

2022 Annual Implementation Plan

for improving student outcomes

Eaglehawk Secondary College (7790)



Submitted for review by Danielle Derksen (School Principal) on 22 February, 2022 at 01:20 PM
Endorsed by Damien Jenkyn (Senior Education Improvement Leader) on 03 March, 2022 at 02:16 PM
Awaiting endorsement by School Council President

Self-evaluation Summary - 2022

| | FISO 2.0 Dimensions | Self-evaluation Level |
|-----------------------|--|-----------------------|
| Teaching and Learning | Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs | Evolving |
| | 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 assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities | Embedding |
| | Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms. | |

| | | |
|-------------------|---|----------|
| 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 | Evolving |
| | Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core | |

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

| | | |
|----------------|---|----------|
| Support | Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion | Evolving |
| | 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 | <p>Despite being impacted by 2 years of COVID-19, school improvement initiatives such as assessment rubrics have been able to progress. Rubrics are now embedded across the curriculum using an agreed template.</p> <p>Rubrics are now embedded into the semester report replacing comments as feedback for students and parents/cares.</p> <p>The Independent Reading Program has been implemented in English more consistently</p> <p>Staff capacity to undertake PLC inquiries has increased despite lockdowns and staff are using data to inform their practice as part of PLCs</p> |
|---------------------------------------|--|

| | |
|--|---|
| <p>Considerations for 2022</p> | <p>Building the capacity of Learning Area Leaders to support their teams to use assessment rubrics to provide feedback of learning progression English teachers supported by the DSSI team to implement student conferencing as part of the Independent Reading program Increase numeracy growth in years 7 & 9 through MYLNS capability focus on cognitive load theory and explicit teaching of skills Undertake Berry Street Education Model training with BEP schools Undertake School Wide Positive Behaviours training to increase the wellbeing and engagement of students Engage middle level leaders in coaching for teaching and learning</p> |
| <p>Documents that support this plan</p> | |

SSP Goals Targets and KIS

| | |
|--|---|
| Goal 1 | <p>2022 Priorities Goal Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.</p> |
| Target 1.1 | Support for the 2022 Priorities |
| Key Improvement Strategy 1.a Priority 2022 Dimension | Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy |
| Key Improvement Strategy 1.b Priority 2022 Dimension | Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable |
| Goal 2 | To improve student achievement and learning growth across all curriculum areas, but particularly in Literacy and Numeracy. |
| Target 2.1 | <p><i>Achievement</i></p> <p>By 2021, increase the percentage of students with high or medium gain in Reading and Writing (NAPLAN 7–9) to match or exceed results in similar schools.</p> <p>By 2021, increase the percentages of students in the top two bands of NAPLAN at Year 9 for Reading, Writing and Numeracy so that the percentages match or exceed results in similar schools.</p> <p><i>By 2021, decrease the percentage of students assessed below the expected level in Teacher Judgements from Years 7–10 in all areas of Literacy and Numeracy to match or are better than results in similar schools.</i></p> |

| | |
|---|---|
| <p>Target 2.2</p> | <p>Staff Opinion</p> <p><i>By 2021, variables on the SSS to reflect improvement to match or exceed the following percent endorsement:</i></p> <p><i>Knowledge of high impact teaching strategies—80 per cent</i></p> <p><i>Moderate assessment tasks together—75 per cent</i></p> <p><i>Understand how to use data—75 per cent</i></p> <p><i>Professional learning to improve practice—80 per cent</i></p> |
| <p>Target 2.3</p> | <p>Student Attitudes</p> <p><i>By 2021, variables in the AToSS for the whole College to match or exceed the following percent endorsement:</i></p> <p><i>Effective teaching time—75 per cent</i></p> <p><i>Stimulated learning—75 per cent</i></p> <p><i>Differentiated learning challenge—80 per cent</i></p> |
| <p>Key Improvement Strategy 2.a Building practice excellence</p> | <p>Build teacher capability to utilise data and a range of assessment strategies to teach to a student’s point of learning need so that every student is challenged and achieves the expected progress or better than the expected progress.</p> |
| <p>Key Improvement Strategy 2.b Building practice excellence</p> | <p>Strengthen the capacity of all teachers to consistently employ evidence–based, high impact teaching strategies based on the agreed Eaglehawk SC instructional model.</p> |
| <p>Key Improvement Strategy 2.c Building practice excellence</p> | <p>Fully implement a College Literacy across the Curriculum Plan, focusing on improving Reading and Writing evidence–based instruction and on building the capacity of every teacher to be a teacher of Literacy.</p> |

| | |
|-------------------|--|
| Goal 3 | To create a stimulating, 21st century learning environment where students take a higher level of responsibility for their learning and become more engaged, independent and self-regulating learners. |
| Target 3.1 | <p><i>Attendance</i></p> <p><i>By 2021, improve student attendance so that attendance matches or exceeds results in similar schools.</i></p> |
| Target 3.2 | <p><i>Student Attitudes</i></p> <p><i>By 2021, variables in the AToSS for the whole College to match or exceed the following percent endorsement:</i></p> <p><i>Motivation and interest—60 per cent</i></p> <p><i>Self-regulation and goal setting—60 per cent</i></p> <p><i>Sense of confidence—60 per cent</i></p> <p><i>Attitudes to attendance—60 per cent</i></p> |
| Target 3.3 | <p><i>Staff opinion</i></p> <p><i>By 2021, variables on the SSS to reflect improvement to match or exceed the following percent endorsement:</i></p> <p><i>Use student feedback to improve practice—75 per cent</i></p> <p><i>Promote student ownership of learning goals—75 per cent</i></p> |

| | |
|--|---|
| <p>Key Improvement Strategy 3.a Empowering students and building school pride</p> | <p>Raise levels of student voice and learner agency so that:</p> <ul style="list-style-type: none"> • they are more consistently involved in regularly establishing meaningful learning goals, reflective practices, peer and self assessment • the quality of teacher/student feedback is further improved and higher levels of student decision making, student efficacy and accountability for their own learning is developed |
| <p>Key Improvement Strategy 3.b Building practice excellence</p> | <p>Build every teacher’s capacity about how to increase student intellectual engagement and participation in learning by embedding visible learning principles and a more student-centred approach to teaching and learning in the College’s instructional model.</p> |
| <p>Key Improvement Strategy 3.c Empowering students and building school pride</p> | <p>Research and implement strategies to raise attendance and review the College Attendance policy to ensure the best systems and processes are in place to improve levels of attendance.</p> |
| <p>Goal 4</p> | <p>To maximise student achievement, engagement and wellbeing outcomes through the development of a learning community of reflective practitioners focused on continuous improvement.</p> |
| <p>Target 4.1</p> | <p><i>Parent Opinion</i></p> <p><i>By 2021, variables on the Parent Opinion Survey (POS) to reflect improvement to match or exceed the following percent endorsement:</i></p> <p><i>Parent participation and involvement—85 per cent</i></p> <p><i>Student motivation and support—85 per cent</i></p> <p><i>School improvement—85 per cent</i></p> |
| <p>Target 4.2</p> | <p><i>Student Attitudes</i></p> <p><i>By 2021, variables in the AToSS for the whole College to match or exceed the following percent endorsement:</i></p> |

| | |
|--|--|
| | <p><i>High expectations for success—70 per cent</i></p> <p><i>Sense of connectedness—70 per cent</i></p> |
| Target 4.3 | <p><i>Staff Opinion</i></p> <p><i>By 2021, variables on the SSS to reflect improvement to match or exceed the following percent endorsement:</i></p> <p><i>Collective efficacy—75 per cent</i></p> <p><i>Academic emphasis—70 per cent</i></p> <p><i>Collective responsibility—80 per cent</i></p> <p><i>Instructional leadership—75 per cent</i></p> |
| Key Improvement Strategy 4.a Parents and carers as partners | Strengthen the partnership between staff, students and parents/carers to build a culture of high expectations and shared responsibility for improvements in student achievement, engagement and wellbeing. |
| Key Improvement Strategy 4.b Vision, values and culture | Establish a community of reflective practitioners (staff, students and parents) focused on continuous improvement by developing a strengthened culture of raised expectations, shared responsibility and collective accountability. |
| Key Improvement Strategy 4.c Instructional and shared leadership | Review the College leadership structures and roles in line with the new Strategic Plan and build the instructional leadership capacity of all in leadership roles. (|

Select Annual Goals and KIS

| Four Year Strategic Goals | Is this selected for focus this year? | Four Year Strategic Targets | 12 month target |
|--|---------------------------------------|---------------------------------|--|
| <p>2022 Priorities Goal</p> <p>Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.</p> | Yes | Support for the 2022 Priorities | <p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>Year 7 NAPLAN Numeracy Reduction in bottom 2 bands 2021 2022</p> <p>36 30</p> <p>Year 9 NAPLAN Numeracy Reduction in bottom 2 bands 2021 2022</p> <p>39 33</p> <p>Decrease the misalignment between Year 9 Numeracy NAPLAN and Teacher Judgements in the bottom 2 bands by 15%</p> <p>PAT Math achievement levels increase by 10% above 135 stanine or above minimum standards</p> <p>Effective classroom behaviour 49% 59%</p> <p>School Connectedness 40% 50%</p> <p>Respect for Diversity 35% 45%</p> |

| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|------------|---|--|------|-------|--|-------------------------------------|----|----|-------------------------------------|----|----|--------------------------------------|----|----|-------------------------------------|----|----|-------------------------------------|----|----|--------------------------------------|----|----|------------------------------------|----|----|------------------------------------|----|----|-------------------------------------|----|----|---|----|----|---|----|----|--|----|----|--------------------|--------|--|--|-------|--|--------------|----|----|--------------|---|----|---------------|----|----|--------------------|--------|-------|
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>To improve student achievement and learning growth across all curriculum areas, but particularly in Literacy and Numeracy.</p> | <p>Yes</p> | <p><i>Achievement</i></p> <p>By 2021, increase the percentage of students with high or medium gain in Reading and Writing (NAPLAN 7–9) to match or exceed results in similar schools.</p> <p>By 2021, increase the percentages of students in the top two bands of NAPLAN at Year 9 for Reading, Writing and Numeracy so that the percentages match or exceed results in similar schools.</p> <p><i>By 2021, decrease the percentage of students assessed below the expected level in Teacher Judgements from Years 7–10 in all areas of Literacy and Numeracy to match or are better than results in similar schools.</i></p> | <p>Teacher Judgement Growth</p> <table border="0"> <tr> <td>2021</td> <td>2022%</td> <td></td> </tr> <tr> <td>Year 8 Reading below expected level</td> <td>49</td> <td>29</td> </tr> <tr> <td>Year 9 Reading below expected level</td> <td>34</td> <td>24</td> </tr> <tr> <td>Year 10 Reading below expected level</td> <td>53</td> <td>33</td> </tr> <tr> <td>Year 8 Writing below expected level</td> <td>37</td> <td>27</td> </tr> <tr> <td>Year 9 Writing below expected level</td> <td>34</td> <td>24</td> </tr> <tr> <td>Year 10 Writing below expected level</td> <td>42</td> <td>32</td> </tr> <tr> <td>Year 8 Number below expected level</td> <td>27</td> <td>17</td> </tr> <tr> <td>Year 9 Number below expected level</td> <td>72</td> <td>52</td> </tr> <tr> <td>Year 10 Number below expected level</td> <td>68</td> <td>58</td> </tr> <tr> <td>Year 8 Measurement below expected level</td> <td>61</td> <td>51</td> </tr> <tr> <td>Year 9 Measurement below expected level</td> <td>50</td> <td>40</td> </tr> <tr> <td>Year 10 Measurement below expected level</td> <td>88</td> <td>68</td> </tr> </table> <table border="0"> <tr> <td>Year 9 Top 2 Bands</td> <td>2021 %</td> <td></td> </tr> <tr> <td></td> <td>2022%</td> <td></td> </tr> <tr> <td>Reading High</td> <td>12</td> <td>15</td> </tr> <tr> <td>Writing High</td> <td>3</td> <td>13</td> </tr> <tr> <td>Numeracy High</td> <td>11</td> <td>14</td> </tr> </table> <table border="0"> <tr> <td>Year 7 Top 2 Bands</td> <td>2021 %</td> <td>2022%</td> </tr> </table> | 2021 | 2022% | | Year 8 Reading below expected level | 49 | 29 | Year 9 Reading below expected level | 34 | 24 | Year 10 Reading below expected level | 53 | 33 | Year 8 Writing below expected level | 37 | 27 | Year 9 Writing below expected level | 34 | 24 | Year 10 Writing below expected level | 42 | 32 | Year 8 Number below expected level | 27 | 17 | Year 9 Number below expected level | 72 | 52 | Year 10 Number below expected level | 68 | 58 | Year 8 Measurement below expected level | 61 | 51 | Year 9 Measurement below expected level | 50 | 40 | Year 10 Measurement below expected level | 88 | 68 | Year 9 Top 2 Bands | 2021 % | | | 2022% | | Reading High | 12 | 15 | Writing High | 3 | 13 | Numeracy High | 11 | 14 | Year 7 Top 2 Bands | 2021 % | 2022% |
| 2021 | 2022% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year 8 Reading below expected level | 49 | 29 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year 9 Reading below expected level | 34 | 24 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year 10 Reading below expected level | 53 | 33 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year 8 Writing below expected level | 37 | 27 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year 9 Writing below expected level | 34 | 24 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year 10 Writing below expected level | 42 | 32 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year 8 Number below expected level | 27 | 17 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year 9 Number below expected level | 72 | 52 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year 10 Number below expected level | 68 | 58 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year 8 Measurement below expected level | 61 | 51 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year 9 Measurement below expected level | 50 | 40 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year 10 Measurement below expected level | 88 | 68 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year 9 Top 2 Bands | 2021 % | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 2022% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Reading High | 12 | 15 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Writing High | 3 | 13 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Numeracy High | 11 | 14 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year 7 Top 2 Bands | 2021 % | 2022% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| | | | | | | | | | | | | | | | | | | |
|--|------|---|--|--|------|------|--|----|----|------------------------------------|----|----|-----------------------------------|----|----|---|----|----|
| | | | Reading High 15 18 Writing High 14 17 Numeracy High 15 18 | | | | | | | | | | | | | | | |
| | | <p>Staff Opinion</p> <p><i>By 2021, variables on the SSS to reflect improvement to match or exceed the following percent endorsement:</i></p> <p><i>Knowledge of high impact teaching strategies—80 per cent</i></p> <p><i>Moderate assessment tasks together—75 per cent</i></p> <p><i>Understand how to use data—75 per cent</i></p> <p><i>Professional learning to improve practice—80 per cent</i></p> | <table> <tr> <td></td> <td>2021</td> <td>2022</td> </tr> <tr> <td>Knowledge of high impact teaching strategies</td> <td>44</td> <td>54</td> </tr> <tr> <td>Moderate assessment tasks together</td> <td>26</td> <td>36</td> </tr> <tr> <td>Understand how to use data</td> <td>21</td> <td>31</td> </tr> <tr> <td>Professional learning to improve practice</td> <td>21</td> <td>31</td> </tr> </table> | | 2021 | 2022 | Knowledge of high impact teaching strategies | 44 | 54 | Moderate assessment tasks together | 26 | 36 | Understand how to use data | 21 | 31 | Professional learning to improve practice | 21 | 31 |
| | 2021 | 2022 | | | | | | | | | | | | | | | | |
| Knowledge of high impact teaching strategies | 44 | 54 | | | | | | | | | | | | | | | | |
| Moderate assessment tasks together | 26 | 36 | | | | | | | | | | | | | | | | |
| Understand how to use data | 21 | 31 | | | | | | | | | | | | | | | | |
| Professional learning to improve practice | 21 | 31 | | | | | | | | | | | | | | | | |
| | | <p>Student Attitudes</p> <p><i>By 2021, variables in the AToSS for the whole College to match or exceed the following percent endorsement:</i></p> <p><i>Effective teaching time—75 per cent</i></p> <p><i>Stimulated learning—75 per cent</i></p> <p><i>Differentiated learning challenge—80 per cent</i></p> | <table> <tr> <td></td> <td>2021</td> <td>2022</td> </tr> <tr> <td>Effective teaching time</td> <td>52</td> <td>62</td> </tr> <tr> <td>Stimulated learning</td> <td>44</td> <td>54</td> </tr> <tr> <td>Differentiated learning challenge</td> <td>52</td> <td>62</td> </tr> </table> | | 2021 | 2022 | Effective teaching time | 52 | 62 | Stimulated learning | 44 | 54 | Differentiated learning challenge | 52 | 62 | | | |
| | 2021 | 2022 | | | | | | | | | | | | | | | | |
| Effective teaching time | 52 | 62 | | | | | | | | | | | | | | | | |
| Stimulated learning | 44 | 54 | | | | | | | | | | | | | | | | |
| Differentiated learning challenge | 52 | 62 | | | | | | | | | | | | | | | | |

| To create a stimulating, 21st century learning environment where students take a higher level of responsibility for their learning and become more engaged, independent and self-regulating learners. | Yes | <p>Attendance</p> <p><i>By 2021, improve student attendance so that attendance matches or exceeds results in similar schools.</i></p> | <table> <thead> <tr> <th></th> <th>2021</th> <th>2022</th> </tr> </thead> <tbody> <tr> <td>Absences more than 20 days</td> <td>64</td> <td>34</td> </tr> </tbody> </table> | | 2021 | 2022 | Absences more than 20 days | 64 | 34 | | | | | | | |
|--|--|--|--|------|--|------|----------------------------|---|----|----|---------------------|----|----|-------------------------|----|----|
| | | | 2021 | 2022 | | | | | | | | | | | | |
| | | Absences more than 20 days | 64 | 34 | | | | | | | | | | | | |
| <p>Student Attitudes</p> <p><i>By 2021, variables in the AToSS for the whole College to match or exceed the following percent endorsement:</i></p> <p><i>Motivation and interest—60 per cent</i></p> <p><i>Self-regulation and goal setting—60 per cent</i></p> <p><i>Sense of confidence—60 per cent</i></p> <p><i>Attitudes to attendance—60 per cent</i></p> | <table> <thead> <tr> <th></th> <th>2021</th> <th>2022</th> </tr> </thead> <tbody> <tr> <td>Motivation and interest</td> <td>44</td> <td>54</td> </tr> <tr> <td>Self-regulation and goal setting</td> <td>43</td> <td>53</td> </tr> <tr> <td>Sense of confidence</td> <td>42</td> <td>52</td> </tr> <tr> <td>Attitudes to attendance</td> <td>59</td> <td>69</td> </tr> </tbody> </table> | | 2021 | 2022 | Motivation and interest | 44 | 54 | Self-regulation and goal setting | 43 | 53 | Sense of confidence | 42 | 52 | Attitudes to attendance | 59 | 69 |
| | 2021 | 2022 | | | | | | | | | | | | | | |
| Motivation and interest | 44 | 54 | | | | | | | | | | | | | | |
| Self-regulation and goal setting | 43 | 53 | | | | | | | | | | | | | | |
| Sense of confidence | 42 | 52 | | | | | | | | | | | | | | |
| Attitudes to attendance | 59 | 69 | | | | | | | | | | | | | | |
| <p>Staff opinion</p> <p><i>By 2021, variables on the SSS to reflect improvement to match or exceed the following percent endorsement:</i></p> <p><i>Use student feedback to improve practice—75 per cent</i></p> <p><i>Promote student ownership of learning goals—75 per cent</i></p> | <table> <thead> <tr> <th></th> <th>2021</th> <th>2022</th> </tr> </thead> <tbody> <tr> <td>Use student feedback to improve practice</td> <td>32</td> <td>42</td> </tr> <tr> <td>Promote student ownership of learning goals</td> <td>12</td> <td>22</td> </tr> </tbody> </table> | | 2021 | 2022 | Use student feedback to improve practice | 32 | 42 | Promote student ownership of learning goals | 12 | 22 | | | | | | |
| | 2021 | 2022 | | | | | | | | | | | | | | |
| Use student feedback to improve practice | 32 | 42 | | | | | | | | | | | | | | |
| Promote student ownership of learning goals | 12 | 22 | | | | | | | | | | | | | | |

| To maximise student achievement, engagement and wellbeing outcomes through the development of a learning community of reflective practitioners focused on continuous improvement. | Yes | <p>Parent Opinion</p> <p><i>By 2021, variables on the Parent Opinion Survey (POS) to reflect improvement to match or exceed the following percent endorsement:</i></p> <p><i>Parent participation and involvement—85 per cent</i></p> <p><i>Student motivation and support—85 per cent</i></p> <p><i>School improvement—85 per cent</i></p> | <table> <thead> <tr> <th></th> <th>2021</th> <th>2022</th> </tr> </thead> <tbody> <tr> <td>Parent participation and involvement</td> <td>60</td> <td>70</td> </tr> <tr> <td>Student motivation and support</td> <td>47</td> <td>57</td> </tr> <tr> <td>School improvement</td> <td>54</td> <td>64</td> </tr> </tbody> </table> | | 2021 | 2022 | Parent participation and involvement | 60 | 70 | Student motivation and support | 47 | 57 | School improvement | 54 | 64 | |
|--|--|--|--|------|------------------------------|------|--------------------------------------|------------------------|----|--------------------------------|---------------------------|----|--------------------|--------------------------|----|----|
| | | | 2021 | 2022 | | | | | | | | | | | | |
| | | Parent participation and involvement | 60 | 70 | | | | | | | | | | | | |
| Student motivation and support | 47 | 57 | | | | | | | | | | | | | | |
| School improvement | 54 | 64 | | | | | | | | | | | | | | |
| <p>Student Attitudes</p> <p><i>By 2021, variables in the AToSS for the whole College to match or exceed the following percent endorsement:</i></p> <p><i>High expectations for success—70 per cent</i></p> <p><i>Sense of connectedness—70 per cent</i></p> | <table> <thead> <tr> <th></th> <th>2021</th> <th>2022</th> </tr> </thead> <tbody> <tr> <td>High expectation for success</td> <td>66</td> <td>76</td> </tr> <tr> <td>Sense of connectedness</td> <td>42</td> <td>52</td> </tr> </tbody> </table> | | 2021 | 2022 | High expectation for success | 66 | 76 | Sense of connectedness | 42 | 52 | | | | | | |
| | 2021 | 2022 | | | | | | | | | | | | | | |
| High expectation for success | 66 | 76 | | | | | | | | | | | | | | |
| Sense of connectedness | 42 | 52 | | | | | | | | | | | | | | |
| <p>Staff Opinion</p> <p><i>By 2021, variables on the SSS to reflect improvement to match or exceed the following percent endorsement:</i></p> <p><i>Collective efficacy—75 per cent</i></p> <p><i>Academic emphasis—70 per cent</i></p> <p><i>Collective responsibility—80 per cent</i></p> | <table> <thead> <tr> <th></th> <th>2021</th> <th>2022</th> </tr> </thead> <tbody> <tr> <td>Collective efficacy</td> <td>21</td> <td>31</td> </tr> <tr> <td>Academic emphasis</td> <td>14</td> <td>24</td> </tr> <tr> <td>Collective responsibility</td> <td>56</td> <td>66</td> </tr> <tr> <td>Instructional leadership</td> <td>23</td> <td>33</td> </tr> </tbody> </table> | | 2021 | 2022 | Collective efficacy | 21 | 31 | Academic emphasis | 14 | 24 | Collective responsibility | 56 | 66 | Instructional leadership | 23 | 33 |
| | 2021 | 2022 | | | | | | | | | | | | | | |
| Collective efficacy | 21 | 31 | | | | | | | | | | | | | | |
| Academic emphasis | 14 | 24 | | | | | | | | | | | | | | |
| Collective responsibility | 56 | 66 | | | | | | | | | | | | | | |
| Instructional leadership | 23 | 33 | | | | | | | | | | | | | | |

| | | | |
|--|--|---|--|
| | | <i>Instructional leadership—75 per cent</i> | |
|--|--|---|--|

| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|--|---|-----|--|------|------|--|--|----|----|--|--|------|------|--|--|----|----|--|--|--|--|--|--|--|--|--|-------------------------------|-----|-----|--|----------------------|-----|-----|--|-----------------------|-----|-----|--|
| Goal 1 | <p>2022 Priorities Goal Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 12 Month Target 1.1 | <table border="0"> <tr> <td>Year 7 NAPLAN Numeracy Reduction in bottom 2 bands</td> <td>2021</td> <td>2022</td> <td></td> </tr> <tr> <td></td> <td>36</td> <td>30</td> <td></td> </tr> <tr> <td>Year 9 NAPLAN Numeracy Reduction in bottom 2 bands</td> <td>2021</td> <td>2022</td> <td></td> </tr> <tr> <td></td> <td>39</td> <td>33</td> <td></td> </tr> <tr> <td colspan="4">Decrease the misalignment between Year 9 Numeracy NAPLAN and Teacher Judgements in the bottom 2 bands by 15%</td> </tr> <tr> <td colspan="4">PAT Math achievement levels increase by 10% above 135 stanine or above minimum standards</td> </tr> <tr> <td>Effective classroom behaviour</td> <td>49%</td> <td>59%</td> <td></td> </tr> <tr> <td>School Connectedness</td> <td>40%</td> <td>50%</td> <td></td> </tr> <tr> <td>Respect for Diversity</td> <td>35%</td> <td>45%</td> <td></td> </tr> </table> | | | Year 7 NAPLAN Numeracy Reduction in bottom 2 bands | 2021 | 2022 | | | 36 | 30 | | Year 9 NAPLAN Numeracy Reduction in bottom 2 bands | 2021 | 2022 | | | 39 | 33 | | Decrease the misalignment between Year 9 Numeracy NAPLAN and Teacher Judgements in the bottom 2 bands by 15% | | | | PAT Math achievement levels increase by 10% above 135 stanine or above minimum standards | | | | Effective classroom behaviour | 49% | 59% | | School Connectedness | 40% | 50% | | Respect for Diversity | 35% | 45% | |
| Year 7 NAPLAN Numeracy Reduction in bottom 2 bands | 2021 | 2022 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 36 | 30 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year 9 NAPLAN Numeracy Reduction in bottom 2 bands | 2021 | 2022 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 39 | 33 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Decrease the misalignment between Year 9 Numeracy NAPLAN and Teacher Judgements in the bottom 2 bands by 15% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| PAT Math achievement levels increase by 10% above 135 stanine or above minimum standards | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Effective classroom behaviour | 49% | 59% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| School Connectedness | 40% | 50% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Respect for Diversity | 35% | 45% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Key Improvement Strategies | | Is this KIS selected for focus this year? | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| KIS 1 Priority 2022 Dimension | Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy | | Yes | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|-------|--------------------------|------|-------|-------------------------------------|----|----|-------------------------------------|----|----|--------------------------------------|----|----|-------------------------------------|----|----|-------------------------------------|----|----|--------------------------------------|----|----|------------------------------------|----|----|------------------------------------|----|----|-------------------------------------|----|----|---|----|----|---|----|----|--|----|----|--|--|--|--------------------|--------|-------|--------------|----|----|--------------|---|----|---------------|----|----|--|--|--|--------------------|--------|-------|--------------|----|----|--------------|----|----|---------------|----|----|
| KIS 2 Priority 2022 Dimension | 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. | Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2022. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Goal 2 | To improve student achievement and learning growth across all curriculum areas, but particularly in Literacy and Numeracy. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 12 Month Target 2.1 | <table border="0"> <tr> <td>Teacher Judgement Growth</td> <td>2021</td> <td>2022%</td> </tr> <tr> <td>Year 8 Reading below expected level</td> <td>49</td> <td>29</td> </tr> <tr> <td>Year 9 Reading below expected level</td> <td>34</td> <td>24</td> </tr> <tr> <td>Year 10 Reading below expected level</td> <td>53</td> <td>33</td> </tr> <tr> <td>Year 8 Writing below expected level</td> <td>37</td> <td>27</td> </tr> <tr> <td>Year 9 Writing below expected level</td> <td>34</td> <td>24</td> </tr> <tr> <td>Year 10 Writing below expected level</td> <td>42</td> <td>32</td> </tr> <tr> <td>Year 8 Number below expected level</td> <td>27</td> <td>17</td> </tr> <tr> <td>Year 9 Number below expected level</td> <td>72</td> <td>52</td> </tr> <tr> <td>Year 10 Number below expected level</td> <td>68</td> <td>58</td> </tr> <tr> <td>Year 8 Measurement below expected level</td> <td>61</td> <td>51</td> </tr> <tr> <td>Year 9 Measurement below expected level</td> <td>50</td> <td>40</td> </tr> <tr> <td>Year 10 Measurement below expected level</td> <td>88</td> <td>68</td> </tr> <tr> <td colspan="3"> </td> </tr> <tr> <td>Year 9 Top 2 Bands</td> <td>2021 %</td> <td>2022%</td> </tr> <tr> <td>Reading High</td> <td>12</td> <td>15</td> </tr> <tr> <td>Writing High</td> <td>3</td> <td>13</td> </tr> <tr> <td>Numeracy High</td> <td>11</td> <td>14</td> </tr> <tr> <td colspan="3"> </td> </tr> <tr> <td>Year 7 Top 2 Bands</td> <td>2021 %</td> <td>2022%</td> </tr> <tr> <td>Reading High</td> <td>15</td> <td>18</td> </tr> <tr> <td>Writing High</td> <td>14</td> <td>17</td> </tr> <tr> <td>Numeracy High</td> <td>15</td> <td>18</td> </tr> </table> | | Teacher Judgement Growth | 2021 | 2022% | Year 8 Reading below expected level | 49 | 29 | Year 9 Reading below expected level | 34 | 24 | Year 10 Reading below expected level | 53 | 33 | Year 8 Writing below expected level | 37 | 27 | Year 9 Writing below expected level | 34 | 24 | Year 10 Writing below expected level | 42 | 32 | Year 8 Number below expected level | 27 | 17 | Year 9 Number below expected level | 72 | 52 | Year 10 Number below expected level | 68 | 58 | Year 8 Measurement below expected level | 61 | 51 | Year 9 Measurement below expected level | 50 | 40 | Year 10 Measurement below expected level | 88 | 68 | | | | Year 9 Top 2 Bands | 2021 % | 2022% | Reading High | 12 | 15 | Writing High | 3 | 13 | Numeracy High | 11 | 14 | | | | Year 7 Top 2 Bands | 2021 % | 2022% | Reading High | 15 | 18 | Writing High | 14 | 17 | Numeracy High | 15 | 18 |
| Teacher Judgement Growth | 2021 | 2022% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year 8 Reading below expected level | 49 | 29 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year 9 Reading below expected level | 34 | 24 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year 10 Reading below expected level | 53 | 33 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year 8 Writing below expected level | 37 | 27 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year 9 Writing below expected level | 34 | 24 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year 10 Writing below expected level | 42 | 32 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year 8 Number below expected level | 27 | 17 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year 9 Number below expected level | 72 | 52 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year 10 Number below expected level | 68 | 58 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year 8 Measurement below expected level | 61 | 51 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year 9 Measurement below expected level | 50 | 40 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year 10 Measurement below expected level | 88 | 68 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year 9 Top 2 Bands | 2021 % | 2022% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Reading High | 12 | 15 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Writing High | 3 | 13 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Numeracy High | 11 | 14 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year 7 Top 2 Bands | 2021 % | 2022% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Reading High | 15 | 18 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Writing High | 14 | 17 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Numeracy High | 15 | 18 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| | | | |
|--|---|------|---|
| | | | |
| 12 Month Target 2.2 | | 2021 | 2022 |
| | Knowledge of high impact teaching strategies Moderate assessment tasks together | 44 | 54 |
| | Understand how to use data | 26 | 36 |
| | Professional learning to improve practice | 21 | 31 |
| | | 21 | 31 |
| 12 Month Target 2.3 | | 2021 | 2022 |
| | Effective teaching time | 52 | 62 |
| | Stimulated learning | 44 | 54 |
| | Differentiated learning challenge | 52 | 62 |
| Key Improvement Strategies | | | Is this KIS selected for focus this year? |
| KIS 1 Building practice excellence | Build teacher capability to utilise data and a range of assessment strategies to teach to a student's point of learning need so that every student is challenged and achieves the expected progress or better than the expected progress. | | Yes |
| KIS 2 Building practice excellence | Strengthen the capacity of all teachers to consistently employ evidence-based, high impact teaching strategies based on the agreed Eaglehawk SC instructional model. | | No |
| KIS 3 Building practice excellence | Fully implement a College Literacy across the Curriculum Plan, focusing on improving Reading and Writing evidence-based instruction and on building the capacity of every teacher to be a teacher of Literacy. | | No |

| <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 school has made gains in implementing the practice of assessment rubrics across the school and these have now been integrated into the semester report replacing teacher comments. Our NAPLAN gains in Year 9 Reading and Numeracy can also be attributed to teachers capacity to know their students point of need as well focusing on assessment being aligned explicitly to the Victorian curriculum skills, knowledge and concepts. This needs to extend to build teacher capacity to use assessment rubrics to conference with students and provide more progressive feedback on their learning progression.</p> | | | | | | | | | | | | | | | | | |
|--|--|---|--|------|----------------------------|--|----|----------------------------------|---|----|---------------------|----|----|-------------------------|----|----|--|--|
| <p>Goal 3</p> | <p>To create a stimulating, 21st century learning environment where students take a higher level of responsibility for their learning and become more engaged, independent and self-regulating learners.</p> | | | | | | | | | | | | | | | | | |
| <p>12 Month Target 3.1</p> | <table border="1"> <thead> <tr> <th></th> <th>2021</th> <th>2022</th> </tr> </thead> <tbody> <tr> <td>Absences more than 20 days</td> <td>64</td> <td>34</td> </tr> </tbody> </table> | | 2021 | 2022 | Absences more than 20 days | 64 | 34 | | | | | | | | | | | |
| | 2021 | 2022 | | | | | | | | | | | | | | | | |
| Absences more than 20 days | 64 | 34 | | | | | | | | | | | | | | | | |
| <p>12 Month Target 3.2</p> | <table border="1"> <thead> <tr> <th></th> <th>2021</th> <th>2022</th> </tr> </thead> <tbody> <tr> <td>Motivation and interest</td> <td>44</td> <td>54</td> </tr> <tr> <td>Self-regulation and goal setting</td> <td>43</td> <td>53</td> </tr> <tr> <td>Sense of confidence</td> <td>42</td> <td>52</td> </tr> <tr> <td>Attitudes to attendance</td> <td>59</td> <td>69</td> </tr> </tbody> </table> | | 2021 | 2022 | Motivation and interest | 44 | 54 | Self-regulation and goal setting | 43 | 53 | Sense of confidence | 42 | 52 | Attitudes to attendance | 59 | 69 | | |
| | 2021 | 2022 | | | | | | | | | | | | | | | | |
| Motivation and interest | 44 | 54 | | | | | | | | | | | | | | | | |
| Self-regulation and goal setting | 43 | 53 | | | | | | | | | | | | | | | | |
| Sense of confidence | 42 | 52 | | | | | | | | | | | | | | | | |
| Attitudes to attendance | 59 | 69 | | | | | | | | | | | | | | | | |
| <p>12 Month Target 3.3</p> | | <table border="1"> <thead> <tr> <th></th> <th>2021</th> <th>2022</th> </tr> </thead> <tbody> <tr> <td>Use student feedback to improve practice</td> <td>32</td> <td>42</td> </tr> <tr> <td>Promote student ownership of learning goals</td> <td>12</td> <td>22</td> </tr> </tbody> </table> | | 2021 | 2022 | Use student feedback to improve practice | 32 | 42 | Promote student ownership of learning goals | 12 | 22 | | | | | | | |
| | 2021 | 2022 | | | | | | | | | | | | | | | | |
| Use student feedback to improve practice | 32 | 42 | | | | | | | | | | | | | | | | |
| Promote student ownership of learning goals | 12 | 22 | | | | | | | | | | | | | | | | |
| <p>Key Improvement Strategies</p> | | | <p>Is this KIS selected for focus this year?</p> | | | | | | | | | | | | | | | |
| <p>KIS 1 Empowering students and building school pride</p> | <p>Raise levels of student voice and learner agency so that:</p> <ul style="list-style-type: none"> • they are more consistently involved in regularly establishing meaningful learning goals, reflective practices, peer and self assessment • the quality of teacher/student feedback is further improved and higher levels of student decision making, student efficacy and accountability for their own learning is | | <p>No</p> | | | | | | | | | | | | | | | |

| | developed | | | | | | | | | | | | | | | | |
|---|---|---|--|------|------|--------------------------------------|----|----|--------------------------------|----|----|---------------------------|----|----|--------------------------|----|----|
| KIS 2 Building practice excellence | Build every teacher's capacity about how to increase student intellectual engagement and participation in learning by embedding visible learning principles and a more student-centred approach to teaching and learning in the College's instructional model. | No | | | | | | | | | | | | | | | |
| KIS 3 Empowering students and building school pride | Research and implement strategies to raise attendance and review the College Attendance policy to ensure the best systems and processes are in place to improve levels of attendance. | 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. | Student absences have increased significantly and a review of attendance processes needs to occur and the effectiveness of the Teacher Advisor role in monitoring attendance. This will involve a review of the role of the Attendance Officer and a review of absence coding and roll marking practices. | | | | | | | | | | | | | | | | |
| Goal 4 | To maximise student achievement, engagement and wellbeing outcomes through the development of a learning community of reflective practitioners focused on continuous improvement. | | | | | | | | | | | | | | | | |
| 12 Month Target 4.1 | | <table border="1"> <thead> <tr> <th></th> <th>2021</th> <th>2022</th> </tr> </thead> <tbody> <tr> <td>Parent participation and involvement</td> <td>60</td> <td>70</td> </tr> <tr> <td>Student motivation and support</td> <td>47</td> <td>57</td> </tr> <tr> <td>School improvement</td> <td>54</td> <td>64</td> </tr> </tbody> </table> | | 2021 | 2022 | Parent participation and involvement | 60 | 70 | Student motivation and support | 47 | 57 | School improvement | 54 | 64 | | | |
| | 2021 | 2022 | | | | | | | | | | | | | | | |
| Parent participation and involvement | 60 | 70 | | | | | | | | | | | | | | | |
| Student motivation and support | 47 | 57 | | | | | | | | | | | | | | | |
| School improvement | 54 | 64 | | | | | | | | | | | | | | | |
| 12 Month Target 4.2 | | <table border="1"> <thead> <tr> <th></th> <th>2021</th> <th>2022</th> </tr> </thead> <tbody> <tr> <td>High expectation for success</td> <td>66</td> <td>76</td> </tr> <tr> <td>Sense of connectedness</td> <td>42</td> <td>52</td> </tr> </tbody> </table> | | 2021 | 2022 | High expectation for success | 66 | 76 | Sense of connectedness | 42 | 52 | | | | | | |
| | 2021 | 2022 | | | | | | | | | | | | | | | |
| High expectation for success | 66 | 76 | | | | | | | | | | | | | | | |
| Sense of connectedness | 42 | 52 | | | | | | | | | | | | | | | |
| 12 Month Target 4.3 | | <table border="1"> <thead> <tr> <th></th> <th>2021</th> <th>2022</th> </tr> </thead> <tbody> <tr> <td>Collective efficacy</td> <td>21</td> <td>31</td> </tr> <tr> <td>Academic emphasis</td> <td>14</td> <td>24</td> </tr> <tr> <td>Collective responsibility</td> <td>56</td> <td>66</td> </tr> <tr> <td>Instructional leadership</td> <td>23</td> <td>33</td> </tr> </tbody> </table> | | 2021 | 2022 | Collective efficacy | 21 | 31 | Academic emphasis | 14 | 24 | Collective responsibility | 56 | 66 | Instructional leadership | 23 | 33 |
| | 2021 | 2022 | | | | | | | | | | | | | | | |
| Collective efficacy | 21 | 31 | | | | | | | | | | | | | | | |
| Academic emphasis | 14 | 24 | | | | | | | | | | | | | | | |
| Collective responsibility | 56 | 66 | | | | | | | | | | | | | | | |
| Instructional leadership | 23 | 33 | | | | | | | | | | | | | | | |

| Key Improvement Strategies | | Is this KIS selected for focus this year? |
|---|--|---|
| KIS 1 Parents and carers as partners | Strengthen the partnership between staff, students and parents/carers to build a culture of high expectations and shared responsibility for improvements in student achievement, engagement and wellbeing. | No |
| KIS 2 Vision, values and culture | Establish a community of reflective practitioners (staff, students and parents) focused on continuous improvement by developing a strengthened culture of raised expectations, shared responsibility and collective accountability. | Yes |
| KIS 3 Instructional and shared leadership | Review the College leadership structures and roles in line with the new Strategic Plan and build the instructional leadership capacity of all in leadership roles. (| 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. | The school community will undertake a combined BEP School Review this year to reflect upon achievements and identify continued areas of school improvement over the past 4 years. Develop new School Strategic Plan that will identify goals and targets for the next 4 years. | |

Define Actions, Outcomes and Activities

| | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|--|--|------|------|--|----|----|--|------|------|--|----|----|--|--|--|--|--|--|-------------------------------|-----|-----|----------------------|-----|-----|-----------------------|-----|-----|
| Goal 1 | 2022 Priorities Goal Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO. | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 12 Month Target 1.1 | <table border="0"> <tr> <td>Year 7 NAPLAN Numeracy Reduction in bottom 2 bands</td> <td>2021</td> <td>2022</td> </tr> <tr> <td></td> <td>36</td> <td>30</td> </tr> <tr> <td>Year 9 NAPLAN Numeracy Reduction in bottom 2 bands</td> <td>2021</td> <td>2022</td> </tr> <tr> <td></td> <td>39</td> <td>33</td> </tr> <tr> <td colspan="3">Decrease the misalignment between Year 9 Numeracy NAPLAN and Teacher Judgements in the bottom 2 bands by 15%</td> </tr> <tr> <td colspan="3">PAT Math achievement levels increase by 10% above 135 stanine or above minimum standards</td> </tr> <tr> <td>Effective classroom behaviour</td> <td>49%</td> <td>59%</td> </tr> <tr> <td>School Connectedness</td> <td>40%</td> <td>50%</td> </tr> <tr> <td>Respect for Diversity</td> <td>35%</td> <td>45%</td> </tr> </table> | Year 7 NAPLAN Numeracy Reduction in bottom 2 bands | 2021 | 2022 | | 36 | 30 | Year 9 NAPLAN Numeracy Reduction in bottom 2 bands | 2021 | 2022 | | 39 | 33 | Decrease the misalignment between Year 9 Numeracy NAPLAN and Teacher Judgements in the bottom 2 bands by 15% | | | PAT Math achievement levels increase by 10% above 135 stanine or above minimum standards | | | Effective classroom behaviour | 49% | 59% | School Connectedness | 40% | 50% | Respect for Diversity | 35% | 45% |
| Year 7 NAPLAN Numeracy Reduction in bottom 2 bands | 2021 | 2022 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 36 | 30 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year 9 NAPLAN Numeracy Reduction in bottom 2 bands | 2021 | 2022 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 39 | 33 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Decrease the misalignment between Year 9 Numeracy NAPLAN and Teacher Judgements in the bottom 2 bands by 15% | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| PAT Math achievement levels increase by 10% above 135 stanine or above minimum standards | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Effective classroom behaviour | 49% | 59% | | | | | | | | | | | | | | | | | | | | | | | | | | |
| School Connectedness | 40% | 50% | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Respect for Diversity | 35% | 45% | | | | | | | | | | | | | | | | | | | | | | | | | | |
| KIS 1 Priority 2022 Dimension | Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Actions | <p>The MYLNS and TLI teachers will use learning achievement data to identify students who require additional learning support</p> <p>Teachers will build capacity to consider cognitive load theory as part of implementing the school Instruction Model in Maths to improve numeracy development</p> <p>TLI and MYLNS Numeracy teachers will collaborate with Maths staff to plan for front loading to support new learning to come</p> <p>All staff will undertake PLC inquires each term to identify and impact Literacy and Numeracy development across the school</p> <p>The differentiated learning needs of individual students will be reviewed through the Disability Inclusion profiling model</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| Outcomes | <p>Students in need of targeted academic support or intervention will be identified and supported Teachers will implement differentiated teaching and learning to meet individual student learning needs Teachers in Math will apply the HITs to their explicit teaching and monitor this through Numeracy focused PLCs Leaders will lead Learning Walks that engage all staff to monitor the implementation of the Instructional Model across the school Tutors will provide targeted support to students</p> | | | |
|--|--|--|--|---|
| Success Indicators | <p>A greater level of alignment between NAPLAN and Teacher Judgement in Numeracy. PAT Math student achievement levels will increase by 10% above stanine 135 Formative and summative assessment rubrics will show student learning growth</p> | | | |
| Activities and Milestones | People Responsible | Is this a PL Priority | When | Funding Streams |
| <p>Math professional learning in cognitive load theory to apply to explicit teaching in Maths</p> | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Numeracy Improvement Teacher | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLP Priority | <p>from: Term 1 to: Term 3</p> | <p>\$3,000.00</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items |
| <p>Numeracy Learning Specialist and MYLNS Numeracy capability leader to deliver professional learning to Maths teachers in the instructional model</p> | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Numeracy Leader | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLP Priority | <p>from: Term 1 to: Term 4</p> | <p>\$3,000.00</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Equity funding will be used |

| | | | | |
|--|--|--|----------------------------------|---|
| | | | | <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items |
| Numeracy Learning Specialist to lead a Maths subject specific PLC inquiry focused on elements of cognitive load theory | <input checked="" type="checkbox"/> Learning Specialist(s) | <input checked="" type="checkbox"/> PLP Priority | from: Term 2 to: Term 3 | \$1,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items |
| KIS 2 Priority 2022 Dimension | Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable | | | |
| Actions | The school will begin the implementation of School Wide Positive Behaviour Support framework The school will undertake the Berry Street Education Model training with the BEP schools begin to implement trauma informed practice | | | |
| Outcomes | Students will report improved mental health and connectedness to school Student agency and voice will increase Teachers will be able to better respond to the emotional and social needs of their students as part of their curriculum planning and delivery | | | |

| | Leaders will support continuous development and documentation of responding to student mental health through a multi-layered approach | | | |
|---|---|--|----------------------------------|---|
| Success Indicators | Attendance data increases Days absence greater than 20 days will reduce by 10% Student Opinion Survey data is more positive and there are greater levels of respect for others reflected in the ATOS Staff participation PIVOT Wellbeing survey's reflect more school connectedness and student positivity each term School documentation of practice and processes is reflecting a multi-layered approach to understanding the social and emotional needs of students | | | |
| Activities and Milestones | People Responsible | Is this a PL Priority | When | Funding Streams |
| SWPBS professional learning | <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> SWPBS Leader/Team | <input checked="" type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$6,062.48 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items |
| BEP Berry Street Education Model training and follow up professional learning | <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Disability Inclusion Coordinator <input checked="" type="checkbox"/> School Improvement Team | <input checked="" type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$10,000.00 <input type="checkbox"/> Equity funding will be used |

Disability Inclusion Tier 2 Funding will be used

Schools Mental Health Menu items will be used which may include DET funded or free items

| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|---|-------|--|--------------------------|------|-------|--|-------------------------------------|----|----|--|-------------------------------------|----|----|--|--------------------------------------|----|----|--|-------------------------------------|----|----|--|-------------------------------------|----|----|--|--------------------------------------|----|----|--|------------------------------------|----|----|--|------------------------------------|----|----|--|-------------------------------------|----|----|--|---|----|----|--|---|----|----|--|--|----|----|--|--|--|--|--|--------------------|--------|-------|--|--------------|----|----|--|--------------|---|----|--|---------------|----|----|--|--|--|--|--|--------------------|--------|-------|--|--------------|----|----|--|--------------|----|----|--|---------------|----|----|--|
| Goal 2 | To improve student achievement and learning growth across all curriculum areas, but particularly in Literacy and Numeracy. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 12 Month Target 2.1 | <table border="0"> <tr> <td>Teacher Judgement Growth</td> <td>2021</td> <td>2022%</td> <td></td> </tr> <tr> <td>Year 8 Reading below expected level</td> <td>49</td> <td>29</td> <td></td> </tr> <tr> <td>Year 9 Reading below expected level</td> <td>34</td> <td>24</td> <td></td> </tr> <tr> <td>Year 10 Reading below expected level</td> <td>53</td> <td>33</td> <td></td> </tr> <tr> <td>Year 8 Writing below expected level</td> <td>37</td> <td>27</td> <td></td> </tr> <tr> <td>Year 9 Writing below expected level</td> <td>34</td> <td>24</td> <td></td> </tr> <tr> <td>Year 10 Writing below expected level</td> <td>42</td> <td>32</td> <td></td> </tr> <tr> <td>Year 8 Number below expected level</td> <td>27</td> <td>17</td> <td></td> </tr> <tr> <td>Year 9 Number below expected level</td> <td>72</td> <td>52</td> <td></td> </tr> <tr> <td>Year 10 Number below expected level</td> <td>68</td> <td>58</td> <td></td> </tr> <tr> <td>Year 8 Measurement below expected level</td> <td>61</td> <td>51</td> <td></td> </tr> <tr> <td>Year 9 Measurement below expected level</td> <td>50</td> <td>40</td> <td></td> </tr> <tr> <td>Year 10 Measurement below expected level</td> <td>88</td> <td>68</td> <td></td> </tr> <tr> <td colspan="4"> </td> </tr> <tr> <td>Year 9 Top 2 Bands</td> <td>2021 %</td> <td>2022%</td> <td></td> </tr> <tr> <td>Reading High</td> <td>12</td> <td>15</td> <td></td> </tr> <tr> <td>Writing High</td> <td>3</td> <td>13</td> <td></td> </tr> <tr> <td>Numeracy High</td> <td>11</td> <td>14</td> <td></td> </tr> <tr> <td colspan="4"> </td> </tr> <tr> <td>Year 7 Top 2 Bands</td> <td>2021 %</td> <td>2022%</td> <td></td> </tr> <tr> <td>Reading High</td> <td>15</td> <td>18</td> <td></td> </tr> <tr> <td>Writing High</td> <td>14</td> <td>17</td> <td></td> </tr> <tr> <td>Numeracy High</td> <td>15</td> <td>18</td> <td></td> </tr> </table> | | | Teacher Judgement Growth | 2021 | 2022% | | Year 8 Reading below expected level | 49 | 29 | | Year 9 Reading below expected level | 34 | 24 | | Year 10 Reading below expected level | 53 | 33 | | Year 8 Writing below expected level | 37 | 27 | | Year 9 Writing below expected level | 34 | 24 | | Year 10 Writing below expected level | 42 | 32 | | Year 8 Number below expected level | 27 | 17 | | Year 9 Number below expected level | 72 | 52 | | Year 10 Number below expected level | 68 | 58 | | Year 8 Measurement below expected level | 61 | 51 | | Year 9 Measurement below expected level | 50 | 40 | | Year 10 Measurement below expected level | 88 | 68 | | | | | | Year 9 Top 2 Bands | 2021 % | 2022% | | Reading High | 12 | 15 | | Writing High | 3 | 13 | | Numeracy High | 11 | 14 | | | | | | Year 7 Top 2 Bands | 2021 % | 2022% | | Reading High | 15 | 18 | | Writing High | 14 | 17 | | Numeracy High | 15 | 18 | |
| Teacher Judgement Growth | 2021 | 2022% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year 8 Reading below expected level | 49 | 29 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year 9 Reading below expected level | 34 | 24 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year 10 Reading below expected level | 53 | 33 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year 8 Writing below expected level | 37 | 27 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year 9 Writing below expected level | 34 | 24 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year 10 Writing below expected level | 42 | 32 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year 8 Number below expected level | 27 | 17 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year 9 Number below expected level | 72 | 52 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year 10 Number below expected level | 68 | 58 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year 8 Measurement below expected level | 61 | 51 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year 9 Measurement below expected level | 50 | 40 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year 10 Measurement below expected level | 88 | 68 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year 9 Top 2 Bands | 2021 % | 2022% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Reading High | 12 | 15 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Writing High | 3 | 13 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Numeracy High | 11 | 14 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year 7 Top 2 Bands | 2021 % | 2022% | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Reading High | 15 | 18 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Writing High | 14 | 17 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Numeracy High | 15 | 18 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| | | | |
|--|---|------|------|
| | | | |
| 12 Month Target 2.2 | | 2021 | 2022 |
| | Knowledge of high impact teaching strategies Moderate assessment tasks together | 44 | 54 |
| | Understand how to use data | 26 | 36 |
| | Professional learning to improve practice | 21 | 31 |
| | | 21 | 31 |
| 12 Month Target 2.3 | | 2021 | 2022 |
| | Effective teaching time | 52 | 62 |
| | Stimulated learning | 44 | 54 |
| | Differentiated learning challenge | 52 | 62 |
| KIS 1 Building practice excellence | Build teacher capability to utilise data and a range of assessment strategies to teach to a student's point of learning need so that every student is challenged and achieves the expected progress or better than the expected progress. | | |
| Actions | Leaders will review the curriculum unit planning template to ensure it reflects PLC learnings, formative assessment, Literacy and Numeracy strategies, HITS and supports disability inclusion English teachers will work with the DSSI team to develop an assessment rubric for the Independent Reading Program to support student conferencing | | |
| Outcomes | Students will know the next steps to progress their learning Teachers will use the DSSI data tool and PAT achievement data to inform differentiation Teachers will be engage in at least one PLC inquiry each term Teachers will provide regular learning progression to their students using formative assessment rubrics throughout a unit of work | | |
| Success Indicators | Teachers are using a a school wide agreed curriculum planning template PAT Reading achievement will increase Student Attitudes to School Survey perception data will increase PIVOT surveys will reflect higher levels of student engagement Attendance data will improve | | |

| Activities and Milestones | People Responsible | Is this a PL Priority | When | Funding Streams | | | | | | | | | | | | | | | |
|---|---|--|----------------------------------|---|--|------|------|--|----|----|---|----|----|---------------------|----|----|-------------------------|----|----|
| Student Conferencing professional learning | <input checked="" type="checkbox"/> Leadership Partners (DSSI) <input checked="" type="checkbox"/> School Improvement Team | <input checked="" type="checkbox"/> PLP Priority | from: Term 1 to: Term 3 | \$3,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items | | | | | | | | | | | | | | | |
| Goal 3 | To create a stimulating, 21st century learning environment where students take a higher level of responsibility for their learning and become more engaged, independent and self-regulating learners. | | | | | | | | | | | | | | | | | | |
| 12 Month Target 3.1 | <table border="1"> <thead> <tr> <th></th> <th>2021</th> <th>2022</th> </tr> </thead> <tbody> <tr> <td>Absences more than 20 days</td> <td>64</td> <td>34</td> </tr> </tbody> </table> | | | | | 2021 | 2022 | Absences more than 20 days | 64 | 34 | | | | | | | | | |
| | 2021 | 2022 | | | | | | | | | | | | | | | | | |
| Absences more than 20 days | 64 | 34 | | | | | | | | | | | | | | | | | |
| 12 Month Target 3.2 | <table border="1"> <thead> <tr> <th></th> <th>2021</th> <th>2022</th> </tr> </thead> <tbody> <tr> <td>Motivation and interest</td> <td>44</td> <td>54</td> </tr> <tr> <td>Self-regulation and goal setting</td> <td>43</td> <td>53</td> </tr> <tr> <td>Sense of confidence</td> <td>42</td> <td>52</td> </tr> <tr> <td>Attitudes to attendance</td> <td>59</td> <td>69</td> </tr> </tbody> </table> | | | | | 2021 | 2022 | Motivation and interest | 44 | 54 | Self-regulation and goal setting | 43 | 53 | Sense of confidence | 42 | 52 | Attitudes to attendance | 59 | 69 |
| | 2021 | 2022 | | | | | | | | | | | | | | | | | |
| Motivation and interest | 44 | 54 | | | | | | | | | | | | | | | | | |
| Self-regulation and goal setting | 43 | 53 | | | | | | | | | | | | | | | | | |
| Sense of confidence | 42 | 52 | | | | | | | | | | | | | | | | | |
| Attitudes to attendance | 59 | 69 | | | | | | | | | | | | | | | | | |
| 12 Month Target 3.3 | <table border="1"> <thead> <tr> <th></th> <th>2021</th> <th>2022</th> </tr> </thead> <tbody> <tr> <td>Use student feedback to improve practice</td> <td>32</td> <td>42</td> </tr> <tr> <td>Promote student ownership of learning goals</td> <td>12</td> <td>22</td> </tr> </tbody> </table> | | | | | 2021 | 2022 | Use student feedback to improve practice | 32 | 42 | Promote student ownership of learning goals | 12 | 22 | | | | | | |
| | 2021 | 2022 | | | | | | | | | | | | | | | | | |
| Use student feedback to improve practice | 32 | 42 | | | | | | | | | | | | | | | | | |
| Promote student ownership of learning goals | 12 | 22 | | | | | | | | | | | | | | | | | |

| KIS 1 Empowering students and building school pride | Research and implement strategies to raise attendance and review the College Attendance policy to ensure the best systems and processes are in place to improve levels of attendance. | | | |
|---|---|--|----------------------------------|---|
| Actions | Leaders will review current processes in coding and monitoring attendance. Leaders will meet regularly to monitor processes and coach staff in processes that support monitoring, coding and encouraging attendance. | | | |
| Outcomes | Parents will communicate freely with the school regarding student attendance and understand how to ensure continuation of learning while away. Students will feel engaged at school and will seek to minimize absences and maximize learning continuation. Staff will understand and follow up student attendance concerns within a staged approach to attendance. Attendance officer will engage with staff as appropriate to the staged response to support and drive staff and leader actions. Leaders will coach staff in the staged approach to attendance and drive its implementation within school teams. | | | |
| Success Indicators | Assistant Principal, Attendance Officer and Wellbeing & Engagement Leaders meet to review the staged approach to attendance and implementation strategies. Assistant Principal, Attendance Officer and Wellbeing & Engagement Leaders meet regularly to review attendance data. Assistant Principal meets regularly with Attendance Officer and Wellbeing & Engagement Leader to drive implementation of the reviewed staged response to attendance. Attendance Officer regularly communicates directly with staff and Wellbeing and Engagement Leaders as needed. Attendance data will reflect a decrease in student absences. Live Panorama, SIE Tool and school cases / unexplained data is discussed at Attendance Meetings. | | | |
| Activities and Milestones | People Responsible | Is this a PL Priority | When | Funding Streams |
| Time set for Assistant Principal to meet with Attendance Officer, Wellbeing Coordinator and Wellbeing and Engagement Leaders to review the staged response to attendance. | <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Wellbeing Team | <input checked="" type="checkbox"/> PLP Priority | from: Term 1 to: Term 2 | \$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used |

| | | | | |
|---|--|--|----------------------------------|--|
| | | | | <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items |
| Time set for Wellbeing and Engagement Leaders to PD Teacher Advisors on the reviewed staged response processes. | <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> School Improvement Team | <input checked="" type="checkbox"/> PLP Priority | from: Term 2 to: Term 3 | \$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items |
| Regular meetings set with Assistant Principal to meet with Attendance Officer, Wellbeing Coordinator and Wellbeing and Engagement Leaders to review current data and follow up. Standard agenda with standard items for meetings to be created. | <input checked="" type="checkbox"/> Assistant Principal | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items |

| | | | | |
|--|---|------------------------------|-------------|------------------------|
| Goal 4 | To maximise student achievement, engagement and wellbeing outcomes through the development of a learning community of reflective practitioners focused on continuous improvement. | | | |
| 12 Month Target 4.1 | | 2021 | 2022 | |
| | Parent participation and involvement | 60 | 70 | |
| | Student motivation and support | 47 | 57 | |
| | School improvement | 54 | 64 | |
| 12 Month Target 4.2 | | 2021 | 2022 | |
| | High expectation for success | 66 | 76 | |
| | Sense of connectedness | 42 | 52 | |
| 12 Month Target 4.3 | | 2021 | 2022 | |
| | Collective efficacy | 21 | 31 | |
| | Academic emphasis | 14 | 24 | |
| | Collective responsibility | 56 | 66 | |
| | Instructional leadership | 23 | 33 | |
| KIS 1 Vision, values and culture | Establish a community of reflective practitioners (staff, students and parents) focused on continuous improvement by developing a strengthened culture of raised expectations, shared responsibility and collective accountability. | | | |
| Actions | The school community will undertake a combined BEP School Review to reflect upon achievements from the past 4 years and identify continued areas of improvement to inform the new School Strategic Plan for the next 4 years. | | | |
| Outcomes | The school community will be engaged in feedback workshops that reflect upon successes and challenges over the past 4 years that will inform goals and targets for the new SSP Students will participate in feedback forums that provide their voice in areas of continued focus and improvement to increase learning outcomes | | | |
| Success Indicators | Develop the new School Strategic Plan for the next 4 years | | | |
| Activities and Milestones | People Responsible | Is this a PL Priority | When | Funding Streams |

| | | | | |
|--|--|---|--|---|
| <p>Members of the SIT and school community will make up the panel to undertake the school review and participate in field days</p> | <p><input checked="" type="checkbox"/> All Staff</p> | <p><input checked="" type="checkbox"/> PLP Priority</p> | <p>from: Term 2 to: Term 2</p> | <p>\$0.00</p> <p><input type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p> |
|--|--|---|--|---|

Funding Planner

Summary of Budget and Allocated Funding

| Summary of Budget | School's total funding (\$) | Funding Allocated in activities (\$) | Still available/shortfall |
|-------------------------------------|-----------------------------|--------------------------------------|---------------------------|
| Equity Funding | \$1,187,065.00 | \$10,000.00 | \$1,177,065.00 |
| Disability Inclusion Tier 2 Funding | \$308,179.00 | \$0.00 | \$308,179.00 |
| Schools Mental Health Fund and Menu | \$37,052.88 | \$16,062.48 | \$20,990.40 |
| Total | \$1,532,296.88 | \$26,062.48 | \$1,506,234.40 |

Activities and Milestones – Total Budget

| Activities and Milestones | Budget |
|---|--------------------|
| Math professional learning in cognitive load theory to apply to explicit teaching in Maths | \$3,000.00 |
| Numeracy Learning Specialist and MYLNS Numeracy capability leader to deliver professional learning to Maths teachers in the instructional model | \$3,000.00 |
| Numeracy Learning Specialist to lead a Maths subject specific PLC inquiry focused on elements of cognitive load theory | \$1,000.00 |
| SWPBS professional learning | \$6,062.48 |
| BEP Berry Street Education Model training and follow up professional learning | \$10,000.00 |
| Student Conferencing professional learning | \$3,000.00 |
| Totals | \$26,062.48 |

Activities and Milestones - Equity Funding

| Activities and Milestones | When | Funding allocated (\$) | Category |
|---|----------------------------------|------------------------|---|
| Math professional learning in cognitive load theory to apply to explicit teaching in Maths | from: Term 1 to: Term 3 | \$3,000.00 | <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT |
| Numeracy Learning Specialist and MYLNS Numeracy capability leader to deliver professional learning to Maths teachers in the instructional model | from: Term 1 to: Term 4 | \$3,000.00 | <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> CRT |
| Numeracy Learning Specialist to lead a Maths subject specific PLC inquiry focused on elements of cognitive load theory | from: Term 2 to: Term 3 | \$1,000.00 | <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT |
| Student Conferencing professional learning | from: Term 1 to: Term 3 | \$3,000.00 | <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> CRT |
| Totals | | \$10,000.00 | |

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 |
|---|----------------------------------|------------------------|--|
| SWPBS professional learning | from: Term 1 to: Term 4 | \$6,062.48 | <input checked="" type="checkbox"/> Tier 1/Category: Whole school approach to positive mental health This activity will use Foundation Resources (DET Funded initiatives or other free resources) <ul style="list-style-type: none"> ○ Schoolwide Positive Behaviour Support (SWPBS) DET funded |
| BEP Berry Street Education Model training and follow up professional learning | from: Term 1 to: Term 4 | \$10,000.00 | <input checked="" type="checkbox"/> Tier 1/Category: Whole school approach to positive mental health This activity will use Mental Health Menu programs <ul style="list-style-type: none"> ○ Positive education Berry Street Education Model |
| Totals | | \$16,062.48 | |

Additional Funding Planner – Total Budget

| Activities and Milestones | Budget |
|---|--------------|
| Recruit Assistant Principal Disability Inclusion Teaching and Learning Leadership | \$139,159.69 |
| Wellbeing and Engagement Leaders Assistant Wellbeing and Engagement Leaders | \$154,000.00 |
| GROW Program Coordinator and resources | \$60,813.96 |
| High Needs Transition | \$26,340.00 |
| EAL Teacher and resources | \$58,357.00 |

| | |
|--|-----------------------|
| Student Services Support | \$163,672.39 |
| Teacher Assistants | \$154,000.00 |
| Attendance Officer | \$58,609.05 |
| Systems and Technology | \$192,248.00 |
| Student Netbook Program | \$150,000.00 |
| Student Welfare Breakfast Program Afterschool Bus | \$72,215.00 |
| Student Voice and Leadership | \$8,800.00 |
| Teacher Advisory Leader | \$1,300.00 |
| Leadership PD to support improved student learning outcomes | \$20,000.00 |
| Connect Program | \$123,019.31 |
| Strategic Initiatives that support the implementation of AIP goals | \$100,000.00 |
| Learning Community student activities | \$12,000.00 |
| Totals | \$1,494,534.40 |

Additional Funding Planner – Equity Funding

| Activities and Milestones | When | Funding allocated (\$) | Category |
|---|----------------------------------|------------------------|----------|
| Recruit Assistant Principal Disability Inclusion Teaching and Learning Leadership | from: Term 1 to: Term 4 | | |
| Wellbeing and Engagement Leaders | from: Term 1 | | |

| | | | |
|--|----------------------------------|--------------|---|
| Assistant Wellbeing and Engagement Leaders | to: Term 4 | | |
| GROW Program Coordinator and resources | from: Term 1 to: Term 4 | \$60,813.96 | <input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources |
| High Needs Transition | from: Term 1 to: Term 4 | \$26,340.00 | <input checked="" type="checkbox"/> School-based staffing |
| EAL Teacher and resources | from: Term 1 to: Term 4 | \$58,357.00 | <input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> Support services |
| Student Services Support | from: Term 1 to: Term 4 | \$142,681.99 | <input checked="" type="checkbox"/> School-based staffing |
| Teacher Assistants | from: Term 1 to: Term 4 | \$154,000.00 | <input checked="" type="checkbox"/> School-based staffing |
| Attendance Officer | from: Term 1 to: Term 4 | \$58,609.05 | <input checked="" type="checkbox"/> School-based staffing |
| Systems and Technology | from: Term 1 | \$192,248.00 | <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Assets |

| | | | |
|---|----------------------------------|--------------|--|
| Student Netbook Program | from: Term 1 to: Term 4 | \$150,000.00 | <input checked="" type="checkbox"/> Assets |
| Student Welfare Breakfast Program Afterschool Bus | from: Term 1 to: Term 4 | \$72,215.00 | <input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Support services <input checked="" type="checkbox"/> Other food items |
| Student Voice and Leadership | from: Term 1 to: Term 4 | \$8,800.00 | <input checked="" type="checkbox"/> School-based staffing |
| Teacher Advisory Leader | from: Term 1 to: Term 4 | \$13,000.00 | <input checked="" type="checkbox"/> School-based staffing |
| Leadership PD to support improved student learning outcomes | from: Term 1 to: Term 4 | \$20,000.00 | <input checked="" type="checkbox"/> CRT |
| Connect Program | from: Term 1 to: Term 4 | \$108,000.00 | <input checked="" type="checkbox"/> School-based staffing |
| Strategic Initiatives that support the implementation of AIP goal s | from: Term 1 to: Term 4 | \$100,000.00 | <input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> CRT |

| | | | |
|---------------------------------------|----------------------------------|-------------|--|
| Learning Community student activities | from: Term 1 to: Term 4 | \$12,000.00 | <input checked="" type="checkbox"/> Teaching and learning programs and resources |
| Totals | | | |

Additional Funding Planner – Disability Inclusion Funding

| Activities and Milestones | When | Funding allocated (\$) | Category |
|---|----------------------------------|------------------------|--|
| Recruit Assistant Principal Disability Inclusion Teaching and Learning Leadership | from: Term 1 to: Term 4 | \$139,159.69 | <input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> Disability Inclusion Coordinator |
| Wellbeing and Engagement Leaders Assistant Wellbeing and Engagement Leaders | from: Term 1 to: Term 4 | \$154,000.00 | |
| GROW Program Coordinator and resources | from: Term 1 to: Term 4 | | <input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> Education Support Staff |
| High Needs Transition | from: Term 1 to: Term 4 | | |
| EAL Teacher and resources | from: Term 1 to: Term 4 | | |

| | | | |
|---|----------------------------------|--|--|
| Student Services Support | from: Term 1 to: Term 4 | | |
| Teacher Assistants | from: Term 1 to: Term 4 | | |
| Attendance Officer | from: Term 1 to: Term 4 | | |
| Systems and Technology | from: Term 1 | | |
| Student Netbook Program | from: Term 1 to: Term 4 | | |
| Student Welfare Breakfast Program Afterschool Bus | from: Term 1 to: Term 4 | | |
| Student Voice and Leadership | from: Term 1 to: Term 4 | | |
| Teacher Advisory Leader | from: Term 1 to: Term 4 | | |

| | | | |
|---|----------------------------------|-------------|--|
| Leadership PD to support improved student learning outcomes | from: Term 1 to: Term 4 | | |
| Connect Program | from: Term 1 to: Term 4 | \$15,019.31 | <input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> • Classroom Teacher <input checked="" type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none"> • <input checked="" type="checkbox"/> Equipment, adaptive technology, devices, or materials to support learning <ul style="list-style-type: none"> • |
| Strategic Initiatives that support the implementation of AIP goal s | from: Term 1 to: Term 4 | | |
| Learning Community student activities | from: Term 1 to: Term 4 | | |
| Totals | | | |

Additional Funding Planner – Schools Mental Health Fund and Menu

| Activities and Milestones | When | Funding allocated (\$) | Category |
|---------------------------|------|------------------------|----------|
|---------------------------|------|------------------------|----------|

| | | | |
|---|----------------------------------|-------------|--|
| Recruit Assistant Principal Disability Inclusion Teaching and Learning Leadership | from: Term 1 to: Term 4 | | |
| Wellbeing and Engagement Leaders Assistant Wellbeing and Engagement Leaders | from: Term 1 to: Term 4 | | |
| GROW Program Coordinator and resources | from: Term 1 to: Term 4 | | |
| High Needs Transition | from: Term 1 to: Term 4 | | |
| EAL Teacher and resources | from: Term 1 to: Term 4 | | |
| Student Services Support | from: Term 1 to: Term 4 | \$20,990.40 | <input checked="" type="checkbox"/> Tier 3/Category: Mental health and wellbeing professionals This activity will use Mental Health Menu staffing <ul style="list-style-type: none"> ○ Additional mental health and wellbeing professional Mental Health Practitioner |
| Teacher Assistants | from: Term 1 to: Term 4 | | |
| Attendance Officer | from: Term 1 | | |

| | | | |
|--|----------------------------------|--|--|
| | to: Term 4 | | |
| Systems and Technology | from: Term 1 | | |
| Student Netbook Program | from: Term 1 to: Term 4 | | |
| Student Welfare Breakfast Program Afterschool Bus | from: Term 1 to: Term 4 | | |
| Student Voice and Leadership | from: Term 1 to: Term 4 | | |
| Teacher Advisory Leader | from: Term 1 to: Term 4 | | |
| Leadership PD to support improved student learning outcomes | from: Term 1 to: Term 4 | | |
| Connect Program | from: Term 1 to: Term 4 | | |
| Strategic Initiatives that support the implementation of AIP goal s | from: Term 1 | | |

| | | | |
|---------------------------------------|----------------------------------|--|--|
| | to: Term 4 | | |
| Learning Community student activities | from: Term 1 to: Term 4 | | |
| Totals | | | |

Professional Learning and Development Plan

| Professional Learning Priority | Who | When | Key Professional Learning Strategies | Organisational Structure | Expertise Accessed | Where |
|---|--|----------------------------------|--|--|--|---|
| Math professional learning in cognitive load theory to apply to explicit teaching in Maths | <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Numeracy Improvement Teacher | from: Term 1 to: Term 3 | <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs | <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting | <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"/> MYLYNS Improvement teacher | <input checked="" type="checkbox"/> On-site |
| Numeracy Learning Specialist and MYLNS Numeracy capability leader to deliver professional learning to Maths teachers in the instructional model | <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Numeracy Leader | from: Term 1 to: Term 4 | <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Student voice, including input and feedback | <input checked="" type="checkbox"/> Timetabled Planning Day | <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Numeracy leader <input checked="" type="checkbox"/> MYLYNS Improvement teacher | <input checked="" type="checkbox"/> On-site |
| Numeracy Learning Specialist to lead a Maths subject specific PLC inquiry focused on elements of cognitive load theory | <input checked="" type="checkbox"/> Learning Specialist(s) | from: Term 2 to: Term 3 | <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Demonstration lessons | <input checked="" type="checkbox"/> Timetabled Planning Day | <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Numeracy leader | <input checked="" type="checkbox"/> On-site |
| SWPBS professional learning | <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> SWPBS Leader/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"/> Whole School Pupil Free Day <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 |

| | | | | | | |
|---|--|----------------------------|---|--|---|---|
| | | | <input checked="" type="checkbox"/> Student voice, including input and feedback | <input checked="" type="checkbox"/> Timetabled Planning Day | | |
| BEP Berry Street Education Model training and follow up professional learning | <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Disability Inclusion Coordinator <input checked="" type="checkbox"/> School Improvement Team | from: Term 1 to: Term 4 | <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development | <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting | <input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants Berry Street | <input checked="" type="checkbox"/> On-site |
| Student Conferencing professional learning | <input checked="" type="checkbox"/> Leadership Partners (DSSI) <input checked="" type="checkbox"/> School Improvement Team | from: Term 1 to: Term 3 | <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Peer observation including feedback and reflection | <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting | <input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist | <input checked="" type="checkbox"/> On-site |
| Time set for Assistant Principal to meet with Attendance Officer, Wellbeing Coordinator and Wellbeing and Engagement Leaders to review the staged response to attendance. | <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Wellbeing Team | from: Term 1 to: Term 2 | <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team | <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting | <input checked="" type="checkbox"/> Internal staff | <input checked="" type="checkbox"/> On-site |
| Time set for Wellbeing and Engagement Leaders to PD Teacher Advisors on the | <input checked="" type="checkbox"/> Assistant Principal | from: Term 2 | <input checked="" type="checkbox"/> Planning | <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions | <input checked="" type="checkbox"/> Internal staff | <input checked="" type="checkbox"/> On-site |

| | | | | | | |
|---|---|----------------------------------|--|---|--|---|
| reviewed staged response processes. | <input checked="" type="checkbox"/> School Improvement Team | to: Term 3 | <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team | | | |
| Members of the SIT and school community will make up the panel to undertake the school review and participate in field days | <input checked="" type="checkbox"/> All Staff | from: Term 2 to: Term 2 | <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team | <input checked="" type="checkbox"/> Timetabled Planning Day | <input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> Internal staff | <input checked="" type="checkbox"/> On-site |