

2020 Annual Implementation Plan

for improving student outcomes

Colac Secondary College (8864)



Submitted for review by Xavier Davis (School Principal) on 28 February, 2020 at 01:10 PM
Awaiting endorsement by Senior Education Improvement Leader
Awaiting endorsement by School Council President

Self-evaluation Summary - 2020

Colac Secondary College (8864)

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

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

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

Enter your reflective comments	As part of the self evaluation, our assessment placed us at Emerging for majority of the dimensions. Three of the four domains have components moving towards the evolving level.
Considerations for 2020	Key focus areas for the year are: - Building Teacher Efficacy, - Health Well-being, Inclusion and Engagement, and - Develop Leadership Capabilities to Build an Effective Culture
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	Improve student learning through building teacher efficacy																																																																																								
Target 1.1	<p>NAPLAN Relative Growth</p> <p>The percentage of students from year 7 to 9 with low relative growth for writing, reading, and numeracy is reduced to below 25%</p> <table border="1"> <thead> <tr> <th></th> <th>2016 Target</th> <th>2016 Actual</th> <th>2017 Target</th> <th>2017 Actual</th> <th>2018 Target</th> <th>2018 Actual</th> <th>2019 Target</th> <th>2019 Actual</th> <th>2020 Target</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>27%</td> <td></td> <td>26.33</td> <td></td> <td>25.66</td> <td></td> <td>24.99</td> <td></td> <td>24.3%</td> </tr> <tr> <td>Writing</td> <td>25%</td> <td></td> <td>24.38</td> <td></td> <td>23.76</td> <td></td> <td>23.14</td> <td></td> <td>22.5%</td> </tr> <tr> <td>Number</td> <td>29%</td> <td></td> <td>28.73</td> <td></td> <td>28.01</td> <td></td> <td>27.28</td> <td></td> <td>26.1%</td> </tr> </tbody> </table> <p>The percentage of students from year 7 to 9 with high relative growth for writing, reading and numeracy is increased to above 25%</p> <table border="1"> <thead> <tr> <th></th> <th>2016 Target</th> <th>2016 Actual</th> <th>2017 Target</th> <th>2017 Actual</th> <th>2018 Target</th> <th>2018 Actual</th> <th>2019 Target</th> <th>2019 Actual</th> <th>2020 Target</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>19%</td> <td></td> <td>19.5</td> <td></td> <td>19.95</td> <td></td> <td>20.43</td> <td></td> <td>20.9%</td> </tr> <tr> <td>Writing</td> <td>34.4%</td> <td></td> <td>35.26</td> <td></td> <td>36.12</td> <td></td> <td>36.98</td> <td></td> <td>37.84%</td> </tr> <tr> <td>Number</td> <td>8.1%</td> <td></td> <td>8.3</td> <td></td> <td>8.5</td> <td></td> <td>8.7</td> <td></td> <td>8.91%</td> </tr> </tbody> </table>										2016 Target	2016 Actual	2017 Target	2017 Actual	2018 Target	2018 Actual	2019 Target	2019 Actual	2020 Target	Reading	27%		26.33		25.66		24.99		24.3%	Writing	25%		24.38		23.76		23.14		22.5%	Number	29%		28.73		28.01		27.28		26.1%		2016 Target	2016 Actual	2017 Target	2017 Actual	2018 Target	2018 Actual	2019 Target	2019 Actual	2020 Target	Reading	19%		19.5		19.95		20.43		20.9%	Writing	34.4%		35.26		36.12		36.98		37.84%	Number	8.1%		8.3		8.5		8.7		8.91%
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VCE, ATAR & Study Scores

The percentage of VCE study scores, 40 and above is increased to:

2016	2017	2018	2019	2020
2.8%	2.86	2.92	2.98	3.03

- By 2020, we will have at least one study score over 45.

The mean study score in all subjects is increased to:

2016	2017	2018	2019	2020
24.25	24.86	25.47	26.08	26.7

The mean study score in English s is increased to:

	<p>2016 2017 2018 2019 2020</p> <p>23.44 24.03 24.62 25.21 25.78</p> <p>Percentage of VCE Study scores 40 and above from 1.3% to 3.03%</p> <p>Mean study score in all subjects will increase from 24.2 to 26.70</p> <p>Mean study score in English will increase from 22.5 to 25.78</p> <p>Mean study score in Further Maths will increase from 21.9 to 24.6</p>
<p>Key Improvement Strategy 1.a Building practice excellence</p>	<p>Seek improvement of teaching and learning practices across the school through collaborative inquiry.</p> <ul style="list-style-type: none"> - Establish PLC Model across the College - Develop Literacy & Numeracy Framework - Build Data Literacy
<p>Key Improvement Strategy 1.b Building practice excellence</p>	<p>Enhance the School Wide approach to curriculum development and assessment.</p> <ul style="list-style-type: none"> - Investigate & Implement College Instructional Model - Implement Ongoing Reporting & Common Assessment Practices - Formulate Common IEP processes
<p>Goal 2</p>	<p>Improve student connectedness and motivation</p>
<p>Target 2.1</p>	<p>This section will need to have the new goals inserted!</p> <p>School Connectedness</p>

- School connectedness is increased every year over 4 years on the student attitudes to school survey.

2016	2017	2018	2019	2020
3.38	3.47	3.56	3.65	3.72

Learning Confidence

- Learning confidence is increased on the student attitudes to school survey.

2016	2017	2018	2019	2020
3.56	3.67	3.78	3.89	4.01

Key Improvement Strategy 2.a
Empowering students and building school pride

Continue to refine the whole-school approach to health, wellbeing, inclusion and engagement.

Goal 3

Develop the capabilities of the Leadership Team to build an effective improvement culture

Target 3.1

Staff Opinion Survey

- The percentage of whole school endorsement on the following School Staff Survey Modules

Component	2016	2017	2018	2019	2020
Collective Responsibility	45.5%	46.63	47.76	48.89	50.05%
Teacher Collaboration	42.6%	43.7	44.8	45.9	46.86%
Staff trust in colleagues	56.4%	57.81	59.22	60.63	62.04%

**Key
Improvement
Strategy 3.a**
Building
leadership
teams

The leadership team leads school improvement

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target																																												
Improve student learning through building teacher efficacy	Yes	<p data-bbox="481 766 772 790">NAPLAN Relative Growth</p> <p data-bbox="481 829 1892 853">The percentage of students from year 7 to 9 with low relative growth for writing, reading, and numeracy is reduced to below 25%</p> <table border="1" data-bbox="481 957 1982 1157"> <thead> <tr> <th></th> <th>2016 Target</th> <th>2016 Actual</th> <th>2017 Target</th> <th>2017 Actual</th> <th>2018 Target</th> <th>2018 Actual</th> <th>2019 Target</th> <th>2019 Actual</th> <th>2020 Target</th> <th>2020 Actual</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>27%</td> <td></td> <td>26.33</td> <td></td> <td>25.66</td> <td></td> <td>24.99</td> <td></td> <td>24.3%</td> <td></td> </tr> <tr> <td>Writing</td> <td>25%</td> <td></td> <td>24.38</td> <td></td> <td>23.76</td> <td></td> <td>23.14</td> <td></td> <td>22.5%</td> <td></td> </tr> <tr> <td>Number</td> <td>29%</td> <td></td> <td>28.73</td> <td></td> <td>28.01</td> <td></td> <td>27.28</td> <td></td> <td>26.1%</td> <td></td> </tr> </tbody> </table> <p data-bbox="481 1260 1915 1284">The percentage of students from year 7 to 9 with high relative growth for writing, reading and numeracy is increased to above 25%</p>		2016 Target	2016 Actual	2017 Target	2017 Actual	2018 Target	2018 Actual	2019 Target	2019 Actual	2020 Target	2020 Actual	Reading	27%		26.33		25.66		24.99		24.3%		Writing	25%		24.38		23.76		23.14		22.5%		Number	29%		28.73		28.01		27.28		26.1%		<p data-bbox="2027 686 2206 1197">Achievement Reading % of students meeting or above benchmark growth (Years 7 to 9) to 75% Achievement Numeracy % of students meeting or above benchmark growth (Years 7 to 9) to 75.7</p>
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Develop the capabilities of the Leadership Team to build an effective improvement culture	Yes	<p>Staff Opinion Survey</p> <ul style="list-style-type: none"> The percentage of whole school endorsement on the following School Staff Survey Modules <table border="1"> <thead> <tr> <th>Component</th> <th>2016</th> <th>2017</th> <th>2018</th> <th>2019</th> <th>2020</th> </tr> </thead> <tbody> <tr> <td>Collective Responsibility</td> <td>45.5%</td> <td>46.63</td> <td>47.76</td> <td>48.89</td> <td>50.05%</td> </tr> <tr> <td>Teacher Collaboration</td> <td>42.6%</td> <td>43.7</td> <td>44.8</td> <td>45.9</td> <td>46.86%</td> </tr> <tr> <td>Staff trust in colleagues</td> <td>56.4%</td> <td>57.81</td> <td>59.22</td> <td>60.63</td> <td>62.04%</td> </tr> </tbody> </table>	Component	2016	2017	2018	2019	2020	Collective Responsibility	45.5%	46.63	47.76	48.89	50.05%	Teacher Collaboration	42.6%	43.7	44.8	45.9	46.86%	Staff trust in colleagues	56.4%	57.81	59.22	60.63	62.04%	<p>VCE Study Scores 40 and above increased to 3.03 Mean study score increased to 26.7 Mean study score in English increased to 25.78</p>
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Goal 1	Improve student learning through building teacher efficacy
12 Month Target 1.1	Achievement Reading % of students meeting or above benchmark growth (Years 7 to 9) to 75% Achievement Numeracy % of students meeting or above benchmark growth (Years 7 to 9) to 75.7

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Building practice excellence	Seek improvement of teaching and learning practices across the school through collaborative inquiry. - Establish PLC Model across the College - Develop Literacy & Numeracy Framework - Build Data Literacy	Yes
KIS 2 Building practice excellence	Enhance the School Wide approach to curriculum development and assessment. - Investigate & Implement College Instructional Model - Implement Ongoing Reporting & Common Assessment Practices - Formulate Common IEP processes	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.	To establish the PLC strategy across the College, develop strong Literacy & Numeracy competencies; while building greater Data Literacy to ensure a consistent approach to student centered learning through effective collaboration. Enhance the School Wide approach to curriculum development and assessment through the implementation of a College Instructional Model, that embeds a consistent approach to lesson development and instructional practices.	
Goal 2	Improve student connectedness and motivation	
12 Month Target 2.1	Collective Responsibility- 50.5% Teacher Collaboration 46.86% staff trust in colleagues 62.04%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Empowering students and building school pride	Continue to refine the whole-school approach to health, wellbeing, inclusion and engagement.	Yes

<p>Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.</p>	<p>Our main focus is to implement the concepts of SWPBS and Respectful Relationships into the school program that will strengthen the improving culture of health, well-being, inclusion and engagement at CSC.</p> <p>Our secondary focus is on improving our transitions into, through and out of CSC, as well as, creating a strong student leadership framework of development.</p>	
<p>Goal 3</p>	<p>Develop the capabilities of the Leadership Team to build an effective improvement culture</p>	
<p>12 Month Target 3.1</p>	<p>VCE Study Scores 40 and above increased to 3.03 Mean study score increased to 26.7 Mean study score in English increased to 25.78</p>	
<p>Key Improvement Strategies</p>		<p>Is this KIS selected for focus this year?</p>
<p>KIS 1 Building leadership teams</p>	<p>The leadership team leads school improvement</p>	<p>Yes</p>
<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 focus of this goal is to establish an effective professional learning, formulate college structures that support communication, clear protocols and norms to support the development of an effective leadership culture. This strategy will be underpinned by a growth mindset process for both staff and students.</p> <p>Collective Responsibility- 50.5% Teacher Collaboration 46.86% staff trust in colleagues 62.04%</p>	

Define Actions, Outcomes and Activities

Goal 1	Improve student learning through building teacher efficacy
12 Month Target 1.1	Achievement Reading % of students meeting or above benchmark growth (Years 7 to 9) to 75% Achievement Numeracy % of students meeting or above benchmark growth (Years 7 to 9) to 75.7
KIS 1 Building practice excellence	Seek improvement of teaching and learning practices across the school through collaborative inquiry. - Establish PLC Model across the College - Develop Literacy & Numeracy Framework - Build Data Literacy
Actions	<p>Implement PLCs for collaborative inquiry</p> <p>Collaboration and communication- protocols and tools (collective efficacy)</p> <p>HITS incorporated into planning and PLCs</p> <p>Peer observations through PLCs</p> <p>Implement the Middle Years Literacy and Numeracy Support (MYLNS) initiative through the engagement of prioritised students in structured intervention.</p> <p>Build the capacity of teachers across all learning areas to support students with significant literacy and/or numeracy needs</p>
Outcomes	<p>Leaders will:</p> <p>Facilitate and model PLC collaborative inquiry</p> <p>Develop appropriate school structures that support learning for leaders, teachers & students.</p> <p>Lead the creation and use of data walls</p>

	<p>Revise and embed observation models</p> <p>Support and actively plan for MYLNS related capability building</p> <p>Staff will:</p> <p>Be actively involved and engaged in PLC collaborative inquiry cycles</p> <p>Actively participate in all scheduled professional learning</p> <p>Further develop skills and knowledge of HITS through structured observations</p> <p>Use student learning data to inform intervention planning and delivery in recurring inquiry cycles</p> <p>Students will:</p> <p>Identify what they are learning, why they are learning it, and know whether they have been successful in their learning</p> <p>Identify appropriate learning goals</p> <p>Be able to contribute to the development, monitoring, evaluation and refinement of their Individual Education Plans (IEPs), including their literacy and/or numeracy goals</p>			
Success Indicators	<p>Meeting minutes and planning documents demonstrating the PLC collaborative inquiry</p> <p>Physical and electronic data walls to track student learning and growth</p> <p>Staff participation in observations</p> <p>MYLNS students have goals and learning is monitored</p> <p>HITS are evident in planning documentation and staff participated in professional learning sessions</p> <p>Visible learning goals are evident for all students</p> <p>IEPs are documented, used, monitored and evaluated at SSGs</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
<p>Develop learning architecture to support PLCs</p> <p>Professional Learning structures</p>	<p><input checked="" type="checkbox"/> Leadership Team</p> <p><input checked="" type="checkbox"/> Learning Specialist(s)</p>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1</p>	<p>\$0.00</p>

<p>-Teams & OneNote</p> <p>Collaborative teams</p> <p>PLC Learning Session</p> <p>HITS a focus</p> <p>Tracy Ezard continuum</p>	<input checked="" type="checkbox"/> Literacy Support <input checked="" type="checkbox"/> Numeracy Leader		to: Term 4	<input type="checkbox"/> Equity funding will be used
<p>Develop norms and protocols for all meetings to allow for effective collaboration, and development of relational trust.</p> <p>Agendas, minutes</p> <p>Policy and documentation</p>	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
<p>Use of communication protocols eg- OneNote, Emails, Teams as a tool</p> <p>Clarity around the use of each mode of communication</p> <ul style="list-style-type: none"> Establish through lines of communication <p>(Link to Equity Spreadsheet 1)</p>	<input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Equity funding will be used
<p>Explore and implement data walls- digital and physical</p> <p>Identification and collation of data</p> <p>Location of data</p> <p>Use of data</p>	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Numeracy Leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$ <input checked="" type="checkbox"/> Equity funding will be used

<p>Target students</p> <p>Case Management Meeting- Clarity</p> <p>HITS</p> <p>(2)</p>				
<p>Focused peer observation groups</p> <p>When, where and how- purpose and focus</p> <p>Coaching</p> <p>Continue to develop peer observation protocols</p> <p>Investigate Instructional Models for College implementation</p> <p>HITS</p> <p>(3)</p>	<input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	<p>from: Term 3 to: Term 4</p>	<input checked="" type="checkbox"/> Equity funding will be used
<p>MYLNS</p> <p>Engage teachers in professional learning and/or coaching aimed at building capability to differentiate instruction to cater for students with significant literacy and/or numeracy learning needs.</p> <p>Develop and monitor ILPs for MYLNS priority students</p>	<input checked="" type="checkbox"/> Literacy Improvement Teacher <input checked="" type="checkbox"/> Numeracy Improvement Teacher	<input checked="" type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p> <input type="checkbox"/> Equity funding will be used
<p>VCE / VCAL / VET Improvement strategy</p> <p>- VCE Data ANALYSIS</p> <p>- Edrolo</p> <p>- Revision Lectures</p> <p>- VCE Tutoring Support</p>	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Leadership Team <input checked="" type="checkbox"/> Sub School Leader/s	<input checked="" type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 3</p>	<input checked="" type="checkbox"/> Equity funding will be used

<p>- VET Student Pathways Initiative (12)</p>				
<p>KIS 2 Building practice excellence</p>	<p>Enhance the School Wide approach to curriculum development and assessment. - Investigate & Implement College Instructional Model - Implement Ongoing Reporting & Common Assessment Practices - Formulate Common IEP processes</p>			
<p>Actions</p>	<p>Data Literacy</p> <p>Continue to develop consistent curriculum and planning documentation for Year 7-12</p> <p>Ensure consistent assessment practices- of, as, for</p> <p>Whole school framework for Literacy and Numeracy</p>			
<p>Outcomes</p>	<p>Leaders will:</p> <p>Develop the reporting architecture and reporting expectation across the school</p> <p>Explore best practice for whole school literacy and numeracy frameworks</p> <p>Develop our data literacy skills to inform and action improvement strategies</p> <p>Staff will:</p> <p>Be able to use student voice to inform their teaching</p> <p>Undertake various assessment practices to improve their collaborative teaching</p> <p>Students will:</p> <p>Be able to communicate feedback that informs teacher practice</p>			

	Articulate where they are at in their learning journey through feedback mechanisms			
Success Indicators	<p>Developed whole school literacy and numeracy framework Data is used to inform teaching and reported on in Compass. Leaders and teachers analyse formative and summative assessments to inform improvement strategies. Assessment cycle is evident. Moderation of student work. Student feedback strategies are employed in all lessons. Teacher's collaborate to plan for student learning using consistent planning documentation.</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
<p>Enhancing our understanding of reporting structures and expectations - embed Ongoing Reporting -Core subjects- 5 weekly cycles and aligned with units of work</p> <p>Unit planners guide reporting structures</p> <p>Implement Ongoing Reporting by end of Term 1</p> <p>Professional Learning in relation to Compass learning tasks and the transition from current Common Assessment Tasks</p> <p>(4)</p>	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<input checked="" type="checkbox"/> Equity funding will be used
<p>Enhancing our assessment practices to better inform feedback</p> <p>Moderation for consistency in feedback reflection process</p> <p>Assessment aligned Victorian Curriculum planning - Rubrics - Differentiation</p> <p>Explore Backwards by Design unit development</p> <p>(5)</p>	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<input checked="" type="checkbox"/> Equity funding will be used

<p>Explore whole school approach to Literacy and Numeracy 8A & 8B Support Maths Pathways Quick Start Maths Sound Write ebooks Years 7-9</p> <p>Embedding term and unit planners for all curriculum areas</p> <p>Backward mapping of subject specific language (PLC)</p> <p>Explore best practices of literacy and numeracy strategies - Sound Write Spelling Training (6)</p>	<p><input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Numeracy Leader</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p><input checked="" type="checkbox"/> Equity funding will be used</p>
<p>Data Literacy</p> <p>Undertake PL of data practices - Bastow Data Literacy - VCAA VCE Data Analysis</p> <p>Norms, parameters and use of data</p> <p>Review assessment calendar</p> <p>Investigate assessment tools (PAT, Essential Assessments, IXL) to move from OnDemand testing. (7)</p>	<p><input checked="" type="checkbox"/> Leadership Team</p>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p><input checked="" type="checkbox"/> Equity funding will be used</p>
<p>Goal 2</p>	<p>Improve student connectedness and motivation</p>			
<p>12 Month Target 2.1</p>	<p>Collective Responsibility- 50.5% Teacher Collaboration 46.86% staff trust in colleagues 62.04%</p>			
<p>KIS 1</p>	<p>Continue to refine the whole-school approach to health, wellbeing, inclusion and engagement.</p>			

Empowering students and building school pride	
Actions	<p>Establish SWPBS Implementation Working Party</p> <p>Investigate SWPBS & RR create linkage to Student Engagement Framework Stations & Actions</p> <p>Student Voice & Agency -Exploration of student voice through establishing a developmental Student Leadership Program</p> <p>Implement strategies to enhance connections between school and families</p>
Outcomes	<p>Leaders will:</p> <p>Provide Architecture for review ie POR & Meeting Time</p> <p>Provide opportunity to attend Professional Development in RR & SWPBS</p> <p>Empower teachers to empower students to develop positive behaviors</p> <p>Staff will:</p> <p>Employ SWPBS strategies to support increased social and learning outcomes for students</p> <p>Understand and use the multi-tiered systems of support to target students' specific needs</p> <p>Students will:</p> <p>Demonstrate respectful relationships and positive behaviour</p> <p>Show increased time focused on instruction</p> <p>Have improved social-emotional wellbeing</p>
Success Indicators	<p>SWPBS behavior matrix is completed and implemented- defined set of behaviors</p> <p>A common philosophy and purpose is established</p> <p>Evident procedures for record-keeping, decision making and ongoing monitoring</p> <p>Positive increase to student engagement data</p>

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Establish Implementation team/working party Review previous incarnations of capabilities, RR, SWPBS Create linkage to Student Engagement Framework Stations and Actions (8)	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Wellbeing Team <input checked="" type="checkbox"/> Year Level Co-ordinator(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$ <input checked="" type="checkbox"/> Equity funding will be used
Provide opportunity to attend Professional Development in RR & SWPBS Develop implementation strategy of RR & SWPBS Develop visual to represent links between Stations and Actions with RR, Capabilities & SWPBS (9)	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	<input checked="" type="checkbox"/> Equity funding will be used
Student Voice & Agency - Explore DET Student Voice and Agency initiatives Review SLC Structure -Exploration of student voice through establishing a developmental Student Leadership Program Transition - Primary to Secondary - Sporting Pathways	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Sub School Leader/s <input checked="" type="checkbox"/> Wellbeing Team <input checked="" type="checkbox"/> Year Level Co-ordinator(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Equity funding will be used

- BeHeard - STEM - Kokoda (10)				
Goal 3	Develop the capabilities of the Leadership Team to build an effective improvement culture			
12 Month Target 3.1	VCE Study Scores 40 and above increased to 3.03 Mean study score increased to 26.7 Mean study score in English increased to 25.78			
KIS 1 Building leadership teams	The leadership team leads school improvement			
Actions	Completion of SSP Review Develop a whole-school approach to growth mindset for students, teachers and leaders Develop a shared understanding of the PDP process and the link to whole school growth			
Outcomes	Students can: Articulate the value of maintaining a positive growth mindset Identify that their teachers are learners of their own practice Teachers will Interconnect whole school curriculum planning and practice with the SSP, AIP and FISO Initiatives			

	<p>Actively engage in and promote a positive learning culture within the school</p> <p>Reflect on their teaching practices by completing their PDPs.</p> <p>Leaders will</p> <p>Embrace a culture of review, responsibility and shared accountability for school improvement</p> <p>Refine communication, norms and protocols</p> <p>Advocate for and lead staff professional development through the PDP process</p> <p>Engage in, and encourage staff to commit to evidence based improvement e.g. PLC Inquiry Cycle</p>			
Success Indicators	<p>Positive engagement and completion of the School Review and SSP development</p> <p>Leadership structure and architecture is sustainable</p> <p>Clear PORs and role descriptions for leaders</p> <p>Whole school approach to growth mindset</p> <p>Robust PDP process, valued and followed</p> <p>Clearly documented communication processes, norms and protocols</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Review the SSP	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Unpack the AIP and share links to FISO with leaders and staff	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Principal		to: Term 3	<input type="checkbox"/> Equity funding will be used
Provide opportunities for aspirant leaders to build their capabilities in school improvement (11)	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Equity funding will be used
Develop learning architecture and the norms and protocols to ensure meeting effectiveness and efficiency	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Professional learning around PDP process	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Equity Funding Planner

Equity Spending Totals

Category	Total proposed budget (\$)	Spend (\$)
Equity funding associated with Activities and Milestones	\$925,039.00	\$925,039.00
Additional Equity funding	\$0.00	\$0.00
Grand Total	\$925,039.00	\$925,039.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Use of communication protocols eg- OneNote, Emails, Teams as a tool Clarity around the use of each mode of communication <ul style="list-style-type: none"> Establish through lines of communication (Link to Equity Spreadsheet 1)	from: Term 1 to: Term 4			
Explore and implement data walls- digital and physical Identification and collation of data Location of data Use of data Target students	from: Term 2 to: Term 4			

Case Management Meeting- Clarity HITS (2)		
Focused peer observation groups When, where and how- purpose and focus Coaching Continue to develop peer observation protocols Investigate Instructional Models for College implementation HITS (3)	from: Term 3 to: Term 4	<input checked="" type="checkbox"/> School-based staffing
VCE / VCAL / VET Improvement strategy - VCE Data ANALYSIS - Edrolo - Revision Lectures - VCE Tutoring Support - VET Student Pathways Initiative (12)	from: Term 1 to: Term 3	
Enhancing our understanding of reporting structures and expectations - embed Ongoing Reporting -Core subjects- 5 weekly cycles and aligned with units of work Unit planners guide reporting structures Implement Ongoing Reporting by end of Term 1	from: Term 1 to: Term 4	

Professional Learning in relation to Compass learning tasks and the transition from current Common Assessment Tasks (4)		
Enhancing our assessment practices to better inform feedback Moderation for consistency in feedback reflection process Assessment aligned Victorian Curriculum planning - Rubrics - Differentiation Explore Backwards by Design unit development (5)	from: Term 1 to: Term 4	
Explore whole school approach to Literacy and Numeracy 8A & 8B Support Maths Pathways Quick Start Maths Sound Write ebooks Years 7-9 Embedding term and unit planners for all curriculum areas Backward mapping of subject specific language (PLC) Explore best practices of literacy and numeracy strategies - Sound Write Spelling Training (6)	from: Term 1 to: Term 4	
Data Literacy Undertake PL of data practices	from: Term 1	

<p>- Bastow Data Literacy - VCAA VCE Data Analysis</p> <p>Norms, parameters and use of data</p> <p>Review assessment calendar</p> <p>Investigate assessment tools (PAT, Essential Assessments, IXL) to move from OnDemand testing.</p> <p>(7)</p>	<p>to: Term 4</p>	
<p>Establish Implementation team/working party</p> <p>Review previous incarnations of capabilities, RR, SWPBS</p> <p>Create linkage to Student Engagement Framework Stations and Actions</p> <p>(8)</p>	<p>from: Term 2 to: Term 4</p>	
<p>Provide opportunity to attend Professional Development in RR & SWPBS</p> <p>Develop implementation strategy of RR & SWPBS</p> <p>Develop visual to represent links between Stations and Actions with RR, Capabilities & SWPBS</p> <p>(9)</p>	<p>from: Term 3 to: Term 4</p>	
<p>Student Voice & Agency - Explore DET Student Voice and Agency initiatives</p> <p>Review SLC Structure -Exploration of student voice through establishing a developmental Student Leadership Program</p> <p>Transition</p>	<p>from: Term 1 to: Term 4</p>	

- Primary to Secondary - Sporting Pathways - BeHeard - STEM - Kokoda (10)		
Provide opportunities for aspirant leaders to build their capabilities in school improvement (11)	from: Term 1 to: Term 4	
Totals		

Additional Equity spend

Outline here any additional Equity spend for 2020	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Totals			\$0.00	\$0.00

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Develop learning architecture to support PLCs Professional Learning structures -Teams & OneNote Collaborative teams PLC Learning Session HITS a focus Tracy Ezard continuum	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Support <input checked="" type="checkbox"/> Numeracy Leader	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Communities of Practice <input checked="" type="checkbox"/> PLC/PLT Meeting <input checked="" type="checkbox"/> Area Principal Forums <input checked="" type="checkbox"/> Regional Leadership Conferences	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Bastow program/course <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Maths/Sci Specialist <input checked="" type="checkbox"/> Departmental resources FISO <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) <input checked="" type="checkbox"/> MYLNS initiative professional learning <input checked="" type="checkbox"/> MYLYNS Improvement teacher <input checked="" type="checkbox"/> MYLYNS Network teacher	<input checked="" type="checkbox"/> On-site
Use of communication protocols eg- OneNote, Emails, Teams as a tool	<input checked="" type="checkbox"/> School Improvement Team	from: Term 1	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

<p>Clarity around the use of each mode of communication</p> <ul style="list-style-type: none"> Establish through lines of communication <p>(Link to Equity Spreadsheet 1)</p>		<p>to: Term 4</p>	<ul style="list-style-type: none"> Collaborative Inquiry/Action Research team Formalised PLC/PLTs 	<ul style="list-style-type: none"> PLC/PLT Meeting 	<ul style="list-style-type: none"> Learning Specialist 	
<p>Explore and implement data walls- digital and physical</p> <p>Identification and collation of data</p> <p>Location of data</p> <p>Use of data</p> <p>Target students</p> <p>Case Management Meeting- Clarity</p> <p>HITS</p> <p>(2)</p>	<ul style="list-style-type: none"> Learning Specialist(s) Literacy Leader Numeracy Leader 	<p>from: Term 2 to: Term 4</p>	<ul style="list-style-type: none"> Planning Collaborative Inquiry/Action Research team Formalised PLC/PLTs 	<ul style="list-style-type: none"> Formal School Meeting / Internal Professional Learning Sessions PLC/PLT Meeting 	<ul style="list-style-type: none"> PLC Initiative Internal staff Bastow program/course Pedagogical Model High Impact Teaching Strategies (HITS) 	<ul style="list-style-type: none"> On-site
<p>Focused peer observation groups</p> <p>When, where and how- purpose and focus</p> <p>Coaching</p>	<ul style="list-style-type: none"> Learning Specialist(s) 	<p>from: Term 3 to: Term 4</p>	<ul style="list-style-type: none"> Collaborative Inquiry/Action Research team Peer observation including feedback and reflection Formalised PLC/PLTs 	<ul style="list-style-type: none"> Formal School Meeting / Internal Professional Learning Sessions 	<ul style="list-style-type: none"> PLC Initiative Internal staff Learning Specialist 	<ul style="list-style-type: none"> On-site

<p>Continue to develop peer observation protocols</p> <p>Investigate Instructional Models for College implementation</p> <p>HITS</p> <p>(3)</p>						
<p>MYLNS</p> <p>Engage teachers in professional learning and/or coaching aimed at building capability to differentiate instruction to cater for students with significant literacy and/or numeracy learning needs.</p> <p>Develop and monitor ILPs for MYLNS priority students</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Literacy Improvement Teacher <input checked="" type="checkbox"/> Numeracy Improvement Teacher 	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Individualised Reflection 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> MYLNS initiative professional learning 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site
<p>VCE / VCAL / VET Improvement strategy</p> <ul style="list-style-type: none"> - VCE Data ANALYSIS - Edrolo - Revision Lectures - VCE Tutoring Support - VET Student Pathways Initiative <p>(12)</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Leadership Team <input checked="" type="checkbox"/> Sub School Leader/s 	<p>from: Term 1 to: Term 3</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Individualised Reflection 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Internal staff 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site

<p>Enhancing our understanding of reporting structures and expectations - embed Ongoing Reporting -Core subjects- 5 weekly cycles and aligned with units of work</p> <p>Unit planners guide reporting structures</p> <p>Implement Ongoing Reporting by end of Term 1</p> <p>Professional Learning in relation to Compass learning tasks and the transition from current Common Assessment Tasks</p> <p>(4)</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Principal 	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Internal staff 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site
<p>Enhancing our assessment practices to better inform feedback</p> <p>Moderation for consistency in feedback reflection process</p> <p>Assessment aligned Victorian Curriculum planning - Rubrics - Differentiation</p> <p>Explore Backwards by</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All Staff 	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Whole School Pupil Free Day 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Internal staff 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site

Design unit development (5)						
Data Literacy Undertake PL of data practices - Bastow Data Literacy - VCAA VCE Data Analysis Norms, parameters and use of data Review assessment calendar Investigate assessment tools (PAT, Essential Assessments, IXL) to move from OnDemand testing. (7)	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resources Education Improvement Leader VCE Data	<input checked="" type="checkbox"/> On-site
Establish Implementation team/working party Review previous incarnations of capabilities, RR, SWPBS Create linkage to Student Engagement Framework Stations and Actions (8)	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Wellbeing Team	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

	<input checked="" type="checkbox"/> Year Level Co-ordinator(s)					
<p>Provide opportunity to attend Professional Development in RR & SWPBS</p> <p>Develop implementation strategy of RR & SWPBS</p> <p>Develop visual to represent links between Stations and Actions with RR, Capabilities & SWPBS</p> <p>(9)</p>	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Principal	<p>from: Term 3 to: Term 4</p>	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Network Professional Learning	<input checked="" type="checkbox"/> School improvement partnerships	<input checked="" type="checkbox"/> On-site
<p>Provide opportunities for aspirant leaders to build their capabilities in school improvement</p> <p>(11)</p>	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s)	<p>from: Term 1 to: Term 4</p>	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Network Professional Learning <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Bastow program/course	<input checked="" type="checkbox"/> On-site
<p>Professional learning around PDP process</p>	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Principal	<p>from: Term 1 to: Term 4</p>	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Network Professional Learning <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resources PDP Training	<input checked="" type="checkbox"/> On-site

