

2020 Annual Implementation Plan

for improving student outcomes

Springside West Secondary College (8784)



Submitted for review by John Goodman (School Principal) on 10 March, 2020 at 09:14 PM
Endorsed by Tony Simpson (Senior Education Improvement Leader) on 10 March, 2020 at 09:17 PM
Endorsed by Tony Tahche (School Council President) on 16 March, 2020 at 01:04 PM

Self-evaluation Summary - 2020

	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
	Building practice excellence	Evolving
	Building practice excellence	Evolving
	Building practice excellence	Emerging
Professional leadership	Building leadership teams	Evolving
	Building leadership teams	Evolving
	Building leadership teams	Evolving
	Instructional and shared leadership	Evolving

Positive climate for learning	Empowering students and building school pride	Embedding
	Empowering students and building school pride	Emerging
	Empowering students and building school pride	Evolving
	Empowering students and building school pride	Emerging

Community engagement in learning	Building communities	Evolving
	Building communities	Evolving
	Building communities	Evolving
	Global citizenship	Evolving

Enter your reflective comments	Key learning from our self evaluation was that as a new school we need to begin setting our strategic direction more clearly. This involves prioritising those areas that will give the most benefit to the school and add substantially to our foundation as a school from the first strategic plan(2019- 2023).
Considerations for 2020	This will be the first year where the college has a strategic plan to draw its strategic direction from.
Documents that support this plan	

Select annual goals and KIS

Four-year strategic goals	Is this selected for focus this year?	Four-year strategic targets	12-month target
Improve literacy and numeracy growth for every student	Yes	<p>Drafting note: for each of the targets, please consider specifying numerical benchmarks and targets; suggest separating out each of measures into different sub targets</p> <p>By 2023, achieve 80% benchmark growth in reading, writing and numeracy, from Years 7 - 9 (NAPLAN).</p>	The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.
		<p>Increase annually, for each year of the strategic plan, the % of students in the top two bands in reading, writing and numeracy in Year 9 to above state percentages (NAPLAN).</p>	<p>An achievement of 60% growth.</p>
		<p>Increase annually, for each year of the strategic plan, the % of students in the top two bands in reading, writing and numeracy in Year 9 to above state percentages (NAPLAN).</p>	<p>Establish a baseline for the Year 9 group in 2020 as this is our first group of Year 9 students.</p>
		<p>Achieve annual median growth in reading, mathematics, science, vocabulary, grammar & punctuation and spelling to be at or above the norm sample in PAT assessments for years 7, 8, 9 and 10.</p>	<p>Achieve annual median growth in reading, mathematics, science, vocabulary, grammar & punctuation and spelling to be at or above the norm sample in PAT assessments for years 7, 8, 9 and 10.</p>
		<p>Increase enrolments to conduct viable Unit 3/4-year 12 Physics, Chemistry and Mathematics Methods subjects each year. <i>This is an important strategic priority of the school- is this the best way to ensure that it is followed over the four Years?</i></p>	<p>Ensure that each subject continues into Year 12 and we have enrolments into Year 11 in each.</p>
		<p>Achieve median all study score of 28 (for the 2019 year 8 cohort).</p>	<p>Achieve a median study score of 26 for the 2020 cohort.</p>

		Achieve 5% of students scoring above 37 in VCE by 2023.	Achieve 1% of students achieving above 37 in 2020 in the VCE.
		By 2023, increase positive staff endorsement in the the Staff Opinion Survey for the following domains: <ul style="list-style-type: none"> Guaranteed and viable curriculum from 60%(2019) to 64%(2023) Collective efficacy from 53% favourable responses (2019) to 57% (2023). 	Improve guaranteed and viable curriculum to 61% Improve collective efficacy to 54%.
Improve student engagement in learning	Yes	Drafting note: for each of these Targets, please specify numerical benchmarks and targets All(100%) VCAL students achieve a VCAL certificate or pathway into further study or employment.	Achieve 98% of students with a VCAL or accepted alternative pathway to work or study.
		Maintain student attendance at or below 15 days absence per year per student for each year of the review period.	Maintain student absence at 15 days.
		By, 2023 increase student positive endorsement in the domains (Attitudes to School Survey): <ul style="list-style-type: none"> Student voice and agency: from 38% (2019) to 43% Stimulated learning: from 52% (2019) to 57% Motivation and interest: from 61% (2019) to 66% Differentiated learning: from 62% (2019) to 67% 	Increase stimulated learning to 53%.
		Improve staff positive endorsement in the <i>collaboration</i> domain from 48% in 2019 to 58% in 2023 as per the Staff Opinion Survey.	Improve staff endorsement of positive collaboration to 52%.
Strengthen the wellbeing and connectedness for all students	Yes	By 2023, increase <i>Parent Satisfaction</i> reported in the Panorama Report from 83% (2019) to 85% (to be finalised).	Improve parent satisfaction to 84%.

		By 2023, raise student <i>Sense of Connectedness</i> reported in the Panorama Report from 66% (2019) to 70%(2023)	Improve sense of connectedness to 67%.
		By 2023, increase student positive endorsement in the following domains: (Attitudes to School Survey): <ul style="list-style-type: none"> • Respect for diversity: from 39% (2019) to 44% • Classroom behaviour: from 55% (2019) to 60% 	Improve respect for diversity to 41% Improve classroom behaviour to 56%

Goal 2	Improve literacy and numeracy growth for every student	
12-month target 2.1-month target	An achievement of 60% growth.	
12-month target 2.2-month target	Establish a baseline for the Year 9 group in 2020 as this is our first group of Year 9 students.	
12-month target 2.3-month target	Achieve annual median growth in reading, mathematics, science, vocabulary, grammar & punctuation and spelling to be at or above the norm sample in PAT assessments for years 7, 8, 9 and 10.	
12-month target 2.4-month target	Ensure that each subject continues into Year 12 and we have enrolments into Year 11 in each.	
12-month target 2.5-month target	Achieve a median study score of 26 for the 2020 cohort.	
12-month target 2.6-month target	Achieve 1% of students achieving above 37 in 2020 in the VCE.	
12-month target 2.7-month target	Improve guaranteed and viable curriculum to 61% Improve collective efficacy to 54%.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 2.a Building practice excellence	Develop and implement professional learning communities, including a focus on building teacher capacity	Yes

KIS 2.b Evidence-based high-impact teaching strategies	Build a school culture of collaboration to ensure a consistent approach to teaching and assessment of student learning growth	Yes
KIS 2.c Empowering students and building school pride	Build on the guaranteed and viable curriculum and increase opportunities for student voice and agency	No
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.	The two KIS are interrelated. In 2020 we will be introducing the professional learning teams to the school and we intend using this as a vehicle for improved collaboration.	
Goal 3	Improve student engagement in learning	
12-month target 3.1-month target	Achieve 98% of students with a VCAL or accepted alternative pathway to work or study.	
12-month target 3.2-month target	Maintain student absence at 15 days.	
12-month target 3.3-month target	Increase stimulated learning to 53%.	
12-month target 3.4-month target	Improve staff endorsement of positive collaboration to 52%.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 3.a Building practice excellence	Develop staff capacity to understand, deliver and share practice in line with the school instructional model	Yes
KIS 3.b Intellectual engagement and self-awareness	Develop student learning opportunities that are challenging, engaging and promote curiosity	Yes

KIS 3.c Curriculum planning and assessment	Develop appropriate data informed pathways for all students that seeks to cater for the learning needs of all students.	No
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.	The Instructional Model is in place but not widely discussed or used as a point of reference with regard to pedagogy; in 2020 we would like to make this a focus of our work. With the development and implementation of our new Year 9 curriculum it would be a timely opportunity to try to build a sense of a challenging, engaging curriculum that promotes curiosity.	
Goal 4	Strengthen the wellbeing and connectedness for all students	
12-month target 4.1-month target	Improve parent satisfaction to 84%.	
12-month target 4.2-month target	Improve sense of connectedness to 67%.	
12-month target 4.3-month target	Improve respect for diversity to 41% Improve classroom behaviour to 56%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 4.a Setting expectations and promoting inclusion	Implement and monitor effective SWPBS framework	Yes
KIS 4.b Setting expectations and promoting inclusion	Develop a culture that promotes inclusion and diversity	Yes
KIS 4.c Networks with schools, services and agencies	Build partnerships with community services/agencies to promote and develop student wellbeing	No

KIS 4.d Parents and carers as partners	Strengthen relationships with parents/families	No
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.	The SWPBS framework was developed in 2019 and this is our opportunity to roll it out to the entire school and closely monitor its effectiveness. The commitment to inclusion and diversity is central to our work in student well being and thus must have priority status.	

Define Actions, Outcomes and Activities

Goal 1	Improve literacy and numeracy growth for every student
12-month target 1.1 target	An achievement of 60% growth.
12-month target 1.2 target	Establish a baseline for the Year 9 group in 2020 as this is our first group of Year 9 students.
12-month target 1.3 target	Achieve annual median growth in reading, mathematics, science, vocabulary, grammar & punctuation and spelling to be at or above the norm sample in PAT assessments for years 7, 8, 9 and 10.
12-month target 1.4 target	Ensure that each subject continues into Year 12 and we have enrolments into Year 11 in each.
12-month target 1.5 target	Achieve a median study score of 26 for the 2020 cohort.
12-month target 1.6 target	Achieve 1% of students achieving above 37 in 2020 in the VCE.
12-month target 1.7 target	Improve guaranteed and viable curriculum to 61% Improve collective efficacy to 54%.
KIS 1 Building practice excellence	Develop and implement professional learning communities, including a focus on building teacher capacity
Actions	Develop a model; Attend training to train the leaders; Implement the model in our meeting calendar; Evaluate the effectiveness of the model.
Outcomes	The change expected is that staff have an enhanced ability to work together using data to examine areas of student need. Students will have a greater sense that teachers are tailoring their teaching to their needs. Teachers will use data in way that directly informs their teaching. Leaders will use learning from the PLC training to guide the implementation. The school community will be
Success Indicators	Surveys and feedback from staff both formal and informal will be used to assess the effectiveness of the PLC work. Reflection on success based on the PLC continuum. Also the collective efficacy data should reflect the work.

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Development of a model including training.	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Roll out of model to staff and explanation.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
Implementation of the model	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Learning specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Evaluate effectiveness of the approach through surveys and structured feedback.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 4 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
KIS 2 Evidence-based high-impact teaching strategies	Build a school culture of collaboration to ensure a consistent approach to teaching and assessment of student learning growth			
Actions	Development of a professional learning culture model and the creation of professional learning teams across the school. Develop a PLC around :			

	VCE excellence Joining with existing VCE networks Join with existing VCAL networks.			
Outcomes	The change in mindset from this Strategy is an enhanced understanding of the way professional learning teams can utilise a data based approach to understanding student achievement. Students will benefit from and be able to reflect on their own learning and meta-cognitive strategies. Teachers will collaborate effectively by using data in a targeted and consistent way. Leaders will clarify expectations with staff and ensure high level accountability for professional learning. The community will understand that professional learning is undertaken at SWSC in a rigorous and detailed manner.			
Success Indicators	An improved sense of collaboration in staff opinion data and positive results from a staff opinion survey.			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Explanation of the protocols that underpin professional dialogue.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
Creation of a timetable and timeline for professional learning dialogue and processes.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Goal 2	Improve student engagement in learning			
12-month target 2.1 target	Achieve 98% of students with a VCAL or accepted alternative pathway to work or study.			
12-month target 2.2 target	Maintain student absence at 15 days.			
12-month target 2.3 target	Increase stimulated learning to 53%.			

12-month target 2.4 target	Improve staff endorsement of positive collaboration to 52%.			
KIS 1 Building practice excellence	Develop staff capacity to understand, deliver and share practice in line with the school instructional model			
Actions	Conduct a re launch of the Instructional Model and align this with the roll out of the professional learning teams.			
Outcomes	An agreed approach to teaching whereby there is a high degree of predictability in the way teaching is approached across the school. By following the GANAG model, teachers will be able to ensure that they are presenting material in a way that ensures students can access material with depth and clarity, and reflect on their own learning. Students will know that there is an agreed structure to the way classes are presented and that this approach underpins rich learning. Leaders will emphasise the importance of the IM through learning walks and participation on PLC's.			
Success Indicators	Improved stimulating learning learning data and positive collaboration data. Evidence of the instructional model in place on learning walks. Improvement to stimulated learning data as per the target.			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Re launch of the Instructional Model.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Leading teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
Implementation of the IM through professional learning teams.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
KIS 2 Intellectual engagement and self-awareness	Develop student learning opportunities that are challenging, engaging and promote curiosity			

Actions	Complete development and documentation of a new year nine program. The program will offer a range of skills and opportunities: soccer coaching and performance; LOTE Italian; Duke of Edinburgh; City Experience and STEM offerings.			
Outcomes	Students will have an enhanced choice and capacity to select subjects according to areas of interest which will in turn drive higher levels of student engagement and curiosity. Students will be engaged by the new offerings. Leaders will steer the programs and evaluate their effectiveness. Teachers will shape a curriculum that is stimulating and challenging for a range of abilities and interests. The community will see a program that is tailored to student needs and interests and reflects a unique stage of adolescent development.			
Success Indicators	Increase stimulated learning to 53% Maintain student absence at 15 days.			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Development of new program documentation at Year 9.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Implementation of new program at Year 9 with students.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Initial evaluation of success of Year 9 curriculum.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 4 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Goal 3	Strengthen the wellbeing and connectedness for all students			
12-month target 3.1 target	Improve parent satisfaction to 84%.			
12-month target 3.2 target	Improve sense of connectedness to 67%.			
12-month target 3.3 target	Improve respect for diversity to 41% Improve classroom behaviour to 56%			
KIS 1 Setting expectations and promoting inclusion	Implement and monitor effective SWPBS framework			
Actions	Continue establishing the SWPBS to new and existing staff with a renewed sense of emphasis.			
Outcomes	Students: A clear sense of the importance of focusing on their contribution to the community rather than a reactive sense of accountability when the student has done the incorrect thing; Teachers: Use the language of positive behaviour every day. Leaders: promote the SWPBS approach every day through the use of positive language; Community: A renewed sense of clarity with regard to enacting the key school value of community as a positive element in the culture of the school.			
Success Indicators	Improve parent satisfaction to 84%. Improve sense of connectedness to 67%. Improve respect for diversity to 41% Improve classroom behaviour to 56% Anecdotal evidence from the student well being team. Year 7 specific: improve connectedness to 51%.			
Activities and Milestones	Who	Is this a PL Priority	When	Budget

Explanation of the SWPBS in a staff meeting.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Regular reminders and updates in briefings.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
KIS 2 Setting expectations and promoting inclusion	Develop a culture that promotes inclusion and diversity			
Actions	Ensure that there is regular promotion and training with regard to the need for diversity and inclusion to be understood and promoted within the school community.			
Outcomes	Staff are to have a developed understanding of the evolving nature of diversity and inclusion in our school.			
Success Indicators	Improve parent satisfaction to 84%. Improve sense of connectedness to 67%. Improve respect for diversity to 41% Improve classroom behaviour to 56%			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Promote inclusion of LGBTQIA students on IDAHOBIT day.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Student wellbeing co-ordinator	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$0.00

				<input type="checkbox"/> Equity funding will be used
Conduct Cultural Understanding and Safety Training to develop an awareness among staff of the importance of promoting respect for the culture of indigenous Australians.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
Continue to monitor the creation of the school supported learning area.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Continue to implement Respectful relationships in the All You Can Be Program.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input 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	\$25,000.00	0.00
Additional Equity funding	\$0.00	\$0.00
Grand Total	\$25,000.00	\$0.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Development of a model including training.	from: Term 1 to: Term 2		\$10,000.00	
Development of new program documentation at Year 9.	from: Term 1 to: Term 4		\$5,000.00	
Continue to monitor the creation of the school supported learning area.	from: Term 1 to: Term 4		\$10,000.00	
Totals			\$25,000.00	

Additional Equity spend

Outline here any additional Equity spend for 2020	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Totals			\$0.00	\$0.00

Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
Development of a model including training.	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal 	from: Term 1 to: Term 2	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Collaborative inquiry/action research team 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> Network professional learning <input checked="" type="checkbox"/> PLC/PLT meeting <input checked="" type="checkbox"/> Area principal forums <input checked="" type="checkbox"/> Regional leadership conferences 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> VCAA curriculum specialist <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Leadership partners 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Off-site PLC training
Roll out of model to staff and explanation.	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal 	from: Term 1 to: Term 2	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Collaborative inquiry/action research team 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Communities of practice <input checked="" type="checkbox"/> PLC/PLT meeting <input checked="" type="checkbox"/> Area principal forums <input checked="" type="checkbox"/> Regional leadership conferences 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning specialist <input checked="" type="checkbox"/> Maths/Sci specialist 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Off-site PLC training
Implementation of the model	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Learning specialist(s) 	from: Term 2 to: Term 4	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Collaborative inquiry/action research team 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> Timetabled planning day <input checked="" type="checkbox"/> Network professional learning <input checked="" type="checkbox"/> Communities of practice 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Learning specialist <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Off-site PLC Training

				<input checked="" type="checkbox"/> PLC/PLT meeting <input checked="" type="checkbox"/> Area principal forums <input checked="" type="checkbox"/> Regional leadership conferences		
Evaluate effectiveness of the approach through surveys and structured feedback.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> Principal	from: Term 4 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Learning specialist <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Explanation of the protocols that underpin professional dialogue.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning specialist	<input checked="" type="checkbox"/> On-site
Creation of a timetable and timeline for professional learning dialogue and processes.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Professional practice day <input checked="" type="checkbox"/> Communities of practice <input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Learning specialist <input checked="" type="checkbox"/> External consultants Maria Claridge DET	<input checked="" type="checkbox"/> On-site

Re launch of the Instructional Model.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Leading teacher(s)	from: Term 2 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Whole school pupil free day <input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning specialist	<input checked="" type="checkbox"/> On-site
Implementation of the IM through professional learning teams.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s)	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Whole school pupil free day <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> Network professional learning <input checked="" type="checkbox"/> PLC/PLT meeting <input checked="" type="checkbox"/> Area principal forums <input checked="" type="checkbox"/> Regional leadership conferences	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning specialist	<input checked="" type="checkbox"/> On-site
Conduct Cultural Understanding and Safety Training to develop an awareness among staff of the importance of promoting respect for the culture of indigenous Australians.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Principal	from: Term 2 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Departmental resources KESO	<input checked="" type="checkbox"/> On-site