# 2024 Annual Implementation Plan

## for improving student outcomes

Bemin Secondary College (8396)



Submitted for review by Joanne Camozzato (School Principal) on 06 March, 2024 at 12:14 PM
Endorsed by Sandra Eglezos (Senior Education Improvement Leader) on 06 March, 2024 at 08:26 PM
Endorsed by Meeta Vyas (School Council President) on 17 April, 2024 at 05:32 PM

# Self-evaluation summary - 2024

| | FISO 2.0 dimensions | Self-evaluation level |
|---|---|---|
| **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 | |

| | FISO 2.0 dimensions | Self-evaluation level |
|---|---|---|
| **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. | |
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| | 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 | |

| 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 | |

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

# SSP Goals Targets and KIS

| Goal 1 | **Priorities goal**<br>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. |
|---|---|
| **Target 1.1** | Support for the priorities |
| **Key Improvement Strategy 1.a**<br>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 |
| **Key Improvement Strategy 1.b**<br>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 |

# Select annual goals and KIS

| Four-year strategic goals | Is this selected for focus this year? | Four-year strategic targets | 12-month target |
| --- | --- | --- | --- |
| | | | The 12-month target is an incremental step towards meeting the 4-year target, using the same data set. |
| **Priorities goal**<br>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 | By the end of 2024, provide evidence of growth for every student in numeracy and literacy using newly established assessment measures, while at the same time developing baseline data sets for individual students and cohorts.Specifically:Year 7 Teacher judgement writing and numeracy data reflects one years growth at or above 75% of students.Year 10Teacher judgement writing and numeracy data reflects one years growth at or above 75% of students.Attendance:Attendance rate at 90% or above.ATOSS:Peer Relationships for all students to be at 76%.Stimulated Learning for all students 7-9 at 62% and 10-12 at 57%.School Staff Survey:School Climate to be at 57%. |

| Goal 1 | **Priorities goal**<br>**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** | By the end of 2024, provide evidence of growth for every student in numeracy and literacy using newly established assessment measures, while at the same time developing baseline data sets for individual students and cohorts. |

| | Specifically:<br>Year 7<br>Teacher judgement writing and numeracy data reflects one years growth at or above 75% of students.<br><br>Year 10<br>Teacher judgement writing and numeracy data reflects one years growth at or above 75% of students.<br><br>Attendance:<br>Attendance rate at 90% or above.<br><br>ATOSS:<br>Peer Relationships for all students to be at 76%.<br>Stimulated Learning for all students 7-9 at 62% and 10-12 at 57%.<br><br>School Staff Survey:<br>School Climate to be at 57%. |

| **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. | | |

# Define actions, outcomes, success indicators and activities

| Goal 1 | **Priorities goal**<br>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** | By the end of 2024, provide evidence of growth for every student in numeracy and literacy using newly established assessment measures, while at the same time developing baseline data sets for individual students and cohorts.<br><br>Specifically:<br>Year 7<br>Teacher judgement writing and numeracy data reflects one years growth at or above 75% of students.<br><br>Year 10<br>Teacher judgement writing and numeracy data reflects one years growth at or above 75% of students.<br><br>Attendance:<br>Attendance rate at 90% or above.<br><br>ATOSS:<br>Peer Relationships for all students to be at 76%.<br>Stimulated Learning for all students 7-9 at 62% and 10-12 at 57%.<br><br>School Staff Survey:<br>School Climate to be at 57%. |
| **KIS 1.a**<br>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** | - Develop curriculum documentation, which consist of Tier 1, Tier 2 and learning planners. These are supported by a clear |

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| | assessment schedule that supports a responsive approach to student learning needs.<br>- Provide professional learning to teaching staff in readiness to register the college for the delivery VCE(VM)/VET which includes all curriculum course outlines and policies for 2025 students.<br>- Refine and begin to embed a consistent, evidence and research based instructional model across the school.<br>-Induct and support all leaders and teachers in using an inquiry model when collaborating in PLCs to evaluate data and respond by adjusting curriculum planning and delivery to support inclusive and differentiated learning practices in the classroom. |
| **Outcomes** | Leaders will:<br>- prioritise professional learning that supports research and evidence-based approaches specifically in literacy and numeracy<br>- co-construct documentation to support desired practice and model expected practice<br>- introduce a mentor/coaching model to support teachers<br>- prioritise peer observation and further develop our instructional model.<br>- develop the data literacy of teachers to inform their understanding of student learning needs<br><br>Teachers will:<br>- commit to embedding the defined instructional model which reflects a high level of differentiation in every classroom.<br>- demonstrate the abilty to deliver Victorian curriculum that demonstrates that the teacher has modified and adjusted planning, instruction and environments in response to student learning evidence and data.<br>- evidence both in the classroom and in PLC meetings of a commitment to collaboratively planning, moderation and assessment, data analysis underpinned by an inquiry process to respond to student learning evidence and data.<br><br>Students will:<br>- Know what the next steps are to progress their learning in literacy or numeracy<br>- Display an increased use of literacy and numeracy specific vocabulary in all subjects<br>- Students will experience the same learning structure and curriculum across the year level which is differentiated to their individual needs. creating a feeling of predictability and safety. |
| **Success Indicators** | - Curriculum documentation will show plans for differentiation and reflect the core elements of the instructional model and the Victorian Curriculum to a high standard<br>- Formative and summative assessment rubrics will show student learning growth<br>- Student IEP's will describe adjustments to meet their needs, and implementation, monitoring and evaluation will be observed<br>- Student feedback on differentiation, the instructional model, and use of common strategies<br>- Teacher records and observations of student progress<br>- Progress against IEPs and Student Learner Profiles<br>- Victorian Curriculum teacher judgements will show increased learning growth<br>- Differentiated resources used with tailored supports |

| | - Obtain triangulated literacy and numeracy data on all students through the use of a range of appropriate assessment tools - PAT, Dibels and NAPLAN, On Demand, testing modes in line with the College assessment schedule.<br>- Lesson plans that include 'modifications/adjustments' that need to occur in order to embed inclusive practice and support DI/PSD as well as all students.<br>- Learning walks and observation notes record high level of consistency of practice aligned to planning and assessment cycles. |
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| Activities | People responsible | Is this a PL priority | When | Activity cost and funding streams |
|---|---|---|---|---|
| College staff will be involved in DE PLC Initiative training and implementaton | ☑ Assistant principal<br>☑ Learning specialist(s)<br>☑ PLC leaders<br>☑ Teacher(s) | ☑ PLP Priority | from: Term 1 to: Term 4 | $150,000.00<br><br>☑ Other funding will be used |
| Meeting schedule, reduction of face to face teaching time, and college wide underallotment provides support for both PLC inquiry cycles; collaborative curriculum planning and Senior school registration preparation. | ☑ All staff | ☐ PLP Priority | from: Term 1 to: Term 4 | $476,000.00 |
| Professional Learning:<br>- Numeracy - Maths COP; educational consultant - Rob Park<br>- Literacy - educational consultant - Tom Campbell<br>- Leadership - Greg Sperling<br>- Leadership training for Middle leaders<br>- further required focussed PL | ☑ All staff<br>☑ Assistant principal<br>☑ Learning specialist(s) | ☑ PLP Priority | from: Term 1 to: Term 4 | $35,000.00<br><br>☑ Equity funding will be used<br><br>☑ Other funding will be used |
| Procurement of relevant resources to support teaching and learning including but not limited to classroom libraries, levelled texts and tactile maths resources. | ☑ Administration team<br>☑ Principal | ☐ PLP Priority | from: Term 1 to: Term 3 | $85,000.00<br><br>☑ Other funding will be used |

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| Senior School Registration:<br>- time release for leadership and teaching staff to prepare curriculum and policy documentation for Senior school registration<br>- professional learning for teaching staff in preparation for delivery of VCE/VM in 2025. | ☑ Assistant principal<br>☑ KLA leader<br><br>☑ Leading teacher(s)<br><br>☑ Learning specialist(s)<br><br>☑ Teacher(s) | ☑ PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | $200,000.00<br><br>☑ Schools Mental Health Menu items will be used which may include DET funded or free items<br><br>☑ Other funding will be used |
| Implementation of the Disability Inclusion Model - transferring from the PSD Program.<br>Professional development for the Inclusive Education/Aide Coordinators, staff, ES staff. Key staff to undertake professional learning, develop Disability Inclusion Profiles, IEPS and attend SSGs. | ☑ Assistant principal<br>☑ Disability inclusion coordinator<br><br>☑ Education support<br><br>☑ School leadership team<br><br>☑ Wellbeing team | ☐ PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | $158,000.00<br><br>☑ Disability Inclusion Tier 2 Funding will be used<br><br>☑ Other funding will be used |
| Employ key staff and develop relevant leadership teams to target specified learning goals including but not limited to: Learning Specialists - across core learning areas; Assistant Principals- across both curriculum, wellbeing and engagement areas. | ☑ Assistant principal<br>☑ Careers leader/team<br><br>☑ Disability inclusion coordinator<br><br>☑ Learning specialist(s) | ☐ PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | $400,000.00<br><br>☑ Other funding will be used |
| Identify key pathways and transition opportunities for students in 10-12, including implementation of careers pathway program. | ☑ Assistant principal<br>☑ Careers leader/team<br><br>☑ Homegroup teachers<br><br>☑ Senior secondary leader<br><br>☑ Year level co-ordinator(s) | ☐ PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | $115,000.00<br><br>☑ Other funding will be used |

| Establishment of a subject selection and course counselling program. | ☑ Careers leader/team<br>☑ Principal<br>☑ School leadership team | ☐ PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | $90,000.00 |
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| **KIS 1.b**<br>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 |
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| **Actions** | - Establish a safe and orderly learning environment that promotes effective learning<br>- Begin to Implement the Victorian DE SWPB Framework<br>- Develop a consistent understanding of Inclusive practices and begin implementation of the DE Disability Inclusion Model.<br>- Develop systems and processes that allow us to effectively triage student needs and offer specific support appropriate to the individual needs of the students. |
| **Outcomes** | Leaders will:<br>- provide regular and targeted support and capacity building to teachers, Check & Connect teachers and year level coordinators-conduct regular observations and learning walks to support best practice<br>- review college level and year level data to determine interventions or supports<br><br>Teachers will:<br>- demonstrate the use of the SWPB 'Ready to learn routines' and SWPB framework at both a whole school and classroom level<br>- implement Check & Connect program, Wellbeing, Careers & Pathway program<br>- demonstrate evidence implementing whole school student engagement and behaviour responses and follow through using College processes while using compass to document all behaviours and academic outcomes appropriately.<br><br>Students will:<br>- continue to experience a calm and orderly learning environment<br>- increase their levels of resilience and focus on learning<br>- experience consistency between all classrooms and teachers. |

| Success Indicators | - Observations of positive changes to classroom practices which is supported by numerical data<br>- Beginning to implement SWPB framework - beginning with establihsing a matrix; SWPB working party; rewards and acknowledgement system<br>- Internal and external professional learning attendance and shared readings for staff are documented/minuted<br>- Classroom observations and learning walks demonstrating use of strategies from professional learning<br>- Observation of consistent practices and expectation between classes across a year level for both curriculum and instruction<br>- Beginning of transition from PSD Model to Disability Inclusion Model; IEPs and a range of management plans are established; Disability Inclusion Profiles are developed for students with additional requirements for learning.<br>- Compass data showing increased and appropriate use<br>- Evidence of support and mentoring to Year Level Coordinators, Check & Connect teachers and graduate teachers<br>- Sub School student monitoring tools and process<br>- Improved attendance data |
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| Activities | People responsible | Is this a PL priority | When | Activity cost and funding streams |
| --- | --- | --- | --- | --- |
| Employ key staff and develop relevant leadership teams to target specified goals including but not limited to; Assistant Principal - Engagement & Wellbeing; Student Counsellors/Youth Worker, Mental Health Practitioner. | ☑ Assistant principal<br>☑ Disability inclusion coordinator<br>☑ Mental health and wellbeing leader<br>☑ Wellbeing team | ☐ PLP Priority | from: Term 1 to: Term 4 | $338,000.00<br><br>☑ Other funding will be used |
| Establishment of Check and Connect Program. | ☑ Assistant principal<br>☑ Homegroup teachers<br>☑ Leadership team<br>☑ Year level co-ordinator(s) | ☐ PLP Priority | from: Term 1 to: Term 4 | $250,000.00 |
| Begin to embed the Respecfutful Relationship curriculum framework into teaching and learning. | ☑ All staff | ☐ PLP Priority | from: Term 2 | $40,000.00 |

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| | ☑ Assistant principal<br><br>☑ Respectful relationships implementation team | | to:<br>Term 4 | ☑ Schools Mental Health Menu items will be used which may include DET funded or free items<br><br>☑ Other funding will be used |
| Establishment of Wellbeing, Pathways and specific Careers curriculum program. | ☑ Careers leader/team<br>☑ Leadership team<br>☑ Teacher(s)<br>☑ Wellbeing team<br>☑ Year level co-ordinator(s) | ☐ PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | $115,000.00<br><br>☑ Other funding will be used |
| Implementation of SWPB framework and specifically building capacity of all staff to implement SWPB 'ready to learn routines'; strategies for establishing a safe & orderly classroom; along with rewards & acknowledgements. | ☑ All staff<br>☑ Assistant principal<br>☑ Principal<br>☑ Sub school leader/s<br>☑ SWPBS leader/team<br>☑ Year level co-ordinator(s) | ☑ PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | $450,000.00<br><br>☑ Other funding will be used |
| To establish a student leadership program.<br>For example:<br>- School Captains<br>- School Leaders<br>- House Leaders<br>- Peer Leaders | ☑ Assistant principal<br>☑ School leadership team<br>☑ Wellbeing team<br>☑ Year level co-ordinator(s) | ☐ PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | $160,000.00<br><br>☑ Other funding will be used |
| Design and development of House program across both campuses using student voice and agency. | ☑ Assistant principal<br>☑ Teacher(s) | ☐ PLP Priority | from:<br>Term 1 | $150,000.00 |

| | ☑ Year level co-ordinator(s) | | to:<br>Term 4 | ☑ Other funding will be used |
|---|---|---|---|---|
| Establish a transition process and program for entry at both campuses - specifically into Year 7 and Year 10. | ☑ Administration team<br>☑ Assistant principal<br><br>☑ Principal | ☐ PLP<br>Priority | from:<br>Term 1<br>to:<br>Term 4 | $160,000.00<br><br>☑ Other funding will be used |
| Implementation of programs available via the Mental Health Fund based on individual and cohort needs. | ☑ Assistant principal<br>☑ Mental health and wellbeing leader<br><br>☑ Principal<br><br>☑ Wellbeing team | ☐ PLP<br>Priority | from:<br>Term 2<br>to:<br>Term 4 | $38,659.00<br><br>☑ Schools Mental Health Menu items will be used which may include DET funded or free items |

# Funding planner

## Summary of budget and allocated funding

| Summary of budget | School's total funding ($) | Funding allocated in activities ($) | Still available/shortfall |
|---|---|---|---|
| Equity Funding | $5,000.00 | $5,000.00 | $0.00 |
| Disability Inclusion Tier 2 Funding | $125,719.28 | $125,719.28 | $0.00 |
| Schools Mental Health Fund and Menu | $38,659.63 | $38,659.63 | $0.00 |
| **Total** | $169,378.91 | $169,378.91 | $0.00 |

## Activities and milestones – Total Budget

| Activities and milestones | Budget |
|---|---|
| Professional Learning:<br>- Numeracy - Maths COP; educational consultant - Rob Park<br>- Literacy - educational consultant - Tom Campbell<br>- Leadership - Greg Sperling<br>- Leadership training for Middle leaders<br>- further required focussed PL | $35,000.00 |
| Senior School Registration:<br>- time release for leadership and teaching staff to prepare curriculum and policy documentation for Senior school registration<br>- professional learning for teaching staff in preparation for delivery of VCE/VM in 2025. | $200,000.00 |
| Implementation of the Disability Inclusion Model - transferring from the PSD Program.<br>Professional development for the Inclusive Education/Aide Coordinators, staff, ES staff. Key staff to undertake | $158,000.00 |

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| professional learning, develop Disability Inclusion Profiles, IEPS and attend SSGs. | |
| Begin to embed the Respecfutful Relationship curriculum framework into teaching and learning. | $40,000.00 |
| Implementation of programs available via the Mental Health Fund based on individual and cohort needs. | $38,659.00 |
| **Totals** | $471,659.00 |

## Activities and milestones - Equity Funding

| Activities and milestones | When | Funding allocated ($) | Category |
|---|---|---|---|
| Professional Learning:<br>- Numeracy - Maths COP; educational consultant - Rob Park<br>- Literacy - educational consultant - Tom Campbell<br>- Leadership - Greg Sperling<br>- Leadership training for Middle leaders<br>- further required focussed PL | from:<br>Term 1<br>to:<br>Term 4 | $5,000.00 | ☑ Professional development (excluding CRT costs and new FTE) |
| **Totals** | | $5,000.00 | |

## Activities and milestones - Disability Inclusion Funding

| Activities and milestones | When | Funding allocated ($) | Category |
|---|---|---|---|

| Implementation of the Disability Inclusion Model - transferring from the PSD Program. Professional development for the Inclusive Education/Aide Coordinators, staff, ES staff. Key staff to undertake professional learning, develop Disability Inclusion Profiles, IEPS and attend SSGs. | from: Term 1 to: Term 4 | $125,719.28 | ☑ Professional learning for school-based staff<br><br>• <br><br>☑ Education workforces and/or assigning existing school staff to inclusive education duties<br><br>• <br><br>☑ CRT<br><br>• |
|---|---|---|---|
| **Totals** | | **$125,719.28** | |

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

| Activities and milestones | When | Funding allocated ($) | Category |
|---|---|---|---|
| Senior School Registration:<br>- time release for leadership and teaching staff to prepare curriculum and policy documentation for Senior school registration<br>- professional learning for teaching staff in preparation for delivery of VCE/VM in 2025. | from: Term 1 to: Term 4 | $0.00 | |
| Begin to embed the Respecfutful Relationship curriculum framework into teaching and learning. | from: Term 2 to: Term 4 | $0.00 | ☑ Respectful Relationships (free) |
| Implementation of programs available via the Mental Health Fund based on individual and | from: Term 2 | $38,659.63 | ☑ Schoolwide Positive Behaviour Support - Tier 2 focus (free) |

| cohort needs. | to:<br>Term 4 | | |
|---|---|---|---|
| **Totals** | | $38,659.63 | |

## Additional funding planner – Total Budget

| **Activities and milestones** | **Budget** |
|---|---|
| **Totals** | $0.00 |

## Additional funding planner – Equity Funding

| **Activities and milestones** | **When** | **Funding allocated ($)** | **Category** |
|---|---|---|---|
| **Totals** | | $0.00 | |

## Additional funding planner – Disability Inclusion Funding

| **Activities and milestones** | **When** | **Funding allocated ($)** | **Category** |
|---|---|---|---|
| **Totals** | | $0.00 | |

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

| **Activities and milestones** | **When** | **Funding allocated ($)** | **Category** |
|---|---|---|---|
| **Totals** | | $0.00 | |

# Professional learning plan

| Professional learning priority | Who | When | Key professional learning strategies | Organisational structure | Expertise accessed | Where |
|---|---|---|---|---|---|---|
| College staff will be involved in DE PLC Initiative training and implementaton | ☑ Assistant principal<br>☑ Learning specialist(s)<br>☑ PLC leaders<br>☑ Teacher(s) | from: Term 1 to: Term 4 | ☑ Collaborative inquiry/action research team<br>☑ Formalised PLC/PLTs | ☑ Timetabled planning day<br>☑ PLC/PLT meeting | ☑ PLC Initiative<br>☑ High Impact Teaching Strategies (HITS) | ☑ Off-site<br>Virtual |
| Professional Learning:<br>- Numeracy - Maths COP; educational consultant - Rob Park<br>- Literacy - educational consultant - Tom Campbell<br>- Leadership - Greg Sperling<br>- Leadership training for Middle leaders<br>- further required focussed PL | ☑ All staff<br>☑ Assistant principal<br>☑ Learning specialist(s) | from: Term 1 to: Term 4 | ☑ Collaborative inquiry/action research team<br>☑ Curriculum development<br>☑ Peer observation including feedback and reflection | ☑ Formal school meeting / internal professional learning sessions<br>☑ PLC/PLT meeting | ☑ Learning specialist<br>☑ External consultants<br>Rob Park - Numeracy/Maths Tom Campbell - literacy Greg Sperling _ Leadership | ☑ On-site |
| Senior School Registration:<br>- time release for leadership and teaching staff to prepare curriculum and policy documentation for Senior school registration<br>- professional learning for teaching staff in preparation | ☑ Assistant principal<br>☑ KLA leader<br>☑ Leading teacher(s) | from: Term 1 to: Term 4 | ☑ Planning<br>☑ Preparation<br>☑ Design of formative assessments | ☑ Formal school meeting / internal professional learning sessions<br>☑ Timetabled planning day<br>☑ PLC/PLT meeting | ☑ VCAA curriculum specialist<br>☑ Subject association<br>☑ Student achievement Manager | ☑ On-site |

| | | | | | | |
|---|---|---|---|---|---|---|
| for delivery of VCE/VM in 2025. | ☑ Learning specialist(s)<br><br>☑ Teacher(s) | | | | | |
| Implementation of SWPB framework and specifically building capacity of all staff to implement SWPB 'ready to learn routines'; strategies for establishing a safe & orderly classroom; along with rewards & acknowledgements. | ☑ All staff<br>☑ Assistant principal<br><br>☑ Principal<br><br>☑ Sub school leader/s<br><br>☑ SWPBS leader/team<br><br>☑ Year level co-ordinator(s) | from:<br>Term 1<br>to:<br>Term 4 | ☑ Planning<br>☑ Preparation<br><br>☑ Collaborative inquiry/action research team | ☑ Whole school pupil free day<br>☑ Formal school meeting / internal professional learning sessions<br><br>☑ Timetabled planning day | ☑ Internal staff | ☑ On-site |