% (2018) to 80% (2022) • School connectedness from 85% (2018) to 90% (2022) • Positive transitions from 78% (2018) to 85% (2022) <p>And participation from 34% to 50%</p>
<p>Key Improvement Strategy 3.a Vision, values and culture</p>	<p>The College community has a clear understanding of the school's vision, values and culture and the priorities driving the school improvement agenda</p>
<p>Key Improvement Strategy 3.b Building leadership teams</p>	<p>The College community will embed a succession plan that develops the capabilities of leadership teams and individuals to build a culture that is focused on improvement</p>

Key Improvement Strategy 3.c
Instructional and shared leadership

The College community will embed a culture of continuous improvement of excellence in achievement, engagement and wellbeing across all stages of learning

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
The College optimises learning growth for all students	Yes	<p>By 2022, the percentage of students in the top two bands of NAPLAN will improve in:</p> <p>Year 3</p> <ul style="list-style-type: none"> • Reading from 56% (2018) to 60% (2022) • Writing from 53% (2018) to 57% (2022) • Spelling from 50% (2018) to 54% (2022) • Grammar & Punctuation from 51% (2018) to 55% (2022) • Numeracy from 35% (2018) to 42% (2022) 	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>Reading - 60% Writing - 59% Spelling - 62% Grammar & Punctuation - 60% Numeracy - 40%</p>
		<p>Increase the percentage of students achieving high growth for NAPLAN as follows:</p> <p>Year 5</p> <p><u>High Growth</u></p> <ul style="list-style-type: none"> • Reading from 10.9% (2018) to 25% (2022) 	<p>Year 5 Reading - 12% Writing - 20% Spelling - 25% Grammar & Punctuation - 19% Numeracy - 17%</p> <p>Year 7 Reading - 22%</p>

		<ul style="list-style-type: none"> • Writing from 15.1% (2018) to 25% (2022) • Spelling from 22.3% (2018) to 25% (2022) • Grammar & Punctuation from 10.8% (2018) to 25% (2022) • Numeracy from 11% (2018) to 25% (2022) <p>Year 7</p> <p><u>High Growth</u></p> <ul style="list-style-type: none"> • Reading from 14.8% (2018) to 25% (2022) • Writing from 17.2% (2018) to 25% (2022) • Spelling from 17.6% (2018) to 25% (2022) • Grammar & Punctuation from 16.3% (2018) to 25% (2022) • Numeracy from 18% (2018) to 25% (2022) <p>Year 9</p> <p><u>High Growth</u></p> <ul style="list-style-type: none"> • Reading from 17.1% (2018) to 25% (2022) • Writing from 15.4% (2018) to 25% (2022) • Spelling from 18.7% (2018) to 25% (2022) • Grammar & Punctuation from 15.6% (2018) to 25% (2022) • Numeracy from 14.3% (2018) to 25% (2022) 	<p>Writing - 19% Spelling - 30% Grammar & Punctuation - 23% Numeracy - 18%</p> <p>Year 9 Reading - 21% Writing - 19% Spelling - 21% Grammar & Punctuation - 20% Numeracy - 18%</p>
--	--	--	--

		To achieve a VCAL completion percentage rate to 75% by 2022	VCAL completion rate - 70%
		VASS Report 10 to increase the percentage of studies above zero to 50% 2022 VCE Mean study score to be at or above 26 in 2022	VASS Report 10 - 30% VCE Median study score - 23
The College community will strengthen student engagement to enable student agency in learning.	Yes	By 2022, the average attendance rate per year level will be above 90%	Average attendance rate - 85%
		By 2022, the percentage endorsement for the following factors of AToSS will increase from 2018 benchmarks for: Years 5&6 <ul style="list-style-type: none"> • Sense of connectedness from 60% to 62% • Student voice and agency from 45% to 49% • Sense of inclusion from 86% to 87% • School stage transition from xx% to xx% • Sense of confidence from 59% to 62% • Resilience from 59% to 60% • Motivation and interest form 62% to 64% • Self-regultaion and goal setting from 78% to 81% • Attitudes to attendance from 91.9 to 92% 	Years 4 to 12 Sense of connectedness - 55% Student voice and agency - 48% Sense of inclusion (4-6) - 86% School stage transition (Year 7 and new students) - 64% School stage transition (10-12) - 47% Sense of confidence - 61% Resilience - 61% Motivation and interest - 60% Self-regulation and goal setting 67% Attitudes to attendance - 80%

		<p>Year 7 - 12</p> <ul style="list-style-type: none"> • Sense of connectedness from 64% to 66% • Student voice and agency from 53% to 57% • Sense of inclusion from 88% to 89% • School stage transition from xx% to xx% • Sense of confidence from 65% to 68% • Resilience from 65% to 68% • Motivation and interest form 66% to 68% • Self-regultaion and goal setting from 84% to 87% • Attitudes to attendance from 93 to 94% 	
		<p>Increase the percentage of positive endorsements for the following factors of the POS:</p> <ul style="list-style-type: none"> • Student agency and voice from 77% (2018) to 81% (2022) • Confidence and resilience skills from 82% (2018) to 85% (2022) <p>And participation from 34% to 42%</p>	<p>Student agency and voice - 79% Confidence and resilience skills - 81% Participation - 44%</p>
<p>The College community embeds high expectations of learning, effort and engagement for all students.</p>	<p>Yes</p>	<p>Increase the percentage of positive endorsements for the following factors of AToSS:</p> <ul style="list-style-type: none"> • Differentiated learning challenge from 63% (2018) to 68% (2022) • Effective classroom behaviour from 60% (2018) to 65% (2022) 	<p>Differentiated learning challenge - 84% Effective classroom behaviour - 79% Effective teaching time - 83% Stimulating learning - 75% Effort - 81% High expectations for success - 95%</p>

		<ul style="list-style-type: none"> • Effective teaching time from 60% (2018) to 67% (2022) • Stimulating learning from 53% (2018) to 61% (2022) • Effort from 69% (2018) to 75% (2022) • High expectations for success from 74% (2018) to 77% (2022) • Teacher concern from 48% (2018) to 55% (2022) <p>And participation from 91.9% to 95%</p>	<p>Teacher concern - 71% Participation - 95%</p>
		<p>Increase the percentage of positive endorsements for the following factors of SSS:</p> <ul style="list-style-type: none"> • Academic emphasis from 43% (2018) to 60% (2022) • Collective efficacy from 58% (2018) to 70% (2022) • Collective responsibility from 75% (2018) to 83% (2022) • Trust in students and parents from 47% (2018) to 60% (2022) • Teacher collaboration from 35% (2018) to 45% (2022) • Collective focus on student learning from 65% (2018) to 75% (2022) • Guaranteed and viable curriculum 57% (2018) to 70% (2022) • Cultural leadership from 65% (2018) to 75% (2022) • Instructional leadership from 47% (2018) to 60% (2022) <p>And participation from 33% to 90%</p>	<p>Academic emphasis - 50% Collective efficacy - 62% Collective responsibility - 80% Trust in students and parents - 52% Teacher collaboration - 45% Collective focus on student learning - 75% Guaranteed and viable curriculum - 65% Cultural leadership - 77% Instructional leadership - 62%</p> <p>Participation - 80%</p>

		<p>Increase the percentage of positive endorsements for the following factors of POS:</p> <ul style="list-style-type: none"> • High expectations for success from 81% (2018) to 50% (2022) • Student motivation and support from 63% (2018) to 70% (2022) • Stimulating learning environment from 78% (2018) to 85% (2022) • Effective teaching from 71% (2018) to 80% (2022) • School connectedness from 85% (2018) to 90% (2022) • Positive transitions from 78% (2018) to 85% (2022) <p>And participation from 34% to 50%</p>	<p>High expectations for success - 87% Student motivation and support - 67% Stimulating learning environment - 80% Effective teaching - 76% School connectedness - 87% Positive transitions - 81%</p> <p>Participation - 46%</p>
--	--	--	---

Goal 1	The College optimises learning growth for all students
12 Month Target 1.1	Reading - 60% Writing - 59% Spelling - 62% Grammar & Punctuation - 60% Numeracy - 40%
12 Month Target 1.2	Year 5 Reading - 12% Writing - 20% Spelling - 25% Grammar & Punctuation - 19%

	<p>Numeracy - 17%</p> <p>Year 7 Reading - 22% Writing - 19% Spelling - 30% Grammar & Punctuation - 23% Numeracy - 18%</p> <p>Year 9 Reading - 21% Writing - 19% Spelling - 21% Grammar & Punctuation - 20% Numeracy - 18%</p>	
12 Month Target 1.3	VCAL completion rate - 70%	
12 Month Target 1.4	VASS Report 10 - 30% VCE Median study score - 23	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Evidence-based high-impact teaching strategies	Develop and implement an approach to teaching literacy and numeracy that is targeted and connected to each stage of learning	Yes
KIS 2 Evidence-based high-impact teaching strategies	Embed the Colleges instructional model (IMPACT) including evidence based High Impact Teaching Strategies	Yes
KIS 3 Evaluating impact on learning	Build leadership and teacher capacity to effectively use data to track and monitor student progress to inform planning and practice	Yes
KIS 4	Action Plan to accelerate improvement	Yes

Evaluating impact on learning		
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.	This KIS was selected to ensure we maintain a focus on consistent teaching and learning practices across the College. This KIS will support our College in developing collective teacher efficacy and ownership of pedagogy to increase student outcomes which will be evident in our NAPLAN results.	
Goal 2	The College community will strengthen student engagement to enable student agency in learning.	
12 Month Target 2.1	Average attendance rate - 85%	
12 Month Target 2.2	Years 4 to 12 Sense of connectedness - 55% Student voice and agency - 48% Sense of inclusion (4-6) - 86% School stage transition (Year 7 and new students) - 64% School stage transition (10-12) - 47% Sense of confidence - 61% Resilience - 61% Motivation and interest - 60% Self-regulation and goal setting 67% Attitudes to attendance - 80%	
12 Month Target 2.3	Student agency and voice - 79% Confidence and resilience skills - 81% Participation - 44%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1	Develop a whole school understanding of student voice and agency	Yes

Empowering students and building school pride		
KIS 2 Empowering students and building school pride	The College community will co-design aspirational goals with students	No
KIS 3 Intellectual engagement and self-awareness	The College community will co-design opportunities for students to exercise authentic agency in their learning	No
KIS 4 Evidence-based high-impact teaching strategies	Embed the high impact teaching strategies that support student voice and agency	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.	This KIS was selected as a focus area across the College to increase student agency which will lead to increased student engagement and increased student outcomes.	
Goal 3	The College community embeds high expectations of learning, effort and engagement for all students.	
12 Month Target 3.1	Differentiated learning challenge - 84% Effective classroom behaviour - 79% Effective teaching time - 83% Stimulating learning - 75% Effort - 81% High expectations for success - 95% Teacher concern - 71% Participation - 95%	

12 Month Target 3.2	Academic emphasis - 50% Collective efficacy - 62% Collective responsibility - 80% Trust in students and parents - 52% Teacher collaboration - 45% Collective focus on student learning - 75% Guaranteed and viable curriculum - 65% Cultural leadership - 77% Instructional leadership - 62% Participation - 80%	
12 Month Target 3.3	High expectations for success - 87% Student motivation and support - 67% Stimulating learning environment - 80% Effective teaching - 76% School connectedness - 87% Positive transitions - 81% Participation - 46%	
Key Improvement Strategies	Is this KIS selected for focus this year?	
KIS 1 Vision, values and culture	The College community has a clear understanding of the school's vision, values and culture and the priorities driving the school improvement agenda	Yes
KIS 2 Building leadership teams	The College community will embed a succession plan that develops the capabilities of leadership teams and individuals to build a culture that is focused on improvement	No
KIS 3 Instructional and shared leadership	The College community will embed a culture of continuous improvement of excellence in achievement, engagement and wellbeing across all stages of learning	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.

This KIS was selected as the College will have a focus in 2020 on ensuring our community has a clear understanding and commitment to our Vision, Values and Culture through a collaborative approach to develop a positive school climate.

Define Actions, Outcomes and Activities

Goal 1	The College optimises learning growth for all students
12 Month Target 1.1	Reading - 60% Writing - 59% Spelling - 62% Grammar & Punctuation - 60% Numeracy - 40%
12 Month Target 1.2	Year 5 Reading - 12% Writing - 20% Spelling - 25% Grammar & Punctuation - 19% Numeracy - 17% Year 7 Reading - 22% Writing - 19% Spelling - 30% Grammar & Punctuation - 23% Numeracy - 18% Year 9 Reading - 21% Writing - 19% Spelling - 21% Grammar & Punctuation - 20% Numeracy - 18%
12 Month Target 1.3	VCAL completion rate - 70%
12 Month Target 1.4	VASS Report 10 - 30% VCE Median study score - 23

KIS 1 Evidence-based high-impact teaching strategies	Develop and implement an approach to teaching literacy and numeracy that is targeted and connected to each stage of learning
Actions	<ul style="list-style-type: none"> - Leaders will provide a collaborative vision based on Bastow Leading Literacy course for a consistent learning approach at HGC to support teachers and middle leaders to create a unified teaching pedagogy which drives the development of a high performance learning culture. - Develop teacher knowledge and capacity to plan for and implement differentiated teaching practices and collaborative planning with a focus on vocabulary
Outcomes	<p>Leaders will implement professional learning focusing on Literacy Vocab resulting in a change to classroom practice in line with KIS Leaders will review Literacy teams across the college to drive the vocab initiative aimed at improving student outcomes Literacy Leaders to use the FISO improvement cycle to consolidate the key actions to improve literacy Leaders to drive whole school approach to vocab, as overseen by the School Improvement Team (SIT) Leaders will complete documentation and make it available on Staff Drive in Literacy/ Numeracy/ Domain/ VCAL/ VCE</p> <p>Teachers will engage in professional learning centered on vocabulary Teachers will implement literacy strategies in their classroom practice and programs and collect data to support this through peer observation Teachers will develop and document consistent strategies and approaches in the teaching of vocabulary. Teachers will complete a successful data wise focus on vocabulary</p> <p>Students will set personal goals with teacher support to target their vocabulary learning Students will be able to explain their learning goals and why they are focused on that goal and how they will know they have been successful</p>
Success Indicators	<p>Documented data wise cycle in each year level/domain Peer observation notes An improvement in literacy outcomes as collected through NAPLAN, PAT or On Demand and Essential Assessment Coaching documentation</p>

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Data wise cycle completed	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Targeted professional learning on teaching and learning of vocab	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Improvement Teacher <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$15,000.00 <input type="checkbox"/> Equity funding will be used
Improvement in NAPLAN data	<input checked="" type="checkbox"/> Student(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$1,500.00 <input checked="" type="checkbox"/> Equity funding will be used
Coaching	<input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Peer Observations	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			to: Term 4	<input type="checkbox"/> Equity funding will be used
KIS 2 Evidence-based high-impact teaching strategies	Embed the Colleges instructional model (IMPACT) including evidence based High Impact Teaching Strategies			
Actions	To embed the IMPACT pedagogical model in order to improve and refine teacher practice and student learning. IMPACT will ensure a consistent pedagogical approach across the College to improve student outcomes.			
Outcomes	<p>Leaders will establish PL priorities to build teacher capacity Leaders will develop and present Professional Learning to build staff capabilities around the HITS. Leaders will support staff through coaching to further improve teacher efficacy around implementing the HITS</p> <p>Teachers will have a deeper understanding of HITS and how they translate into their classrooms. Teachers will make the HITS visible in their classroom practice and make these a targeted focus through peer observations. Teachers will implement and document consistent strategies and approaches in the application of IMPACT and HITS. Teachers will display the IMPACT model in all classrooms. Teachers will develop their understanding of HITS through PL provided.</p> <p>Students will develop effective learning pedagogy skills to support their individual learning needs.</p>			
Success Indicators	Improved results in the Student Attitude to School survey Documented learning intentions and success criteria IMPACT model visible in all classrooms Documented evidence of teachers attending PL focused on the HITS Documented evidence of peer observations			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Provide staff with laminated IMPACT model on A3	<input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$300.00

			to: Term 1	<input type="checkbox"/> Equity funding will be used
Professional learning on HITS provided	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Peer observations	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Coaching	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
KIS 3 Evaluating impact on learning	Build leadership and teacher capacity to effectively use data to track and monitor student progress to inform planning and practice			
Actions	To continue to embed the consistent use of Data Wise across the College. The methodical analysis of assessment data will provide evidence that middle leaders and staff need in order to continue to improve teaching and student learning outcomes.			
Outcomes	<p>Leaders will oversee effective data cycles integrating a range of data. Leaders will provide ongoing professional learning based on Data Wise steps and staff needs. Leaders will collect feedback from staff on the Data Wise cycle in order to continually improve the process. Leaders will reflect upon data wise and analyse the Data Wise process and celebrate achievements across the College</p> <p>Teachers will use the Data Wise protocols when working as teams. Teachers will work in teams and continue to use meeting wise and rolling agendas to support Data Wise cycles and build effective teams.</p>			

	<p>Teachers will use Data Wise protocols when working as teams Teachers will continue to complete the Harvard Data Wise Professional Learning (MOOC). Teachers will develop a deeper understanding of the FISO improvement cycle connection with Data Wise cycle</p> <p>Students will progress through learning with a clear understanding of their goals Students will monitor their growth with teacher support throughout the Data Wise process</p>			
Success Indicators	<p>Documented rolling agendas Documented meeting protocols Staff feedback surveys Percentage of staff completing MOOC Data Wise presentations</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Data Wise cycles completed in staff meetings	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Data Wise presentations in leadership meetings	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Complete internal staff feedback surveys	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Complete Staff Opinion Survey in staff meeting	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$0.00 <input type="checkbox"/> Equity funding will be used
KIS 4 Evaluating impact on learning	Action Plan to accelerate improvement			
Actions	To continue to embed the consistent use of Data Wise across the College. The methodical analysis of assessment data will provide evidence that middle leaders and staff need in order to continue to improve teaching and student learning outcomes.			
Outcomes	<p>Student Outcomes in particular Year 9 Reading Outcomes improve (as measured by NAPLAN - students maintaining in the top 2 bands and student mean increasing and agreed school base assessments)</p> <p>The Instructional Model IMPACT implemented consistently across the Year 9 level</p> <p>Student data tracked through Data Walls with regular and consistent unpacking of agreed data sets as part of team planning to inform classroom practice</p> <p>The use of Peer observations and coaching as required is an embedded and effective school practice</p>			
Success Indicators	<p>Students</p> <p>Students will progress through learning with a clear understanding of their goals, linked to their current levels of achievement in reading and what is required to progress</p> <p>Students will monitor their growth with teacher support throughout the Data Wise process in an agreed time frame (5 week cycle)</p> <p>Students in top 2 bands on NAPLAN in Year 7 will maintain in Year 9</p> <p>Year 9 student mean score for NAPLAN reading will increase</p> <p>Teachers</p> <p>Teachers will use the Data Wise protocols when working as teams.</p> <p>Teachers will work in teams and continue to use meeting wise and rolling agendas to support Data Wise cycles and build effective teams.</p> <p>Teachers will use Data Wise protocols when working as teams</p> <p>Teachers will continue to complete the Harvard Data Wise Professional Learning (MOOC).</p> <p>Teachers will develop a deeper understanding of the FISO improvement cycle connection with Data Wise cycle</p> <p>Teachers will use the 5 week cycle to plan, implement and evaluate their teaching and learning program</p> <p>Teachers will implement the school's instructional model IMPACT</p>			

Leaders
 Leaders will oversee effective data cycles integrating a range of data, in particular the 5 week cycle for this project.
 Leaders will provide ongoing professional learning based on Data Wise steps and staff needs, including the active use of regional staff: EILS (Education Improvement Leaders) and SAMS (Student Achievement Managers)
 Leaders will collect feedback from staff on the Data Wise cycle in order to continually improve the process.
 Leaders will monitor staff progress through peer observations and participation in Team Meetings
 Leaders will reflect upon Data Wise and analyse the Data Wise process and celebrate achievements across the College

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Data Wise cycles completed in staff meetings	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Data Wise presentations in leadership meetings	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Complete internal staff feedback surveys	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Complete Staff Opinion Survey in staff meeting	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 3	\$0.00

			to: Term 3	<input type="checkbox"/> Equity funding will be used
Goal 2	The College community will strengthen student engagement to enable student agency in learning.			
12 Month Target 2.1	Average attendance rate - 85%			
12 Month Target 2.2	Years 4 to 12 Sense of connectedness - 55% Student voice and agency - 48% Sense of inclusion (4-6) - 86% School stage transition (Year 7 and new students) - 64% School stage transition (10-12) - 47% Sense of confidence - 61% Resilience - 61% Motivation and interest - 60% Self-regulation and goal setting 67% Attitudes to attendance - 80%			
12 Month Target 2.3	Student agency and voice - 79% Confidence and resilience skills - 81% Participation - 44%			
KIS 1 Empowering students and building school pride	Develop a whole school understanding of student voice and agency			
Actions	Implement Wabisabi Learning to promote modern learning environments across the College that guide students towards taking ownership for their learning. Focus on developing the critical thinking and problem-solving skills vital to student engagement, growth and independence.			

Outcomes	<p>Leaders will engage with Lee Watanabe Crockett Leaders will oversee the introduction of Wabisabi Learning through the College Curriculum Days</p> <p>Teachers will have professional learning with Lee Watanabe Crockett Teachers will develop their understanding of Wabisabi learning Teachers will have collegiate discussions around Wabisabi learning Teachers will begin to trial Wabisabi learning in the practice</p> <p>Students will experience more choice and agency in their learning Selected students will participate in student voice forums</p>			
Success Indicators	<p>Participation and engagement of staff in professional learning positively endorsed through staff surveys The percentage endorsement of student voice and agency in the 2020 AToSS is 48%. Documented student agency forums held each term across the College Increased student engagement through student surveys Students presenting learning and engagement through celebrations of learning</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Curriculum Day with Lee Watanabe	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$35,000.00 <input type="checkbox"/> Equity funding will be used
Student agency forums to be held each term across the college to provide student feedback	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Student(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Develop curriculum in line with the concepts presented	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 2	\$0.00

			to: Term 4	<input type="checkbox"/> Equity funding will be used
Goal 3	The College community embeds high expectations of learning, effort and engagement for all students.			
12 Month Target 3.1	Differentiated learning challenge - 84% Effective classroom behaviour - 79% Effective teaching time - 83% Stimulating learning - 75% Effort - 81% High expectations for success - 95% Teacher concern - 71% Participation - 95%			
12 Month Target 3.2	Academic emphasis - 50% Collective efficacy - 62% Collective responsibility - 80% Trust in students and parents - 52% Teacher collaboration - 45% Collective focus on student learning - 75% Guaranteed and viable curriculum - 65% Cultural leadership - 77% Instructional leadership - 62% Participation - 80%			
12 Month Target 3.3	High expectations for success - 87% Student motivation and support - 67% Stimulating learning environment - 80% Effective teaching - 76% School connectedness - 87% Positive transitions - 81% Participation - 46%			
KIS 1	The College community has a clear understanding of the school's vision, values and culture and the priorities driving the school improvement agenda			

Vision, values and culture				
Actions	Whole College implementation of the School Wide Positive Behaviour Support program (SWPBS) behaviour matrix and positive reward system			
Outcomes	<p>Leaders will oversee the development and implementation of a positive reward system Leaders will oversee the development of the SWPBS behaviour matrix Leaders will ensure the behaviour matrix is visible around the college Leaders will communicate the behaviour matrix to the wider community</p> <p>Teachers will be consistent in their implementation of a positive reward system Teachers will consistently acknowledge and reward positive behaviours Teachers will have an understanding of the behaviour matrix Teachers will explicitly teach the behaviour matrix expectations</p> <p>Students will have an understanding of the behaviour matrix Students will have a greater understanding of expected behaviours Students will have a greater understanding of how they will represent themselves in the community</p>			
Success Indicators	Decrease in negative student behaviour chronicles and incidents Behaviour matrix will be visible in all learning spaces and promoted to the College community. Increase in positive behaviour chronicles Improved student attitudes in AToSS Documented evidence of the positive reward system in Compass Wider community have an understanding of SWPBS			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
SWPBS matrix evident in all learning spaces	<input checked="" type="checkbox"/> Year Level Co-ordinator(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2	\$100.00

			to: Term 2	<input type="checkbox"/> Equity funding will be used
Positive Reward Day (Last Day of Each Term)	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Student(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Rewards created and ready to be distributed	<input checked="" type="checkbox"/> Assistant Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$1,000.00 <input type="checkbox"/> Equity funding will be used
Review of the SWPBS rewards system and behaviour matrix	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 4 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
SWPBS communicated to parent community through a parent information night and Compass	<input checked="" type="checkbox"/> Assistant Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used

Equity Funding Planner

Equity Spending Totals

Category	Total proposed budget (\$)	Spend (\$)
Equity funding associated with Activities and Milestones	\$1,500.00	\$1,500.00
Additional Equity funding	0.00	0.00
Grand Total	\$1,500.00	\$1,500.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Improvement in NAPLAN data	from: Term 2 to: Term 3	<input checked="" type="checkbox"/> School-based staffing	\$1,500.00	\$1,500.00
Totals			\$1,500.00	\$1,500.00

Additional Equity spend

Outline here any additional Equity spend for 2020	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Totals				

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Data wise cycle completed	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning	<input checked="" type="checkbox"/> On-site
Targeted professional learning on teaching and learning of vocab	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Improvement Teacher <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Subject association <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Improvement in NAPLAN data	<input checked="" type="checkbox"/> Student(s)	from: Term 2 to: Term 3	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Moderated assessment of student learning	<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"/> On-site
Coaching	<input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1	<input checked="" type="checkbox"/> Curriculum development	<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"/> On-site

		to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Individualised Reflection			
Peer Observations	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <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"/> Practice Principles for Excellence in Teaching and Learning <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Provide staff with laminated IMPACT model on A3	<input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Professional learning on HITS provided	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Individualised Reflection <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Peer observations	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Pedagogical Model	<input checked="" type="checkbox"/> On-site

					<input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	
Coaching	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <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"/> Literacy expertise <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) <input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> On-site
Data Wise cycles completed in staff meetings	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <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"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Data Wise presentations in leadership meetings	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site

Complete internal staff feedback surveys	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> On-site
Complete Staff Opinion Survey in staff meeting	<input checked="" type="checkbox"/> All Staff	from: Term 2 to: Term 3	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Leadership partners	<input checked="" type="checkbox"/> On-site
Curriculum Day with Lee Watanabe	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> External consultants Lee Watanabe Crockett	<input checked="" type="checkbox"/> On-site
Student agency forums to be held each term across the college to provide student feedback	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Student(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Individualised 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"/> On-site
Develop curriculum in line with the concepts presented	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Leader	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
SWPBS matrix evident in all learning spaces	<input checked="" type="checkbox"/> Year Level Co-ordinator(s)	from: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

		to: Term 2	<input checked="" type="checkbox"/> Student voice, including input and feedback			
Positive Reward Day (Last Day of Each Term)	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Student(s)	from: Term 2 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"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Rewards created and ready to be distributed	<input checked="" type="checkbox"/> Assistant Principal	from: Term 2 to: Term 2	<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"/> On-site
Review of the SWPBS rewards system and behaviour matrix	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team	from: Term 4 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
SWPBS communicated to parent community through a parent information night and Compass	<input checked="" type="checkbox"/> Assistant Principal	from: Term 2 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site