

2019 Annual Implementation Plan

for improving student outcomes

Cranbourne East Secondary College (8898)



Submitted for review by Mandee Strickland (School Principal) on 08 February, 2019 at 08:27 AM
Endorsed by Anne Martin (Senior Education Improvement Leader) on 18 February, 2019 at 12:59 PM
Endorsed by Rebecca Griffiths (School Council President) on 19 February, 2019 at 11:55 AM

Self-evaluation Summary - 2019

	FISO Improvement Model Dimensions The 6 High-impact Improvement Initiatives are highlighted below in red.	Self-evaluation Level
Excellence in teaching and learning	Building practice excellence	Emerging moving towards Evolving
	Curriculum planning and assessment	Emerging moving towards Evolving
	Evidence-based high-impact teaching strategies	Emerging moving towards Evolving
	Evaluating impact on learning	Emerging
Professional leadership	Building leadership teams	Evolving moving towards Embedding
	Instructional and shared leadership	Evolving
	Strategic resource management	Embedding
	Vision, values and culture	Embedding

Positive climate for learning	Empowering students and building school pride	Emerging moving towards Evolving
	Setting expectations and promoting inclusion	Emerging moving towards Evolving
	Health and wellbeing	Evolving moving towards Embedding
	Intellectual engagement and self-awareness	Emerging

Community engagement in learning	Building communities	Emerging moving towards Evolving
	Global citizenship	Emerging moving towards Evolving
	Networks with schools, services and agencies	Evolving moving towards Embedding
	Parents and carers as partners	Embedding

Enter your reflective comments	<p>The self evaluation process has provided us with areas that we need to focus on</p> <ul style="list-style-type: none"> - teacher collaboration on improving writing outcomes for students and knowledge of teaching writing for teachers - use of data to inform teaching and learning - provide a supporting engaging learning environment for students and staff - support teachers to build teacher content knowledge and pedagogy
Considerations for 2019	<p>Naplan data and staff survey data are positive and reflect the work we have done in collaboration, curriculum and assessment, building leadership capacity and our whole school focus on literacy.</p> <p>Reflection on our progress in 2018 and our Naplan and student outcomes and survey data shows that we need to continue our work this work and implement the programs that were developed in 2018 on improving student connectedness and engagement to school</p>
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	<ul style="list-style-type: none"> •To improve every student's achievement by at least 12 months growth and ensure that they are engaged in a meaningful pathway as they progress through the school
Target 1.1	<p>Growth as measured through:</p> <ul style="list-style-type: none"> • Naplan data shows relative growth in Writing • Standardised tests, including <i>e-write</i> show growth • Victorian curriculum, teacher judgements show growth in Writing • Tests conducted as per the school assessment schedule, eg. CATs, pre-and post tests <p>Students show at least one year's growth over a school year</p> <p>Growth at Senior School as measured through VCE median study score of 29</p>
Key Improvement Strategy 1.a Building practice excellence	To consistently and effectively teach writing in all learning areas using the CESC Inquiry cycle leading to improved student outcomes in literacy
Goal 2	To provide high levels of student engagement in their learning
Target 2.1	<p>Students show at least one year's growth over a school year</p> <p>Increased number of students achieving A's and B's in English, Maths and Science based on 2016 data</p> <p>Student Attitude to School data is in the top quartile by the end of 2019</p>

Key Improvement Strategy 2.a Evidence-based high-impact teaching strategies	To consistently use our Instructional Model																									
Goal 3	<ul style="list-style-type: none"> To improve student wellbeing and ,inclusion 																									
Target 3.1	<ul style="list-style-type: none"> Student Attitude to School data continues to reflect current growth trend <table border="0" data-bbox="728 502 2027 798"> <thead> <tr> <th>2017</th> <th></th> <th>ALL</th> <th>FEMALE</th> <th>MALE</th> </tr> </thead> <tbody> <tr> <td></td> <td>School stage transitions (Y10-12)</td> <td>34.8</td> <td>24.7</td> <td>46.4</td> </tr> <tr> <td>Social engagement</td> <td>School stage transitions (Y7 and New Students)</td> <td>80.9</td> <td>69.0</td> <td>85.0</td> </tr> <tr> <td></td> <td>Sense of connectedness</td> <td>29.9</td> <td>28.8</td> <td>39.1</td> </tr> <tr> <td></td> <td>Student voice and agency</td> <td>59.2</td> <td>51.1</td> <td>67.1</td> </tr> </tbody> </table> Student Attitude to School data in connectedness to school improves into the third quartile Student approved attendance rates of 95% Student attendance rate over 80% 	2017		ALL	FEMALE	MALE		School stage transitions (Y10-12)	34.8	24.7	46.4	Social engagement	School stage transitions (Y7 and New Students)	80.9	69.0	85.0		Sense of connectedness	29.9	28.8	39.1		Student voice and agency	59.2	51.1	67.1
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Key Improvement Strategy 3.a Setting expectations and promoting inclusion	To further develop our supportive and productive learning environment to promote engagement and connectedness																									

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
<p>•To improve every student's achievement by at least 12 months growth and ensure that they are engaged in a meaningful pathway as they progress through the school</p>	<p>Yes</p>	<p>Growth as measured through:</p> <ul style="list-style-type: none"> • Naplan data shows relative growth in Writing • Standardised tests, including <i>e-write</i> show growth • Victorian curriculum, teacher judgements show growth in Writing • Tests conducted as per the school assessment schedule, eg. CATs, pre-and post tests <p>Students show at least one year's growth over a school year</p> <p>Growth at Senior School as measured through VCE median study score of 29</p>	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>Decrease in low growth and increase in high growth in writing in Naplan E-write growth 7 to 10 of ES=0.4. Increase in the % of students in the top 2 Naplan bands in writing</p>
<p>To provide high levels of student engagement in their learning</p>	<p>Yes</p>	<p>Students show at least one year's growth over a school year</p> <p>Increased number of students achieving A's and B's in English, Maths and Science based on 2016 data</p> <p>Student Attitude to School data is in the top quartile by the end of 2019</p>	<p>Differentiated learning challenge increases by 50%, in particular "My</p>

			teacher gives different work to students depending on their ability". Student Voice and agency increases from 75% to 85%																				
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School stage transitions (Y10-12)	34.8	24.7	46.4																				
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Goal 1	•To improve every student's achievement by at least 12 months growth and ensure that they are engaged in a meaningful pathway as they progress through the school	
12 Month Target 1.1	Decrease in low growth and increase in high growth in writing in Naplan E-write growth 7 to 10 of ES=0.4. Increase in the % of students in the top 2 Naplan bands in writing	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Building practice excellence	To consistently and effectively teach writing in all learning areas using the CESC Inquiry cycle leading to improved student outcomes in literacy	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.	Naplan writing data trend is starting to improve in year 9 so we will continue our whole school literacy focus on writing. this year we have moved closer to the state average in year 9. Naplan year 7 writing trend data shows that over 5 years we are not improving results (our scaled scored means) and in 2018 our results have decreased from 2017 so we will continue our whole school literacy focus on writing. this year we have moved closer to the state average in year 9.	
Goal 2	To provide high levels of student engagement in their learning	
12 Month Target 2.1	Differentiated learning challenge increases by 50%, in particular "My teacher gives different work to students depending on their ability". Student Voice and agency increases from 75% to 85%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1	To consistently use our Instructional Model	Yes

Evidence-based high-impact teaching strategies														
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>We have selected this as our goal because if we are consistently implementing our Instructional Model then we will be using data to inform teaching and learning, we will be differentiating students learning, we will be using high impact teaching strategies, we will be including students in their learning and students will be engaged in an orderly learning environment.</p> <table> <tr> <td>Differentiated learning challenge</td> <td>77% (7-9)</td> <td>60.7% (7-12)</td> </tr> <tr> <td>•Effective classroom behaviour</td> <td>71% (7-9)</td> <td>42.1 (7-12)</td> </tr> <tr> <td>•Effective teaching time</td> <td>80% (7-9)</td> <td>54.5 (7-12)</td> </tr> <tr> <td>•Stimulated learning</td> <td>67% (7-9)</td> <td>38.9 (7-12)</td> </tr> </table>		Differentiated learning challenge	77% (7-9)	60.7% (7-12)	•Effective classroom behaviour	71% (7-9)	42.1 (7-12)	•Effective teaching time	80% (7-9)	54.5 (7-12)	•Stimulated learning	67% (7-9)	38.9 (7-12)
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Goal 3	<ul style="list-style-type: none"> To improve student wellbeing and ,inclusion 													
12 Month Target 3.1	<p>Improvement in Attendance Data from to</p> <p>Student Attitudes to School Survey school Connectedness to school improves from 45% to 70% and Sense of inclusion from 78% to 90%</p> <p>Rewards Program is fully implemented and part of the end of year Awards Evening</p> <p>Recidivism data decreases to 20%</p>													
Key Improvement Strategies		Is this KIS selected for focus this year?												
KIS 1 Setting expectations and promoting inclusion	To further develop our supportive and productive learning environment to promote engagement and connectedness	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.

We picked this as our goal because students are telling us through the Student survey that they do not feel a sense of connectedness and we are not engaging them at a high level in their learning.

Also our Attendance Data needs improvement.

Sense of connectedness 45%

•Sense of inclusion 78%

Define Actions, Outcomes and Activities

Goal 1	•To improve every student's achievement by at least 12 months growth and ensure that they are engaged in a meaningful pathway as they progress through the school
12 Month Target 1.1	Decrease in low growth and increase in high growth in writing in Naplan E-write growth 7 to 10 of ES=0.4. Increase in the % of students in the top 2 Naplan bands in writing
KIS 1 Building practice excellence	To consistently and effectively teach writing in all learning areas using the CESC Inquiry cycle leading to improved student outcomes in literacy
Actions	Continue with our Whole school writing focus using the CESC Inquiry Cycle Professional learning sessions on effective writing strategies will be regular meetings on the teaching and learning schedule We will have whole school PDP goals for writing in the student outcomes and professional knowledge section Writing to be part of the learning area learning sequences The MYLNS: Middle Years Literacy work begins in 2019 and we will have a 0.6 teacher to support literacy in year 10.
Outcomes	Teachers will provide evidence in their PDPs and at the Whole School professional learning of growth in learning knowledge for themselves and improved student writing outcomes. Teachers will be working collaboratively in PLTs, have a greater understanding of the college Inquiry Cycle and engaged in dialogue around high impact writing strategies. Teachers will be provide students with Learning Intention for writing. Students will be able to articulate their goals in improving their writing and the strategies they are using to improve.
Success Indicators	UMNOS team to lead Teaching and Learning Schedule with PL sessions for writing 100% completion of PDP and achievement of Student Outcome and Professional Knowledge goals Writing goals in Learning Sequences e-write data reflects growth of ES=0.4 or more Increase in the % of students in the top 2 Naplan bands in writing

Activities and Milestones	Who	Is this a PL Priority	When	Budget
UMNOS team to develop a 1-year action plan Develop a writing maturity matrix Develop and implement our teaching and learning schedule to include whole school writing PD and use of our Inquiry Cycle Develop with staff in our 1:5 PLTs our PDP goals and include writing in the student outcomes and professional knowledge section In Learning Area meetings include writing into weekly planning	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$200,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Goal 2	To provide high levels of student engagement in their learning			
12 Month Target 2.1	Differentiated learning challenge increases by 50%, in particular “My teacher gives different work to students depending on their ability”. Student Voice and agency increases from 75% to 85%			
KIS 1 Evidence-based high-impact teaching strategies	To consistently use our Instructional Model			
Actions	Professional Learning and Coaching Introduce 1:5 PDP teams that have a common focus on an element of the Instructional Model – provide professional learning and coaching to each team that is specific to their focus Continue to provide whole school professional learning on the instructional model Instructional Leaders are providing coaching to improve practice Understand your impact on learning through Student Voice Learning walks to develop an understanding of students’ experiences of teaching and learning through increased student voice Incorporating our IM in our planning and assessments To update the curriculum documents in the College to reflect the CESC Instructional Model High quality assessment, practices and choices Develop instructional rubrics			

	Develop moderation process to support more accurate teacher judgements compared to naplan and Vic Curriculum			
Outcomes	<p>Students will be able to articulate what they are learning and what success looks like.</p> <p>Students will be using Instructional Rubrics for feedback and for understanding what their next steps in learning are</p> <p>Teachers are using high impact teaching strategies</p> <p>Teachers are being coached to improve practice</p> <p>Teachers are attending professional learning sessions based on our Instructional Model</p> <p>Teachers are developing Instructional Rubrics in their Learning Areas</p> <p>Leaders are supporting above and providing professional learning sessions</p>			
Success Indicators	<p>Teaching and Learning Schedule with PL sessions for high impact teaching strategies focused on our Instructional Model</p> <p>Completed curriculum documentation with writing included in planning</p> <p>All Learning Areas have completed at least 2 Instructional rubrics</p> <p>Coaching is embedded</p> <p>All students and teachers are participating in Learning walks</p> <p>Differentiated learning challenge increases by 50%, in particular "My teacher gives different work to students depending on their ability".</p> <p>Student Voice and agency from 75% to 85%</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
<p>Provide PL to build a shared understanding of effective PLTs</p> <p>Instructional leaders(coach) to support staff to</p> <ul style="list-style-type: none"> Consistently share LI and SC embed IM <p>Support and provide professional learning to develop a shared, common understanding of instructional rubrics, learning continuums and quality assessments and the creation of them.</p>	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$250,000.00</p> <p><input type="checkbox"/> Equity funding will be used</p>
Goal 3	<ul style="list-style-type: none"> To improve student wellbeing and ,inclusion 			

12 Month Target 3.1	Improvement in Attendance Data from _____ to _____ Student Attitudes to School Survey school Connectedness to school improves from 45% to 70% and Sense of inclusion from 78% to 90% Rewards Program is fully implemented and part of the end of year Awards Evening Recidivism data decreases to 20%
KIS 1 Setting expectations and promoting inclusion	To further develop our supportive and productive learning environment to promote engagement and connectedness
Actions	<p>In SIT team PLTs</p> <p>Attendance PLT</p> <ul style="list-style-type: none"> • Complete our attendance policy • Consistently embed into parent and teacher practice <p>inclusion PLT</p> <ul style="list-style-type: none"> • Implement the Connect 4 Success program for disengaged students • Integrate the wellbeing team across the school and further develop positive relationships with students and staff. Wellbeing to be highly present in their appointed year levels – in Homegroup, assemblies, year level meetings and are located within the building so that students can access them. The Wellness centre for confidential counselling and team meetings. • Build staff understanding of effective strategies around manage repeated behaviours • Anti - Bullying programs <p>Engagement PLT</p> <ul style="list-style-type: none"> • Finalise the Rewards Program and implement it consistently across the school • Student learning behaviours (learning walks and Learning 4 Success and Pathway 2 Success programs) • Develop a Year 8 program <p>Student Voice, agency and leadership</p> <ul style="list-style-type: none"> • Build house culture • develop an action plan for increased student voice and agency • continue to embed student leadership across the school in year levels and houses
Outcomes	Students understand the importance of attending school Students have a voice in the school and are part of the decision making Students have a sense of connectedness and inclusion

	Staff understand the importance of extra curricula activities and rewarding students for participation and engagement in the school			
Success Indicators	<p>SIT teams meet regularly All SIT teams have developed an action plan Goals of the action plan are achieved Improvement in Attendance Data from to</p> <ul style="list-style-type: none"> • Student Attitudes to School Survey school Connectedness to school improves from 45% to 70% • Sense of inclusion from 78% to 90% • Student Voice and agency from 75% to 85% <p>Rewards Program is fully implemented and part of the end of year Awards Evening Recidivism data decreases to 20%</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
<p>Establish SIT teams Develop action plans with goals and evidence Start to implement strategies identified in 2018 Develop and embed a wellbeing and inclusion action plan Closely monitor the ‘at risk’ students – OOHC, ATSI etc – that these will be regularly monitored and tracked and engaged in programs relevant to their needs and PL for staff Implement the integration of the wellbeing team Develop an action plan for student voice and agency that steps out the development of</p> <ul style="list-style-type: none"> • house culture • SRC • Embedding student leadership • Mentor programs 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Student(s) 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLP Priority 	<p>from: Term 1 to: Term 4</p>	<p>\$300,000.00</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Equity funding will be used

Equity Funding Planner

Equity Spending Totals

Category	Total proposed budget (\$)	Spend (\$)
Equity funding associated with Activities and Milestones	\$500,000.00	\$200,000.00
Additional Equity funding	\$0.00	\$0.00
Grand Total	\$500,000.00	\$200,000.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
<p>UMNOS team to develop a 1-year action plan</p> <p>Develop a writing maturity matrix</p> <p>Develop and implement our teaching and learning schedule to include whole school writing PD and use of our Inquiry Cycle</p> <p>Develop with staff in our 1:5 PLTs our PDP goals and include writing in the student outcomes and professional knowledge section</p> <p>In Learning Area meetings include writing into weekly planning</p>	<p>from: Term 1</p> <p>to: Term 4</p>	<p><input checked="" type="checkbox"/> School-based staffing</p> <p><input checked="" type="checkbox"/> Teaching and learning programs and resources</p> <p><input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)</p>	\$200,000.00	\$200,000.00
<p>Establish SIT teams</p> <p>Develop action plans with goals and evidence</p> <p>Start to implement strategies identified in 2018</p> <p>Develop and embed a wellbeing and inclusion action plan</p> <p>Closely monitor the 'at risk' students – OOHC, ATSI etc – that these will be regularly monitored and</p>	<p>from: Term 1</p> <p>to: Term 4</p>	<p><input checked="" type="checkbox"/> School-based staffing</p> <p><input checked="" type="checkbox"/> Teaching and learning programs and resources</p> <p><input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)</p> <p><input checked="" type="checkbox"/> CRT</p>	\$300,000.00	\$0.00

tracked and engaged in programs relevant to their needs and PL for staff Implement the integration of the wellbeing team Develop an action plan for student voice and agency that steps out the development of <ul style="list-style-type: none"> • house culture • SRC • Embedding student leadership • Mentor programs 				
Totals			\$500,000.00	\$200,000.00

Additional Equity spend

Outline here any additional Equity spend for 2019	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Totals			\$0.00	\$0.00

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
<p>UMNOS team to develop a 1-year action plan</p> <p>Develop a writing maturity matrix</p> <p>Develop and implement our teaching and learning schedule to include whole school writing PD and use of our Inquiry Cycle</p> <p>Develop with staff in our 1:5 PLTs our PDP goals and include writing in the student outcomes and professional knowledge section</p> <p>In Learning Area meetings include writing into weekly planning</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) 	<p>from: Term 1</p> <p>to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> External consultants <p>Universtiy of Melbourne, UMNOS program</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site
<p>Provide PL to build a shared understanding of effective PLTs</p> <p>Instructional leaders(coach) to support staff to</p> <ul style="list-style-type: none"> • Consistently share LI and SC • embed IM <p>Support and provide professional learning to develop a shared, common</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leadership Team 	<p>from: Term 1</p> <p>to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Internal staff 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site

<p>understanding of instructional rubrics, learning continuums and quality assessments and the creation of them.</p>						
<p>Establish SIT teams Develop action plans with goals and evidence Start to implement strategies identified in 2018 Develop and embed a wellbeing and inclusion action plan Closely monitor the 'at risk' students – OOHC, ATSI etc – that these will be regularly monitored and tracked and engaged in programs relevant to their needs and PL for staff Implement the integration of the wellbeing team Develop an action plan for student voice and agency that steps out the development of</p> <ul style="list-style-type: none"> • house culture • SRC • Embedding student leadership • Mentor programs 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Student(s) 	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Student voice, including input and feedback 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resources <p>SSSO's and Austism PD</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site