

2024 Annual Implementation Plan

for improving student outcomes

Greenvale Secondary College (8427)



Submitted for review by Mark Natoli (School Principal) on 19 December, 2023 at 07:22 AM
Endorsed by Vivienne Tellefson (Senior Education Improvement Leader) on 22 February, 2024 at 09:04 PM
Endorsed by Andra Guccione (School Council President) on 23 February, 2024 at 06:56 AM

Select annual goals and KIS

Four-year strategic goals	Is this selected for focus this year?	Four-year strategic targets	12-month target
<p>Priorities goal In 2024 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the priorities goal, a learning key improvement strategy and a wellbeing key improvement strategy.</p>	No	Support for the priorities	The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.
Improve student learning.	Yes	<p><u>NAPLAN Benchmark Growth</u> Target to be confirmed.</p>	NAPLAN Targets TBC
		<p><u>Teacher judgment</u> Increase the percentage of Year 7-10 students working above level (Semester 2-2) for:</p> <ul style="list-style-type: none"> • <i>Reading</i> from 6% (2022) to 10% • <i>Writing</i> from 8% (2022) to 12%. <p>Decrease the number of students working below level (Semester 2-2) for:</p> <ul style="list-style-type: none"> • <i>Number and algebra</i> from 45% (2022) to 40%. 	The percentage of Year 7-10 students working above level (Semester 2) to be:- Reading - 7% or higher- Writing - 9% or higherThe percentage of Year 7-10 students working below level (Semester 2) for Number and Algebra to be 44% or lower.
		<p><u>School Staff Survey</u> By 2027, increase the percentage positive endorsement for the factors:</p> <ul style="list-style-type: none"> • <i>Parent and community involvement</i> from 75% (2022) to at or above 80% • <i>Understand how to analyse data</i> from 73% (2022) to 80% • <i>Promote student ownership of learning</i> from 64% (2022) to 70% 	Parent and community involvement from 74% (2023) to at or above 75%Understand how to analyse data - maintain at or above 80%Promote student ownership of learning - maintain at or above 80%Academic emphasis from 37% (2023) to 56%.

		<ul style="list-style-type: none"> • <i>Academic emphasis</i> from 56% (2022) to 65%. 	
		<u>Student Attitude to School Survey</u> By 2027, increase the percentage positive endorsement for the factor, <i>Student voice and agency</i> from 54% (2022) to 65%.	Student voice and agency from 53% (2023) to 54%.
Improve student wellbeing.	Yes	<u>Student Attitude to School Survey</u> By 2027, increase the percentage of positive endorsement for the following factors: <ul style="list-style-type: none"> • <i>Effective classroom behaviour</i> from 66% (2022) to 70% • <i>Emotional awareness and regulation</i> from 61% (2022) to 65% • <i>Sense of connectedness</i> from 63% (2022) to 65% • <i>Respect for diversity</i> from 55% (2022) to 60%. 	Effective classroom behaviour - maintain at or above 70% Emotional awareness and regulation - maintain at or above 65% Sense of connectedness from 49% (2023) to 63% Respect for diversity from 52% (2022) to 55%.
		<u>School Staff Survey</u> By 2027, increase the percentage of positive endorsement for the following factors: <ul style="list-style-type: none"> • <i>Trust in students and parents</i> from 68% (2022) to 74% • <i>Staff professional safety</i> from 64% (2022) to 70%. 	Trust in students and parents from 38% (2023) to 68% Staff professional safety from 63% (2023) to 65%.
		<u>Parent Opinion Survey</u> By 2027, increase the percentage of positive endorsement for the following factors: <ul style="list-style-type: none"> • <i>Not experiencing bullying</i> from 58% (2022) to 65% • <i>General school satisfaction</i> from 78% (2022) to at or above 80% • <i>Student motivation and support</i> from 78% (2022) to at or above 80%. 	Not experiencing bullying from 59% (2032) to 60% General school satisfaction from 54% (2023) to 78% Student motivation and support from 51% (2023) to 78%
		<u>Attendance</u> <ul style="list-style-type: none"> • Reduce the student average days absent from 24 (2022) to 20. 	Student average days absent from 26 (2023) to 24.

Goal 2	Improve student learning.	
12-month target 2.1-month target	NAPLAN Targets TBC	
12-month target 2.2-month target	<p>The percentage of Year 7-10 students working above level (Semester 2) to be:</p> <ul style="list-style-type: none"> - Reading - 7% or higher - Writing - 9% or higher <p>The percentage of Year 7-10 students working below level (Semester 2) for Number and Algebra to be 44% or lower.</p>	
12-month target 2.3-month target	<p>Parent and community involvement from 74% (2023) to at or above 75%</p> <p>Understand how to analyse data - maintain at or above 80%</p> <p>Promote student ownership of learning - maintain at or above 80%</p> <p>Academic emphasis from 37% (2023) to 56%.</p>	
12-month target 2.4-month target	Student voice and agency from 53% (2023) to 54%.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 2.a Engagement	Enhance student agency in learning.	No
KIS 2.b Teaching and learning	Embed the agreed instructional framework and PLC approach.	Yes
KIS 2.c Teaching and learning	Develop the future curriculum and programs.	Yes
KIS 2.d Engagement	Further develop and embed parent and community partnerships.	No

<p>Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.</p>	<p>Following the school review and creation of the new SSP, the College Leadership Team consulted with staff on the staging and progression of KIS across the 2024-2027 period.</p> <p>The 2023 self-evaluation against the FISO Continua noted that we have work to prioritise in the area of Teaching and Learning as well as Assessment.</p> <p>Whilst there is much to do in a new school, based on the data and evidence available from our 2023 staff opinion survey as well as feedback from our internal SSP/AIP processes the priority for 2024 was given to embedding PLC practices. This will enable consistent practices across the College as we grow and will ensure all teachers are using data and evidence to inform teaching, assessment and curriculum development. Then, beyond 2024 - the College will use this as the basis for work in 2025+ including engaging students deeply with developmental rubrics and increasing student agency in learning.</p>	
<p>Goal 3</p>	<p>Improve student wellbeing.</p>	
<p>12-month target 3.1-month target</p>	<p>Effective classroom behaviour - maintain at or above 70% Emotional awareness and regulation - maintain at or above 65% Sense of connectedness from 49% (2023) to 63% Respect for diversity from 52% (2022) to 55%.</p>	
<p>12-month target 3.2-month target</p>	<p>Trust in students and parents from 38% (2023) to 68% Staff professional safety from 63% (2023) to 65%.</p>	
<p>12-month target 3.3-month target</p>	<p>Not experiencing bullying from 59% (2032) to 60% General school satisfaction from 54% (2023) to 78% Student motivation and support from 51% (2023) to 78%</p>	
<p>12-month target 3.4-month target</p>	<p>Student average days absent from 26 (2023) to 24.</p>	
<p>Key Improvement Strategies</p>		<p>Is this KIS selected for focus this year?</p>
<p>KIS 3.a Support and resources</p>	<p>Maintain a positive climate for learning.</p>	
<p>KIS 3.b Leadership</p>	<p>Enhance the valuing of diversity and inclusion.</p>	
<p>KIS 3.c</p>	<p>Implement a schoolwide framework for wellbeing.</p>	
	<p>Yes</p>	
	<p>No</p>	
	<p>Yes</p>	

Leadership		
<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>Following the school review and creation of the new SSP, the College Leadership Team consulted with staff on the staging and progression of KIS across the 2024-2027 period.</p> <p>The 2023 self-evaluation against the FISO Continua noted that we have work to prioritise in the area of engagement. Whilst there is much to do in a new school, based on the data and evidence available from staff and student opinion surveys the priority for 2024 was given to commencing work on SWBPS and building capacity in adjustments and use of developmental rubrics.</p> <p>This will enable consistent practices across the College as we grow and will ensure all teachers have the processes and systems in place to enable the implementation of future strategies for engagement and agency.</p> <p>Then, beyond 2024 - the College will use this as the basis for work in 2025+ including implementing the Berry Street Education Model.</p>	

Define actions, outcomes, success indicators and activities

Goal 2	Improve student learning.
12-month target 2.1 target	NAPLAN Targets TBC
12-month target 2.2 target	The percentage of Year 7-10 students working above level (Semester 2) to be: - Reading - 7% or higher - Writing - 9% or higher The percentage of Year 7-10 students working below level (Semester 2) for Number and Algebra to be 44% or lower.
12-month target 2.3 target	Parent and community involvement from 74% (2023) to at or above 75% Understand how to analyse data - maintain at or above 80% Promote student ownership of learning - maintain at or above 80% Academic emphasis from 37% (2023) to 56%.
12-month target 2.4 target	Student voice and agency from 53% (2023) to 54%.
KIS 2.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Embed the agreed instructional framework and PLC approach.
Actions	<ul style="list-style-type: none"> - Build staff capacity in adjustments and the use of developmental rubrics with students. - Embed PLC practices focusing on pedagogy and assessment.
Outcomes	<ul style="list-style-type: none"> - Leaders will monitor and analyse learning data to inform DLPs. - Leaders will provide the opportunity to build staff understanding of modification, differentiation and adjustments. - Leaders will model to teachers how to connect developmental rubrics to unit learning plans and lessons. - Teachers will use the DLPs to identify and plan for students in need of adjustments in the classroom. - Teachers will consistently use developmental rubrics to scaffold student understanding of the relevance of learning in lessons.

	<ul style="list-style-type: none"> - Teachers will monitor student learning and provide feedback using developmental rubrics. - Parents/Carers/Kin will recognise positive student learning growth and engagement through Compass. - Students are able to use developmental rubrics to develop learning goals and monitor progress. - Students feel supported through the implementation of adjustments in DLPs in the classroom. <hr/> <ul style="list-style-type: none"> - Leaders will provide opportunities for capacity building in PLC facilitators. - Leaders will design, monitor and support the consistent implementation of PLC processes. - Teachers will engage in planning for learning at the point of need, moderation and reflection of units of work via PLCs. - Teachers will use the instructional model to drive the link between curriculum, classroom learning and assessment. - Teachers will engage in moderation using developmental rubrics as part of PLCs. - Students will understand how lessons are structured and how this supports their learning. - Students will understand the connection between classroom learning and assessment by developmental rubric. - Parents will understand the link between learning and assessment by accessing lessons plans on Compass. - Parents/Carers/Kin will engage with student feedback and developmental rubrics through Compass.
<p>Success Indicators</p>	<p>Early Indicators</p> <ul style="list-style-type: none"> - DLPs for eligible students are documented using agreed template. - Teachers and Parents/Carers/Kin have access to DLPs via Compass. - Teaching and ES staff have participated in PL on modification, differentiation and adjustments. - Learning Area curriculum documentation with developmental rubrics. - Students access to developmental rubrics via OneNote. - PLC processes documented and shared with staff via OneNote. - PLC facilitators have completed DET 'Leading a PLC' professional learning. <p>End of Year Success Indicators</p> <ul style="list-style-type: none"> - Victorian Curriculum teacher judgements will show increased learning growth - ATOSS increase in Student Voice and Agency - Staff Opinion Data increase in Academic Emphasis - Documentation of student learning goals connected to developmental rubrics. - Year level curriculum documentation will show plans and exemplars for adjustments, modification and differentiation. - Students with adjustments will experience positive learning growth. - Teacher reports again IEP reference goals and adjustments.

	<ul style="list-style-type: none"> - PLC Inquiry presentations included use of learning data drawn from developmental rubrics. - PAT-R/PAT-M- percentage of growth? - Students articulation of learning in observation process 			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Deliver PL in Developmental Rubric and provide coaching 1-1 support to teachers	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Deliver PL on adjustments and provide coaching 1-1 support for teachers	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
Teachers are supported to review previously taught learning plans to identify exemplars for each learning area.	<input checked="" type="checkbox"/> Leading teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$0.00
Create visual process to define the consistent use of developmental rubrics	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00
Providing teachers with the opportunity to reflect on the impact of developmental rubric and students adjustments in PLCs	<input checked="" type="checkbox"/> Assistant principal	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00

Develop resources for student goal setting in relation to developmental rubric and implement across classes	<input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$0.00
Establish PLCs in Learning Area/teaching teams with a focus on using developmental rubrics for teaching and assessment.	<input checked="" type="checkbox"/> Assistant principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00
'Leading a PLC' professional learning completed by PLC leaders	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> PLC leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$5,000.00
Developmental rubrics and outcomes pages shared with students via OneNote for all Learning Areas.	<input checked="" type="checkbox"/> Leading teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Produce online resources for parents to support understanding of developmental rubrics	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$0.00
Build section into observation process for student interview to articulate learning	<input checked="" type="checkbox"/> Assistant principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00

<p>KIS 2.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	<p>Develop the future curriculum and programs.</p>
<p>Actions</p>	<ul style="list-style-type: none"> - Develop and implement the Senior School curriculum and co-curriculum programs. - Develop and implement a school wide literacy and numeracy strategy.
<p>Outcomes</p>	<ul style="list-style-type: none"> - Leaders will develop and implement the Senior School program vision and plan including preparing for SRC, Camps and whole of cohort events. - Community organisations and education institutions will be engaged in supporting learning opportunities for students e.g. taster days, work experience. - Parents will understand the senior secondary offerings at the College and be able to contribute their vision and priorities. - Students will be aware of the senior school structure and their role in preparation for these years of schooling. - Students will be able to consider Yr 10 subject selection choices with reference to senior school offerings. - Teachers will use parent teacher interviews, course counselling, mentor group, student routines e.g. homework to build student readiness for senior secondary. - Teachers will have completed all vic curric documentation for year 10 delivery in 2025 ----- - Students have increased understanding of command words in order to access the NAPLAN questions and all assessment. - Students will be identified and participate in the English language languages elective to provide targeted literacy support. - Students will be identified and participate in withdrawal and targeted intervention through the QuickSmart Literacy and Numeracy programs - Leaders will undertake professional learning in whole of school literacy and numeracy strategies. - Leaders will articulate and develop a school wide literacy and numeracy strategy. - Leaders will design and deliver professional learning about reading and numeracy strategies. - Teachers will implement language and numeracy for learning within the instructional model - Teachers from each learning area will participate in professional learning related to literacy and numeracy

	<ul style="list-style-type: none"> - Community (parents) will be aware of the school wide focus on reading and numeracy strategies. - Parents will be provided with strategies they can use at home to support the reading and numeracy focus in the classroom. 			
Success Indicators	<p>Mid Year Success Indicators</p> <ul style="list-style-type: none"> - Cross staff working committee continues consultation, research and work to design and implement senior secondary offerings - meeting every month. - Recruitment for Careers and Head of School complete - Subject selection and course counselling process documented - Templates for VCE curriculum design ready for use - Curriculum design for year 10 allocated within learning areas and 50% progress made - Maestro Assessment in use <p>End of Year Success Indicators</p> <ul style="list-style-type: none"> - School is accredited to deliver VCE subjects in 2025. - Curriculum documentation for VCE - ATAR and VCE-VM subjects to be delivered in 2025 is completed by end of 2024. - Partnerships with TAFE and tertiary learning institutions are established. - 40% of students elect to undertake a Unit 1-2 subject in Yr 10. - College is an active participant in the Hume VET Network. <hr/> <p>Mid Year Success Indicators</p> <ul style="list-style-type: none"> - Reading and numeracy strategies for each learning area/domain recorded and shared in OneNote as part of the lesson plan. - Whole school reading and numeracy strategy will be documented and inform professional development training calendar and activities. - The English Language languages elective will be implemented for targeted student groups. <p>End of Year Success Indicators</p> <ul style="list-style-type: none"> - The QuickSmart Literacy and Numeracy program will be implemented for targeted student groups. - Documented College Literacy and Numeracy strategy - Parent guides developed for literacy and numeracy at the College - Evidence of teacher use of literacy and numeracy in the classroom across all subject areas 			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Library resources and engagement programs designed to support reading strategies in all learning areas. Texts organised to be made available at a range of reading abilities in all learning areas.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Education support	<input type="checkbox"/> PLP Priority	from: Term 2	\$0.00

			to: Term 3	
Whole school PL delivered on language and numeracy in the instructional model	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$2,000.00 <input checked="" type="checkbox"/> Other funding will be used
PAT testing is administered and results are analysed to support lesson planning and differentiation.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> PLC leaders	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Work experience program for Yr 10s (T3 2025) will be designed. (Careers staff member hired in July).	<input checked="" type="checkbox"/> Careers leader/team <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Senior secondary leader <input checked="" type="checkbox"/> Student wellbeing co-ordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input checked="" type="checkbox"/> Other funding will be used
Develop Yr 10 subjects and curriculum (including resources) for 2025.	<input checked="" type="checkbox"/> Leading teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input checked="" type="checkbox"/> Other funding will be used
VCE accreditation process and portfolio is completed including a successful application for 2025 delivery.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input checked="" type="checkbox"/> Other funding will be used
Yr 10 subject selection counselling process is designed and implemented	<input checked="" type="checkbox"/> Assistant principal	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

	<input checked="" type="checkbox"/> Careers leader/team <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Senior secondary leader		to: Term 3	<input checked="" type="checkbox"/> Other funding will be used
Leaders undertake professional learning in leading whole of school Literacy and numeracy strategy. E.g. Leading Literacy and/or Leading Numeracy at VATL	<input checked="" type="checkbox"/> Assistant principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <input checked="" type="checkbox"/> Other funding will be used
Learning leaders to identify subject specific literacy and numeracy requirements in each subject to inform 2025 work	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00
Determine and organise college processes for staffing and use of VASS	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Senior secondary leader	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00
Develop visual that explains the college literacy and numeracy strategy	<input checked="" type="checkbox"/> Assistant principal	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00
Organise and chair the senior school working group	<input checked="" type="checkbox"/> Assistant principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Implement Maestro Assessment	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1	\$20,000.00

			to: Term 4	
Create the VCE handbook	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Create visual for parents that explains our senior school offerings	<input checked="" type="checkbox"/> Assistant principal	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00
Determine templates and process for VCE curriculum design and delivery that match the developmental model currently in use	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00

Goal 3	Improve student wellbeing.
12-month target 3.1 target	Effective classroom behaviour - maintain at or above 70% Emotional awareness and regulation - maintain at or above 65% Sense of connectedness from 49% (2023) to 63% Respect for diversity from 52% (2022) to 55%.
12-month target 3.2 target	Trust in students and parents from 38% (2023) to 68% Staff professional safety from 63% (2023) to 65%.
12-month target 3.3 target	Not experiencing bullying from 59% (2032) to 60% General school satisfaction from 54% (2023) to 78% Student motivation and support from 51% (2023) to 78%
12-month target 3.4 target	Student average days absent from 26 (2023) to 24.
KIS 3.a Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Maintain a positive climate for learning.
Actions	- Strengthen monitoring and support to families to improve student attendance
Outcomes	Leaders will allocate time in sub school meetings to support and implement strategies to improve attendance Leaders will support and monitor sub school staff and mentor teachers to ensure effective attendance improvement implementation Leaders will model the use of the data dashboards to increase data literacy of relevant teams in relation to attendance Teachers (specifically mentor and year level leaders) will be supported and able to implement attendance improvement strategies Teachers (specifically mentor and year level leaders) will engage in PL around attendance improvement Teachers (specifically mentor and year level leaders) will be engaging the the data dashboards to interpret and support attendance improvement Students and parents will know and be able to locate their attendance data Students and parents will have increased awareness of the importance of attendance at school

Success Indicators	<p>Early Indicators:</p> <ul style="list-style-type: none"> - Revised College Attendance and Lateness Policy - Student learning goals incorporate improving attendance. - Student attendance improvement plans in action with identified students - Maestro Data Dash in use - Sub school teams tracking attendance data <p>End of Year Success Indicators</p> <ul style="list-style-type: none"> - 2024 student average days absent is 24 - Document showing common reasons behind poor student attendance - Increase in parent meetings and phone calls from sub school teams regarding attendance - videos and resources available to parents to improve attendance - evidence of monthly student attendance check in process - attendance redemption session in use 			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
All staff undertake professional learning on how to use maestro data dashboard	<input checked="" type="checkbox"/> Assistant principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$2,000.00
Leaders undertake professional learning in how to use Maestro Data Dashboard to monitor and track attendance, behaviour and academic information	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$2,000.00
Leaders will research strategies on how to improve attendance and identify DET and regional resources available for attendance support	<input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Sub school leader/s	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00
Mentor teachers and YLLs to complete professional learning on how to implement attendance strategies with their groups	<input checked="" type="checkbox"/> Leading teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 3	\$0.00

			to: Term 3	
Whole school attendance and lateness process and policy reviewed and provided to all key stakeholders (staff, parents & students) with support provided to key roles to ensure its consistent implementation	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Sub school leader/s	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00
Produce videos and resources to support or upskill students and parents on how to monitor and improve their attendance	<input checked="" type="checkbox"/> Leading teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00
Students use their 2023 attendance data (where possible) to create 2024 attendance goals that are reviewed each month	<input checked="" type="checkbox"/> Leading teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Heads of School and Assistant principal to manage and track student attendance across each cohort and ensure process implemented	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Consistently implement attendance improvement plans as per College Policy	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Identify the main reasons why students are not attending school and the resources families currently have to support this	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Student wellbeing co-ordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$0.00

Create attendance redemption session and process to include students late to class/school or leaving early	<input checked="" type="checkbox"/> Assistant principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00
Implement Maestro Data Dashboard	<input checked="" type="checkbox"/> Assistant principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$20,000.00 <input checked="" type="checkbox"/> Equity funding will be used
KIS 3.c The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Implement a schoolwide framework for wellbeing.			
Actions	Design, document and implement the SWPBS model including school wide approach to recognition and reward. - Establish a SWPBS team within the school that has vertical representation and work through the essential features of Tier 1 - Introduce School-wide Positive Behaviour Support program to GSC community (staff, students, parents) - Establish SWPBS			
Outcomes	<ul style="list-style-type: none"> - Leaders will consult with community to review GSC existing framework and develop SWPBS to enable a shared vision - SWPBS team will develop and implement a process for analysing behaviour data - SWBPS team will complete the analysis of data and implementation of strategies to occur at whole school level, classroom level and individual/small group level - Students will articulate the expected behaviours and major and minor behaviours - Students will identify expected behaviours in different settings - Parents/Carers/Kin will understand the desired school behaviours and the procedures for responding to major and minor behaviours - Parents/Carers/Kin will recognise positive student behaviours through the student management system 			

	<ul style="list-style-type: none"> - Teachers will use agreed practices and consistent language to correct behaviour errors - Teachers will document, collect and analyse student behaviour data - All Staff will explicitly teach and model expected behaviours inline with GSC values and G5 skills 			
Success Indicators	<p>Mid Year Success Indicators</p> <ul style="list-style-type: none"> - 80% of staff commit to implementation of SWPBS program - SWPBS team will commence and commit to SWPBS training/PL - Increase in reporting of expected behaviours on Compass - GSC staff will have participated in whole school PL on Pupil Free Day. <p>End of Year Success Indicators</p> <ul style="list-style-type: none"> - SWPBS self-assessment survey indicates at least 70% of school-wide features 'in place.' - Tiered Fidelity inventory score of at least 70% - SWPBS is included and visible in teaching practice and GSC environment - reflected in staff surveys, learning walks - 10% Decrease in exclusionary discipline - suspension, detentions and expulsions (average per student population) - 10% increase in positive behaviour posts since 2023 (average per student population) - Improvement in parent community school relationships indicated in the staff opinion survey - 30% of parents can recognise and articulate SWPBS - Action Plan is developed and at least 80% progress on SWPBS Universal Prevention Part A Action Plan. - 80% of students can confidently identify and articulate SWPBS behaviours and what they look like. - Improvement in students experience of being acknowledged and rewarded for positive reflected in Attitudes to School Survey 			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
SWPBS team meets twice a term and has agenda, team roles, goals clearly defined	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Student wellbeing co-ordinator <input checked="" type="checkbox"/> SWPBS leader/team 	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Establish an SWPBS team comprising relevant leaders, well-being staff, other staff and parent representation	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Student wellbeing co-ordinator 	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00

The SWPBS team complete the Universal Prevention Part A blended learning course	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Student wellbeing co-ordinator <input checked="" type="checkbox"/> SWPBS leader/team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$2,000.00 <input checked="" type="checkbox"/> Other funding will be used
Organise and schedule whole-school professional learning to develop the knowledge and skills to implement SWPBS	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Student wellbeing co-ordinator <input checked="" type="checkbox"/> SWPBS leader/team	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$1,000.00
Review and refine processes and procedures for recording SWPBS data in Compass	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Student wellbeing co-ordinator <input checked="" type="checkbox"/> SWPBS leader/team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$2,000.00
Display the SWPBS expected behaviours and shared vision prominently in classroom and non-classroom settings	<input checked="" type="checkbox"/> Administration team <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Student wellbeing co-ordinator <input checked="" type="checkbox"/> SWPBS leader/team	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$2,000.00
Schedule opportunities for the SWPBS team leader to access scheduled coaching from the Area SWPBS implementation coach	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Student wellbeing co-ordinator <input checked="" type="checkbox"/> SWPBS leader/team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00
Review curriculum structure/timetable to allocate specific time for the teaching of lessons around explicit behaviour expectations and values, and develop lesson. Work with curriculum leaders to determine lesson content	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Curriculum co-ordinator (s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$0.00

	<input checked="" type="checkbox"/> Student wellbeing co-ordinator <input checked="" type="checkbox"/> SWPBS leader/team			
Present information sessions to parents/carers/kin	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Student wellbeing co-ordinator <input checked="" type="checkbox"/> SWPBS leader/team	<input type="checkbox"/> PLP Priority	from: Term 4 to: Term 4	\$0.00
SWPBS team monitors staff practice through walk-through observations and other data collection	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Student wellbeing co-ordinator <input checked="" type="checkbox"/> SWPBS leader/team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
SWPBS team and school leaders participate in evaluation activities	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Student wellbeing co-ordinator <input checked="" type="checkbox"/> SWPBS leader/team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00

Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
Deliver PL in Developmental Rubric and provide coaching 1-1 support to teachers	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Design of formative assessments	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Deliver PL on adjustments and provide coaching 1-1 support for teachers	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
'Leading a PLC' professional learning completed by PLC leaders	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> PLC leaders	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Timetabled planning day	<input checked="" type="checkbox"/> PLC Initiative	<input checked="" type="checkbox"/> Off-site PLC DET Training
Whole school PL delivered on language and numeracy in the instructional model	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s)	from: Term 2 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Design of formative assessments	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

Leaders undertake professional learning in leading whole of school Literacy and numeracy strategy. E.g. Leading Literacy and/or Leading Numeracy at VATL	<input checked="" type="checkbox"/> Assistant principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Timetabled planning day	<input checked="" type="checkbox"/> Academy program/course	<input checked="" type="checkbox"/> Off-site VATL
All staff undertake professional learning on how to use maestro data dashboard	<input checked="" type="checkbox"/> Assistant principal	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> Timetabled planning day	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Leaders undertake professional learning in how to use Maestro Data Dashboard to monitor and track attendance, behaviour and academic information	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s)	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> Timetabled planning day	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Mentor teachers and YLLs to complete professional learning on how to implement attendance strategies with their groups	<input checked="" type="checkbox"/> Leading teacher(s)	from: Term 3 to: Term 3	<input checked="" type="checkbox"/> Collaborative inquiry/action research team	<input checked="" type="checkbox"/> Timetabled planning day	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
The SWPBS team complete the Universal Prevention Part A blended learning course	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Student wellbeing co-ordinator <input checked="" type="checkbox"/> SWPBS leader/team	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Collaborative inquiry/action research team	<input checked="" type="checkbox"/> Timetabled planning day	<input checked="" type="checkbox"/> Academy program/course	<input checked="" type="checkbox"/> Off-site SWBPS Training

<p>Organise and schedule whole-school professional learning to develop the knowledge and skills to implement SWPBS</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Student wellbeing co-ordinator <input checked="" type="checkbox"/> SWPBS leader/team 	<p>from: Term 2 to: Term 3</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <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 <input checked="" type="checkbox"/> Academy program/course 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site
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