

2025 Annual Implementation Plan

for improving student outcomes

Greenvale Secondary College (8427)



Submitted for review by Mark Natoli (School Principal) on 16 December, 2024 at 04:12 PM
Endorsed by Tony Privitelli (Senior Education Improvement Leader) on 03 February, 2025 at 04:58 PM
Awaiting endorsement by School Council President

Select annual goals and KIS

Four-year strategic goals	Is this selected for focus this year?	Four-year strategic targets	12-month target
Improve student learning.	Yes	<u>NAPLAN Benchmark Growth</u> Target to be confirmed.	The 12-month target is an incremental step towards meeting the 4-year target, using the same data set. By 2026, reduce the number of NAS students in each of reading and numeracy in Year 7 and 9 compared to the number of NAS students in 2024 - with a focus on: - Year 9 G&P to be less than 25% in NAS - Year 9 Numeracy to be less than 22% in NAS
		<u>Teacher judgment</u> Increase the percentage of Year 7-10 students working above level (Semester 2-2) for: <ul style="list-style-type: none"> • <i>Reading</i> from 6% (2022) to 10% • <i>Writing</i> from 8% (2022) to 12%. Decrease the number of students working below level (Semester 2-2) for: <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 higher The percentage of Year 7-10 students working below level (Semester 2) for Number and Algebra to be 44% or lower.
		<u>School Staff Survey</u> By 2027, increase the percentage positive endorsement for the factors:	Parent and community involvement at or above 65% Understand how to analyse data at or above 65%

		<ul style="list-style-type: none"> • <i>Understand how to analyse data</i> from 73% (2022) to 80% • <i>Promote student ownership of learning</i> from 64% (2022) to 70% <p>By 2027, maintain the percentage positive endorsement for the factors:</p> <ul style="list-style-type: none"> • <i>Parent and community involvement</i> to be at or above 75% (2022) • <i>Academic emphasis</i> to be at or above 56% (2022) 	<p>Promote student ownership of learning at or above 60%</p> <p>Academic emphasis at or above 50%</p>
		<p><u>Student Attitude to School Survey</u></p> <p>By 2027, maintain the percentage positive endorsement for the factor, <i>Student voice and agency</i> to be at or above 54% (2022).</p>	<p>Student voice and agency at or above 45%</p>
Improve student wellbeing.	Yes	<p><u>Student Attitude to School Survey</u></p> <p>By 2027, increase the percentage of positive endorsement for the following factors:</p> <ul style="list-style-type: none"> • <i>Emotional awareness and regulation</i> from 61% (2022) to 65% • <i>Effective classroom behaviour</i> from 67% (2022) to 70% <p>By 2027, maintain the percentage of positive endorsement for the following factors:</p> <ul style="list-style-type: none"> • <i>Sense of connectedness</i> to be at or above 63% (2022) • <i>Respect for diversity</i> to be at or above 55% (2022) 	<p>Effective classroom behaviour at or above 80%</p> <p>Emotional awareness and regulation at or above 65%</p> <p>Sense of connectedness at or above 50%</p> <p>Respect for diversity at or above 40%</p>
		<p><u>School Staff Survey</u></p> <p>By 2027, maintain the percentage of positive endorsement for the following factors:</p>	<p>Trust in students and parents at or above 35%</p> <p>Staff professional safety at or above 65%</p>

		<ul style="list-style-type: none"> • <i>Trust in students and parents</i> to be at or above 68% (2022) • <i>Staff professional safety</i> to be at or above 65% (2022) 	
		<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>Student motivation and support</i> from 76% (2022) to at or above 80%. By 2027, maintain the percentage of positive endorsement for the following factors: <ul style="list-style-type: none"> • <i>General school satisfaction</i> to be at or above 76% (2022) 	Not experiencing bullying at or above 60% General school satisfaction at or above 76% Student motivation and support at or above 70%
		<u>Attendance</u> <ul style="list-style-type: none"> • By 2027, to maintain the attendance rate at 88% (2022) or higher 	Attendance rate to be at 84% or higher

Goal 2	Improve student learning.	
12-month target 2.1	By 2026, reduce the number of NAS students in each of reading and numeracy in Year 7 and 9 compared to the number of NAS students in 2024 - with a focus on: - Year 9 G&P to be less than 25% in NAS - Year 9 Numeracy to be less than 22% in NAS	
12-month target 2.2	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	Parent and community involvement at or above 65% Understand how to analyse data at or above 65% Promote student ownership of learning at or above 60% Academic emphasis at or above 50%	
12-month target 2.4	Student voice and agency at or above 45%	
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	Further develop and embed parent and community partnerships.	No

Engagement		
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>Continuing the implementation of our SSP, the College Leadership Team consulted with staff on the staging and progression of KIS across the 2024-2027 period.</p> <p>The 2024 self-evaluation against the FISO Continua noted that we have work to prioritise in the area of Assessment and Engagement.</p> <p>Whilst there is much to do in a new school, based on the data and evidence available from our 2024 staff opinion survey as well as feedback from our internal SSP/AIP processes the priority for 2025 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.</p>	
Goal 3	Improve student wellbeing.	
12-month target 3.1	Effective classroom behaviour at or above 80% Emotional awareness and regulation at or above 65% Sense of connectedness at or above 50% Respect for diversity at or above 40%	
12-month target 3.2	Trust in students and parents at or above 35% Staff professional safety at or above 65%	
12-month target 3.3	Not experiencing bullying at or above 60% General school satisfaction at or above 76% Student motivation and support at or above 70%	
12-month target 3.4	Attendance rate to be at 84% or higher	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 3.a Support and resources	Maintain a positive climate for learning.	No
KIS 3.b	Enhance the valuing of diversity and inclusion.	Yes

Leadership		
KIS 3.c Leadership	Implement a schoolwide framework for wellbeing.	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.	<p>Continuing the implementation of our SSP, the College Leadership Team consulted with staff on the staging and progression of KIS across the 2024-2027 period.</p> <p>The 2024 self-evaluation against the FISO Continua noted that we have work to prioritise in the area of Assessment and Engagement.</p> <p>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 2025 was seen as important to continue our work towards implementing SWBPS as well as commencing new work in the Diversity and Inclusion Space.</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>	

Define actions, outcomes, success indicators and activities

Goal 2	Improve student learning.
12-month target 2.1	By 2026, reduce the number of NAS students in each of reading and numeracy in Year 7 and 9 compared to the number of NAS students in 2024 - with a focus on: - Year 9 G&P to be less than 25% in NAS - Year 9 Numeracy to be less than 22% in NAS
12-month target 2.2	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	Parent and community involvement at or above 65% Understand how to analyse data at or above 65% Promote student ownership of learning at or above 60% Academic emphasis at or above 50%
12-month target 2.4	Student voice and agency at or above 45%
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	Strengthen the use of our Instructional Model through PLCs with a focus on the Positive Learning Framework
Outcomes	- Students will be more engaged and on task in their classes - Students will understand why they are learning what they are learning and what to do next for improvement

	<ul style="list-style-type: none"> - Students will experience increased consistency and predictability in their classes/routines - Teachers will demonstrate increased awareness and knowledge of our Instructional Model - Teachers will collaborate to implement effective responsive teaching and learning practices in their classrooms - Teachers will demonstrate consistency between classes/subjects in how they use strategies for engagement - Leaders will support staff to implement our mantra of High Expectations - High Support - Leaders will provide PL, coaching and mentoring for staff to develop capacity and consistency 			
Success Indicators	<p>Early Indicators (Mid Year)</p> <ul style="list-style-type: none"> - Revised meeting schedule and internal professional learning program - Evidence of peer observations and student feedback - PLC Leaders meetings minutes or tracking document for consistency/process - OneNote from PLCs - Compass Data (engagement) <p>Late Indicators (End of Year)</p> <ul style="list-style-type: none"> - Student focus group feedback - students able to articulate and feedback on the Instructional Model, share that all teachers are using developmental rubrics (before, during and at the end of assessment cycles) - Evidence of coaching/mentoring within PLCs - Learning Walks will observe greater time on task and productivity in classrooms - Video evidence of best practice teaching at GSC/ resource bank for future use - Staff and Student opinion Data - Compass Data (engagement) - Attendance data 			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Implement revised College meeting schedule, internal professional learning program and PLC leaders meeting	<ul style="list-style-type: none"> ☑ Assistant principal ☑ Principal 	☑ PLP Priority	from: Term 1 to: Term 1	\$0.00
Design and implement program to develop capacity of Middle Leaders	☑ Principal	☑ PLP Priority	from: Term 1	\$16,000.00

			to: Term 3	<input checked="" type="checkbox"/> Equity funding will be used
Implement revised PLC model linking College Assessment Cycle and PLC phases to focus on the implementation of the Positive Learning Framework (Including use of DET SWBPS Placemats) [VTLM focus = Elements of learning]	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$0.00
Develop strategies to ensure peer observation, coaching and mentoring is objective, relevant and focused on College improvement goals with a specific focus on early career teachers	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$33,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Develop resource bank including recorded lessons (all teachers to record practice at least once) demonstrating best practice teaching and learning (from our own 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	\$0.00
Conduct regular student forums for feedback on effective teaching practices and the College Instructional Model	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Student leadership coordinator	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00

KIS 2.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Develop the future curriculum and programs.
Actions	<ol style="list-style-type: none"> 1. Develop and implement the Senior School curriculum and co-curriculum programs 2. Review and document 7-10 curriculum and assessment in line with VC 2.0 and Maestro Assessment implementation 3. Support teachers to consistently implement developmental rubrics
Outcomes	<ul style="list-style-type: none"> - Students, staff and families will be aware of the available programs, pathways and structures for Senior School options - Teachers will have documented VCE/VM subjects and have them approved by VCAA - Teachers will have a stronger understanding of the Senior Secondary Reforms - Students will be able to explain their learning journey at the College - Students will have a senior secondary program that is designed to meet their needs and aspirations - Leaders will support staff to build effective senior secondary programs and processes - Middle Leaders will be able to articulate and implement best practice assessment design - Teachers will revise curriculum that aligns with VC2.0 and is ready for use in Maestro Assessment (2025) - Teachers will produce learning tasks that challenge students working beyond the expected level - Teachers will demonstrate consistency between classes/subjects in how they use rubrics - Students will be experience increased consistency across all classrooms with the use of developmental rubrics - Students will be able to articulate what they are learning and what to do next for improvement - Students working beyond the expected level will experience higher challenge with learning tasks produced at their level - Leaders will support teachers with time and resources to complete revised curriculum programs
Success Indicators	<p>Early Indicators (Mid Year)</p> <ul style="list-style-type: none"> - Academic Handbook - Subject Selection Process - Staff PL Sessions (individual and learning area) <p>Late Indicators (End of Year)</p> <ul style="list-style-type: none"> - Parent/student attendance at Information Sessions

	<ul style="list-style-type: none"> - Documentation for 2025 VCE/VM/VPC subjects with VCAA Approval - 2025 Timetable and Blocking - Student Forum - feedback on subject options, program pathways - Student Forum - students working beyond the expected level articulate the level of challenge they receive - Number of subject/pathway changes - 7-10 Curriculum reviewed and inline with VC2.0 and prepared for Maestro Assessment - Teacher judgement data shows learning growth for students working beyond the expected level - Learning walks and peer observations demonstrating the use of developmental rubrics - Student forum - sharing understanding of teachers using rubrics in their class 			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Document VCE/VPC/VM studies and unit plans, including next stage of VCE/VM/VPC accreditation with VCAA	<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 1 to: Term 2	\$0.00
VCE/VM subject selection and counselling is designed and implemented, along with a review of the current 9 and 10 process and parent information sessions	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Careers leader/team <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Senior secondary leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00
Documentation and development of Year 10 Connect program	<input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Senior secondary leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$0.00
Provide PL to Learning Area Leaders to introduce responsive and formative assessment practices	<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 2 to: Term 4	\$0.00

	<input checked="" type="checkbox"/> Principal			
Develop and implement plan to revise 7-10 curriculum for VC2.0 and migrating to Maestro Assessment - including reviewing assessment cycle length for teaching of expected behaviours and revision weeks etc.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> PLT leaders	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
LI/SC for all unit outlines and learning tasks in key learning areas to provide access to working beyond, using example from year 8 maths	<input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> PLT leaders	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Collect student work samples and exemplars to upload to Maestro Assessment (with a focus on students working beyond)	<input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> PLT leaders	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Develop structures for student voice in learning - SRC Forums (for before units delivered or as being documented), student (whole class) feedback at the end of units of work	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Student leadership coordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Review maths/science and english/humanities 7-10 curriculum to devise options to increase stimulated learning - supported by specific strategies and classroom routines [VTLM focus = Elements of learning & Elements of teaching]	<input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Review and develop consistent lesson plan templates and process for sharing with students (including engagement strategies) for implementation in 2026 [VTLM focus = Elements of teaching]	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> PLT leaders	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00

Goal 3	Improve student wellbeing.
12-month target 3.1	Effective classroom behaviour at or above 80% Emotional awareness and regulation at or above 65% Sense of connectedness at or above 50% Respect for diversity at or above 40%
12-month target 3.2	Trust in students and parents at or above 35% Staff professional safety at or above 65%
12-month target 3.3	Not experiencing bullying at or above 60% General school satisfaction at or above 76% Student motivation and support at or above 70%
12-month target 3.4	Attendance rate to be at 84% or higher
KIS 3.b 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	Enhance the valuing of diversity and inclusion.
Actions	1. Commence implementation of College Diversity and Inclusion Policy 2. Implement practices that recognise, celebrate and support gender, sexuality, diversity, inclusion and culture
Outcomes	<ul style="list-style-type: none"> - Students will engage in Cultural Diversity days and demonstrate awareness of other cultures and backgrounds - Students will demonstrate an increased understanding of diversity and inclusion - Teachers will explicitly teach ways of being and behaviours - Teachers will be able to consistently explain why diversity and inclusion is a focus and important at our College - Leaders engage with families and community to develop shared understanding - Leaders will communicate and support the implementation of the Diversity and Inclusion Policy

	- Leaders will develop programs and pathways that support students to articulate why diversity and inclusion are respected in our community (work for 2026+)			
Success Indicators	<p>Early Indicators (Mid Year)</p> <ul style="list-style-type: none"> - evidence of the communication of College policy to community - parent, student forums <p>Late Indicators (End of Year)</p> <ul style="list-style-type: none"> - student attendance (specifically on diversity and cultural days) - student forums - input and feedback into College approaches to diversity and inclusion - compass data (engagement) 			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Incorporate and review the RR curriculum into Health subjects (7-10) [Connection to PLC focus]	<input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> PLT leaders <input checked="" type="checkbox"/> Student wellbeing co-ordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <input checked="" type="checkbox"/> Other funding will be used
Create opportunities for students and families to engage with the College and have a shared understanding and a common definition of Diversity and Inclusion in our School	<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 4	\$0.00
Revised the College SRC membership to include student leaders in the diversity and inclusion work (including roles and responsibilities)	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Student leadership coordinator <input checked="" type="checkbox"/> Student wellbeing co-ordinator	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00
Develop and implement College wide events focusing on the celebration of the cultures and religions in our community,	<input checked="" type="checkbox"/> Assistant principal	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

including cultural days, quote walls etc and have this recorded in a College Cultural Calendar	<input checked="" type="checkbox"/> Student leadership coordinator <input checked="" type="checkbox"/> Student wellbeing co-ordinator		to: Term 4	
Relevant staff to engage in DET Racism PL (E-Learning)	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Student wellbeing co-ordinator	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Conduct audit of existing curriculum and develop plan to incorporate the teaching of diversity and inclusion across multiple curriculum areas [VTLM focus = Elements of teaching]	<input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Student wellbeing co-ordinator	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00
Establish relationships with external agencies and providers to support the implementation of College Inclusion and Diversity Policy	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Student wellbeing co-ordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Implement strengthened approaches to tracking and improving student attendance	<input checked="" type="checkbox"/> Administration team <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 4	\$0.00

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 Positive Learning Framework (incorporating SWBPS, BSEM) including school wide approach to recognition and reward.
Outcomes	<ul style="list-style-type: none"> - Students will experience a strengthened safe and orderly learning environment - Students will know when they receive positive feedback and recognition - Students will be supported to meet expectations - Teachers will engage in BSEM and commence implementing strategies from that model - Teachers will demonstrate more consistent approaches to managing behaviour - Teachers will articulate the connection between T&L practices and student engagement - Teachers will refer to values matrix and demonstrate increased use of positive corrections - Leaders will implement further approaches to school wide recognition and reward - Leaders will use data to inform strategies and focus for implementation of PLF (individual teachers and cohort) - Leaders will implement strategies to monitor interventions and supports for students (and consistency of teacher implementation)
Success Indicators	<p>Early Indicators (Mid Year)</p> <ul style="list-style-type: none"> - Peer observation/learning walks - Values matrix and management flowcharts (displayed and in handbooks) - PLC records <p>Late Indicators (End of Year)</p> <ul style="list-style-type: none"> - Compass Data (engagement) - Student attendance data - Attitudes to school data - Staff opinion data - Peer observation/learning walks

	- Staff Handbook (redeveloped) - Student forums - feedback on PLF approaches and implementation			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
All staff to complete Module 1 and 2 of BSEM [Connected to PLC focus]	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Assistant principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$15,500.00 <input checked="" type="checkbox"/> Equity funding will be used
Implement enhanced approaches to student recognition and reward including house token system for immediate feedback to students	<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 4	\$0.00
Review existing IEP, BSP, AIP etc templates and develop method for tracking their use, implementation success and review dates (including maestro data dashboards)	<input checked="" type="checkbox"/> Administration team <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 4	\$0.00
Enhance PLF implementation team by including students and parents as well as promoting the PLF focus to families/community (eg. newsletter/publications/website etc)	<input checked="" type="checkbox"/> SWPBS leader/team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Design and implement processes for identifying staff requiring 1-1 support in implementing SWBPS/PLF (specifically with teacher self regulation, co-regulation with	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> SWPBS leader/team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00

students and student regulation) and implement appropriate coaching/ mentoring				
Publish revised values matrix, management flow charts and develop PL and resources to support their implementation	<input checked="" type="checkbox"/> SWPBS leader/team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$0.00
Review and implement revised engagement strategies including, tracking of multiple detentions, behaviour posts, purpose/focus of detentions	<input checked="" type="checkbox"/> SWPBS leader/team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Plan and prepare for Learner Profile using Maestro Assessment (for 2026 staged implementation)	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> SWPBS leader/team	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00