

# 2024 Annual Implementation Plan

## for improving student outcomes

Baden Powell P-9 College (5315)



BADEN POWELL COLLEGE

Submitted for review by Vicki Minton (School Principal) on 30 August, 2024 at 04:49 PM  
Endorsed by Maria Oddo (Senior Education Improvement Leader) on 03 September, 2024 at 12:23 PM  
Awaiting endorsement by School Council President

# Self-evaluation summary - 2024

	FISO 2.0 outcomes	Self-evaluation level
<b>Learning</b>	Learning is the ongoing acquisition by students of knowledge, skills and capabilities, including those defined by the Victorian Curriculum and senior secondary pathways.	
<b>Wellbeing</b>	Wellbeing is the development of the capabilities necessary to thrive, contribute and respond positively to challenges and opportunities of life.	
	<b>FISO 2.0 Dimensions</b>	<b>Self-evaluation level</b>
<b>Leadership</b>	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	
<b>Teaching and learning</b>	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	

<b>Assessment</b>	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	

<b>Engagement</b>	Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	

<b>Support and resources</b>	Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students	

<b>Enter your reflective comments</b>	
<b>Considerations for 2024</b>	
<b>Documents that support this plan</b>	Funding clarification.docx (0.32 MB)

## Select annual goals and KIS

Four-year strategic goals	Is this selected for focus this year?	Four-year strategic targets	12-month target
<p><b>Priorities goal</b> 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	
<p>To maximise learning growth for every student.</p>	Yes	<p>By 2028 increase the percentage of students achieving at <i>exceeding and strong</i> in NAPLAN proficiency levels for the domains of:</p> <p>Year 3</p> <ul style="list-style-type: none"> <li>● Reading from 50% (2023) to 58%</li> <li>● Writing from 65% (2023) to 70%</li> <li>● Numeracy from 54% (2023) to 58%</li> </ul> <p>Year 5</p> <ul style="list-style-type: none"> <li>● Reading from 74% (2023) to 78%</li> <li>● Writing from 68% (2023) to 75%</li> <li>● Numeracy from 53% (2023) to 60%</li> </ul> <p>Year 7</p> <ul style="list-style-type: none"> <li>● Reading from 65% (2023) to 70%</li> <li>● Writing from 63% (2023) to 68%</li> <li>● Numeracy from 59% (2023) to 65%</li> </ul> <p>Year 9</p> <ul style="list-style-type: none"> <li>● Reading from 35% (2023) to 42%</li> <li>● Writing from 38% (2023) to 44%</li> <li>● Numeracy from 45% (2023) to 52%</li> </ul> <p>*This target may require adjustment once trend data is available</p>	<p>In 2024 increase the percentage of students achieving at <i>exceeding and strong</i> in NAPLAN proficiency levels for the domains of: Year 3• Reading from 50% (2023) to 52%• Writing from 65% (2023) to 67%• Numeracy from 54% (2023) to 56%Year 5• Reading from 74% (2023) to 76%• Writing from 68% (2023) to 70%• Numeracy from 53% (2023) to 55%Year 7• Reading from 65% (2023) to 67%• Writing from 63% (2023) to 65%• Numeracy from 59% (2023) to 61%Year 9• Reading from 35% (2023) to 37%• Writing from 38% (2023) to 40%• Numeracy from 45% (2023) to 47%</p>

		<p>NAPLAN target for student learning growth by 2028 - to be confirmed</p> <p>By 2028, increase the percentage of Year 1-6 and 7-10 students assessed as at or above expected growth on Victorian Curriculum Levels F-10: English (Year 1-6)</p> <ul style="list-style-type: none"> <li>● Reading and viewing from 60% (2023) to 65%</li> <li>● Writing from 64% (2023) 70%</li> <li>● Speaking and listening from 58% (2023) 62%</li> </ul> <p>English (Year 7-10)</p> <ul style="list-style-type: none"> <li>● Reading and viewing from 60% (2023) to 65%</li> <li>● Writing from 64% (2023) 70%</li> <li>● Speaking and listening from 55% (2023) 60%</li> </ul> <p>Mathematics (Year 1-6)</p> <ul style="list-style-type: none"> <li>● Number and Algebra from 75% (2023) to 80%</li> <li>● Measurement and Geometry from 68% (2023) to 75%</li> <li>● Statistics and Probability from 74% (2023) to 78%</li> </ul> <p>Mathematics (Year 7-10)</p> <ul style="list-style-type: none"> <li>● Number and Algebra from 69% (2023) to xx%</li> <li>● Measurement and Geometry from 69% (2023) to xx%</li> <li>● Statistics and Probability from 47% (2023) to 55%</li> </ul>	<p>No target set for 2024</p> <p>In 2024 increase the percentage of Year 1-6 and 7-10 students assessed as at or above expected growth on Victorian Curriculum Levels F-10: (Semester 2 - Semester 2)English (Year 1-6)• Reading and viewing from 60% (2023) to 62%• Writing from 64% (2023) 66%• Speaking and listening from 58% (2023) 60%English (Year 7-10)• Reading and viewing from 60% (2023) to 62%• Writing from 64% (2023) 66%• Speaking and listening from 55% (2023) 57%Mathematics (Year 1-6)• Number and Algebra from 75% (2023) to 77%• Measurement and Geometry from 68% (2023) to 70%• Statistics and Probability from 74% (2023) to 76% Mathematics (Year 7-10)• Statistics and Probability from 47% (2023) to 49%</p> <p>In 2024 increase the percentage of positive endorsement on the 4-6 and 7-9 Student Attitudes to School Survey for the factors of:Years 4-6• Stimulated learning from 73% (2023) to 75%• Effective teaching time from 81% (2023) to 83%• Motivation and interest from 69% (2023) to 71%Years 7-9• Stimulated learning from 40% (2023) to 42%• Effective teaching time from 58% (2023) to 60%• Differentiated learning challenge from 59% (2023) to 61%• Motivation and interest from 41% (2023) to 43%</p> <p>In 2024 increase the percentage of positive endorsement on the School Staff Survey</p>
<p>By 2028 increase the percentage of positive endorsement on the 4-6 and 7-9 Student Attitudes to School Survey for the factors of:</p> <p>Years 4-6</p> <ul style="list-style-type: none"> <li>● Stimulated learning from 73% (2023) to 78%</li> <li>● Effective teaching time from 81% (2023) to 85%</li> <li>● Motivation and interest from 69% (2023) to 75%</li> </ul> <p>Years 7-9</p> <ul style="list-style-type: none"> <li>● Stimulated learning from 40% (2023) to 46%</li> <li>● Effective teaching time from 58% (2023) to 62%</li> <li>● Differentiated learning challenge from 59% (2023) to 65%</li> <li>● Motivation and interest from 41% (2023) to 48%</li> </ul> <p>By 2028 increase the percentage of positive endorsement on the School Staff Survey (SSS) for the measures of:</p>	<p>In 2024 increase the percentage of positive endorsement on the School Staff Survey</p>		

		<ul style="list-style-type: none"> <li>● Cultural leadership from 63% (2023) to 70%</li> <li>● Academic emphasis from 53% (2023) to 60%</li> <li>● Collective efficacy from 67% (2023) to 72%</li> <li>● Understand how to analyse data from 67% (2023) to 50%</li> <li>● Seek feedback to improve practice from 56% (2023) to 62%</li> </ul>	<p>(SSS) for the measures of: ● Cultural leadership from 63% (2023) to 65% ● Academic emphasis from 53% (2023) to 55% ● Collective efficacy from 67% (2023) to 69% ● Understand how to analyse data from 67% (2023) to 69% ● Seek feedback to improve practice from 56% (2023) to 58% ● BPC have added positive endorsement of instructional leadership from 80% (2023) to 83%</p>
<p>To improve student engagement, learning and wellbeing.</p>	<p>Yes</p>	<p>By 2028 increase the percentage of positive endorsement on the 4-6 and 7-9 Student Attitudes to School Survey for the factors of:</p> <p>Years 4-6</p> <ul style="list-style-type: none"> <li>● Student voice and agency from 51% (2023) to 58%</li> <li>● Respect for diversity from 64% (2023) to 70%</li> <li>● Teacher concern from 67% (2023) to 73%</li> <li>● Managing bullying from 58% (2023) to 63%</li> </ul> <p>Years 7-9</p> <ul style="list-style-type: none"> <li>● Student voice and agency from 29% (2023) to 39%</li> <li>● Respect for diversity from 25% (2023) to 30%</li> <li>● Teacher concern from 27% (2023) to 35%</li> <li>● Advocate at school from 56% (2023) to 62%</li> <li>● Managing bullying from 25% (2023) to 30%</li> </ul>	<p>In 2024 increase the percentage of positive endorsement on the 4-6 and 7-9 Student Attitudes to School Survey for the factors of: Years 4-6 ● Student voice and agency from 51% (2023) to 53% ● Respect for diversity from 64% (2023) to 66% ● Teacher concern from 67% (2023) to 69% ● Managing bullying from 58% (2023) to 60% Years 7-9 ● Student voice and agency from 29% (2023) to 33% ● Respect for diversity from 25% (2023) to 27% ● Teacher concern from 27% (2023) to 30% ● Advocate at school from 56% (2023) to 58% ● Managing bullying from 25% (2023) to 27% ● BPC have added Sense of Confidence from 64% (2023) to 66%</p>
		<p>By 2028 increase the percentage of positive endorsement on School Staff Survey (SSS) for the measures of:</p> <ul style="list-style-type: none"> <li>● Use student feedback to inform teaching practice from 67% (2023) to 72%.</li> <li>● Promote student ownership of learning from 75% (2023) to 80%.</li> </ul>	<p>In 2024 increase the percentage of positive endorsement on School Staff Survey (SSS) for the measures of: ● Use student feedback to inform teaching practice from 67% (2023) to 69% ● Promote student ownership of learning from 77% (2023) to 80%.</p>
		<p>By 2028 increase the percentage of positive endorsement on Parent/Guardian/Caregiver Survey (PGCS) for the measures of:</p> <ul style="list-style-type: none"> <li>● Stimulating learning Environment from 65% (2023) to 70%</li> <li>● Parent participation and involvement from 62% percent (2023) to 66%.</li> </ul>	<p>In 2024 increase the percentage of positive endorsement on Parent/Guardian/Caregiver Survey (PGCS) for the measures of: ● Stimulating learning Environment from 65% (2023) to 67% ● Parent participation and involvement from 62% percent (2023) to 64%.</p>

		<p>By 2028</p> <p>Reduce the percentage of students with 20 or more absent days:</p> <ul style="list-style-type: none"> <li>● Years P-6 from 50% (2023) to 42%</li> <li>● Years 7-9 from 55% (2023) to 48%</li> </ul> <p>Reduce average absences per student FTE (2023):</p> <ul style="list-style-type: none"> <li>● Years P-6 from 27.5 days to &lt;24 days per student.</li> <li>● Years 7-9 from 34.7 days to &lt;28 days per student.</li> </ul>	<p>In 2024 - Reduce the percentage of students with 20 or more absent days:• Years P-6 from 50% (2023) to 48%• Years 7-9 from 55% (2023) to 53%Reduce average absences per student FTE:• Years P-6 from 27.5 days to &lt;26 days per student.• Years 7-9 from 34.7 days to &lt;31 days per student.</p>
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<b>Goal 2</b>	<b>To maximise learning growth for every student.</b>
<b>12-month target 2.1-month target</b>	<p>In 2024 increase the percentage of students achieving at exceeding and strong in NAPLAN proficiency levels for the domains of:</p> <p>Year 3</p> <ul style="list-style-type: none"> <li>• Reading from 50% (2023) to 52%</li> <li>• Writing from 65% (2023) to 67%</li> <li>• Numeracy from 54% (2023) to 56%</li> </ul> <p>Year 5</p> <ul style="list-style-type: none"> <li>• Reading from 74% (2023) to 76%</li> <li>• Writing from 68% (2023) to 70%</li> <li>• Numeracy from 53% (2023) to 55%</li> </ul> <p>Year 7</p> <ul style="list-style-type: none"> <li>• Reading from 65% (2023) to 67%</li> <li>• Writing from 63% (2023) to 65%</li> <li>• Numeracy from 59% (2023) to 61%</li> </ul> <p>Year 9</p> <ul style="list-style-type: none"> <li>• Reading from 35% (2023) to 37%</li> <li>• Writing from 38% (2023) to 40%</li> <li>• Numeracy from 45% (2023) to 47%</li> </ul>
<b>12-month target 2.2-month target</b>	No target set for 2024

<p><b>12-month target 2.3-month target</b></p>	<p>In 2024 increase the percentage of Year 1-6 and 7-10 students assessed as at or above expected growth on Victorian Curriculum Levels F-10: (Semester 2 - Semester 2)</p> <ul style="list-style-type: none"> <li>English (Year 1-6) <ul style="list-style-type: none"> <li>• Reading and viewing from 60% (2023) to 62%</li> <li>• Writing from 64% (2023) 66%</li> <li>• Speaking and listening from 58% (2023) 60%</li> </ul> </li> <li>English (Year 7-10) <ul style="list-style-type: none"> <li>• Reading and viewing from 60% (2023) to 62%</li> <li>• Writing from 64% (2023) 66%</li> <li>• Speaking and listening from 55% (2023) 57%</li> </ul> </li> <li>Mathematics (Year 1-6) <ul style="list-style-type: none"> <li>• Number and Algebra from 75% (2023) to 77%</li> <li>• Measurement and Geometry from 68% (2023) to 70%</li> <li>• Statistics and Probability from 74% (2023) to 76%</li> </ul> </li> <li>Mathematics (Year 7-10) <ul style="list-style-type: none"> <li>• Statistics and Probability from 47% (2023) to 49%</li> </ul> </li> </ul>
<p><b>12-month target 2.4-month target</b></p>	<p>In 2024 increase the percentage of positive endorsement on the 4-6 and 7-9 Student Attitudes to School Survey for the factors of:</p> <ul style="list-style-type: none"> <li>Years 4-6 <ul style="list-style-type: none"> <li>• Stimulated learning from 73% (2023) to 75%</li> <li>• Effective teaching time from 81% (2023) to 83%</li> <li>• Motivation and interest from 69% (2023) to 71%</li> </ul> </li> <li>Years 7-9 <ul style="list-style-type: none"> <li>• Stimulated learning from 40% (2023) to 42%</li> <li>• Effective teaching time from 58% (2023) to 60%</li> <li>• Differentiated learning challenge from 59% (2023) to 61%</li> <li>• Motivation and interest from 41% (2023) to 43%</li> </ul> </li> </ul>



<p><b>12-month target 2.5-month target</b></p>	<p>In 2024 increase the percentage of positive endorsement on the School Staff Survey (SSS) for the measures of:</p> <ul style="list-style-type: none"> <li>• Cultural leadership from 63% (2023) to 65%</li> <li>• Academic emphasis from 53% (2023) to 55%</li> <li>• Collective efficacy from 67% (2023) to 69%</li> <li>• Understand how to analyse data from 67% (2023) to 69%</li> <li>• Seek feedback to improve practice from 56% (2023) to 58%</li> </ul> <p>BPC have added positive endorsement of instructional leadership from 80% (2023) to 83%</p>	
<p><b>Key Improvement Strategies</b></p>	<p>Is this KIS selected for focus this year?</p>	
<p><b>KIS 2.a</b> Leadership</p>	<p>Strengthen and embed a culture of continual improvement through feedback</p>	<p>No</p>
<p><b>KIS 2.b</b> Teaching and learning</p>	<p>Strengthen staff capability to embed agreed teaching and learning practices</p>	<p>Yes</p>
<p><b>KIS 2.c</b> Assessment</p>	<p>Strengthen staff capability to use data and assessment practices to improve student learning growth</p>	<p>Yes</p>
<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>Our strategic focus at Baden Powell College is on enhancing the quality of teaching and learning across the school. We are committed to strengthening staff capability in two key areas:</p> <p>Embedding Agreed Teaching and Learning Practices: We aim to ensure consistency and high standards in teaching methods across all teams. This involves ongoing professional development and collaboration to align practices with our agreed educational framework.</p> <p>Using Data and Assessment to Improve Student Learning Growth: We are focused on enhancing our staff's ability to effectively use data and assessment tools to track student progress and inform instructional decisions. By doing so, we aim to foster continuous improvement in student learning outcomes.</p> <p>These focus areas were identified during our recent review, which highlighted inconsistencies within and across teams. Our ongoing efforts will address these gaps, ensuring a cohesive and effective approach to teaching and learning throughout the</p>	

	school.
<b>Goal 3</b>	<b>To improve student engagement, learning and wellbeing.</b>
<b>12-month target 3.1-1-month target</b>	<p>In 2024 increase the percentage of positive endorsement on the 4-6 and 7-9 Student Attitudes to School Survey for the factors of:</p> <p>Years 4-6</p> <ul style="list-style-type: none"> <li>• Student voice and agency from 51% (2023) to 53%</li> <li>• Respect for diversity from 64% (2023) to 66%</li> <li>• Teacher concern from 67% (2023) to 69%</li> <li>• Managing bullying from 58% (2023) to 60%</li> </ul> <p>Years 7-9</p> <ul style="list-style-type: none"> <li>• Student voice and agency from 29% (2023) to 33%</li> <li>• Respect for diversity from 25% (2023) to 27%</li> <li>• Teacher concern from 27% (2023) to 30%</li> <li>• Advocate at school from 56% (2023) to 58%</li> <li>• Managing bullying from 25% (2023) to 27%</li> </ul> <p>BPC have added Sense of Confidence from 64% (2023) to 66%</p>
<b>12-month target 3.2-1-month target</b>	<p>In 2024 increase the percentage of positive endorsement on School Staff Survey (SSS) for the measures of:</p> <ul style="list-style-type: none"> <li>• Use student feedback to inform teaching practice from 67% (2023) to 69%.</li> <li>• Promote student ownership of learning from 77% (2023) to 80%.</li> </ul>
<b>12-month target 3.3-1-month target</b>	<p>In 2024 increase the percentage of positive endorsement on Parent/Guardian/Caregiver Survey (PGCS) for the measures of:</p> <ul style="list-style-type: none"> <li>• Stimulating learning Environment from 65% (2023) to 67%</li> <li>• Parent participation and involvement from 62% percent (2023) to 64%.</li> </ul>
<b>12-month target 3.4-1-month target</b>	<p>In 2024 - Reduce the percentage of students with 20 or more absent days:</p> <ul style="list-style-type: none"> <li>• Years P-6 from 50% (2023) to 48%</li> <li>• Years 7-9 from 55% (2023) to 53%</li> </ul> <p>Reduce average absences per student FTE:</p>

	<ul style="list-style-type: none"> <li>• Years P-6 from 27.5 days to &lt;26 days per student.</li> <li>• Years 7–9 from 34.7 days to &lt;31 days per student.</li> </ul>	<p><b>Key Improvement Strategies</b></p> <table border="1"> <thead> <tr> <th data-bbox="327 1635 753 2132"></th> <th data-bbox="327 112 753 1635">Is this KIS selected for focus this year?</th> </tr> </thead> <tbody> <tr> <td data-bbox="418 1635 528 2132"><b>KIS 3.a</b> Engagement</td> <td data-bbox="418 112 528 1635">No</td> </tr> <tr> <td data-bbox="528 1635 638 2132"><b>KIS 3.b</b> Support and resources</td> <td data-bbox="528 112 638 1635">Yes</td> </tr> <tr> <td data-bbox="638 1635 753 2132"><b>KIS 3.c</b> Engagement</td> <td data-bbox="638 112 753 1635">Yes</td> </tr> </tbody> </table> <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>Our strategic focus at Baden Powell College centers on two critical areas:  <b>Support and Resources:</b> We are committed to refining and embedding practices that ensure all students feel included, healthy, and supported. This includes enhancing our approaches to student inclusion, health, and wellbeing to create a nurturing environment for every learner.  <b>Engagement:</b> We aim to strengthen the school's positive climate for learning by fostering a culture of respect. This involves building a supportive and inclusive atmosphere where students, staff, and the community work together to maintain a respectful and engaging learning environment.</p> <p>These focus areas were identified in our recent review, which highlighted inconsistencies within and across teams. Our ongoing efforts will address these gaps, ensuring that all students benefit from a cohesive and supportive school environment.</p>		Is this KIS selected for focus this year?	<b>KIS 3.a</b> Engagement	No	<b>KIS 3.b</b> Support and resources	Yes	<b>KIS 3.c</b> Engagement	Yes
	Is this KIS selected for focus this year?									
<b>KIS 3.a</b> Engagement	No									
<b>KIS 3.b</b> Support and resources	Yes									
<b>KIS 3.c</b> Engagement	Yes									

## Define actions, outcomes, success indicators and activities

Goal 2	To maximise learning growth for every student.
<b>12-month target 2.1 target</b>	<p>In 2024 increase the percentage of students achieving at exceeding and strong in NAPLAN proficiency levels for the domains of:</p> <p>Year 3</p> <ul style="list-style-type: none"> <li>• Reading from 50% (2023) to 52%</li> <li>• Writing from 65% (2023) to 67%</li> <li>• Numeracy from 54% (2023) to 56%</li> </ul> <p>Year 5</p> <ul style="list-style-type: none"> <li>• Reading from 74% (2023) to 76%</li> <li>• Writing from 68% (2023) to 70%</li> <li>• Numeracy from 53% (2023) to 55%</li> </ul> <p>Year 7</p> <ul style="list-style-type: none"> <li>• Reading from 65% (2023) to 67%</li> <li>• Writing from 63% (2023) to 65%</li> <li>• Numeracy from 59% (2023) to 61%</li> </ul> <p>Year 9</p> <ul style="list-style-type: none"> <li>• Reading from 35% (2023) to 37%</li> <li>• Writing from 38% (2023) to 40%</li> <li>• Numeracy from 45% (2023) to 47%</li> </ul>
<b>12-month target 2.2 target</b>	No target set for 2024
<b>12-month target 2.3 target</b>	<p>In 2024 increase the percentage of Year 1-6 and 7-10 students assessed as at or above expected growth on Victorian Curriculum Levels F-10: (Semester 2 - Semester 2)</p> <p>English (Year 1-6)</p> <ul style="list-style-type: none"> <li>• Reading and viewing from 60% (2023) to 62%</li> <li>• Writing from 64% (2023) 66%</li> <li>• Speaking and listening from 58% (2023) 60%</li> </ul> <p>English (Year 7-10)</p>

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<p><b>12-month target 2.4 target</b></p>	<p>In 2024 increase the percentage of positive endorsement on the 4-6 and 7-9 Student Attitudes to School Survey for the factors of:</p> <p>Years 4-6</p> <ul style="list-style-type: none"> <li>• Stimulated learning from 73% (2023) to 75%</li> <li>• Effective teaching time from 81% (2023) to 83%</li> <li>• Motivation and interest from 69% (2023) to 71%</li> </ul> <p>Years 7-9</p> <ul style="list-style-type: none"> <li>• Stimulated learning from 40% (2023) to 42%</li> <li>• Effective teaching time from 58% (2023) to 60%</li> <li>• Differentiated learning challenge from 59% (2023) to 61%</li> <li>• Motivation and interest from 41% (2023) to 43%</li> </ul>
<p><b>12-month target 2.5 target</b></p>	<p>In 2024 increase the percentage of positive endorsement on the School Staff Survey (SSS) for the measures of:</p> <ul style="list-style-type: none"> <li>• Cultural leadership from 63% (2023) to 65%</li> <li>• Academic emphasis from 53% (2023) to 55%</li> <li>• Collective efficacy from 67% (2023) to 69%</li> <li>• Understand how to analyse data from 67% (2023) to 69%</li> <li>• Seek feedback to improve practice from 56% (2023) to 58%</li> </ul> <p>BPC have added positive endorsement of instructional leadership from 80% (2023) to 83%</p>

<p><b>KIS 2.b</b>          Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	<p>Strengthen staff capability to embed agreed teaching and learning practices</p>
<p><b>Actions</b></p>	<p>High-Level Actions to Maximise Learning Growth for Every Student:</p> <p>Ensure Consistency in PLT Operations:          Standardize the processes and operations of Professional Learning Teams (PLTs) across the college, ensuring consistency in their approach to analyzing data and driving differentiated teaching practices.</p> <p>Maintain and Utilize Data Walls:          Regularly update and maintain data walls each semester to visually track and support student progress, using this information to inform teaching strategies.</p> <p>Display Learning Goals in Classrooms:          Make learning goals visible in every classroom throughout the college to provide clear direction and focus for both students and teachers.</p> <p>Maintain and Utilize Classroom Libraries:          Keep classroom libraries well-maintained and actively used throughout the year to support literacy and foster a love of reading among students.</p> <p>Implement the Instructional Model Consistently:          Ensure that the agreed-upon instructional model is evident in all lessons across the college, promoting consistent and effective teaching practices.</p> <p>Promote a Culture of Coaching:          Encourage staff to value coaching, with regular opportunities to review and enhance their teaching practices through feedback and professional development.</p>
<p><b>Outcomes</b></p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>- Benefit from a considered teaching and learning program that is differentiated for their point of need.</li> <li>- Students in all grade levels across the college will know their learning goals and apply strategies to achieve them. Goals and</li> </ul>

progress will be discussed at individual student/teacher conferences.

- Actively engage with the classroom library. Knowing what a just right book is and apply mini lesson strategies in independent reading sessions.

Teachers will:

- Implement effective reading strategies and practices in their classrooms and make connections in all subject areas.
- Implement effective writing strategies and practices in their classrooms and make connections in all subject areas.
- Conference with students every three weeks (as a minimum) and ensure each student has visible learning goals.
- Ensure they have a classroom library established in their space that is visually inviting to engage students, well resources and utilised to further develop students reading strategies.
- Be actively engaged and high-level participation in PLTs using data to collaboratively plan differentiated units of work.
- Literacy and Numeracy GVC utilised in all teams and units of work developed to capture differentiated learning outcomes.
- Primary CET staff to document the GVC in their subject areas and work out the developmental sequence and identify any gaps with the Secondary team.
- Secondary teachers to document GVC in their subject areas and work out the developmental sequence and identify any gaps with the primary CET team.
- Ensure lessons align with the BPC instructional model.
- Engage with coaching and mentoring programs, taking on board feedback and using this to improve practice.

Leaders will:

- Ensure that learning goals are evident in all classrooms.
- Induct new staff to the college, covering expectations in all curriculum areas, expectations, and operational matters.
- Leading Teachers will coach staff on the BPC Lesson Structures, Instructional models and other school-based priorities such as reading and writing practices and strategies and/or behaviour management practices.
- Work with individuals and PLTs to implement consistent practices across the college.
- Leading Teachers and Assistant Principals present to support and build the capacity of all staff at Professional Development meetings and PLT meetings.
- Continuing to build the capacity of team/subject leaders to ensure PLT meetings are implementing the BPC PLT Cycle and using data to drive differentiated practice.
- Continue to prioritise PLT meetings. Primary staff meeting for two hours within the school day together. Secondary staff working across curriculum areas will be assigned to 2 PLTs. Time will be provided for secondary PLTs to meet, one hour within the school day and additional time will be provided in the after school professional development schedule.
- Lead staff and ensure that the GVC is finalised in all subject areas.
- Facilitate professional learning for staff on the High Impact Teaching Strategies and BPC Instructional model.
- Coach and mentor staff and provide feedback for them to reflect upon and improve their practice.
- Attend Network Professional Development sessions.



Success Indicators	<p>Early indicators:</p> <ul style="list-style-type: none"> <li>- Staff know the elements of the BPC PLT Cycle.</li> <li>- Leaders are present and visible in PLTs.</li> <li>- Literacy and Numeracy GVC utilised, and units of work developed to capture all learning outcomes.</li> <li>- Classroom libraries evident in all classrooms across the college.</li> <li>- Lessons align with Instructional Model.</li> </ul> <p>Late indicators:</p> <ul style="list-style-type: none"> <li>- In observations there is consistency in the process PLTs follow and how they operate across the college.</li> <li>- PLTs analyse and use data to drive differentiation of practice.</li> <li>- Data walls maintained and updated each semester.</li> <li>- Documented GVC in Primary CET subject areas.</li> <li>- Documented GVC in Secondary subject areas.</li> <li>- Learning goals will be visible in every classroom across the college.</li> <li>- Classroom libraries maintained and utilised in classrooms throughout the year.</li> <li>- Instructional model evident in all lessons/classes across the college.</li> <li>- Coaching is valued and staff review and enhance their practice.</li> </ul>				
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams	
<p>PLTs:</p> <ul style="list-style-type: none"> <li>- Staff know the elements of the BPC PLT Cycle and Instructional Model.</li> <li>- In observations there is consistency in the process PLTs follow and how they operate across the college.</li> <li>- Leaders are present and visible in PLTs.</li> <li>- PLTs analyse and use data to drive differentiation of practice.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Assistant principal</li> <li><input type="checkbox"/> Leadership team</li> <li><input type="checkbox"/> Leading teacher(s)</li> <li><input type="checkbox"/> Principal</li> <li><input type="checkbox"/> Teacher(s)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> PLP Priority</li> </ul>	<p>from: Term 1 to: Term 4</p>	<p>\$190,598.00</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Equity funding will be used</li> </ul>	
<p>Literacy - Reading and Writing:</p> <ul style="list-style-type: none"> <li>- Classroom libraries evident in all primary classroom and secondary English spaces.</li> <li>- Leading Teachers and Learning Specialists coaching staff to build their capacity to implement and embed effective literacy practices.</li> <li>- External consultants working with staff and teams to build teacher capacity and effective practice.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Assistant principal</li> <li><input type="checkbox"/> Leadership team</li> <li><input type="checkbox"/> Leading teacher(s)</li> <li><input type="checkbox"/> Principal</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> PLP Priority</li> </ul>	<p>from: Term 1 to: Term 4</p>	<p>\$583,396.00</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Equity funding will be used</li> </ul>	



<p>- Writing professional development for staff.</p>	<p>Teacher(s)</p>		
<p><b>KIS 2.c</b> Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities</p>	<p>Strengthen staff capability to use data and assessment practices to improve student learning growth</p>		
<p><b>Actions</b></p>	<p>High-Level Actions to Maximise Learning Growth for Every Student:            Enhance Data Literacy and Analysis Skills:            Build staff capability in analyzing and using multiple data sets to inform and implement differentiated learning programs that cater to individual student needs.            Utilize ZPD Data Tracker and Rubrics:            Ensure the consistent use of the ZPD Data tracker and rubrics to reflect summative data sets, providing a clear overview of student progress.            Maintain and Utilize the Data Wall:            Regularly update and actively use the data wall during Professional Learning Team (PLT) meetings to monitor and support student learning growth.            Document and Implement Differentiated Work Programs:            Develop and document work programs that are tailored to students' learning needs, utilizing improved data literacy and insights gained from PLT meetings.</p>		
<p><b>Outcomes</b></p>	<p>Students will:            - Benefit from a considered teaching and learning program that is differentiated for their point of need.            - Students in all grade levels across the college will know their learning goals and apply strategies to achieve them. Goals and progress will be discussed at individual student/teacher conferences.            Teachers will:            - Know the current levels and abilities of their students and tailor the educational program to their point of need to build academic growth.            - Actively contribute to PLTS.</p>		

	<ul style="list-style-type: none"> <li>- PLTs will analyse and moderate data and assessment in alignment with the documented BPC PLT cycle.</li> <li>- Use student data to plan differentiated lessons and units of work.</li> <li>- Ensure all essential skills of summative assessments are placed into ZPD Data tracker and/or rubric.</li> <li>- Continue to monitor and track student results and put faces to the data through a whole college data wall.</li> <li>- Implement the documented BPC Assessment Schedule and meet all timelines.</li> </ul> <p>Leaders will:</p> <ul style="list-style-type: none"> <li>- Leadership team to continue to build the capacity of team/subject and next level leaders to further enhance and embed a consistent approach to PLT meetings.</li> <li>- Review, refine and enhance the processes/structures for collecting and monitoring school-wide data.</li> <li>- Embed a moderation process into the PLT meeting structure.</li> <li>- Lead PLTs to know the current levels and abilities of their students and tailor the educational program to their point of need to build academic growth.</li> <li>- Actively contribute to PLTs and lead them so they align with the BPC PLT structure.</li> <li>- Ensure PLTs analyse and moderate data and assessment in alignment with the documented BPC PLT cycle.</li> <li>- Lead staff to use student data to plan differentiated lessons and units of work.</li> <li>- Ensure all essential skills of summative assessments are placed into ZPD Data tracker and/or rubric.</li> <li>- Lead PLTs to continue to monitor and track student results and put faces to the data through a whole college data wall.</li> <li>- Ensure all teams and individual teachers are implementing the documented BPC Assessment Schedule and meeting all timelines.</li> <li>- Attend Network Professional Development sessions.</li> </ul>								
<p><b>Success Indicators</b></p>	<p>Early Indicators:</p> <ul style="list-style-type: none"> <li>- ZPD Data tracker and/or rubrics reflecting summative data sets.</li> <li>- Data wall visible in PLT spaces.</li> <li>- Evidence of documented work programs that reflect differentiated student learning needs based on improved data literacy capacity developed at PLT meetings.</li> </ul> <p>Late Indicators:</p> <ul style="list-style-type: none"> <li>- Staff show a higher level of competence in analysing and using multiple data sets to inform a differentiated program.</li> <li>- ZPD Data tracker and/or rubrics reflecting summative data sets.</li> <li>- Data wall maintained and utilised by PLTs.</li> <li>- Evidence of documented work programs that reflect differentiated student learning needs based on improved data literacy capacity developed at PLT meetings.</li> </ul>								
<p><b>Activities</b></p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 30%; text-align: center;">People responsible</th> <th style="width: 15%; text-align: center;">Is this a PL priority</th> <th style="width: 15%; text-align: center;">When</th> <th style="width: 30%; text-align: center;">Activity cost and funding streams</th> </tr> </thead> <tbody> <tr> <td style="height: 50px;"> </td> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>	People responsible	Is this a PL priority	When	Activity cost and funding streams				
People responsible	Is this a PL priority	When	Activity cost and funding streams						

<p>PLTs using data:</p> <ul style="list-style-type: none"> <li>- Ensure all essential skills of summative assessments are placed into ZPD Data tracker and/or rubric.</li> <li>- Continue to utilise and enhance the whole college data wall for the effective tracking and monitoring of all students.</li> <li>- Review, refine and enhance processes/structures for collecting and monitoring school-wide data.</li> <li>- PLTs to develop work programs that reflect differentiated student learning needs based on improved data literacy capacity.</li> <li>- PLTs will use the ZPD data tracker to analyse the data of at least one pre-task (Step 3 of the PLT Cycle), and collaboratively plan activities that address misconceptions (Step 4 of the PLT Cycle).</li> <li>- Embed the moderation process into the PLT meeting structure.</li> <li>- Assistant Principals and Leading Teachers present at PLTs to drive targeted discussion, data analysis and differentiation.</li> <li>- Consultants used to drive school improvement at PLTs and to build staff capacity.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Assistant principal</li> <li><input type="checkbox"/> KLA leader</li> <li><input type="checkbox"/> Leadership team</li> <li><input type="checkbox"/> Leading teacher(s)</li> <li><input type="checkbox"/> Principal</li> <li><input type="checkbox"/> Teacher(s)</li> </ul>	<input type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$190,598.00</p> <p><input type="checkbox"/> Equity funding will be used</p>
<p><b>Goal 3</b></p> <p>To improve student engagement, learning and wellbeing.</p>				
<p><b>12-month target 3.1 target</b></p>	<p>In 2024 increase the percentage of positive endorsement on the 4-6 and 7-9 Student Attitudes to School Survey for the factors of:</p> <p>Years 4-6</p> <ul style="list-style-type: none"> <li>• Student voice and agency from 51% (2023) to 53%</li> <li>• Respect for diversity from 64% (2023) to 66%</li> <li>• Teacher concern from 67% (2023) to 69%</li> <li>• Managing bullying from 58% (2023) to 60%</li> </ul> <p>Years 7-9</p> <ul style="list-style-type: none"> <li>• Student voice and agency from 29% (2023) to 33%</li> <li>• Respect for diversity from 25% (2023) to 27%</li> </ul>			

	<ul style="list-style-type: none"> <li>Teacher concern from 27% (2023) to 30%</li> <li>Advocate at school from 56% (2023) to 58%</li> <li>Managing bullying from 25% (2023) to 27%</li> </ul> <p>BPC have added Sense of Confidence from 64% (2023) to 66%</p>
<b>12-month target 3.2 target</b>	<p>In 2024 increase the percentage of positive endorsement on School Staff Survey (SSS) for the measures of:</p> <ul style="list-style-type: none"> <li>Use student feedback to inform teaching practice from 67% (2023) to 69%.</li> <li>Promote student ownership of learning from 77% (2023) to 80%.</li> </ul>
<b>12-month target 3.3 target</b>	<p>In 2024 increase the percentage of positive endorsement on Parent/Guardian/Caregiver Survey (PGCS) for the measures of:</p> <ul style="list-style-type: none"> <li>Stimulating learning Environment from 65% (2023) to 67%</li> <li>Parent participation and involvement from 62% percent (2023) to 64%.</li> </ul>
<b>12-month target 3.4 target</b>	<p>In 2024 - Reduce the percentage of students with 20 or more absent days:</p> <ul style="list-style-type: none"> <li>Years P-6 from 50% (2023) to 48%</li> <li>Years 7-9 from 55% (2023) to 53%</li> </ul> <p>Reduce average absences per student FTE:</p> <ul style="list-style-type: none"> <li>Years P-6 from 27.5 days to &lt;26 days per student.</li> <li>Years 7-9 from 34.7 days to &lt;31 days per student.</li> </ul>
<b>KIS 3.b</b> Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	<p>Refine and embed the school's practices for supporting students' inclusion, health and wellbeing.</p>
<b>Actions</b>	<p>High-Level Actions to Improve Student Engagement, Learning, and Wellbeing:  Refine and Embed Social and Emotional Regulation Practices:  Ensure consistent application of social and emotional regulation strategies across all classrooms to improve student behavior and engagement.</p>

	<p>Implement and Monitor Educational Adjustments: Regularly document, review, and refine educational adjustments to meet individual student needs, driving sustained improvements in student outcomes.</p> <p>Optimize Use of the Wellbeing Room: Encourage and support appropriate utilization of the wellbeing room by students, ensuring it effectively meets their needs and contributes to positive wellbeing outcomes.</p> <p>Integrate Social Skills Programs: Embed social skills programs into student routines, ensuring these interventions lead to noticeable improvements in social behavior and skills.</p> <p>Fully Implement Disability Inclusion and MHIPS Processes: Provide comprehensive support to students through the Disability Inclusion process, with active involvement from teachers and leaders. Provide comprehensive support to students through the MHIPS initiative.</p> <p>Enhance Access to Support Services: Facilitate consistent access to support services, including individual counselling, to ensure students are receiving the necessary interventions and showing progress.</p> <p>Incorporate Feedback into Classroom Strategies: Continuously integrate feedback from Wellbeing Team members into classroom strategies and student support plans to enhance the effectiveness of interventions.</p> <p>Build Staff Capacity: Strengthen staff capacity to implement and sustain these practices consistently across the school, ensuring all students benefit from a supportive and inclusive learning environment.</p>
<p><b>Outcomes</b></p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>- Learn effective strategies and techniques for social and emotional regulation.</li> <li>- Receive adjustments in their education program to support their learning needs.</li> <li>- Access the wellbeing room if/when required.</li> <li>- Participate in social skills if identified.</li> <li>- Benefit from the additional support if a Disability Inclusion process is actioned.</li> <li>- Access support and/or individual counselling through MHIPS, MHP or sessions with school wellbeing team staff.</li> </ul>

	<p>Teachers will:</p> <ul style="list-style-type: none"> <li>- Implement effective strategies and techniques for social and emotional regulation.</li> <li>- Document and implement adjustments in their education program to support students learning needs.</li> <li>- Encourage students to access the wellbeing room if/when required.</li> <li>- Refer students to participate in social skills and make referrals to the wellbeing team.</li> <li>- Actively participate and provide documentation for a Disability Inclusion process.</li> <li>- Refer students for support and/or individual counselling through MHIPS, MHP or sessions with school wellbeing team staff.</li> <li>- Take on feedback from Wellbeing Team members on strategies and adjustments for students.</li> </ul> <p>Leaders will:</p> <ul style="list-style-type: none"> <li>- Build teacher capacity to implement effective strategies and techniques for social and emotional regulation.</li> <li>- Guide staff on the level of document required and implementation of adjustments in teachers' education programs to support students learning needs.</li> <li>- Encourage and allow students to access the wellbeing room if/when required and support their individual needs.</li> <li>- Run social skills programs and take on new referrals from staff.</li> <li>- Engage in all professional learning for Disability Inclusion reform and the Mental Health in Primary Schools initiatives.</li> <li>- Refer students and facilitate support and/or individual counselling through MHIPS, MHP or sessions.</li> <li>- Attend Network Professional Development sessions.</li> <li>- Participate in Network Community of Practice and Engagement agreement with Regional/Network staff.</li> </ul>
<p><b>Success Indicators</b></p>	<p>Early Indicators:</p> <ul style="list-style-type: none"> <li>- Social and emotional regulation strategies begin to be observed in classroom settings, with both students and teachers implementing basic techniques.</li> <li>- Initial adjustments in education programs are made to support individual learning needs, with early documentation and application by teachers.</li> <li>- Students start to access the wellbeing room as needed, with an increase in referrals from teachers and support from leaders.</li> <li>- Participation in social skills programs begins for students identified as needing support, with initial referrals made by teachers.</li> <li>- Disability Inclusion processes are initiated, with early assessments and documentation provided by teachers and supported by leaders.</li> <li>- Support services, including individual counselling through MHIPS, MHP, or school wellbeing team sessions, are accessed by students, with initial referrals made by teachers.</li> <li>- Teachers begin to seek and apply feedback from Wellbeing Team members on strategies and adjustments for student support.</li> <li>- Leaders conduct initial professional development to build teacher capacity and provide guidance on documenting and implementing educational adjustments.</li> </ul> <p>Late Indicators:</p> <ul style="list-style-type: none"> <li>- Consistent application of social and emotional regulation strategies is observed across classrooms, leading to improved student behavior and engagement.</li> </ul>



Activities		People responsible	Is this a PL priority	When	Activity cost and funding streams
<ul style="list-style-type: none"> <li>- Educational adjustments are well-documented, regularly reviewed, and effectively implemented, showing sustained progress in student outcomes.</li> <li>- The wellbeing room is regularly and appropriately utilized by students, with positive outcomes documented and supported by both teachers and leaders.</li> <li>- Social skills programs are effectively integrated into student routines, with noticeable improvements in social behavior and skills.</li> <li>- Disability Inclusion processes are fully implemented, with comprehensive support provided to students, and active participation from teachers and leaders.</li> <li>- Support services, including individual counselling, are consistently accessed by students, showing progress through regular engagement.</li> <li>- Feedback from Wellbeing Team members is routinely integrated into classroom strategies and student support plans, leading to more effective interventions.</li> <li>- Leaders demonstrate increased capacity among staff to implement effective strategies and ensure the consistent application of adjustments and support mechanisms across the school.</li> </ul>		<ul style="list-style-type: none"> <li><input type="checkbox"/> Disability inclusion coordinator</li> <li><input type="checkbox"/> Education support</li> <li><input type="checkbox"/> Leading teacher(s)</li> <li><input type="checkbox"/> Learning specialist(s)</li> <li><input type="checkbox"/> Teacher(s)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> PLP Priority</li> </ul>	from: Term 1 to: Term 4	\$295,555.00  <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
<ul style="list-style-type: none"> <li>MHP and MHIPS initiatives: Staff to refer students for wellbeing programs, counselling and support.</li> <li>Wellbeing leaders to actively participate in Department professional development.</li> </ul>	<ul style="list-style-type: none"> <li>Disability Inclusion: Staff to document adjustments, BMPs and IEPs.</li> <li>Wellbeing leaders build the capacity of staff to document adjustments.</li> <li>Wellbeing leaders to actively participate in Department professional development.</li> <li>Wellbeing leaders to keep an active list of students the college will submit a D.I application for.</li> <li>Wellbeing leaders to submit D.I applications for identified students.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Education support</li> <li><input type="checkbox"/> Leading teacher(s)</li> <li><input type="checkbox"/> Mental health and wellbeing leader</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> PLP Priority</li> </ul>	from: Term 1 to: Term 4	\$292,166.00  <input type="checkbox"/> Schools Mental Health Menu items will be used which

<p>Wellbeing leaders to implement and monitor the MHIPS program.</p> <p>Mental Health Practitioner - Pratishtar</p> <p>College Counsellor -Matt</p>	<input type="checkbox"/> Teacher(s)		<p>may include DET funded or free items</p>
<p><b>KIS 3.c</b> Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	<p>Strengthen the school's positive climate for learning with a focus on building a culture of respect.</p>		
<p><b>Actions</b></p>	<p>High-Level Actions to Improve Student Engagement, Learning, and Wellbeing</p> <p>Cultivating a Positive Climate for Learning: Ensure classroom environments are calm and orderly, fostering a conducive atmosphere for learning. Implement the Regulator across all classrooms, encouraging students to achieve positive behavior milestones through a badge system.</p> <p>Leadership and Staff Support: Leaders will actively respond to student behavior, support staff, build capacity, analyze data, and regularly review and refine school policies and processes.</p> <p>Embedding Berry Street Practices: Integrate Berry Street practices into units of work, work programs, and classroom activities throughout the college.</p> <p>Program and Policy Development: Review, refine, and update the 'Quality Beginning' program for the 2025 school year. Display and utilize behavior pyramids in the Wellbeing space to guide student support.</p> <p>Professional Development: Provide Real Schools professional development for all staff, ensuring the implementation of strategies and practices in classrooms.</p> <p>Personal Growth and Individualized Support: Utilize the Personal Growth Scope and Sequence documentation to inform lesson planning across the college.</p>		



	<p>Document Individual Education Plans (IEPs) for students requiring targeted intervention, additional monitoring, and support. Develop and document Behavior Management Plans (BMPs) and Safety Plans for students needing support with behavior and emotional regulation.</p> <p>Behavior Management Consistency: Continuously review and refine behavior management processes, ensuring consistent implementation by teachers across the college.</p>
<p><b>Outcomes</b></p>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>- Learn effective strategies and techniques for social and emotional regulation.</li> <li>- Actively participate in weekly 'Personal Growth' sessions.</li> <li>- Benefit from the increased capacity of staff in social/emotional teaching.</li> </ul> <p><b>Teachers will:</b></p> <ul style="list-style-type: none"> <li>- Ensure the classroom environment is calm and orderly.</li> <li>- Implement 'Quality Beginning' program.</li> <li>- Follow BPC behaviour management processes and effectively manage student behaviour in the classroom.</li> <li>- Discuss the implementation of the Berry Street practices being included in their units of work and work programs at PLT meetings.</li> <li>- Actively take on new learning from the Real Schools professional development and implement these practices in their classrooms.</li> <li>- Explicitly teach emotional regulation, relationships, RR lessons, SWPBS values lessons and wellbeing strategies in a one-hour Personal Growth session every week.</li> <li>- Document BMP and Safety Plans for students who need targeted intervention and support with their behaviour and emotional regulation.</li> <li>- Ensure that Individual Education Plans are documented for students who need targeted intervention additional monitoring and support.</li> <li>- Follow the BPC documented timeline for IEPs and complete all required elements of this process.</li> <li>- PLTs will focus on placing students on a behaviour pyramid to identify students with challenging behaviours and what these behaviours are. PLTs will plan their weekly values lessons to explicitly teach social and emotional learning needs of the cohort and explicitly teach expectations to address concerning behaviours.</li> </ul> <p><b>Leaders will:</b></p> <ul style="list-style-type: none"> <li>- Ensure 'Quality Beginning' program is reviewed, refined, and updated for the 2025 school year.</li> <li>- Ensure that Personal Growth Scope and Sequence documentation is created and mapped across the college by the end of the 2023 school year.</li> <li>- Lead teams at PLT meetings to incorporate Berry Street strategies into classroom practice and be documented in units of work.</li> <li>- Leaders to model Berry Street, Real Schools and SWPBS strategies when coaching and teaching in classrooms.</li> <li>- Ensure that BMPs and Safety Plans are documented for students in their sub school who need targeted intervention and support with behaviour and emotional regulation.</li> </ul>

	<ul style="list-style-type: none"> <li>- Ensure that Individual Education Plans are documented for students in their sub school who need targeted intervention additional monitoring and support.</li> <li>- Actively support staff and build their capacity with behaviour management.</li> <li>- Model and reinforce high expectations and effective behaviour management strategies when addressing high level behaviour when leadership support is called for with all students across the college.</li> <li>- Wellbeing Leading teachers in classrooms working to build staff capacity with behaviour management and specific behaviour issues of some students.</li> <li>- Attend Network Professional Development sessions.</li> </ul>
<p><b>Success Indicators</b></p>	<p><b>Early Indicators:</b></p> <ul style="list-style-type: none"> <li>- Classroom environments are calm and orderly.</li> <li>- Regulator introduced in all classrooms.</li> <li>- Leaders responding to behaviour, supporting staff, building capacity, analysing data, reviewing school policies and processes.</li> <li>- 'Quality Beginning' program implemented.</li> <li>- Behaviour pyramids evident in Wellbeing space.</li> <li>- Teachers follow and implement college documented behaviour management processes.</li> <li>- Discuss the implementation of the Berry Street practices being included in their units of work and work programs at PLT meetings.</li> <li>- Document BMP and Safety Plans for students who need targeted intervention and support with their behaviour and emotional regulation.</li> <li>- Ensure that Individual Education Plans are documented for students who need targeted intervention additional monitoring and support.</li> <li>- PLTs will focus on placing students on a behaviour diamond to identify students with challenging behaviours and what these behaviours are. These discussions will help staff address concerns and identify strategies to address these behaviours.</li> </ul> <p><b>Late Indicators:</b></p> <ul style="list-style-type: none"> <li>- Classroom environments are calm and orderly.</li> <li>- Regulator being used in all classrooms and students working to receive badges by achieving positive behaviour milestones.</li> <li>- Leaders responding to behaviour, supporting staff, building capacity, analysing data, reviewing school policies and processes.</li> <li>- Berry Street practices evident in units of work and work programs across the college.</li> <li>- Berry Street practices evident in all classrooms across the college.</li> <li>- 'Quality Beginning' program is reviewed, refined, and updated for 2025 school year.</li> <li>- Behaviour pyramids evident in Wellbeing space.</li> <li>- Real Schools professional development for all staff and strategies/practices implemented in classrooms.</li> <li>- Personal Growth Scope and Sequence documentation informs lesson plans and is implemented across the college.</li> <li>- Ensure that Individual Education Plans are documented for students who need targeted intervention additional monitoring and support.</li> <li>- Documented BMP and Safety Plans for students who need targeted intervention and support with their behaviour and emotional regulation.</li> </ul>

- Behaviour management processes reviewed and refined as required with teachers following this these across the college.						
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams		
<p>Positive climate and engagement practices:</p> <ul style="list-style-type: none"> <li>- Welbeing Leading teachers and Learning Specialist in classrooms working to build staff capacity with behaviour management and specific behaviour issues of some students. Working with staff about adjustments and the documentation of adjustments.</li> <li>- Documented Behaviour Management Plans, Safety Plans, and Individual Education Plans for students across the college.</li> <li>- Personal Growth Scope and Sequence documentation is created and mapped across the college and implemented in personal growth sessions.</li> <li>- 'Quality Beginning' program is reviewed, refined, and updated for 2025 school year.</li> <li>- Continue to review, refine and enhance SWPBS practices across the college. Implementation of the Regulator in all classrooms and a college wide incentive program.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> All staff</li> <li><input type="checkbox"/> Assistant principal</li> <li><input type="checkbox"/> Leadership team</li> <li><input type="checkbox"/> Leading teacher(s)</li> <li><input type="checkbox"/> Learning specialist(s)</li> <li><input type="checkbox"/> Principal</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> PLP Priority</li> </ul>	from: Term 1 to: Term 4	\$0.00		
<p>Berry Street:</p> <ul style="list-style-type: none"> <li>- Berry Street strategies evident in work programs across the college.</li> <li>- Berry Street practices evident in all classrooms.</li> <li>- School documentation reviewed and enhanced to reflect the professional knowledge of staff and Berry Street practices.</li> <li>- Ensure that Individual Education Plans are documented for students who need targeted intervention additional monitoring and</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> All staff</li> <li><input type="checkbox"/> Assistant principal</li> <li><input type="checkbox"/> Leadership team</li> <li><input type="checkbox"/> Leading teacher(s)</li> <li><input type="checkbox"/> Learning specialist(s)</li> <li><input type="checkbox"/> Principal</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> PLP Priority</li> </ul>	from: Term 1 to: Term 4	\$0.00		

<p>support.</p> <ul style="list-style-type: none"> <li>- Documented BMP and Safety Plans for students who need targeted intervention and support with their behaviour and emotional regulation.</li> <li>- Staff and students 'Ready to Learn plans' documented and reviewed regularly.</li> </ul>				
<p>Real Schools:</p> <ul style="list-style-type: none"> <li>- Real Schools strategies evident in work programs across the college.</li> <li>- Real Schools practices evident in all classrooms.</li> <li>- School documentation reviewed and enhanced to reflect the professional knowledge of staff and Real Schools practices.</li> </ul>	<input type="checkbox"/> PLP Priority	<input type="checkbox"/> All staff <input type="checkbox"/> Leadership team <input type="checkbox"/> Leading teacher(s) <input type="checkbox"/> Learning specialist(s) <input type="checkbox"/> Principal	from: Term 3 to: Term 4	\$25,000.00 <input type="checkbox"/> Other funding will be used

## Funding planner

### Summary of budget and allocated funding

Summary of budget	School's total funding (\$)	Funding allocated in activities (\$)	Still available/shortfall
Equity Funding	\$524,495.72	\$583,396.00	-\$58,900.28
Disability Inclusion Tier 2 Funding	\$284,302.07	\$295,555.00	-\$11,252.93
Schools Mental Health Fund and Menu	\$97,506.81	\$292,166.00	-\$194,659.19
<b>Total</b>	<b>\$906,304.60</b>	<b>\$1,171,117.00</b>	<b>-\$264,812.40</b>

### Activities and milestones – Total Budget

Activities and milestones	Budget
<p>PLTs:</p> <ul style="list-style-type: none"> <li>- Staff know the elements of the BPC PLT Cycle and Instructional Model.</li> <li>- In observations there is consistency in the process PLTs follow and how they operate across the college.</li> <li>- Leaders are present and visible in PLTs.</li> <li>- PLTs analyse and use data to drive differentiation of practice.</li> </ul>	\$190,598.00
<p>Literacy - Reading and Writing:</p> <ul style="list-style-type: none"> <li>- Classroom libraries evident in all primary classroom and secondary English spaces.</li> <li>- Leading Teachers and Learning Specialists coaching staff to build their capacity to implement and embed effective literacy practices.</li> <li>- External consultants working with staff and teams to build teacher capacity and effective practice.</li> <li>- Writing professional development for staff.</li> </ul>	\$583,396.00

<p>PLTs using data:</p> <ul style="list-style-type: none"> <li>- Ensure all essential skills of summative assessments are placed into ZPD Data tracker and/or rubric.</li> <li>- Continue to utilise and enhance the whole college data wall for the effective tracking and monitoring of all students.</li> <li>- Review, refine and enhance processes/structures for collecting and monitoring school-wide data.</li> <li>- PLTs to develop work programs that reflect differentiated student learning needs based on improved data literacy capacity.</li> <li>- PLTs will use the ZPD data tracker to analyse the data of at least one pre-task (Step 3 of the PLT Cycle), and collaboratively plan activities that address misconceptions (Step 4 of the PLT Cycle).</li> <li>- Embed the moderation process into the PLT meeting structure.</li> <li>- Assistant Principals and Leading Teachers present at PLTs to drive targeted discussion, data analysis and differentiation.</li> <li>- Consultants used to drive school improvement at PLTs and to build staff capacity.</li> </ul>	<p>\$190,598.00</p>
<p>Disability Inclusion: Staff to document adjustments, BMPs and IEPs.</p> <p>Wellbeing leaders build the capacity of staff to document adjustments.</p> <p>Wellbeing leaders to actively participate in Department professional development.</p> <p>Wellbeing leaders to keep an active list of students the</p>	<p>\$295,555.00</p>

college will submit a D.I application for.	
Wellbeing leaders to submit D.I applications for identified students.	
MHP and MHiPS initiatives: Staff to refer students for wellbeing programs, counselling and support.	\$292,166.00
Wellbeing leaders to actively participate in Department professional development.	
Wellbeing leaders to implement and monitor the MHiPS program.	
Mental Health Practitioner - Pratishtar	
College Counsellor -Matt	
<b>Totals</b>	<b>\$1,552,313.00</b>

**Activities and milestones - Equity Funding**

Activities and milestones	When	Funding allocated (\$)	Category
PLTs: - Staff know the elements of the BPC PLT Cycle and Instructional Model. - In observations there is consistency in the process PLTs follow and how they operate across the college. - Leaders are present and visible in PLTs.	from: Term 1 to: Term 4	\$190,598.00	<input type="checkbox"/> School-based staffing

<ul style="list-style-type: none"> <li>- PLTs analyse and use data to drive differentiation of practice.</li> </ul>			
<ul style="list-style-type: none"> <li>Literacy - Reading and Writing: <ul style="list-style-type: none"> <li>- Classroom libraries evident in all primary classroom and secondary English spaces.</li> <li>- Leading Teachers and Learning Specialists coaching staff to build their capacity to implement and embed effective literacy practices.</li> <li>- External consultants working with staff and teams to build teacher capacity and effective practice.</li> <li>- Writing professional development for staff.</li> </ul> </li> </ul>	<p>from: Term 1 to: Term 4</p>	<p>\$202,200.00</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Teaching and learning programs and resources</li> <li><input type="checkbox"/> Professional development (excluding CRT costs and new FTE)</li> </ul>
<ul style="list-style-type: none"> <li>PLTs using data: <ul style="list-style-type: none"> <li>- Ensure all essential skills of summative assessments are placed into ZPD Data tracker and/or rubric.</li> <li>- Continue to utilise and enhance the whole college data wall for the effective tracking and monitoring of all students.</li> <li>- Review, refine and enhance processes/structures for collecting and monitoring school-wide data.</li> <li>- PLTs to develop work programs that reflect differentiated student learning needs based on improved data literacy capacity.</li> <li>- PLTs will use the ZPD data tracker</li> </ul> </li> </ul>	<p>from: Term 1 to: Term 4</p>	<p>\$190,598.00</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> School-based staffing</li> </ul>



<p>to analyse the data of at least one pre-task (Step 3 of the PLT Cycle), and collaboratively plan activities that address misconceptions (Step 4 of the PLT Cycle).</p> <ul style="list-style-type: none"> <li>- Embed the moderation process into the PLT meeting structure.</li> <li>- Assistant Principals and Leading Teachers present at PLTs to drive targeted discussion, data analysis and differentiation.</li> <li>- Consultants used to drive school improvement at PLTs and to build staff capacity.</li> </ul>			
<b>Totals</b>		\$583,396.00	

**Activities and milestones - Disability Inclusion Funding**

Activities and milestones	When	Funding allocated (\$)	Category
<p>Disability Inclusion: Staff to document adjustments, BMPs and IEPs.</p> <p>Wellbeing leaders build the capacity of staff to document adjustments.</p> <p>Wellbeing leaders to actively participate in Department professional development.</p>	<p>from: Term 1 to: Term 4</p>	\$295,555.00	<p><input type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties</p> <ul style="list-style-type: none"> <li>• Leading teacher</li> <li>• Learning specialist</li> <li>• Education support staff</li> </ul>

Wellbeing leaders to keep an active list of students the college will submit a D.I application for.			
Wellbeing leaders to submit D.I applications for identified students.			
<b>Totals</b>		\$295,555.00	

**Activities and milestones - Schools Mental Health Fund and Menu**

<b>Activities and milestones</b>	<b>When</b>	<b>Funding allocated (\$)</b>	<b>Category</b>
MHP and MHIPS initiatives: Staff to refer students for wellbeing programs, counselling and support.  Wellbeing leaders to actively participate in Department professional development.  Wellbeing leaders to implement and monitor the MHIPS program.  Mental Health Practitioner - Pratihkar  College Counsellor -Matt	from: Term 1 to: Term 4	\$292,166.00	<input type="checkbox"/> Employ Mental Health Staff to provide Tier 3 support for students
<b>Totals</b>		\$292,166.00	

**Additional funding planner – Total Budget**

Activities and milestones	Budget
<b>Totals</b>	\$0.00

**Additional funding planner – Equity Funding**

Activities and milestones	When	Funding allocated (\$)	Category
<b>Totals</b>		\$0.00	

**Additional funding planner – Disability Inclusion Funding**

Activities and milestones	When	Funding allocated (\$)	Category
<b>Totals</b>		\$0.00	

**Additional funding planner – Schools Mental Health Fund and Menu**

Activities and milestones	When	Funding allocated (\$)	Category
<b>Totals</b>		\$0.00	

## Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
<p>Literacy - Reading and Writing:</p> <ul style="list-style-type: none"> <li>- Classroom libraries evident in all primary classroom and secondary English spaces.</li> <li>- Leading Teachers and Learning Specialists coaching staff to build their capacity to implement and embed effective literacy practices.</li> <li>- External consultants working with staff and teams to build teacher capacity and effective practice.</li> <li>- Writing professional development for staff.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Assistant principal</li> <li><input type="checkbox"/> Leadership team</li> <li><input type="checkbox"/> Leading teacher(s)</li> <li><input type="checkbox"/> Principal</li> <li><input type="checkbox"/> Teacher(s)</li> </ul>	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Peer observation including feedback and reflection</li> <li><input type="checkbox"/> Formalised PLC/PLTs</li> <li><input type="checkbox"/> Demonstration lessons</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Formal school meeting / internal professional learning sessions</li> <li><input type="checkbox"/> PLC/PLT meeting</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Internal staff</li> <li><input type="checkbox"/> Learning specialist</li> <li><input type="checkbox"/> External consultants</li> </ul> <p>Literacy Consultant Bobbie Cameron Numeracy Consultant Rob Park</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> On-site</li> </ul>
<p>PLTs using data:</p> <ul style="list-style-type: none"> <li>- Ensure all essential skills of summative assessments are placed into ZPD Data tracker and/or rubric.</li> <li>- Continue to utilise and enhance the whole college data wall for the effective tracking and monitoring of all students.</li> <li>- Review, refine and enhance processes/structures for</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Assistant principal</li> <li><input type="checkbox"/> KLA leader</li> <li><input type="checkbox"/> Leadership team</li> <li><input type="checkbox"/> Leading teacher(s)</li> <li><input type="checkbox"/> Principal</li> <li><input type="checkbox"/> Teacher(s)</li> </ul>	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Design of formative assessments</li> <li><input type="checkbox"/> Moderated assessment of student learning</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> PLC/PLT meeting</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> PLC Initiative</li> <li><input type="checkbox"/> Internal staff</li> <li><input type="checkbox"/> Learning specialist</li> <li><input type="checkbox"/> External consultants</li> </ul> <p>Literacy Consultant Bobbie Cameron Numeracy Consultant Rob Park</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> On-site</li> </ul>

<p>collecting and monitoring school-wide data.</p> <ul style="list-style-type: none"> <li>- PLTs to develop work programs that reflect differentiated student learning needs based on improved data literacy capacity.</li> <li>- PLTs will use the ZPD data tracker to analyse the data of at least one pre-task (Step 3 of the PLT Cycle), and collaboratively plan activities that address misconceptions (Step 4 of the PLT Cycle).</li> <li>- Embed the moderation process into the PLT meeting structure.</li> <li>- Assistant Principals and Leading Teachers present at PLTs to drive targeted discussion, data analysis and differentiation.</li> <li>- Consultants used to drive school improvement at PLTs and to build staff capacity.</li> </ul> <p>Disability Inclusion: Staff to document adjustments, BMPs and IEPs. Wellbeing leaders build the capacity of staff to document</p>		<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Disability inclusion coordinator</li> <li><input type="checkbox"/> Education support</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Planning</li> <li><input type="checkbox"/> Preparation</li> <li><input type="checkbox"/> Collaborative inquiry/action research team</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Formal school meeting / internal professional learning sessions</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> External consultants Disability Inclusion Program</li> <li><input type="checkbox"/> On-site</li> </ul>
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<p>adjustments.</p> <p>Wellbeing leaders to actively participate in Department professional development.</p> <p>Wellbeing leaders to keep an active list of students the college will submit a D.I application for.</p> <p>Wellbeing leaders to submit D.I applications for identified students.</p>	<input type="checkbox"/> Leading teacher(s) <input type="checkbox"/> Learning specialist(s) <input type="checkbox"/> Teacher(s)					
<p>MHP and MHIPS initiatives: Staff to refer students for wellbeing programs, counselling and support.</p> <p>Wellbeing leaders to actively participate in Department professional development.</p> <p>Wellbeing leaders to implement and monitor the MHIPS program.</p> <p>Mental Health Practitioner - Pratisshkar</p> <p>College Counsellor -Matt</p>	<input type="checkbox"/> Education support <input type="checkbox"/> Leading teacher(s) <input type="checkbox"/> Mental health and wellbeing leader <input type="checkbox"/> Teacher(s)	<p>from: Term 1 to: Term 4</p>	<input type="checkbox"/> Planning <input type="checkbox"/> Preparation	<input type="checkbox"/> Formal school meeting / internal professional learning sessions	<input type="checkbox"/> Internal staff <input type="checkbox"/> External consultants MHIPS and MHP professional development	<input type="checkbox"/> On-site
<p>Positive climate and engagement practices: - Wellbeing Leading teachers and Learning Specialist in</p>	<input type="checkbox"/> All staff <input type="checkbox"/> Assistant principal	<p>from: Term 1</p>	<input type="checkbox"/> Planning <input type="checkbox"/> Preparation	<input type="checkbox"/> Formal school meeting / internal professional learning sessions	<input type="checkbox"/> Internal staff <input type="checkbox"/> Learning specialist	<input type="checkbox"/> On-site

<p>classrooms working to build staff capacity with behaviour management and specific behaviour issues of some students. Working with staff about adjustments and the documentation of adjustments.</p> <ul style="list-style-type: none"> <li>- Documented Behaviour Management Plans, Safety Plans, and Individual Education Plans for students across the college.</li> <li>- Personal Growth Scope and Sequence documentation is created and mapped across the college and implemented in personal growth sessions.</li> <li>- 'Quality Beginning' program is reviewed, refined, and updated for 2025 school year.</li> <li>- Continue to review, refine and enhance SWPBS practices across the college. Implementation of the Regulator in all classrooms and a college wide incentive program.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Leadership team</li> <li><input type="checkbox"/> Leading teacher(s)</li> <li><input type="checkbox"/> Learning specialist(s)</li> <li><input type="checkbox"/> Principal</li> </ul>	<p>to: Term 4</p>	<p><input type="checkbox"/> Curriculum development</p>	<p><input type="checkbox"/> PLC/PLT meeting</p>	<p><input type="checkbox"/> Internal staff <input type="checkbox"/> High Impact Teaching Strategies (HITS)</p> <p><input type="checkbox"/> On-site</p>
<p>Berry Street: - Berry Street strategies evident in work programs across the college.</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> All staff</li> <li><input type="checkbox"/> Assistant principal</li> </ul>	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Planning</li> <li><input type="checkbox"/> Preparation</li> <li><input type="checkbox"/> Formalised PLC/PLTs</li> </ul>	<p><input type="checkbox"/> Formal school meeting / internal professional learning sessions</p>	<p><input type="checkbox"/> Internal staff <input type="checkbox"/> High Impact Teaching Strategies (HITS)</p> <p><input type="checkbox"/> On-site</p>

<p>- Berry Street practices evident in all classrooms.</p> <p>- School documentation reviewed and enhanced to reflect the professional knowledge of staff and Berry Street practices.</p> <p>- Ensure that Individual Education Plans are documented for students who need targeted intervention additional monitoring and support.</p> <p>- Documented BMP and Safety Plans for students who need targeted intervention and support with their behaviour and emotional regulation.</p> <p>- Staff and students 'Ready to Learn plans' documented and reviewed regularly.</p>	<input type="checkbox"/> Leadership team <input type="checkbox"/> Leading teacher(s) <input type="checkbox"/> Learning specialist(s) <input type="checkbox"/> Principal					
<p>Real Schools:</p> <p>- Real Schools strategies evident in work programs across the college.</p> <p>- Real Schools practices evident in all classrooms.</p> <p>- School documentation reviewed and enhanced to reflect the professional</p>	<input type="checkbox"/> All staff <input type="checkbox"/> Leadership team <input type="checkbox"/> Leading teacher(s) <input type="checkbox"/> Learning specialist(s)	<p>from: Term 3 to: Term 4</p>	<input type="checkbox"/> Peer observation including feedback and reflection <input type="checkbox"/> Individualised reflection <input type="checkbox"/> Demonstration lessons	<input type="checkbox"/> Whole school pupil free day	<input type="checkbox"/> Internal staff <input type="checkbox"/> External consultants Daniel Vella Real Schools <input type="checkbox"/> High Impact Teaching Strategies (HITS)	<input type="checkbox"/> On-site



knowledge of staff and Real Schools practices.	<input type="checkbox"/> Principal						
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