2021 Annual Implementation Plan

for improving student outcomes

Lyndhurst Secondary College (7108)

Submitted for review by Kondilo Prades (School Principal) on 07 December, 2020 at 04:04 PM
Endorsed by Anne Martin (Senior Education Improvement Leader) on 14 January, 2021 at 02:33 PM
Awaiting endorsement by School Council President

Self-evaluation Summary - 2021

	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
	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
	Strategic resource management	Embedding
	Vision, values and culture	Evolving

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

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

Enter your reflective comments	As a team we reflected on each of the components listed above and we identified where we were performing at each level. As we work through 2021, we will continue to reflect on our progress in each of these areas. 2020 was a significantly challenging year and though we made some progress the impacts of COVID and remote learning limited the progress.
Considerations for 2021	A focus on Literacy and Student Agency will continue in 2021 with a particular emphasis on the three system wide goals. Supports around wellbeing will be identified and implemented based on the disruptive 2020 year that our students have experienced. Support for our staff is also a factor for consideration. A development of the proactive wellbeing team with a focus on mental health and wellbeing initiatives. Though we are focusing on the 3 system goals, we will not lose sight of our other goals, particularly student agency and VCE improvement which will be built into the new goals in the 2021 AIP.
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	2021 Priorities Goal
Target 1.1	Support for the 2021 Priorities
Key Improvement Strategy 1.a Curriculum planning and assessment	Learning, catch-up and extension priority
Key Improvement Strategy 1.b Health and wellbeing	Happy, active and healthy kids priority
Key Improvement Strategy 1.c Building communities	Connected schools priority
Goal 2	Improve learning growth and outcomes for every student
Target 2.1	Drafting note: including baseline data will support 12 month AIP targets (e.g. "reading from xx% to 80%, writing from xx% to 80%" etc) By 2022, the percentages of medium and high relative growth in NAPLAN Years 7-9 in reading, writing and numeracy will improve to 80%.
Target 2.2	By 2022, the mean VCE study score will improve from 27 to 29.
Target 2.3	By 2022 all VCE studies to have a positive average adjusted score according to VCEDS Report 10.
Target 2.4	By 2022, VCAL to have 95% successful completion rate (to be finalised).

Key Improvement Strategy 2.a Curriculum planning and assessment	Build teacher capability to use data to effectively inform practice
Key Improvement Strategy 2.b Building practice excellence	Develop a shared understanding and consistent implementation of the college's Instructional Model
Key Improvement Strategy 2.c Intellectual engagement and self-awareness	Build instructional and shared leadership capability
Goal 3	Build agency, voice and leadership for every student in the college
Target 3.1	By 2022, the percentages of positive responses in the AtSS will increase from 2018 benchmarks for self-regulation and goal setting (from 63% to 75%) and student voice and agency (from 48% to 60%). (To be finalised.)
Target 3.2	By 2022, the percentages of positive responses in the parent survey will increase from 82% to 87% for effective teaching, from 94% to 95% for high expectations for success and from 85% to 88% for student voice and agency. (To be finalised.)
Target 3.3	By 2022, the percentages of positive responses in the staff survey will increase for collective efficacy from 42% to 60% and for academic emphasis from 34% to 50%. (To be finalised).
Key Improvement Strategy 3.a Empowering students and building school pride	Empower students as active learners and leaders
Key Improvement Strategy 3.b Empowering students and building school pride	Develop across the school a shared understanding of student voice, leadership and agency and how they are applied

Key Improvement Strategy 3.c Empowering students and building school pride	Develop processes to include all students in school decision making
Goal 4	To improve student engagement both within the college and the wider community
Target 4.1	By 2022, the percentages of positive responses in the AtSS will increase from 2018 benchmarks for student confidence from 62% to 70%, high expectations for success from 73% to 80%, and for sense of connectedness from 54% to 62%.
Target 4.2	By 2022, the percentages of positive responses in the parent survey will increase for student connectedness from 90% to 92%, teacher communication from 74% to 80%, and parent participation and involvement from 74% to 79%.
Target 4.3	By 2022, the average student absence days will decrease to below 20 days (23.6 in 2017).
Target 4.4	By 2022, the percentages of positive responses in the staff survey will increase for staff trust in students and parents from 34% to 50%, for parents and wider community involvement from 45% to 60%. The college also to consider increases in participation rates in surveys and NAPLAN. (To be finalised).
Key Improvement Strategy 4.a Setting expectations and promoting inclusion	Implement strategies to increase student attendance
Key Improvement Strategy 4.b Building communities	Develop opportunities for students to connect meaningfully with the wider community
Key Improvement Strategy 4.c Parents and carers as partners	Increase parent and carers engagement in the learning of their children

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.
2021 Priorities Goal	Yes	Support for the 2021 Priorities	The focus for 2021 is on the three system wide goals and success indicators will be indicated under each goal. We will still be focusing on Senior School Improvement with the target of VCE median study score of 28 for 2021 and 95% completion rates for VCAL. SATSS - student voice and agency to show improvement to over 50%; sense of connectedness from 54% to 56%;
Improve learning growth and outcomes for every student	No	Drafting note: including baseline data will support 12 month AIP targets (e.g. "reading from xx% to 80%, writing from xx% to 80%" etc) By 2022, the percentages of medium and high relative growth in NAPLAN Years 7-9 in reading, writing and numeracy will improve to 80%.	
		By 2022, the mean VCE study score will improve from 27 to 29.	
		By 2022 all VCE studies to have a positive average adjusted score according to VCEDS Report 10.	
		By 2022, VCAL to have 95% successful completion rate (to be finalised).	

Build agency, voice and leadership for every student in the college	No	By 2022, the percentages of positive responses in the AtSS will increase from 2018 benchmarks for self-regulation and goal setting (from 63% to 75%) and student voice and agency (from 48% to 60%). (To be finalised.)	
		By 2022, the percentages of positive responses in the parent survey will increase from 82% to 87% for effective teaching, from 94% to 95% for high expectations for success and from 85% to 88% for student voice and agency. (To be finalised.)	
		By 2022, the percentages of positive responses in the staff survey will increase for collective efficacy from 42% to 60% and for academic emphasis from 34% to 50%. (To be finalised).	
To improve student engagement both within the college and the wider community	No	By 2022, the percentages of positive responses in the AtSS will increase from 2018 benchmarks for student confidence from 62% to 70%, high expectations for success from 73% to 80%, and for sense of connectedness from 54% to 62%.	
		By 2022, the percentages of positive responses in the parent survey will increase for student connectedness from 90% to 92%, teacher communication from 74% to 80%, and parent participation and involvement from 74% to 79%.	
		By 2022, the average student absence days will decrease to below 20 days (23.6 in 2017).	

		By 2022, the percentages of positive responses in the staff survey will increase for staff trust in students and parents from 34% to 50%, for parents and wider community involvement from 45% to 60%. The college also to consider increases in participation rates in surveys and NAPLAN. (To be finalised).	

Goal 1	2021 Priorities Goal
12 Month Target 1.1	The focus for 2021 is on the three system wide goals and success indicators will be indicated under each goal. We will still be focusing on Senior School Improvement with the target of VCE median study score of 28 for 2021 and 95% completion rates for VCAL. SATSS - student voice and agency to show improvement to over 50%; sense of connectedness from 54% to 56%;

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Curriculum planning and assessment	Learning, catch-up and extension priority	Yes
KIS 2 Health and wellbeing	Happy, active and healthy kids priority	Yes
KIS 3 Building communities	Connected schools priority	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 2021.

Define Actions, Outcomes and Activities

Goal 1	2021 Priorities Goal
12 Month Target 1.1	The focus for 2021 is on the three system wide goals and success indicators will be indicated under each goal. We will still be focusing on Senior School Improvement with the target of VCE median study score of 28 for 2021 and 95% completion rates for VCAL. SATSS - student voice and agency to show improvement to over 50%; sense of connectedness from 54% to 56%;
KIS 1 Curriculum planning and assessment	Learning, catch-up and extension priority
Actions	1. Embed PLT structures to support teacher collaboration and reflection to strengthen teaching practice • Appoint AP for Teaching and Learning • Establish criteria for identifying students requiring individual and tailored support • Establish Programs to deliver tailored support o MYLNS initiative o Tutorial initiative o High Ability Program • PLTs run biweekly with priority focus being Maths and English (Organising other KLA PLTs where possible) – make this a priority on the meeting schedule • Develop staff data literacy skills in identifying students point of need learning (including extending students with high abilities) • Whole school professional learning – literacy across all KLAs • Classroom observation 2. Senior School Improvement • Appoint at AP to focus on Senior School Improvement • Professional Learning for teachers of VCE to raise expectations and prepare students for exams • Three weekly progress reports • Review VASS data and discuss with teachers – unpack and analyse the data • VCAL implement Literacy strategies –Incorporate Reading Block and writing workshop into its program; Implement Advance • VCE and VCAL PLT with all relevant staff running fortnightly

Outcomes	Greater understanding of the key effective literacy strategies and effective pedagogy in the classrooms. Students will be in the right pathway (senior school) and achieving learning growth (across 7 – 12); classroom observations will be introduced and focus on consistent implementation of T&L model; all staff active participants in PLTs; classroom observations will see students clearly working on different tasks/levels based on their point of need –differentiation. Observation of PLTs in action will observe an improvement over the year in the use of data. Learning is targeted to support all students learning growth including our more capable students.
Success Indicators	• Internal data e.g. on demand, essential assessment • Formative assessment • Three weekly progress reports • Classroom observations – Consistency of Practice • Student feedback • Staff feedback

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Introduce professional learning for the tutors Employ Tutors to support the tutoring initiative- a mix of ES and Teaching staff Develop ans implement the tutorial program Teachers and leaders will identify the students to be targetted as parf of the Tuorial initiative Employ an English Examiner as a tutor to support our Year 12 students with English IEPs for students involved in the program	☑ Assistant Principal ☑ Education Support ☑ Learning Specialist(s) ☑ Principal ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$276,619.00 ☐ Equity funding will be used
All Maths and English teachers will meet at PLT as a priority and engage in reflective practice, evaluate and plan curriculum, assessments, lessons; where possible teachers all KLA will have PLT Teachers will use HITS to plan lessons and units Teachers will consistently and explicitly implement the school's instructional model Teachers and support staff will have a consistent understanding of	☑ Assistant Principal ☑ Literacy Leader ☑ Numeracy Leader ☑ PLT Leaders ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$120,378.00 ☑ Equity funding will be used

core-curriculum priority areas Literacy PL for all staff to Appointment of a high ability leader to focus on our ACE program and identify students across other home groups to participate in the program. Provide opportunities for our high ability students Employment of a Numeracy Learning Specialist Employ a literacy and a numeracy aide				
MYLNS team meet fortighlty Students identified and MYLNS for both literacy and numeracy timetabled for support in relevant classes Using office 365 identify goals and keep record of progress for students invovled in the program Pre and Post Assessment of students to identify point of learning needs and to measure growth	☑ Assistant Principal ☑ Literacy Leader ☑ Numeracy Leader ☑ Principal ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$138,342.00 ☐ Equity funding will be used
Develop action plan for developing mentoring and classroom observation Establish processes/structures for collecting and monitoring key data, with a particular focus on Year 12 VCE and VCAL Dedicated AP for Senior School Improvement Dedicated AP to improve T&L across the College with a focus on consistency of practice and reviewing the current instructional model.	☑ Assistant Principal ☑ Principal ☑ Teacher(s)	☑ PLP Priority	from: Term 2 to: Term 4	$307,196.00 ☑ Equity funding will be used

KIS 2 Health and wellbeing	Happy, active and healthy kids priority
Actions	1. Refine whole school approach to wellbeing to consider actions at the leadership, teacher and student levels • Establish a proactive wellbeing team • Establish a staff wellbeing team • Implement college "Brief counselling – up to 4 session model" • Involve VCAL PDS in promoting whole school wellbeing and connection

	• Run student focus groups • With student feedback, establish extracurricular activities 2. Establish consistent routines and structures across the college • Case Management approach to Tier 2 & 3 students • Build the capacity of sub school leaders by attending the Behavioural Science as Tier 3 Behaviour Support in the classroom" PL • Share the learnings from PL with staff during case management meetings • Snapshot of information on Compass to support staff in managing Tier 2 & 3 students • Structure office space to encourage discussions of effective strategies in working with all/challenging students • Consistent use of whole school approaches SWPBS
Outcomes	Students will be involved in focus groups and influence decisions made in the College and school direction Case management meetings developing greater understanding of students – staff more skilled in working with Tier 2 & Tier 3 students. Less critical incidents
Success Indicators	Feedback from student focus groups Decrease number of concerning incidents in the yard Internal student survey Staff internal survey indicate feeling supported and connected; wellbeing is overall positive SATSS – connectedness to school; motivation and interest; managing bullying

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Establishment of a student proactive intervention team Staff wellbeing team focussing on happy healthy staff Internal and external PL for staff Student focus groups for feedback Sessions run for cohorts of students for building resilience and good mental health	☑ Allied Health ☑ Principal ☑ Student Leadership Coordinator	☑ PLP Priority	from: Term 1 to: Term 4	$210,764.00 ☑ Equity funding will be used

Staff wellbeing to enage in PL and share key learnings with staff				
Student engagement in wellbeing programs; Documentation of referrals and communication processes regarding monitoring and escalation of wellbeing concerns PL for staff on wellbeing processes and referrals as well as mandatory requirements Realign AP role to have a dedicated Wellbeign focus with a review of the current structure Dedicated meeting time for sharing strategies to support individual students including differentiation of work and pedagogy (Case Management meetings weekly) Documentation of key information to support the teacher working with the students in the classroom on Compass (Snapshots) Run breakfast club and lunch club at least once a week	☑ Assistant Principal ☑ Student Wellbeing Co-ordinator ☑ Wellbeing Team	☑ PLP Priority	from: Term 1 to: Term 4	$324,663.00 ☑ Equity funding will be used
Introduce VCAL PDS at year 10 who will work with VCAL team to run whole school community days Using feedback from student focus groups, establish designated areas for each year level Using feedback from student focus groups develop plan for development of external equipment for students to access during break times, e.g. table tennins table, mini basketball courts etc in each year level area,	☑ Assistant Principal ☑ Education Support ☑ Leadership Team ☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	$100,000.00 ☐ Equity funding will be used
Establish a Senior and Junior Sub School and office structure Senior Sub School consists of year 10,11 & 12, with VCE and VCAL with a dedicated AP to focus on Senior School Improvement Junior Sub School has a SSL for each year level, 7, 8 & 9 with a team leader allocated to each year level Junior sub school share office space work collectively to support all students in Junior School SSL have a focus on buidling capacity of teaching staff in managing minor incdents	☑ All Staff ☑ Assistant Principal ☑ Curriculum Co-ordinator (s) ☑ Sub School Leader/s	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used

SWPBS led by AP and Year 9 SSL to continue to be developed and embedded within the College AP dedicated to work with SSL to build capacity and support Focus on attendance	

KIS 3 Building communities	Connected schools priority
Actions	1. Strengthen and embed school-wide approach to communication with parents/carers/kin, incorporating the new ways in which school connected during remote and flexible learning • Using more accessible technology to run P/T interviews and encourage greater attendance • Use digital channels of communication to provide regular feedback and updates on the learning – use Compass to document LI and SC; lesson outlines on compass. • Embed the use of learning tasks and providing feedback to students via Compass • Work with Mary Tresize-Brown – running workshops for incoming 2021 Year 7 parents whose students are transitioning to secondary school. • Parent information sessions on our Website and Compass?; e.g. running a regular Wellbeing blog 2. Strengthen and build greater connections with the wider community • Restructure the Academy program – a volunteering/charitable/external community focus - Run 8 different focus areas based on community needs. • Provide information about the College on our Website- virtual tours, online transition programs. • Continue to embed current connections such as Lynbrook Art Competition, and work done with primary schools etc.
Outcomes	Teachers will have strong relationships with students, parents/carers/kin
Success Indicators	Whole School surveys (SSS, AoTS) Student/staff/parent/carer focus groups and interviews

Activities and Milestones		**Who**	**Is this a PL Priority**	**When**	**Budget**

The proactive intervention team will create a Wellbeing blog to support parents when working with their young students supporting them in understanding them in developing their social and emotional wellbeing The proactive intervention team will run webinars for families on raising a teenager; these will be done using a vitual conference platform to provide greater avenue for parent participation.	☑ Allied Health ☑ Education Support	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Build on connections with families developed during remote learning using Compass to enhance communications. The T&L team will continue to develop staff capacity in entering LI and SC onto compass with a brief outline of lessons which provide more information for families The T&L team will continue to support staff in placing Learning Tasks on Compass and providing feedback on Compass. The T&L team will work closely with families and staff re Parent/Teacher conferences and the use of Webex or Microsoft Teams do encourage more parent participation.	☑ Assistant Principal ☑ Leading Teacher(s) ☑ Principal ☑ Teaching and Learning Coordinator	☐ PLP Priority	from: Term 1 to: Term 4	$20,000.00 ☐ Equity funding will be used
Develop a steering committee to oversee the Academy program Identify key areas for community involvement for the Academy program and develop the curriculum and focus areas. Incorporate what it means to be a volunteer into each of the Academy and the benefits of giving to your community Identify organisations within our community and reach out to them to be part of the Academy program Community Engagement Officer to oversee community aspect of the Academy program	☑ Assistant Principal ☑ Education Support ☑ Teacher(s) ☑ Teaching and Learning Coordinator	☐ PLP Priority	from: Term 1 to: Term 1	$89,000.00 ☑ Equity funding will be used

Equity Funding Planner

Equity Spending Totals

Category	Total proposed budget ($)	Spend ($)
Equity funding associated with Activities and Milestones	$1,052,001.00	$1,052,001.00
Additional Equity funding	$0.00	$0.00
Grand Total	$1,052,001.00	$1,052,001.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget ($)	Equity Spend ($)
All Maths and English teachers will meet at PLT as a priority and engage in reflective practice, evaluate and plan curriculum, assessments, lessons; where possible teachers all KLA will have PLT Teachers will use HITS to plan lessons and units Teachers will consistently and explicitly implement the school's instructional model Teachers and support staff will have a consistent understanding of core-curriculum priority areas Literacy PL for all staff to Appointment of a high ability leader to focus on our ACE program and identify students across other home groups to participate in the program. Provide opportunities for our high ability students Employment of a Numeracy Learning Specialist Employ a literacy and a numeracy aide	from: Term 1 to: Term 4	☑ School-based staffing	$120,378.00	$120,378.00
Develop action plan for developing mentoring and classroom observation	from: Term 2	☑ School-based staffing	$307,196.00	$307,196.00

Establish processes/structures for collecting and monitoring key data, with a particular focus on Year 12 VCE and VCAL Dedicated AP for Senior School Improvement Dedicated AP to improve T&L across the College with a focus on consistency of practice and reviewing the current instructional model.	to: Term 4			
Establishment of a student proactive intervention team Staff wellbeing team focussing on happy healthy staff Internal and external PL for staff Student focus groups for feedback Sessions run for cohorts of students for building resilience and good mental health Staff wellbeing to enage in PL and share key learnings with staff	from: Term 1 to: Term 4	☑ School-based staffing ☑ Teaching and learning programs and resources	$210,764.00	$210,764.00
Student engagement in wellbeing programs; Documentation of referrals and communication processes regarding monitoring and escalation of wellbeing concerns PL for staff on wellbeing processes and referrals as well as mandatory requirements Realign AP role to have a dedicated Wellbeign focus with a review of the current structure Dedicated meeting time for sharing strategies to support individual students including differentiation of work and pedagogy (Case Management meetings weekly) Documentation of key information to support the teacher working with the students in the classroom on Compass (Snapshots) Run breakfast club and lunch club at least once a week	from: Term 1 to: Term 4	☑ School-based staffing ☑ Teaching and learning programs and resources ☑ Support services	$324,663.00	$324,663.00
Develop a steering committee to oversee the Academy program Identify key areas for community involvement for the	from: Term 1	☑ School-based staffing	$89,000.00	$89,000.00

Academy program and develop the curriculum and focus areas. Incorporate what it means to be a volunteer into each of the Academy and the benefits of giving to your community Identify organisations within our community and reach out to them to be part of the Academy program Community Engagement Officer to oversee community aspect of the Academy program	to: Term 1	☑ Teaching and learning programs and resources		
Totals			$1,052,001.00	$1,052,001.00

Additional Equity spend

Outline here any additional Equity spend for 2021	**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
Introduce professional learning for the tutors Employ Tutors to support the tutoring initiative- a mix of ES and Teaching staff Develop ans implement the tutorial program Teachers and leaders will identify the students to be targetted as parf of the Tuorial initiative Employ an English Examiner as a tutor to support our Year 12 students with English IEPs for students involved in the program	☑ Assistant Principal ☑ Education Support ☑ Learning Specialist(s) ☑ Principal ☑ Teacher(s)	from: Term 1 to: Term 4	☑ Planning ☑ Preparation	☑ Timetabled Planning Day	☑ Internal staff ☑ Literacy Leaders ☑ Numeracy leader	☑ On-site
All Maths and English teachers will meet at PLT as a priority and engage in reflective practice, evaluate and plan curriculum, assessments, lessons; where possible teachers all KLA will have PLT Teachers will use HITS to plan lessons and units Teachers will consistently and explicitly implement the school's instructional model	☑ Assistant Principal ☑ Literacy Leader ☑ Numeracy Leader ☑ PLT Leaders ☑ Teacher(s)	from: Term 1 to: Term 4	☑ Planning ☑ Moderated assessment of student learning ☑ Formalised PLC/PLTs	☑ Whole School Pupil Free Day ☑ Professional Practice Day	☑ Internal staff ☑ Learning Specialist ☑ Literacy Leaders ☑ High Impact Teaching Strategies (HITS) ☑ Numeracy leader	☑ On-site

Teachers and support staff will have a consistent understanding of core-curriculum priority areas Literacy PL for all staff to Appointment of a high ability leader to focus on our ACE program and identify students across other home groups to participate in the program. Provide opportunities for our high ability students Employment of a Numeracy Learning Specialist Employ a literacy and a numeracy aide						
Develop action plan for developing mentoring and classroom observation Establish processes/structures for collecting and monitoring key data, with a particular focus on Year 12 VCE and VCAL Dedicated AP for Senior School Improvement Dedicated AP to improve T&L across the College with a focus on consistency of practice and reviewing the current instructional model.	☑ Assistant Principal ☑ Principal ☑ Teacher(s)	from: Term 2 to: Term 4	☑ Planning ☑ Preparation ☑ Peer observation including feedback and reflection	☑ Whole School Pupil Free Day ☑ Professional Practice Day ☑ Timetabled Planning Day ☑ PLC/PLT Meeting	☑ Internal staff ☑ High Impact Teaching Strategies (HITS)	☑ On-site
Establishment of a student proactive intervention team Staff wellbeing team	☑ Allied Health ☑ Principal	from: Term 1	☑ Planning ☑ Preparation	☑ Timetabled Planning Day	☑ Internal staff	☑ On-site

focussing on happy healthy staff Internal and external PL for staff Student focus groups for feedback Sessions run for cohorts of students for building resilience and good mental health Staff wellbeing to enage in PL and share key learnings with staff	☑ Student Leadership Coordinator	to: Term 4	☑ Student voice, including input and feedback			
Student engagement in wellbeing programs; Documentation of referrals and communication processes regarding monitoring and escalation of wellbeing concerns PL for staff on wellbeing processes and referrals as well as mandatory requirements Realign AP role to have a dedicated Wellbeign focus with a review of the current structure Dedicated meeting time for sharing strategies to support individual students including differentiation of work and pedagogy (Case Management meetings weekly)	☑ Assistant Principal ☑ Student Wellbeing Co-ordinator ☑ Wellbeing Team	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Student voice, including input and feedback	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ Timetabled Planning Day	☑ Internal staff	☑ On-site

Documentation of key information to support the teacher working with the students in the classroom on Compass (Snapshots) Run breakfast club and lunch club at least once a week							
Establish a Senior and Junior Sub School and office structure Senior Sub School consists of year 10,11 & 12, with VCE and VCAL with a dedicated AP to focus on Senior School Improvement Junior Sub School has a SSL for each year level, 7, 8 & 9 with a team leader allocated to each year level Junior sub school share office space work collectively to support all students in Junior School SSL have a focus on buidling capacity of teaching staff in managing minor incdents SWPBS led by AP and Year 9 SSL to continue to be developed and embedded within the College AP dedicated to work with SSL to build capacity and support Focus on attendance	☑ All Staff ☑ Assistant Principal ☑ Curriculum Co-ordinator (s) ☑ Sub School Leader/s	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Formalised PLC/PLTs	☑ Whole School Pupil Free Day ☑ Professional Practice Day ☑ Formal School Meeting / Internal Professional Learning Sessions ☑ Timetabled Planning Day ☑ PLC/PLT Meeting	☑ Internal staff	☑ On-site