

2018 Annual Implementation Plan

for improving student outcomes

Swan Hill College (8802)



Submitted for review by Julie Robertson (School Principal) on 11 December, 2017 at 05:57 PM
Awaiting endorsement by Senior Education Improvement Leader
Awaiting endorsement by School Council President

Self-evaluation Summary - 2018

Swan Hill College (8802)

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

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

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

Enter your reflective comments	Staff consistently work hard to improve their practice through their participation in Professional Learning and their collaboration with peers.
Considerations for 2019	Programs have shown the ability to achieve increased growth in student learning in reading and numeracy. We now need to focus on consistence across year levels to ensure this happens in every classroom.
Documents that support this plan	

Annual Implementation Plan - 2018

FISO Improvement Initiatives and Key Improvement Strategies

Swan Hill College (8802)

Four Year Strategic Goals	Four Year Strategic Targets	Is this selected for focus this year?	12 month target Outline what you want achieve in the next 12 months against your Strategic Plan target.	FISO initiative
Achievement <ul style="list-style-type: none"> Improve the Literacy and Numeracy results of all students Year 7-12 Improve the median VCE study score 	<ul style="list-style-type: none"> Decrease the percentage of students with low growth Yr 7-9 to less than 25% for Reading and Writing on 2019 Naplan Increase the percentage of students demonstrating high growth Year 7 to 9 to be greater than 25% for Reading and writing on 2019 Naplan AusVELs levels to be at State levels for all domains by 2019 	Yes	<p>Percentage of students with low growth Yr 7-9 to be equal to or less than 25 % for Reading, Writing and Numeracy on Naplan</p> <p>Percentage of students with high growth Yr 7-9 to be equal to or greater than 25 % for Reading, Writing and Numeracy on Naplan</p> <p>Median Study score to be at or above 27.</p>	Evidence-based high-impact teaching strategies
Engagement <ul style="list-style-type: none"> Improve student engagement with teaching and learning 	<ul style="list-style-type: none"> Reduce student absence Improve classroom behaviour Improve student connectedness Improvement student work ethic and engagement in learning 	Yes	Student absence to be at same level as State (18 days)	Evaluating impact on learning

Well being <ul style="list-style-type: none"> • Improve well being outcomes for students 	<ul style="list-style-type: none"> • increased school connectedness as per SATSS • improved Classroom behaviour as per SATSS 	Yes	Improved student behaviours as measured by classroom exits. Classroom behaviour as per SATSS to be 0.3	Setting expectations and promoting inclusion
Productivity <ul style="list-style-type: none"> • To optimize community, leadership and teacher capacity in the college. 	<ul style="list-style-type: none"> • develop and implement a marketing plan • increase the number of community partnerships • improved leadership capacity • 2% of student destination unknown 	Yes	Reduce percentage of students with destination unknown to 0. Analysis of leadership function.	Building leadership teams

Improvement Initiatives Rationale
<p>The College has developed a strong Professional Learning Culture and is a considerable way through the development of a documented Curriculum incorporating the teaching and learning strategies covered in the Professional Learning.</p> <p>We feel we could further develop student outcomes by making the learning environment more conducive to learning by improving student behaviour.</p>

Goal 1	Achievement <ul style="list-style-type: none"> • Improve the Literacy and Numeracy results of all students Year 7-12 • Improve the median VCE study score
12 month target 1.1	<p>Percentage of students with low growth Yr 7-9 to be equal to or less than 25 % for Reading, Writing and Numeracy on Naplan</p> <p>Percentage of students with high growth Yr 7-9 to be equal to or greater than 25 % for Reading, Writing and Numeracy on Naplan</p> <p>Median Study score to be at or above 27.</p>

FISO Initiative	Evidence-based high-impact teaching strategies
Key Improvement Strategies	
KIS 1	Implement Reading program, Implement Numeracy program and built teacher capacity in High Reliability Teaching Strategies.

Goal 2	Engagement <ul style="list-style-type: none"> Improve student engagement with teaching and learning
12 month target 2.1	Student absence to be at same level as State (18 days)
FISO Initiative	Evaluating impact on learning
Key Improvement Strategies	
KIS 1	Develop College attendance policy and develop strategies for at risk students. Continue to develop curriculum which is differentiated, documented and consistently assessed.

Goal 3	Wellbeing <ul style="list-style-type: none"> -Improve wellbeing outcomes for students
12 month target 3.1	Improved student behaviours as measured by classroom exits. Classroom behaviour as per SATSS to be 0.3
FISO Initiative	Setting expectations and promoting inclusion
Key Improvement Strategies	
KIS 1	Build the capacity of teachers in classroom management and challenging students through PBS

Goal 4	Productivity <ul style="list-style-type: none"> To optimize community, leadership and teacher capacity in the college.
12 month target 4.1	Reduce percentage of students with destination unknown to 0. Analysis of leadership function.
FISO Initiative	Building leadership teams
Key Improvement Strategies	
KIS 1	Build the capacity of all members of the College Leadership team.

Define Evidence of Impact and Activities and Milestones - 2018

Swan Hill College (8802)

Goal 1	Achievement <ul style="list-style-type: none"> Improve the Literacy and Numeracy results of all students Year 7-12 Improve the median VCE study score
12 month target 1.1	Percentage of students with low growth Yr 7-9 to be equal to or less than 25 % for Reading, Writing and Numeracy on Naplan Percentage of students with high growth Yr 7-9 to be equal to or greater than 25 % for Reading, Writing and Numeracy on Naplan Median Study score to be at or above 27.
FISO Initiative	Evidence-based high-impact teaching strategies
Key Improvement Strategy 1	Implement Reading program, Implement Numeracy program and built teacher capacity in High Reliability teaching Strategies.
Actions	1. Conduct Writing Investigations 2. Development of FLO and VCAL literacy programs.

	<p>3. Continue to run PLC's with a focus on HIT's specifically Questioning.</p> <p>4. Develop staff understanding of how to use data and their understanding of ZPD.</p> <p>5. Develop Rigorous Curriculum and Assessment Practices</p> <p>6. Integrate Digital Technologies into the curriculum including the use of Tech Hub facilities.</p> <p>7. Further develop the Scaffolding Numeracy program.</p> <p>8. Continue with Current Reading Program in Years 7 & 8, developing consistency across teachers.</p>			
Evidence of impact	<p>Students will: Be able to articulate learning intentions and success criteria. They will be able to articulate what they need to do to meet the success criteria and where to next. Identify appropriate learning strategies.</p> <p>Teachers will: Produce documented lesson plans and units of work based on an instructional framework as well as working collaboratively to moderate and assess students using rubrics.</p> <p>School Leaders will: Provide a structure and time for professional learning and collaboration and use data from PAT, ODT and Naplan to show improved growth.</p>			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
<p>Professional Learning in Pedagogy through PLC's</p> <p>Work with PLC teams to launch HITS with a focus on questioning from both HRLTP and HITS perspectives. Approximately 7 PLC sessions per term.</p> <ul style="list-style-type: none"> • Embed PIVOT data and P&D cycle into PLC meetings. • Use of data in PLC's - pre and post test use, SPA - access and downloading of data, using data to inform teaching and improve student outcomes. 	PLC Leaders	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$250,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Continue to develop and document an engaging differentiated curriculum. Provide professional learning in differentiation and ensure documentation reflects this.	Curriculum Co-ordinator (s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$45,000.00 <input checked="" type="checkbox"/> Equity funding will be used

<p>Writing strategy</p> <ul style="list-style-type: none"> • Trial a writing strategy at Year 7 to improve student growth. • Introduce the strategy at a KLA meeting late 2017. • trial strategy with 1-2 Year 7 teachers in term 1, 2018 • review implementation and introduce strategy in all Year 7 classes in term 2. • support teachers with short PD sessions in KLA meetings. 	Leading Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$78,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Collection of literacy and numeracy data for FLO student outcomes	Team Leader(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$12,000.00 <input checked="" type="checkbox"/> Equity funding will be used
<p>Review assessment policy and ensure consistency of teacher judgments.</p> <ul style="list-style-type: none"> • Review current assessment policy, provide Professional development for staff in consistent judgments and assessment tools to narrow the gap between Naplan and teacher judgments. 	Curriculum Co-ordinator (s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$12,000.00 <input checked="" type="checkbox"/> Equity funding will be used
<p>Develop Digital resources to assist teachers to use Tech Hub equipment with confidence.</p> <ul style="list-style-type: none"> • Provide examples of lesson design and how to implement the use of facilities in the Tech Hub and EduStar software for a whole class 	Leading Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$35,000.00 <input checked="" type="checkbox"/> Equity funding will be used

Goal 2	Engagement <ul style="list-style-type: none"> Improve student engagement with teaching and learning
12 month target 2.1	Student absence to be at same level as State (18 days)
FISO Initiative	Evaluating impact on learning
Key Improvement Strategy 1	Develop College attendance policy and develop strategies for at risk students. Continue to develop curriculum which is differentiated, documented and consistently assessed.
Actions	<ol style="list-style-type: none"> 1. Ensure Sub School document college attendance policy and practices are in line with the Mallee Attendance Plan. 2. Identify 'at risk' students and ensure they have a behaviour of learning plan, career plan and referral to Careers. 3. Work with Learning Leaders to map Careers Framework to KLA's. Lead Curric to allow Learning leaders the chance to document the careers framework into their curric. 4. Lead the development of College differentiation practices and assessment program 5. Document student leadership program. 6.. Build on Achieving Excellence Club. 7. Establish a key interest group (STEAM Team).
Evidence of impact	<p>Students will: be more engaged in their learning and improve their attendance</p> <p>Teachers will: identify any students at risk in progress or attendance and develop processes and strategies to support students.</p> <p>School Leaders will: provide resources to support staff. Develop processes for at risk students and relationships with supporting stakeholders.</p>

Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
<p>Use Mallee Attendance plan as a starting point to review and refine SHC policy</p> <ul style="list-style-type: none"> • Develop a flow chart and standard documentation to support the plan • PL for teachers, Wellbeing, subschools and ES staff to support process • Consider PD opportunities for understanding reasons for attendance issues. • Ensure consistency and coding of data entry for absences. • Consult with YLM, Naplan, Daymap (attendance - behaviour), transition handover, Koorie, Out of home care and learning needs data. 	Sub School Leader/s	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$55,000.00 <input checked="" type="checkbox"/> Equity funding will be used
<p>Careers develop a system for monitoring CAP plans of 'at risk students'. Continue with the current CAP process for collecting the DATA, across the senior school.</p>	Managed Individual Pathways Coordinator	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$22,000.00 <input checked="" type="checkbox"/> Equity funding will be used
<p>Collate student leaders development and election from Junior/ Senior School, PBS, year level forums and Houses and make it all unified.</p> <ul style="list-style-type: none"> • Look at what we offer in training for student leadership. 	Sub School Leader/s	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used
<p>Build the capacity of Representatives from all learning areas and "Techspert" students to deliver information and strategies at Staff meetings, KLA's</p> <ul style="list-style-type: none"> • Continue to increase ICT integration into the curriculum. • Develop college assessment program including with a focus on differentiation and rubrics 	Leading Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$35,000.00 <input checked="" type="checkbox"/> Equity funding will be used

Goal 3	Well being -Improve well being outcomes for students			
12 month target 3.1	Improved student behaviours as measured by classroom exits. Classroom behaviour as per SATSS to be 0.3			
FISO Initiative	Setting expectations and promoting inclusion			
Key Improvement Strategy 1	Build the capacity of teachers in classroom management and challenging students through PBS			
Actions	<ol style="list-style-type: none"> 1. Build the capacity of teachers in classroom management and challenging students. 2. Implement enrollment process for new Year 8-12 students at end of year. 3. Implement 'Doctors in Schools' program. 			
Evidence of impact	<p>New PBS matrix being used by staff and Support plans for tier 2 and 3 students.</p> <p>Students will: show improved classroom behaviour.</p> <p>Teachers will: be able to implement strategies to develop positive relationships and stronger student management in the classroom.</p> <p>School Leaders will: provide professional development opportunities and resources to build teacher capacity</p>			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
<p>Participation in SWPBS training and review of school program. Source and run PL opportunities in relation to challenging behaviours and classroom management</p> <ul style="list-style-type: none"> -Sub school leaders, wellbeing and YLM's run PD and support in the areas of challenging behaviours -Use Daymap data to inform support and PD -Update Review and refine PBS framework and matrix. PBS support plan to reflect changes. Through the current PBS staff meetings and as a result of PBS training and in consultation with staff 	Sub School Leader/s	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	<p>\$45,000.00</p> <p><input checked="" type="checkbox"/> Equity funding will be used</p>

<p>Create an Enrolment Implementation Team.</p> <ul style="list-style-type: none"> -Develop a Enrolment and Transition Policy which includes Timelines and Processes for students. -Engage with key stakeholders to implement the process. 	Assistant Principal	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$5,000.00 <input type="checkbox"/> Equity funding will be used
<p>Doctors in Schools Program</p> <ul style="list-style-type: none"> -Connect Via Doctor, nurse to staff and students. -Create clear referral process. -Promote program. 	Student Wellbeing Co-ordinator	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$2,000.00 <input checked="" type="checkbox"/> Equity funding will be used

Goal 4	<p>Productivity</p> <ul style="list-style-type: none"> To optimize community, leadership and teacher capacity in the college.
12 month target 4.1	<p>Reduce percentage of students with destination unknown to 0. Analysis of leadership function.</p>
FISO Initiative	Building leadership teams
Key Improvement Strategy 1	Build the capacity of all members of the College Leadership team.
Actions	<ol style="list-style-type: none"> 1. Develop a whole school professional learning program which targets resources to priorities. 2. Build the capacity of the Leadership team. 3. Develop a marketing and promotions plan.
Evidence of impact	<p>Leadership is distributed across the College.</p> <p>Students will benefit from clearer strategic directions.</p> <p>Teachers will have a clearer understanding of the strategic directions of the college, their role in this and how it is to be achieved.</p> <p>School Leaders will: engage outside experts to challenge the leadership team and provide leadership directions.</p>

Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Build the capacity of the leadership team, Work with leadership team to identify PL needs. Create a PD plan using PD days, staff meetings, KLA meetings and extra PD time to deliver. <ul style="list-style-type: none"> • Use PD tracker to monitor PD. • Build on the Leadership Team Meeting protocols • Professional Learning in Open to Learning • Engage organisational critical friend • Continue professional learning in Distributed Leadership. 	Principal	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$50,000.00 <input type="checkbox"/> Equity funding will be used
Document the current marketing activities <ul style="list-style-type: none"> • Review the activities, giving consideration to the relevance of the activity, consider new means to promote the college achievements 	Education Support	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$5,000.00 <input type="checkbox"/> Equity funding will be used
Continue to monitor exit destination data. Review on track DATA annually.	Managed Individual Pathways Coordinator	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$5,000.00 <input type="checkbox"/> Equity funding will be used

Professional Learning and Development Plan - 2018

Swan Hill College (8802)

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
<p>Professional Learning in Pedagogy through PLC's Work with PLC teams to launch HITS with a focus on questioning from both HRLTP and HITS perspectives. Approximately 7 PLC sessions per term.</p> <ul style="list-style-type: none"> • Embed PIVOT data and P&D cycle into PLC meetings • Use of data in PLC's • pre and post test use, SPA - access and downloading of data, using data to inform teaching and improve student outcomes. 	PLC Leaders	from: Term 1 to: Term 4	<ul style="list-style-type: none"> ✓ Moderated assessment of student learning ✓ Curriculum development ✓ Formalised PLC/PLTs 	<ul style="list-style-type: none"> ✓ Network Professional Learning ✓ PLC/PLT Meeting 	<ul style="list-style-type: none"> ✓ VCAA Curriculum Specialist ✓ Literacy expertise ✓ PLC Initiative ✓ Internal staff ✓ Bastow program/course 	<ul style="list-style-type: none"> ✓ On-site
<p>Continue to develop and document an engaging differentiated curriculum. Provide professional learning in differentiation and ensure documentation reflects this.</p>	Curriculum Co-ordinator (s)	from: Term 1 to: Term 4	<ul style="list-style-type: none"> ✓ Design of formative assessments ✓ Moderated assessment of student learning 	<ul style="list-style-type: none"> ✓ Professional Practice Day ✓ Formal School Meeting / Internal Professional Learning Sessions ✓ PLC/PLT Meeting 	<ul style="list-style-type: none"> ✓ Literacy expertise ✓ PLC Initiative ✓ Internal staff ✓ Literacy Leaders 	<ul style="list-style-type: none"> ✓ On-site

<p>Writing strategy</p> <ul style="list-style-type: none"> • Trial a writing strategy at Year 7 to improve student growth. • Introduce the strategy at a KLA meeting late 2017. • trial strategy with 1-2 Year 7 teachers in term 1, 2018 • review implementation and introduce strategy in all Year 7 classes in term 2. • support teachers with short PD sessions in KLA meetings. 	<p>Leading Teacher(s)</p>	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> ✓ Collaborative Inquiry/Action Research team ✓ Curriculum development ✓ Formalised PLC/PLTs 	<ul style="list-style-type: none"> ✓ Professional Practice Day ✓ Formal School Meeting / Internal Professional Learning Sessions ✓ PLC/PLT Meeting 	<ul style="list-style-type: none"> ✓ PLC Initiative ✓ Internal staff ✓ Literacy Leaders 	<ul style="list-style-type: none"> ✓ On-site
<p>Collection of literacy and numeracy data for FLO student outcomes</p>	<p>Team Leader(s)</p>	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> ✓ Moderated assessment of student learning ✓ Curriculum development 	<ul style="list-style-type: none"> ✓ Professional Practice Day ✓ PLC/PLT Meeting 	<ul style="list-style-type: none"> ✓ Literacy expertise ✓ Internal staff 	<ul style="list-style-type: none"> ✓ On-site
<p>Review assessment policy and ensure consistency of teacher judgments.</p> <ul style="list-style-type: none"> • Review current assessment policy, provide Professional development for staff in consistent judgments and assessment tools to narrow the gap between 	<p>Curriculum Co-ordinator (s)</p>	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> ✓ Design of formative assessments ✓ Moderated assessment of student learning ✓ Collaborative Inquiry/Action Research team 	<ul style="list-style-type: none"> ✓ Professional Practice Day ✓ Formal School Meeting / Internal Professional Learning Sessions ✓ PLC/PLT Meeting 	<ul style="list-style-type: none"> ✓ PLC Initiative ✓ Internal staff 	<ul style="list-style-type: none"> ✓ On-site

Naplan and teacher judgments.						
<p>Develop Digital resources to assist teachers to use Tech Hub equipment with confidence.</p> <ul style="list-style-type: none"> • Provide examples of lesson design and how to implement the use of facilities in the Tech Hub and EduStar software for a whole class 	Leading Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
<p>Use Mallee Attendance plan as a starting point to review and refine SHC policy</p> <ul style="list-style-type: none"> • Develop a flow chart and standard documentation to support the plan • PL for teachers, Wellbeing, subschools and ES staff to support process • Consider PD opportunities for understanding reasons for attendance issues. • Ensure consistency and coding of data entry for absences. • Consult with YLM, Naplan, Daymap (attendance behaviour), transition handover, Koorie, Out of 	Sub School Leader/s	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

home care and learning needs data.						
Careers develop a system for monitoring CAP plans of 'at risk students'. Continue with the current CAP process for collecting the DATA, across the senior school.	Managed Individual Pathways Coordinator	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Collate student leaders development and election from Junior/ Senior School, PBS, year level forums and Houses and make it all unified. <ul style="list-style-type: none"> Look at what we offer in training for student leadership. 	Sub School Leader/s	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Build the capacity of Representatives from all learning areas and "Techspert" students to deliver information and strategies at Staff meetings, KLA's <ul style="list-style-type: none"> Continue to increase ICT integration into the curriculum. Develop college assessment program including with a focus on differentiation and rubrics	Leading Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> VCAA Curriculum Specialist <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Maths/Sci Specialist	<input checked="" type="checkbox"/> On-site

<p>Participation in SWPBS training and review of school program. Source and run PL opportunities in relation to challenging behaviours and classroom management</p> <ul style="list-style-type: none"> • Sub school leaders, wellbeing and YLM's run PD and support in the areas of challenging behaviours • Use Daymap data to inform support and PD • Update Review and refine PBS framework and matrix. • PBS support plan to reflect changes. • Through the current PBS staff meetings and as a result of PBS training and in consultation with staff 	<p>Sub School Leader/s</p>	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Peer observation including feedback and reflection 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Whole School Student Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Network Professional Learning 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site
<p>Create an Enrolment Implementation Team.</p> <ul style="list-style-type: none"> • Develop a Enrolment and Transition Policy which includes Timelines and Processes for students. • Engage with key stakeholders to implement the process. 	<p>Assistant Principal</p>	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team 	<ul style="list-style-type: none"> <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>Doctors in Schools Program</p> <ul style="list-style-type: none"> • Connect Via Doctor, nurse to staff and students. • Create clear referral process. • Promote program. 	Student Wellbeing Co-ordinator	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
<p>Build the capacity of the leadership team. Work with leadership team to identify PL needs. Create a PD plan using PD days, staff meetings, KLA meetings and extra PD time to deliver.</p> <ul style="list-style-type: none"> • PD tracker to monitor PD. • Build on the Leadership Team Meeting protocols • Professional Learning in Open to Learning • Engage organisational critical friend • Continue professional learning in Distributed Leadership. 	Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> External consultants Leadership Coach	<input checked="" type="checkbox"/> On-site
<p>Document the current marketing activities</p> <ul style="list-style-type: none"> • Review the activities, giving consideration to the relevance of the activity, consider new means to promote the college achievements 	Education Support	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

Continue to monitor exit destination data. Review on track DATA annually.	Managed Individual Pathways Coordinator	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
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