

2024 Annual Implementation Plan

for improving student outcomes

Highvale Secondary College (7918)



Submitted for review by Evan Miller (School Principal) on 26 February, 2024 at 10:42 AM

Endorsed by Eva McMaster (Senior Education Improvement Leader) on 26 February, 2024 at 12:10 PM

Endorsed by Ashwin Bindu (School Council President) on 18 March, 2024 at 08:44 PM

Self-evaluation summary - 2024

Highvale Secondary College (7918)

	FISO 2.0 outcomes	Self-evaluation level	Evidence and analysis
Learning	Learning is the ongoing acquisition by students of knowledge, skills and capabilities, including those defined by the Victorian Curriculum and senior secondary pathways.		

Wellbeing	Wellbeing is the development of the capabilities necessary to thrive, contribute and respond positively to challenges and opportunities of life.		
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	FISO 2.0 Dimensions	Self-evaluation level	Evidence and analysis
Leadership	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		
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core		

Teaching and learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs		
	Use of common and subject-specific high impact teaching and learning strategies as part of a shared and responsive teaching and learning model implemented through positive and supportive student-staff relationships		
Assessment	Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.		
	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities		
Engagement	Strong relationships and active partnerships between schools and families/carers, communities, and organisations to strengthen students' participation and engagement in school		

	Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school		
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Support and resources	Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion		
	Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students		

Assessment			

Leadership			

Engagement			

Support			

Enter your reflective comments	
Considerations for 2024	
Documents that support this plan	

Select annual goals and KIS

Four-year strategic goals	Is this selected for focus this year?	Four-year strategic targets	12-month target
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.	Yes	Support for the priorities	The 12-month target is an incremental step towards meeting the 4-year target, using the same data set. The VCE Study Score mean will increase back to 31 or above. The School Staff Survey will increase in the following factors: Guaranteed and viable curriculum will increase to 64% or above. Teacher collaboration will increase to 64% or above. AToSS Year 7-12 will increase in the following factors: Student voice and agency will increase from 35% to 40% or above. Stimulating learning will increase from 48% to 52% or above. Self-regulation will increase from 58% to 62% or above. Sense of connectedness will increase from 50% to 54% or above. Teacher concern will increase from 24% to 35% or above.
To maximise learning growth for all students	No	By 2024: The VCE Study Score mean will increase from 31.10 (2019) to 32 or above.	
		By 2024 the percentage of Year 9 students assessed against the top two bands in NAPLAN Benchmark Growth will increase from: <ul style="list-style-type: none"> Numeracy 74% (2019) to 78% or above Reading 84% (2019) to 88% or above Writing 75% (2019) to 79% or above. 	

		<p>By 2024 the percentage of students that demonstrate at or above learning growth using teacher judgement data that has been triangulated with reference to agreed norm-referenced/ standards-based data is:</p> <ul style="list-style-type: none"> • Year 10 Reading & Viewing from 61% (2018 SEM 2 - 2019 SEM 2) to 80% or above. • Year 10 Writing from 69% (2018 SEM 2 - 2019 SEM 2) to 80% or above. • Year 10 Number & Algebra from 70% (2018 SEM 2 - 2019 SEM 2) to 80% or above. 	
		<p>By 2024 The SSS will have increased in the following factors:</p> <ul style="list-style-type: none"> • Use of HITS will increase from 48% (2019) to 52% or above • Instructional leadership will increase from 38% (2019) to 42% or above • Guaranteed and viable curriculum will increase from 60% (2019) to 64%. 	
To empower students to be independent, engaged and motivated learners	No	<p>By 2024 AToSS Year 7–12 will increase in the following factors:</p> <ul style="list-style-type: none"> • Student voice and agency will increase from 36% (2019) to 40% or above • Stimulating learning will increase from 48% (2019) to 52% or above • Self–regulation and goal setting will increase from 58% (2019) to 62% or above. 	
		<p>By 2024 the SSS will increase in the following factors:</p> <ul style="list-style-type: none"> • Academic emphasis will increase from 56% (2019) to 60% or above • Teacher collaboration will increase from 39% (2019) to 43% or above. 	

		By 2024 the percentage of VCE certificate completions will increase from 96% to 98%.	
To improve the resilience and social and emotional wellbeing of every student	No	By 2024 the AToSS will increase in the following factors: <ul style="list-style-type: none"> • Sense of connectedness will increase from 50% to 54% or above • Resilience will increase from 58% to 62% or above • Teacher concern will increase from 28% to 50% or above. 	
		By 2024 the SSS will increase in the following factor. <ul style="list-style-type: none"> • School climate will increase from 59% to 63% or above. 	
		By 2024 the percentage of students with 20 or more absence days will reduce from 18% to 16%.	

Goal 1	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.
12-month target 1.1-month target	<p>The VCE Study Score mean will increase back to 31 or above.</p> <p>The School Staff Survey will increase in the following factors: Guaranteed and viable curriculum will increase to 64% or above. Teacher collaboration will increase to 64% or above.</p> <p>AToSS Year 7-12 will increase in the following factors: Student voice and agency will increase from 35% to 40% or above. Stimulating learning will increase from 48% to 52% or above.</p>

	Self-regulation will increase from 58% to 62% or above. Sense of connectedness will increase from 50% to 54% or above. Teacher concern will increase from 24% to 35% or above.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1.a	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy	Yes
KIS 1.b	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable	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 2024.	

Define actions, outcomes, success indicators and activities

Goal 1	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.
12-month target 1.1 target	<p>The VCE Study Score mean will increase back to 31 or above.</p> <p>The School Staff Survey will increase in the following factors: Guaranteed and viable curriculum will increase to 64% or above. Teacher collaboration will increase to 64% or above.</p> <p>AToSS Year 7-12 will increase in the following factors: Student voice and agency will increase from 35% to 40% or above. Stimulating learning will increase from 48% to 52% or above. Self-regulation will increase from 58% to 62% or above. Sense of connectedness will increase from 50% to 54% or above. Teacher concern will increase from 24% to 35% or above.</p>
KIS 1.a 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	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Actions	<p>Students will: Be able to articulate personal goals. Be able to articulate success criteria. Be able to discuss learning strategies.</p> <p>Teachers will: Establish/embed consistent approaches to formative assessment and frequent low-stakes feedback to inform practice. Build their capacity to understand, develop, and implement IEPs.</p>

	<p>Use PLCs for staff to collaboratively plan quality teaching practice and interventions. Embed the use of data and tracking data through micro data tools, to inform targeted planning.</p> <p>Leaders will: Develop and implement an assessment plan to identify students utilising Edapt, PAT testing. Plan to effectively utilise all initiative funding. Develop data literacy of teachers and address staff to inform understanding of student needs and progress, and identify students requiring additional support. Continue to embed PLCs structures to support teacher collaboration and reflection to strengthen teaching practice. Develop and maintain a shared data repository of agreed data sets that inform teacher practice. - Edapt</p>
Outcomes	<p>Students will: Students will know what their next steps are to progress their learning Students will know how lessons are structured and how this supports their learning Students will be able to articulate success criteria and where they fit in meeting the criteria.</p> <p>Teachers will: Be able to relate their teaching pedagogy to the new teaching and learning model, particularly the collaborative learning component Confidently and accurately identify student learning needs of their students including the use of data to inform needs PLCs will meet to engage in reflective practice, evaluate and plan curriculum, assessments, lessons and quality teaching practice. PLCs will present their findings of inquiry questions to staff to share understandings Teachers and leaders will regularly update data sets, review data to inform needs of specific cohorts/classes Teacher will provide regular feedback and monitor student progress using shared data repository, utilising Compass and Edapt Data used to identify students for tailored supports</p> <p>Leaders will: Establish intervention/small group tutoring programs With staff input, establish a targeted support program for students</p>
Success Indicators	<p>Classroom observations and learning walks demonstrating take up of professional learning strategies Data indicating clearly student progress and growth Assessment data and student surveys from intervention groups Students will know what their next steps are to progress their learning Students will know how lessons are structured and how this supports their learning</p>

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Create an observation framework document outlining learning walks and peer observations. Implement learning walks with a clear focus and provide feedback to all staff.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Data leader <input checked="" type="checkbox"/> School improvement team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Build the capacity of the leadership team through engaging with Huddle Leadership to enhance their capacity and capabilities to be whole school leaders	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$50,000.00 <input checked="" type="checkbox"/> Other funding will be used
Enhance the delivery of PLCs by provided Term 1 professional learning, developing a stronger and more consistent understanding of the principles of PLCs.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00
Move PLCs to a KLA based approach to allow staff to work more collaboratively across their KLAs. Implement an inquiry cycle in Terms 2 and 3 using the PLC principles focussed on in Term 1. Evaluate our implementation of PLCs in Term 4 and identify improvements for 2025.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00
Embed the consistent use of Edrolo beyond a revision tool across all VCE subjects.	<input checked="" type="checkbox"/> Sub school leader/s <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$50,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Undertake a review of our timetable structure and curriculum pie and provide a recommendation to the Leadership team for 2025. Update English and Mathematics to new curriculum 2.0 model	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School improvement team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00

KIS 1.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	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Actions	<p>Students will:</p> <ul style="list-style-type: none"> Seek support when needed. Know how to support a friend. Will be able to articulate personal goals if they are on an IEP. Understand and use a common language respecting all members of our community. <p>Teachers will:</p> <ul style="list-style-type: none"> Implement classroom interventions in mentoring, cognitive skills, behavioural skills or exercise and relaxation Conduct regular check-ins/conferencing with students in focus group. Strengthen in-class relationships through peer and group learning activities. Ensure students know where to go for help and information. Establish a class climate that fosters positive mental health and normalizes support seeking. <p>Leaders will:</p> <ul style="list-style-type: none"> Establish an agreed approach to monitoring and responding to student wellbeing concerns. Establish a common language in the school in relation to all members of our community. Build staff capacity to collect, analyse, monitor and respond to student engagement data, in particular to support the acknowledgement of positive behaviours through green chronicles. Target counselling for individual students with acute needs Develop a common understanding of the whole school approach to wellbeing consistent with the SWPBS program. Construct a student leadership framework and provide more opportunities for students to have a voice in their learning and school community.
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> Experience more success in classes. If required due to acute needs, receive individualized support with regular monitoring and student support group meetings. Have more leadership opportunities and voice in their school life.

	<p>Teachers will: Identify at-risk students and follow school wellbeing procedures to ensure that they receive targeted support in a timely manner. Ensure that students will feel supported and engaged in focus groups and contribute to a strong classroom culture. Model and are consistent in agreed routines. Implement a focus group wellbeing program.</p> <p>Leaders will: Establish intervention/small group programs. Provide and support an effective wellbeing team. With staff input, establish a targeted support program for students.</p>			
Success Indicators	<p>Data used to identify students in need of targeted support. Data of counselling services accessed by students and families. Student pre and post support surveys Classroom and peer observations Student engagement in wellbeing programs (feedback, participation, classroom observations) Student engagement and assessment data from regular classes Increase in positive endorsement from students regarding student voice and agency.</p>			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Review and update Individual Education Plans to align with the Disability Inclusion Profiles. Identify Tier 2 and 3 students and create IEPs using the new templates/profiles for these students.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Sub school leader/s <input checked="" type="checkbox"/> Year level co-ordinator(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$0.00
Provide professional learning for the whole staff to continue to build their capacity in implementing our school wide positive behaviour expectations consistently to enable us to move to the next SWPBS level.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> SWPBS leader/team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$0.00
Two identified staff will gain accreditation to be trainers of Youth Mental Health First Aid (YMHFA). Begin providing training for our staff in YMHFA, with the goal of all staff eventually being trained.	<input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> Wellbeing team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$9,000.00

				<input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Review our implementation of Respectful Relationships and engage with the Respectful Relationships team to enhance our delivery of this curriculum	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Through the appointment of a new student leadership coordinator, implement a new student leadership framework providing more students the opportunity to develop their leadership capacity and increase the voice of all students.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Student leadership coordinator <input checked="" type="checkbox"/> Year level co-ordinator(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Embed a common positive language framework across the whole college for all members to use when communicating with each other. The framework will include neuroaffirming language, gender affirming language, culturally affirming language, a common language when discussing wellbeing, mental health and disability inclusion.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> Wellbeing team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Engage the Australian Childhood Foundation to present to all staff on a Curriculum Day in Term 2 around the use of inclusive language to promote acceptance and diversity.	<input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> Wellbeing team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$6,500.00 <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

Continue to embed Safe Minds through professional learning addressing the NIP (Notice, Inquire, Plan) framework, specifically focussing on the Inquire and Plan stages.	<input checked="" type="checkbox"/> Team leader(s) <input checked="" type="checkbox"/> Wellbeing team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
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Funding planner

Summary of budget and allocated funding

Summary of budget	School's total funding (\$)	Funding allocated in activities (\$)	Still available/shortfall
Equity Funding	\$70,629.00	\$70,629.00	\$0.00
Disability Inclusion Tier 2 Funding	\$93,741.88	\$93,741.88	\$0.00
Schools Mental Health Fund and Menu	\$120,385.00	\$120,385.00	\$0.00
Total	\$284,755.88	\$284,755.88	\$0.00

Activities and milestones – Total Budget

Activities and milestones	Budget
Embed the consistent use of Edrolo beyond a revision tool across all VCE subjects.	\$50,000.00
Two identified staff will gain accreditation to be trainers of Youth Mental Health First Aid (YMHFA). Begin providing training for our staff in YMHFA, with the goal of all staff eventually being trained.	\$9,000.00
Review our implementation of Respectful Relationships and engage with the Respectful Relationships team to enhance our delivery of this curriculum	\$0.00
Engage the Australian Childhood Foundation to present to all staff on a Curriculum Day in Term 2 around the use of inclusive language to promote acceptance and diversity.	\$6,500.00
Totals	\$65,500.00

Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Embed the consistent use of Edrolo beyond a revision tool across all VCE subjects.	from: Term 1 to: Term 3	\$50,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources
Totals		\$50,000.00	

Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
Totals		\$0.00	

Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
Two identified staff will gain accreditation to be trainers of Youth Mental Health First Aid (YMHFA). Begin providing training for our staff in YMHFA, with the goal of all staff eventually being trained.	from: Term 1 to: Term 4	\$9,000.00	<input checked="" type="checkbox"/> Youth Mental Health First Aid (Mental Health First Aid Australia) <ul style="list-style-type: none"> This activity will use Mental Health Menu staffing <ul style="list-style-type: none"> Build staff capacity (conference, course, seminar)
Review our implementation of Respectful Relationships and engage with the Respectful Relationships team to enhance our delivery of this curriculum	from: Term 1 to: Term 2	\$20,000.00	<input checked="" type="checkbox"/> Resilience, Rights and Respectful Relationships teaching resources (free) <ul style="list-style-type: none"> This activity will use Mental Health Menu staffing <ul style="list-style-type: none"> Employ CRT to release staff member

Engage the Australian Childhood Foundation to present to all staff on a Curriculum Day in Term 2 around the use of inclusive language to promote acceptance and diversity.	from: Term 1 to: Term 2	\$7,000.00	<input checked="" type="checkbox"/> Making SPACE for Learning (Australian Childhood Foundation) This activity will use Mental Health Menu programs <ul style="list-style-type: none"> ○ Build staff capacity (conference, course, seminar)
Totals		\$36,000.00	

Additional funding planner – Total Budget

Activities and milestones	Budget
Employ School Psychologist (0.5)	\$55,000.00
Employ Disability Inclusion Leader/Coordinator	\$93,741.88
School is funding an extra TLI. This is to offset some of this cost	\$20,000.00
Provide time allowance for a staff member to lead respectful relationships review	\$29,385.00
Totals	\$198,126.88

Additional funding planner – Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Employ School Psychologist (0.5)	from: Term 1 to: Term 4		<input checked="" type="checkbox"/> School-based staffing
Employ Disability Inclusion Leader/Coordinator	from: Term 2		

	to: Term 4		
School is funding an extra TLI. This is to offset some of this cost	from: Term 1 to: Term 4	\$20,629.00	<input checked="" type="checkbox"/> School-based staffing
Provide time allowance for a staff member to lead respectful relationships review	from: Term 1 to: Term 4		
Totals		\$20,629.00	

Additional funding planner – Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
Employ School Psychologist (0.5)	from: Term 1 to: Term 4		
Employ Disability Inclusion Leader/Coordinator	from: Term 2 to: Term 4	\$93,741.88	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> Inclusion leader
School is funding an extra TLI. This is to offset some of this cost	from: Term 1 to: Term 4		

Provide time allowance for a staff member to lead respectful relationships review	from: Term 1 to: Term 4		
Totals		\$93,741.88	

Additional funding planner – Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
Employ School Psychologist (0.5)	from: Term 1 to: Term 4	\$55,000.00	<input checked="" type="checkbox"/> Employ Mental Health Staff to provide Tier 3 support for students
Employ Disability Inclusion Leader/Coordinator	from: Term 2 to: Term 4		
School is funding an extra TLI. This is to offset some of this cost	from: Term 1 to: Term 4		
Provide time allowance for a staff member to lead respectful relationships review	from: Term 1 to: Term 4	\$29,385.00	<input checked="" type="checkbox"/> Respectful Relationships (free) This activity will use Mental Health Menu staffing <ul style="list-style-type: none"> ○ Assign existing staff member to initiative (eduPay)
Totals		\$84,385.00	

Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
Build the capacity of the leadership team through engaging with Huddle Leadership to enhance their capacity and capabilities to be whole school leaders	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative inquiry/action research team <input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Individualised reflection	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> Timetabled planning day	<input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> External consultants Andy Jones - Huddle Learning Systems	<input checked="" type="checkbox"/> Off-site PL Sessions at other schools and Huddle Learning centre
Enhance the delivery of PLCs by provided Term 1 professional learning, developing a stronger and more consistent understanding of the principles of PLCs.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s)	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Collaborative inquiry/action research team <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> Communities of practice <input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning specialist <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Move PLCs to a KLA based approach to allow staff to work more collaboratively across their KLAs. Implement an inquiry cycle in Terms 2 and 3 using the PLC principles focussed on in Term 1. Evaluate our implementation of PLCs in Term 4 and identify improvements for 2025.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning specialist <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site

Provide professional learning for the whole staff to continue to build their capacity in implementing our school wide positive behaviour expectations consistently to enable us to move to the next SWPBS level.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> SWPBS leader/team	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative inquiry/action research team <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning specialist <input checked="" type="checkbox"/> Departmental resources SWPBS coach and resources	<input checked="" type="checkbox"/> On-site
Two identified staff will gain accreditation to be trainers of Youth Mental Health First Aid (YMHFA). Begin providing training for our staff in YMHFA, with the goal of all staff eventually being trained.	<input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> Wellbeing team	from: Term 1 to: Term 4	<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"/> External consultants Youth Mental Health First Aid course <input checked="" type="checkbox"/> Departmental resources High Impact Wellbeing Strategies	<input checked="" type="checkbox"/> Off-site Youth Mental Health First Aid Course location
Engage the Australian Childhood Foundation to present to all staff on a Curriculum Day in Term 2 around the use of inclusive language to promote acceptance and diversity.	<input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> Wellbeing team	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Individualised reflection <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Whole school pupil free day <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants Australian Childhood Foundation	<input checked="" type="checkbox"/> On-site
Continue to embed Safe Minds through professional learning addressing the NIP (Notice, Inquire, Plan) framework, specifically focussing on the Inquire and Plan stages.	<input checked="" type="checkbox"/> Team leader(s) <input checked="" type="checkbox"/> Wellbeing team	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