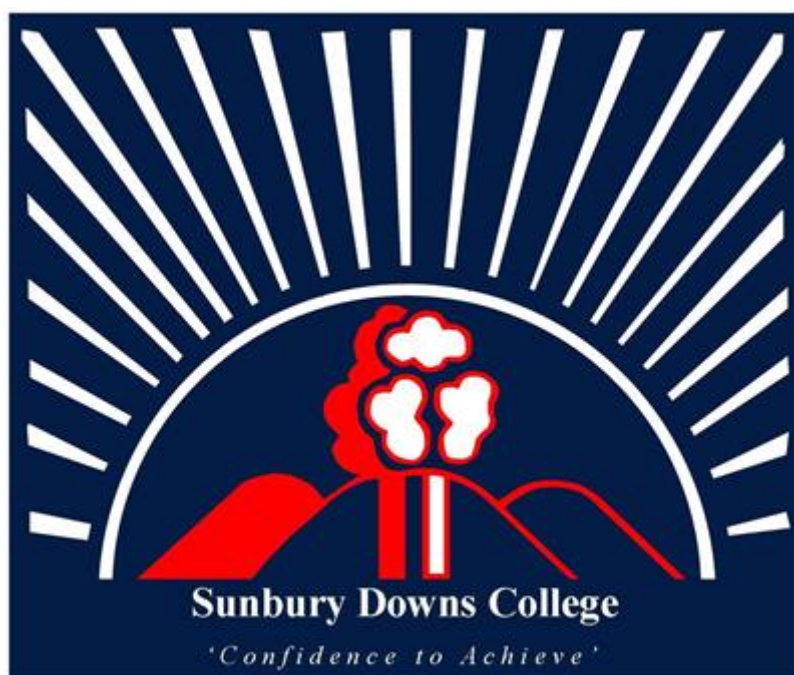


2023 Annual Implementation Plan

for improving student outcomes

Sunbury Downs Secondary College (8723)



Submitted for review by Warwick Beynon (School Principal) on 12 September, 2023 at 12:37 PM

Endorsed by Jonathan Lowe (Senior Education Improvement Leader) on 14 September, 2023 at 03:20 PM

Endorsed by Neil Christie (School Council President) on 26 September, 2023 at 06:26 PM

Self-evaluation summary - 2023

	FISO 2.0 Dimensions	Self-evaluation level
Teaching and learning	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.	
Leadership	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	
Engagement	Strong relationships and active partnerships between schools and families/carers, communities, and organisations to strengthen students' participation and engagement in school	

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

Future planning	
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
2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.	Yes	Support for the 2023 Priorities	Improved Parent Opinion Survey Data - Parent Community Engagement, Student Cognitive Engagement, Student Development Improved School Staff Survey - School Climate, Practice Improvement,
Maximise the achievement and learning growth of every student, particularly in literacy and numeracy	Yes	By 2023, increase the percentage of students making high relative growth Year 7–9 in NAPLAN to 25 per cent or above for: • Reading (21% in 2019) • Numeracy (15% in 2019) and reduce the low relative growth in NAPLAN to 25 per cent or less for: • Reading (35% in 2019) • Numeracy (40% in 2019)	Increase the percentage of students making high relative growth Year 7–9 in NAPLAN Reading to 23% Numeracy to 20%
		By 2023, increase the percentage of students in the top two bands of Year 9 NAPLAN to 25 per cent or above for: • Reading (23% in 2019) • Numeracy (19% in 2019) and reduce the percentage of students in the bottom two bands of Year 9 NAPLAN to 20 per cent or less for: • Reading (29% in 2019)	Increase the percentage of students in the top two bands of Year 9 NAPLAN for: Reading to 24% Numeracy to 21% Reduce the percentage of students in the bottom two bands of Year 9 NAPLAN for: Reading to 24 % Numeracy to 22%

		Numeracy (23% in 2018)	
		By 2023, the percent positive endorses scores School Staff Survey (SSS) will be will 55 per cent or above for: - Plan differentiated learning activities (35% in 2019) - Use pedagogical model (51% in 2019) - Use high impact teaching strategies (47%in 2019) - Understand formative assessment (44% in 2019) - Monitor effectiveness of use of data (37% in 2019)	The percent positive endorses scores on the 2023 School Staff Survey (SSS) for the following will be at or above: Plan differentiated learning activities 50%Use pedagogical model 53%Use high impact teaching strategies 53%Understand formative assessment 53%Monitor effectiveness of use of data 53%
Improve student cognitive engagement and learner agency	No	By 2023, the percent positive on the SSS will be 50% or above for: - Academic emphasis (34% in 2019) - Focus learning on real life problems (26% in 2019)	
		By 2023, the percent positive on the AToSS will be 60% or above for: - Motivation and interest (50% in 2019) - Resilience (51% in 2019) and 50% or above for: - Teacher concern (37% in 2019) - Stimulated learning (45% in 2019) - Respect for diversity (38% in 2019)	
		By 2023, the percent positive scores on the Parent Opinion Survey (POS) will be 70% or above for: Confidence and resiliency (67% in 2019)	

		• Stimulating learning environment (57% in 2019) • Promoting positive behaviour (51% in 2019) • Managing bullying (67% in 2019)	
		2023, the percent positive scores on the SSS will be 60% or above for: • Use student feedback to improve practice (51%in 2019) • Promote student ownership of learning goals (42% in 2019) • Support growth and learning of whole student (40% in 2019)	
		By 2023, at least 90 per cent of eligible students complete VCAL (76 per cent in 2018)	
Improve student wellbeing	Yes	By 2023, the percent positive scores in the AToSS will be 60% or above for: • Self-regulation and goal setting (53% in 2019) and 40% or above for: • Student voice and agency (34% in 2019) • School connectedness (37% in 2019)	In 2023 the percent positive scores in the AToSS will be at or above:Self-regulation and goal setting 53%and for:Student voice and agency 34%School connectedness 37%
		By 2023, student absent days per full time equivalent will be less than 18 days at Years 7–12 (22.01 days in 2018) and student absence days unexplained will be less than five (7.75 in 2018).	In 2023, student absent days per full time equivalent will be less than 21 days at Years 7–12 and student absence days unexplained will be less than 6.75 .
		By 2023, the percent positive scores on the POS will be 70 per cent or above for: • Student agency and voice (68% in 2019)	In 2023 the percent positive scores on the POS for the following will be at or above:Student agency and voice 68%School support 57%General school satisfaction 60%

		• School support (57% in 2019) • General school satisfaction (60% in 2019)	
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Goal 1	2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.	
12-month target 1.1-month target	Improved Parent Opinion Survey Data - Parent Community Engagement, Student Cognitive Engagement, Student Development Improved School Staff Survey - School Climate, Practice Improvement,	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1.a	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy	Yes
KIS 1.b	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2023.	
Goal 2	Maximise the achievement and learning growth of every student, particularly in literacy and numeracy	
12-month target 2.1-month target	Increase the percentage of students making high relative growth Year 7–9 in NAPLAN Reading to 23% Numeracy to 20%	

12-month target 2.2-month target	Increase the percentage of students in the top two bands of Year 9 NAPLAN for: Reading to 24% Numeracy to 21% Reduce the percentage of students in the bottom two bands of Year 9 NAPLAN for: Reading to 24 % Numeracy to 22%	
12-month target 2.3-month target	The percent positive endorses scores on the 2023 School Staff Survey (SSS) for the following will be at or above: Plan differentiated learning activities 50% Use pedagogical model 53% Use high impact teaching strategies 53% Understand formative assessment 53% Monitor effectiveness of use of data 53%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 2.a Excellence in teaching and learning	Develop a whole-college literacy and numeracy plan that complements implementation of the Victorian Curriculum as a continuum of learning	Yes
KIS 2.b Excellence in teaching and learning	Develop and embed an agreed college instructional model, integrating the use of HITS, to enable consistent, high quality instruction in every classroom	Yes
KIS 2.c Excellence in teaching and learning	Further develop a PLC culture which is characterised by systematic and consistent feedback processes; coaching and modelling; and peer observation	Yes
KIS 2.d Excellence in teaching and learning	Strengthen teacher and team capability to utilise data and evidence to teach a differentiated and stimulating curriculum that targets each student's point of learning need	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 school continues to select these KIS as an area of focus for this year as a result of feedback obtained from the school review process in 2019. The review process fieldwork activities highlighted the following. Staff have implemented a new instructional model. This has been researched, developed, trialled and will be actioned by all staff in 2022.(LEMAR)Work needs to continue with staff to embed HITS and the Instructional Model into our practice. Learning intentions are universally used and success criteria are evident. All teachers are using some HITS. Peer observations conducted within learning domains were well-supported and were effectively building teacher capacity to use HITS. Further developing the professional learning communities (PLCs) culture will strengthen staff collaboration and capacity to improve student learning outcomes. Teachers were challenged in their attempts to differentiate their work by the constraints of the curriculum structure and implementation of the curriculum. An understanding of the learning continuum continues the focus on the use of a range of data to inform planning for every student's point of learning need. During 2022 work on many of the key improvement strategies commenced however there is still work to be completed this year to consolidate the progress. Work needs to continue with staff to embed HITS and the Instructional Model into our practice. PLC continue to require targetted resourcing and prioritising in each of the domain areas and the college has continued to train and upskill staff on the processes to be followed. The PLC process and use of data is informing and driving curriculum change and learning improvement. A whole - college literacy and numeracy policy was developed in 2021 which is guiding the development of a literacy and numeracy plan.
Goal 4	Improve student wellbeing
12-month target 4.1-month target	In 2023 the percent positive scores in the AToSS will be at or above: Self-regulation and goal setting 53% and for: Student voice and agency 34% School connectedness 37%
12-month target 4.2-month target	In 2023, student absent days per full time equivalent will be less than 21 days at Years 7–12 and student absence days unexplained will be less than 6.75 .
12-month target 4.3-month target	In 2023 the percent positive scores on the POS for the following will be at or above:

	Student agency and voice 68% School support 57% General school satisfaction 60%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 4.a Positive climate for learning	Develop a whole school understanding of student voice and learner agency	No
KIS 4.b Positive climate for learning	Implement and embed SWPBS	Yes
KIS 4.c Positive climate for learning	Develop and implement student voice in decision-making about school improvement and engagement with community	No
KIS 4.d Community engagement in learning	Develop and implement strategies to improve communication with parents about school policies and student learning	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.	The school review process made recommendations for improvement linked to empowering students and building school pride. Evidence indicated that student agency in making decisions within their learning was minimal, for example choice of presentation mode, or specific content within a topic. Strengthening learner agency in the learning program is the next step in building empowered students with the capacity to set goals, co-construct learning, self-assess and monitor learning progress. Shifting the balance of control of learning from teachers towards students was considered to be a way to increase the level of intellectual engagement and self-regulation. By improving communication with parents/carers and the community this will enable the school to become more aware of the community, their expectations and aspirations and thus be more sensitive to the learning needs of students. In 2022 the college returned to face to face learning and recommenced work and progress to implement these goals which previously was restricted due to limited opportunities to meet with larger groups of students. This year the intention is to continue working to implement the strategies identified to meet these goals. It was identified that the Student Services Team were effective and well regarded across the college and the teachers were highly valued for the high level of support they provided students. However, AToSS data indicates there was room for improvement in classroom behaviour (49 per cent positive in 2019) and respect for diversity (38 per cent in 2019) to enable all students to learn effectively. The introduction of the School Wide Positive Behaviours Support (SWPBS) framework is enhancing positive relationships and supports raising the expectation that all teachers cognitively engage students through	

	appropriate levels of challenge in authentic, rich tasks that addressed students' point of learning need to improve student engagement and outcomes. In 2023 the College will work to continue improving communication with parents. The recently reintroduced "Parents and Friends" group commenced in 2022. The College is active in using technologies via Compass, the College website and social media to promote student achievement and the teaching and learning program of the College. College policies are systematically being added to the College website.
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Define actions, outcomes, success indicators and activities

Goal 1	2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.
12-month target 1.1 target	Improved Parent Opinion Survey Data - Parent Community Engagement, Student Cognitive Engagement, Student Development Improved School Staff Survey - School Climate, Practice Improvement,
KIS 1.a Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Actions	In 2023 Sunbury Downs College has chosen to implement the following actions in response to the revised Annual Implementation Goals The learning priority supports the College to work towards the goal of maximising the achievement and learning growth of every student, particularly in Literacy and Numeracy. This year the College will continue to develop the Middle Years Literacy and Numeracy initiative to support identified students and build the capacity of staff to improve their teaching practice to further support the improvement of literacy and numeracy The Tutor Learning Initiative will provide catch up point of need instruction to identified students impacted by COVID-19 from Years 7 - 12. The priority in resource allocation for both of these activities is on literacy and numeracy improvement.
Outcomes	Leaders will Analyse the data (PAT-R, PAT-M ,classroom observations, student management team advice) to determine gaps in learning and identify students Liaise with Student Services and Inclusion Co-ordinator to develop a numeracy and literacy progression plan for identified funded and non-funded students Provide support (professional development, in class resources) for teaching staff and Tutors to build and develop their capacity, Appropriate Professional Learning support will be provided as part of the College Whole School Professional Learning Plan Implement DET initiatives, including the Literacy and Numeracy Portal and Literacy and Numeracy Toolkit, MYLN's and Tutor Initiatives resources to support capacity building of staff to address point of need instruction for students. Continue to work with staff to map learning to more accurately match achievements to Vic Curriculum levels Teachers will

	Collate and understand the data from their own classes and cohort in general Work collaboratively with other staff in activities designed to improve student Literacy and Numeracy Engage in Professional Learning to develop a range of Literacy and Numeracy strategies to support all students Develop Literacy and Numeracy goals with students ILPs Support student development of Literacy and Numeracy skills through explicit teaching, modelling and point of need instruction by presenting learning contexts that highlight opportunities for literacy and numeracy Use data to identify students' current Literacy and Numeracy levels and provide a point of need reference for discussion of targeted improvement strategies Design curriculum which accommodates point of need student instruction and references the continuum of learning as outlined in Victorian Curriculum documentation. Students will Engaged in the process of developing ILP goals including Literacy and Numeracy Participate in learning activities related to Literacy and Numeracy
Success Indicators	Leaders will Have provided support for staff through various opportunities (PD, in class, observations, resources) Presented DET initiatives to teaching staff and made these resources available for all staff (Portal, Toolkits etc.) Supported staff to include literacy and numeracy goals in student ILPs Provided staff with analysis of NAPLAN, PAT-R and PAT-M tests and other data sources to identify cohort trends and individual student needs Teachers will Understand the demands of their subject Developed Literacy and Numeracy strategies to support learning growth for all students Participated in PD to support the development of their own teaching skills and developed confidence in explicit teaching and modelling Include Literacy and Numeracy goals in ILPs for students participating in MYLN's and Tutor Initiative Use data to understand current Literacy and Numeracy levels and provide targeted support Students will Start to set their own literacy and numeracy goals Experience explicit teaching of literacy and numeracy strategies. Demonstrate the knowledge of subject specific literacy and numeracy strategies. Achieve learning growth in each unit where literacy and numeracy is explicitly taught

Activities		People responsible	Is this a PL priority	When	Activity cost and funding streams
Information that explains and is related to DET initiatives (MYLN & Tutor Initiative) will be presented to all staff and stored or displayed in an accessible format. Each team member involved in each of the programs will be introduced to staff and students and their role explained		☒ Leadership team ☒ Principal ☒ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	\$21,500.00 ☒ Equity funding will be used
Complete Data analysis and observations of students to identify performance gaps and select eligible students to participate in targeted learning activities.		☒ Leadership team ☒ Teacher(s)	☒ PLP Priority	from: Term 1 to: Term 4	\$8,500.00
ILPs for identified students in MYLN and Tutor Initiative program are developed to prioritise work which focuses on improving student performances in Literacy and Numeracy / Point of need learning.		☒ Leadership team ☒ Literacy leader ☒ Numeracy leader ☒ Teacher(s)	☒ PLP Priority	from: Term 1 to: Term 4	\$31,500.00 ☒ Equity funding will be used
College Operations planning and employment of staff to prepare for the program implementation		☒ Assistant principal ☒ Leadership team	☐ PLP Priority	from: Term 1 to: Term 4	\$85,000.00 ☒ Equity funding will be used
KIS 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable				
Actions	In 2023 Sunbury Downs College has chosen to implement the following actions in response to the revised Annual Implementation Goals The learning, priority supports the College to work towards the goal of maximising the student wellbeing and mental health, especially those that are most vulnerable. This year the College will continue to develop the Middle Years Literacy and Numeracy initiative to support identified students and				

	build the capacity of staff to improve their teaching practice to further support the improvement of literacy and numeracy of vulnerable students. The Tutor Learning Initiative will provide catch up point of need instruction to identified students impacted by COVID-19 from Years 7 - 12. The priority in resource allocation to both of these activities supports improving student wellbeing in addition to literacy and numeracy improvement. The School Wide Positive Behaviour Initiative will be implemented in full. Daily Home group meetings, regular year Level assemblies and attendance tracking will support and encourage consistent daily student attendance. Whole School Professional Learning building the capacity of all staff to implement trauma informed practices will be planned and scheduled.(SWPB & Berry Street Instructional Model) Student Services leadership structure is aligned to and supports student wellbeing and mental health of students at SDC
Outcomes	STUDENTS WILL Participate in forums to provide input into the SDC matrix Be familiar with the hierarchy of consequences and follow College expectations Be presented/awarded College Values Bookmarks and reward stickers in recognition of achievements. Identify and follow classroom, in school yard and community expectations Attend and engage in learning activities to support personal development, literacy and numeracy. Participate and engage in whole school events and activities that support College values specifically - Community. TEACHERS WILL Understand the continua of SWPBS and develop an understanding of Tier 1 - Tier 4 student behaviours that influence the teaching and learning environment Establish a prevention mindset which includes acknowledgement and recognition of trauma and how this impacts on learning / behaviour. Use the SWPBS teaching expectations in a consistent manner and acknowledge student achievement and performance Understand and implement the action, strategies and consequences matrix Participate in the implementation team and professional learning Participate in PL aligned to trauma informed teaching and learning strategies Develop Individual Learning Plans for students that accommodate learning and wellbeing. Mentor and support students to support their wellbeing and positive mental health. LEADERS WILL Participate in the implementation team planning for SWPB and Berry Street Instructional Model Lead staff group workshops in staff meetings and professional learning Model practice and communicate expectations to the wider community Lead, develop and implement a staff meeting schedule to support capacity building of staff.

	Allocate resources and prepare budget documentation to support this KIS			
Success Indicators	Leaders will - Have provided support for staff through various opportunities (PD, in class, observations, resources) - Presented DET initiatives to teaching staff and made these resources available for all staff (Portal, Toolkits etc.) - Supported staff to include wellbeing, literacy and numeracy goals in student ILPs - Provided staff with analysis of ATOSS, NAPLAN, PAT-R and PAT-M tests and other data sources to identify cohort trends and individual student needs Teachers will - Understand the demands and challenge of students linked to wellbeing and mental health - Developed Literacy and Numeracy strategies to support wellbeing learning growth for all students which support success, achievement and positive affirmation towards learning. - Participated in PD to support the development of their own teaching skills and developed confidence in explicit teaching and modelling of positive wellbeing strategies. - Include Literacy and Numeracy goals in ILPs for students participating in MYLN's and Tutor Initiative - Use data to understand current Literacy and Numeracy levels and provide targeted support Students will - Commence developing their own wellbeing goals and coping/ de-escalation strategies - Begin to self regulate and monitor their individual wellbeing and mental health needs - Experience explicit teaching of wellbeing, literacy and numeracy strategies. - Demonstrate the knowledge of subject specific literacy and numeracy strategies. - Achieve learning growth in each unit where literacy and numeracy is explicitly taught - Receive positively rewards and acknowledgement for their achievements.			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Complete Data analysis and observations of students to identify performance gaps and select eligible students to participate in targeted learning activities.	☒ Leadership team ☒ Teacher(s)	☒ PLP Priority	from: Term 1 to: Term 3	\$1,500.00

Develop Teams which collaborate and continue planning to implement and constantly review the initiatives with a consistent approach. (FISO)	☒ Assistant principal ☒ Leadership team ☒ Principal ☒ Teacher(s)	☒ PLP Priority	from: Term 1 to: Term 4	\$32,722.00 ☒ Equity funding will be used
Meeting structure for staff PL revised. Year level Assemblies and whole school events to promote community are added to the College Operations calendar	☒ Leadership team ☒ Leading teacher(s) ☒ Principal ☒ SWPBS leader/team ☒ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	\$500.00
Whole School PL - Trauma Informed Practices / Berry Street Instructional Model	☒ All staff	☒ PLP Priority	from: Term 1 to: Term 4	\$5,500.00
Goal 2	Maximise the achievement and learning growth of every student, particularly in literacy and numeracy			
12-month target 2.1 target	Increase the percentage of students making high relative growth Year 7–9 in NAPLAN Reading to 23% Numeracy to 20%			
12-month target 2.2 target	Increase the percentage of students in the top two bands of Year 9 NAPLAN for: Reading to 24% Numeracy to 21% Reduce the percentage of students in the bottom two bands of Year 9 NAPLAN for: Reading to 24 % Numeracy to 22%			
12-month target 2.3 target	The percent positive endorses scores on the 2023 School Staff Survey (SSS) for the following will be at or above: Plan differentiated learning activities 50%			

	Use pedagogical model 53% Use high impact teaching strategies 53% Understand formative assessment 53% Monitor effectiveness of use of data 53%
KIS 2.a Curriculum planning and assessment	Develop a whole-college literacy and numeracy plan that complements implementation of the Victorian Curriculum as a continuum of learning
Actions	The college completed a review of its Strategic Plan in 2019 and a recommendation related to this area was for the use of a range of data be used to inform planning for every student's point of learning need. To achieve this the College will Review DET Initiatives, Portals and Toolkits to identify appropriate Literacy and Numeracy resources that can be used to develop an understanding of the Victorian Curriculum as a continuum of learning. Engage with the College Student Services team, Inclusion Co-ordinator and Learning Support team regarding Individual Learning Plan development to ensure that numeracy and literacy progression is prioritised. Identify relevant student data sets currently available to staff to inform curriculum planning and the work of PLC. Update key policies in teaching and learning and professional learning
Outcomes	Leaders will - Analyse the data (NAPLAN, PAT-R, PAT-M) to determine gaps and trends - Liaise with Student Services and Inclusion Co-ordinator to develop a numeracy and literacy progression plan for identified funded and non-funded students - Provide support (professional development, in class resources) for teaching staff to build and develop their capacity, in collaboration with curriculum teams. Appropriate Professional Learning support will be provided as part of the College Whole School Professional Learning Plan Implement DET initiatives, including the Literacy and Numeracy Portal and Literacy and Numeracy Toolkit, MYLN's resources to support capacity building of staff to address point of need instruction for students. Continue to work with staff to map learning to more accurately match achievements to Vic Curriculum levels Teachers will - Begin to collate and understand the data from their own classes and cohort in general - Work collaboratively with other staff in activities designed to improve student Literacy and Numeracy - Engage in Professional Learning to develop a range of Literacy and Numeracy strategies to support all students - Include Literacy and Numeracy goals in student ILPs

	Support students in the development of Literacy and Numeracy through explicit teaching, modelling and the presentation of learning contexts that highlight literacy and numeracy Use data to identify students' current Literacy and Numeracy levels and provide a point of need reference for discussion of targeted improvement strategies Design curriculum which accommodates point of need student instruction and references the continuum of learning as outlined in Victorian Curriculum documentation. Students will Engaged in the process of developing ILP goals including Literacy and Numeracy Take part in assessments related to Literacy and Numeracy			
Success Indicators	Leaders will Have provided support for staff through various opportunities (PD, in class, observations, resources) Presented DET initiatives (Portal, Toolkits etc.) Supported staff to include literacy and numeracy goals in ILPs Provided staff with analysis of NAPLAN, PAT-R and PAT-M tests and identified trends Teachers will Understand the demands of their subject Developed Literacy and Numeracy strategies to support learning growth for all students Participated in PD to support the development of their own teaching skills and developed confidence in explicit teaching and modelling Have started to consider including Literacy and Numeracy goals in ILPs for students Have started to use data to understand current Literacy and Numeracy levels and provided targeted support Students will Start to set their own literacy and numeracy goals Experience explicit teaching of literacy and numeracy strategies. Demonstrate the knowledge of subject specific literacy and numeracy strategies. Achieve learning growth in each unit where literacy and numeracy is explicitly taught			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams

Complete Data analysis of students to identify performance gaps	☒ Leadership team ☒ Teacher(s)	☒ PLP Priority	from: Term 1 to: Term 4	\$20,000.00 ☒ Equity funding will be used
Whole School Literacy and Numeracy plans developed in collaboration with Domains.	☒ Learning specialist(s) ☒ Teacher(s)	☒ PLP Priority	from: Term 1 to: Term 3	\$5,000.00 ☒ Equity funding will be used
DET initiatives will be presented and stored or displayed in an accessible format	☒ Assistant principal ☒ Leadership team ☒ PLC leaders ☒ Principal	☒ PLP Priority	from: Term 1 to: Term 4	\$10,000.00
ILPs for identified students include literacy and numeracy goals	☒ Leadership team ☒ Teacher(s)	☒ PLP Priority	from: Term 1 to: Term 3	\$3,000.00
KIS 2.b Evidence-based high-impact teaching strategies	Develop and embed an agreed college instructional model, integrating the use of HITS, to enable consistent, high quality instruction in every classroom			
Actions	The investigation of an Instructional model in 2021 and implementation in 2022 complimented the school review recommendation from 2019. This work was undertaken by the Teaching and Learning Implementation Committee (TLIC) - working party formed and LEMAR Instructional Model was agreed developed and trialled by staff. It is ready for embedding in 2023 . Staff professional development opportunities surrounding HITS is required to further embed and develop consistency with staff. Ongoing professional learning supporting high quality instruction in classrooms is required.			

Outcomes	Leaders will - Lead a team (TLIC) who will investigate a range of HITS to be included within the instructional models (based on evidence) - Provide staff professional development surrounding HITS, implemented by relevant staff - Provide access to professional development sessions to support high quality instruction in classrooms - Model the use of HITS in their own classrooms Teachers will - Develop a common understanding of what high quality instruction looks like in every classroom - Be given the opportunity to contribute to a working party formed to investigate HITS and their inclusion within the LEMAR Instructional Model - Work with Domain Teams to understand strategies that will support the Instructional Model and quality teaching in their Domain Students will - Participate in Student Voice meetings discussing the instructional model and provide feedback for its implementation - Provide feedback for teachers regarding the delivery of their instruction to build on high quality instruction - Experience explicit teaching of identified HIT strategies. - Experience high quality instruction to meet point of need learning - Achieve learning growth in every subject
Success Indicators	Leaders will - Lead a team to investigate a range of HITS and prioritise those that are deemed most appropriate for SDC moving forward - Coach and mentor staff in delivering high quality instruction - Coach and mentor staff in beginning to understand a new instructional model and implement it into classrooms - Conduct peer observations and provide feedback Teachers will - Be able to recognise the benefits and use of high quality instruction within a classroom. - Implement appropriate HIT strategies within their own classrooms - Be working towards a consistent approach across domains - Participate and implement the SDC Instructional model - Participate and engage in professional learning focused on implementation of the Instructional model Students will - Experience high quality instruction in their classes

	Experience improved levels of relative growth in reading and numeracy Participate in and complete differentiated learning activities set by teachers as part of the teaching and learning program Year 9 students will have an improved percentage of students in the top 2 NAPLAN bands for reading and numeracy. Year 9 students will have a reduced percentage of students in the bottom 2 NAPLAN bands for reading and numeracy.			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Instructional model presented to staff with professional learning provided regarding implementation into classrooms.	☒ Assistant principal ☒ Leadership team ☒ Teacher(s)	☒ PLP Priority	from: Term 1 to: Term 4	\$10,000.00
Domain time allocated to allow Domain Teams to collaborate and continue to plan a consistent approach within the domain.	☒ KLA leader ☒ Teacher(s)	☒ PLP Priority	from: Term 1 to: Term 4	\$4,982.00 ☒ Equity funding will be used
Working party to investigate and decide on HIT strategies that best support the LEMAR instructional model, based on evidence, that would be suitable to implement at SDC.	☒ Assistant principal ☒ Leading teacher(s) ☒ Learning specialist(s) ☒ Student(s) ☒ Teacher(s)	☒ PLP Priority	from: Term 1 to: Term 3	\$17,000.00
KIS 2.c Building practice excellence	Further develop a PLC culture which is characterised by systematic and consistent feedback processes; coaching and modelling; and peer observation			
Actions	Build the capacity of PLC Instructional leaders with training and resources Develop strategies and processes to support coaching and model coaching Promote and encourage peer observation within domains.			

	Feedback systems for staff and students to further improve performance become embedded into teacher practice. Ensure that PLC meetings are planned and included on the whole school meeting schedule.
Outcomes	Leaders will - Support PLC Instructional leaders with appropriate training and access to resources including regional office personnel. - Listen to and provide feedback to PLC Instructional leaders and staff regarding the PLC process - Develop and model coaching practices for SDC - Participate in PLCs within Domains - Model best practice and communicate clear expectations to all staff. - Clarify processes and practices to establish consistency Teachers will - Actively participate in PLCs to develop their capacity and understanding on how to use data which informs point of need teaching practice - Take part in coaching and peer observations to obtain feedback, reflect and further improve teaching practice. - Moderate assessment of student work. - Model best practice to their peers and students. Students will - Participate in lessons where PLC initiatives are being trialled. - Experience literacy and numeracy explicit teaching strategies. - Demonstrate knowledge growth of subject specific content via assessments. - Achieve learning growth in each unit where reading and numeracy skills are explicitly taught
Success Indicators	Leaders will - Support PLC Instructional Leaders through Professional Development sessions and resources. - Feedback provided by PLC leaders and staff is considered and implemented where appropriate. - Conduct coaching conversations and model strategies as appropriate. Model practice and communicate expectations - Monitor PLC work and clarify processes and practices to establish consistency - Source appropriate Professional Learning within the school, at the local network / regional level and also statewide. - Present Professional Learning to staff in to support the PLC, Literacy and Numeracy teaching and High Impact Teaching Strategies Teachers will - Actively seek coaching and mentoring support. - Participate in peer observations.

	Be an active member of their PLC team and explicitly explain to the students the achievement outcomes. Co learn in PLCs in Domains and focus on vocab explicit teaching. Analyse data to inform unit outline and teaching pedagogy. Explicitly teach subject specific literacy and numeracy. Use assessment tools to determine learning growth in literacy and numeracy. Use Compass Learning Tasks to provide timely feedback. Update subject unit outlines and incorporate literacy and numeracy explicit teaching strategies. PLCs will present to Domains and also staff as required. Each PLC will demonstrate their work and success. Students will Understand the overall goal for the strategies and skills presented to them in class. Be able to articulate how they can improve, and the strategies they and the teacher are using. Will observe teachers observing during learning walks and peer observations. Provide timely feedback during learning walks and also give teacher feedback using surveys. Take part in assessments related to literacy and numeracy.			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Regular Professional Development activities are developed and participated in by domain PLC Instructional Leaders	☒ Assistant principal ☒ KLA leader ☒ Leadership team ☒ Learning specialist(s)	☒ PLP Priority	from: Term 1 to: Term 4	\$15,722.00
Regular PLC meetings to build teaching capacity and support student growth improvement	☒ KLA leader ☒ Leading teacher(s) ☒ Learning specialist(s) ☒ Teacher(s)	☒ PLP Priority	from: Term 1 to: Term 4	\$13,018.00 ☒ Equity funding will be used
Develop SDC Coaching protocols	☒ Assistant principal ☒ KLA leader	☒ PLP Priority	from: Term 2	\$10,000.00

	☒ Leadership team ☒ Principal ☒ Teacher(s) ☒ Wellbeing team		to: Term 4	☒ Equity funding will be used
Promote and encourage peer observation	☒ Assistant principal ☒ KLA leader ☒ Leadership team ☒ Principal ☒ Teacher(s)	☒ PLP Priority	from: Term 2 to: Term 4	\$8,000.00 ☒ Equity funding will be used
Goal 4	Improve student wellbeing			
12-month target 4.1 target	In 2023 the percent positive scores in the AToSS will be at or above: Self-regulation and goal setting 53% and for: Student voice and agency 34% School connectedness 37%			
12-month target 4.2 target	In 2023, student absent days per full time equivalent will be less than 21 days at Years 7–12 and student absence days unexplained will be less than 6.75 .			
12-month target 4.3 target	In 2023 the percent positive scores on the POS for the following will be at or above: Student agency and voice 68% School support 57% General school satisfaction 60%			
KIS 4.b	Implement and embed SWPBS			

Health and wellbeing	
Actions	Following the Strategic Plan review there have been several key policies reviewed including: Uniform, Attendance and Engagement and Wellbeing STUDENTS WILL Participate in forums to provide input into the SDC matrix Be familiar with the hierarchy of consequences and follow College expectations Be presented/awarded College Values Bookmarks in recognition of achievements. Identify and follow classroom, in school yard and community expectations TEACHERS WILL Understand the continua of SWPBS and develop an understanding of Tier 1 - Tier 4 student behaviours that influence the teaching and learning environment Establish a prevention mindset which includes acknowledgement and recognition of trauma and how this impacts on learning / behaviour. Use the SWPBS teaching expectations in a consistent manner Understand and implement the action, strategies and consequences matrix Participate in the implementation team and professional learning LEADERS WILL Participate in the implementation team Lead staff group workshops in staff meetings and professional learning Model practice and communicate expectations
Outcomes	STUDENTS WILL Demonstrate understandings of the hierarchy of consequences (Tier 1 - Tier 4) and follow College expectations Demonstrate the expected College values behaviours in class, outside class and in the community TEACHERS WILL Participate in creating a culture of SWPBS Ensure restorative measures are used with challenging students Establish a prevention mindset which includes acknowledgement and recognition Use the SWPBS teaching expectations in a consistent manner LEADERS WILL Reinforce/Explain policies and agreed practices Model practice and communicate expectations Clarify processes and practices to establish consistency

Success Indicators	There are a number of ways for success to be measured. To ensure that student agency is included a successful Student Forum process is required. Student Forums will be held to seek input into the matrix, provide feedback on implementation of SWPBS and review AToSS data In 2023 the percent positive scores in the AToSS will be at or above: Self-regulation and goal setting 55% and for: Student voice and agency 38% In 2023, student absent days per full time equivalent will be less than 21 days at Years 7–12 and student absence days unexplained will be less than 6.75 . A follow up SWPB survey needs to be completed at the end of this year with staff to gauge progress with implementation of this program. It should show improvement by the end of Term 4 2023. The implementation of the matrix and shared understanding of the consequences diagram / Tier 1 - Tier 4 behaviours model will be a measurement of the success. The consistent use of common language and also implementation will be a determinant of success. In 2023 the percent positive scores on the Parent Opinion Survey for the following will be at or above: Student agency and voice 69% School support 65% General school satisfaction 63%			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
SWPBS professional learning sessions which includes staff meetings	☒ All staff	☒ PLP Priority	from: Term 1 to: Term 4	\$38,000.00
Student Forums to be held to implement matrix and minor/major behaviours	☒ Assistant principal ☒ Leading teacher(s) ☒ Principal ☒ Student(s)	☐ PLP Priority	from: Term 1 to: Term 4	\$10,000.00 ☒ Equity funding will be used

	☒ Teacher(s)			
SWPBS matrix completed with consultation with staff, students and parents	☒ Assistant principal ☒ Education support ☒ Leadership team ☒ Principal ☒ Student(s)	☒ PLP Priority	from: Term 1 to: Term 3	\$10,000.00
SWPBS implementation team training, planning on site, school visits	☒ Assistant principal ☒ School improvement team	☒ PLP Priority	from: Term 1 to: Term 4	\$5,000.00
KIS 4.d Parents and carers as partners	Develop and implement strategies to improve communication with parents about school policies and student learning			
Actions	In 2023, Sunbury Downs College will implement strategies to improve communication with parents and continue to develop positive relationships with the community. This will be demonstrated by Strengthening and further embedding the school-wide communication practices with parents and guardians.			
Outcomes	Leaders will: • Provide structures and avenues for communication with parents, guardians and students • Communicate regularly with parents on whole school matters Students will: • Have strong relationships to the school and have positive attitudes to attendance Staff will: • Have strong relationships with students, parents, and guardians Parents will:			

	- Feel connected to the school The following Data sets will be used to provide evidence on progress towards this goal: - Newsletters - Compass emails - Sub school staff notes - Attitudes to school survey data - Parent survey data - Feedback from School Council sub committees and Parents and Friends Group			
Success Indicators	For Leaders: - Regular communication with parents - Time provided for Mini school teams and staff to meet with and communicate with parents and guardians about the progress of their children. For Teachers: - Consistent and regular attendance at school events with parents including Parent Information Meetings and whole school celebrations (Awards Assembly) For Students: - Consistent and regular attendance at school, classes and events. For Parents: - Regular attendance at school events specific to their child			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Review and strengthen communication with parents and guardians	☒ Administration team ☒ Assistant principal ☒ Leading teacher(s) ☒ Principal	☐ PLP Priority	from: Term 1 to: Term 4	\$3,000.00

	☒ Teacher(s)			
Action the implementation of a Parent and Friends Club	☒ Administration team ☒ Assistant principal ☒ Education support ☒ Leading teacher(s) ☒ Principal	☐ PLP Priority	from: Term 1 to: Term 4	\$2,000.00
Establish a Social Media platform to promote student achievement, college events, upcoming activities and achievements	☒ Education support ☒ Principal	☐ PLP Priority	from: Term 1 to: Term 4	\$2,000.00

Funding planner

Summary of budget and allocated funding

Summary of budget	School's total funding (\$)	Funding allocated in activities (\$)	Still available/shortfall
Equity Funding	\$241,722.18	\$241,722.00	\$0.18
Disability Inclusion Tier 2 Funding	\$0.00	\$0.00	\$0.00
Schools Mental Health Fund and Menu	\$0.00	\$0.00	\$0.00
Total	\$241,722.18	\$241,722.00	\$0.18

Activities and milestones – Total Budget

Activities and milestones	Budget
Information that explains and is related to DET initiatives (MYLN & Tutor Initiative) will be presented to all staff and stored or displayed in an accessible format. Each team member involved in each of the programs will be introduced to staff and students and their role explained	\$21,500.00
ILPs for identified students in MYLN and Tutor Initiative program are developed to prioritise work which focuses on improving student performances in Literacy and Numeracy / Point of need learning.	\$31,500.00
College Operations planning and employment of staff to prepare for the program implementation	\$85,000.00
Develop Teams which collaborate and continue planning to implement and constantly review the initiatives with a consistent approach. (FISO)	\$32,722.00

Complete Data analysis of students to identify performance gaps	\$20,000.00
Whole School Literacy and Numeracy plans developed in collaboration with Domains.	\$5,000.00
Domain time allocated to allow Domain Teams to collaborate and continue to plan a consistent approach within the domain.	\$4,982.00
Regular PLC meetings to build teaching capacity and support student growth improvement	\$13,018.00
Develop SDC Coaching protocols	\$10,000.00
Promote and encourage peer observation	\$8,000.00
Student Forums to be held to implement matrix and minor/major behaviours	\$10,000.00
Totals	\$241,722.00

Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Information that explains and is related to DET initiatives (MYLN & Tutor Initiative) will be presented to all staff and stored or displayed in an accessible format. Each team member involved in each of the programs will be introduced to staff and students	from: Term 1 to: Term 4	\$21,500.00	✓ Teaching and learning programs and resources

and their role explained			
ILPs for identified students in MYLN and Tutor Initiative program are developed to prioritise work which focuses on improving student performances in Literacy and Numeracy / Point of need learning.	from: Term 1 to: Term 4	\$31,500.00	☑ School-based staffing
College Operations planning and employment of staff to prepare for the program implementation	from: Term 1 to: Term 4	\$85,000.00	☑ School-based staffing
Develop Teams which collaborate and continue planning to implement and constantly review the initiatives with a consistent approach. (FISO)	from: Term 1 to: Term 4	\$32,722.00	☑ School-based staffing ☑ Professional development (excluding CRT costs and new FTE)
Complete Data analysis of students to identify performance gaps	from: Term 1 to: Term 4	\$20,000.00	☑ School-based staffing
Whole School Literacy and Numeracy plans developed in collaboration with Domains.	from: Term 1 to: Term 3	\$5,000.00	☑ School-based staffing
Domain time allocated to allow Domain Teams to collaborate and continue to plan a consistent approach within the domain.	from: Term 1 to: Term 4	\$4,982.00	☑ Teaching and learning programs and resources
Regular PLC meetings to build teaching capacity and support student growth improvement	from: Term 1	\$13,018.00	☑ School-based staffing

	to: Term 4		
Develop SDC Coaching protocols	from: Term 2 to: Term 4	\$10,000.00	✓ Professional development (excluding CRT costs and new FTE)
Promote and encourage peer observation	from: Term 2 to: Term 4	\$8,000.00	✓ Teaching and learning programs and resources ✓ Professional development (excluding CRT costs and new FTE)
Student Forums to be held to implement matrix and minor/major behaviours	from: Term 1 to: Term 4	\$10,000.00	✓ School-based staffing
Totals		\$241,722.00	

Activities and milestones - Disability Inclusion Funding

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

Activities and milestones - Schools Mental Health Fund and Menu

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

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
Complete Data analysis and observations of students to identify performance gaps and select eligible students to participate in targeted learning activities.	☒ Leadership team ☒ Teacher(s)	from: Term 1 to: Term 4	☒ Planning ☒ Peer observation including feedback and reflection	☒ Formal school meeting / internal professional learning sessions	☒ Internal staff ☒ MYLYNS Improvement teacher	☒ On-site
ILPs for identified students in MYLN and Tutor Initiative program are developed to prioritise work which focuses on improving student performances in Literacy and Numeracy / Point of need learning.	☒ Leadership team ☒ Literacy leader ☒ Numeracy leader ☒ Teacher(s)	from: Term 1 to: Term 4	☒ Planning ☒ Preparation ☒ Peer observation including feedback and reflection	☒ Formal school meeting / internal professional learning sessions ☒ Communities of practice	☒ Internal staff ☒ Learning specialist ☒ MYLNS initiative professional learning ☒ MYLYNS Improvement teacher	☒ On-site
Complete Data analysis and observations of students to identify performance gaps and select eligible students to participate in targeted learning activities.	☒ Leadership team ☒ Teacher(s)	from: Term 1 to: Term 3	☒ Peer observation including feedback and reflection ☒ Formalised PLC/PLTs	☒ Formal school meeting / internal professional learning sessions ☒ PLC/PLT meeting	☒ PLC Initiative ☒ Learning specialist ☒ Literacy leaders ☒ MYLNS initiative professional learning	☒ On-site
Develop Teams which collaborate and continue planning to implement and constantly review the	☒ Assistant principal ☒ Leadership team	from: Term 1 to: Term 4	☒ Planning ☒ Formalised PLC/PLTs	☒ Formal school meeting / internal professional learning sessions ☒ PLC/PLT meeting	☒ PLC Initiative ☒ Learning specialist	☒ On-site

initiatives with a consistent approach. (FISO)	☒ Principal ☒ Teacher(s)					
Whole School PL - Trauma Informed Practices / Berry Street Instructional Model	☒ All staff	from: Term 1 to: Term 4	☒ Planning ☒ Preparation	☒ Whole school pupil free day ☒ Formal school meeting / internal professional learning sessions	☒ External consultants Berry Street educational Model	☒ On-site
Complete Data analysis of students to identify performance gaps	☒ Leadership team ☒ Teacher(s)	from: Term 1 to: Term 4	☒ Planning ☒ Preparation ☒ Formalised PLC/PLTs	☒ Formal school meeting / internal professional learning sessions ☒ PLC/PLT meeting ☒ Regional leadership conferences	☒ PLC Initiative ☒ Learning specialist ☒ Departmental resources Data Coach-Sue North	☒ On-site
Whole School Literacy and Numeracy plans developed in collaboration with Domains.	☒ Learning specialist(s) ☒ Teacher(s)	from: Term 1 to: Term 3	☒ Planning ☒ Curriculum development	☒ Formal school meeting / internal professional learning sessions ☒ PLC/PLT meeting	☒ Internal staff ☒ Learning specialist	☒ On-site
DET initiatives will be presented and stored or displayed in an accessible format	☒ Assistant principal ☒ Leadership team ☒ PLC leaders ☒ Principal	from: Term 1 to: Term 4	☒ Planning ☒ Preparation ☒ Formalised PLC/PLTs	☒ Formal school meeting / internal professional learning sessions ☒ Area principal forums ☒ Regional leadership conferences	☒ School improvement partnerships ☒ Internal staff	☒ On-site

ILPs for identified students include literacy and numeracy goals	☒ Leadership team ☒ Teacher(s)	from: Term 1 to: Term 3	☒ Planning ☒ Individualised reflection ☒ Student voice, including input and feedback	☒ Formal school meeting / internal professional learning sessions	☒ Literacy expertise ☒ Learning specialist ☒ Maths/Sci specialist	☒ On-site
Instructional model presented to staff with professional learning provided regarding implementation into classrooms.	☒ Assistant principal ☒ Leadership team ☒ Teacher(s)	from: Term 1 to: Term 4	☒ Planning ☒ Peer observation including feedback and reflection ☒ Demonstration lessons	☒ Professional practice day ☒ Formal school meeting / internal professional learning sessions	☒ Literacy expertise ☒ Internal staff ☒ Numeracy leader	☒ On-site
Domain time allocated to allow Domain Teams to collaborate and continue to plan a consistent approach within the domain.	☒ KLA leader ☒ Teacher(s)	from: Term 1 to: Term 4	☒ Planning ☒ Formalised PLC/PLTs	☒ Formal school meeting / internal professional learning sessions	☒ PLC Initiative ☒ Internal staff	☒ On-site
Working party to investigate and decide on HIT strategies that best support the LEMAR instructional model, based on evidence, that would be suitable to implement at SDC.	☒ Assistant principal ☒ Leading teacher(s) ☒ Learning specialist(s) ☒ Student(s) ☒ Teacher(s)	from: Term 1 to: Term 3	☒ Planning ☒ Collaborative inquiry/action research team	☒ Formal school meeting / internal professional learning sessions	☒ Internal staff ☒ Learning specialist ☒ Pedagogical Model	☒ On-site
Regular Professional Development activities are developed and participated in	☒ Assistant principal	from: Term 1	☒ Planning ☒ Formalised PLC/PLTs	☒ Formal school meeting / internal professional learning sessions	☒ PLC Initiative ☒ Internal staff	☒ On-site

by domain PLC Instructional Leaders	☒ KLA leader ☒ Leadership team ☒ Learning specialist(s)	to: Term 4				
Regular PLC meetings to build teaching capacity and support student growth improvement	☒ KLA leader ☒ Leading teacher(s) ☒ Learning specialist(s) ☒ Teacher(s)	from: Term 1 to: Term 4	☒ Planning ☒ Formalised PLC/PLTs	☒ Formal school meeting / internal professional learning sessions	☒ PLC Initiative ☒ Internal staff	☒ On-site
Develop SDC Coaching protocols	☒ Assistant principal ☒ KLA leader ☒ Leadership team ☒ Principal ☒ Teacher(s) ☒ Wellbeing team	from: Term 2 to: Term 4	☒ Planning ☒ Peer observation including feedback and reflection	☒ Formal school meeting / internal professional learning sessions ☒ PLC/PLT meeting	☒ Internal staff ☒ Learning specialist ☒ Pedagogical Model ☒ MYLNS initiative professional learning	☒ On-site
Promote and encourage peer observation	☒ Assistant principal	from: Term 2	☒ Planning	☒ Formal school meeting / internal professional learning sessions	☒ Literacy expertise ☒ PLC Initiative	☒ On-site

	☒ KLA leader ☒ Leadership team ☒ Principal ☒ Teacher(s)	to: Term 4	☒ Peer observation including feedback and reflection		☒ School improvement partnerships ☒ Internal staff ☒ Pedagogical Model ☒ High Impact Teaching Strategies (HITS)	
SWPBS professional learning sessions which includes staff meetings	☒ All staff	from: Term 1 to: Term 4	☒ Planning ☒ Collaborative inquiry/action research team ☒ Individualised reflection	☒ Whole school pupil free day ☒ Professional practice day ☒ Regional leadership conferences	☒ School improvement partnerships ☒ Internal staff ☒ Departmental resources Network SWPBS support leader(s)	☒ On-site
SWPBS matrix completed with consultation with staff, students and parents	☒ Assistant principal ☒ Education support ☒ Leadership team ☒ Principal ☒ Student(s)	from: Term 1 to: Term 3	☒ Planning ☒ Collaborative inquiry/action research team ☒ Student voice, including input and feedback	☒ Formal school meeting / internal professional learning sessions ☒ PLC/PLT meeting	☒ School improvement partnerships ☒ Internal staff ☒ Departmental resources SWPB's regional support leader	☒ On-site
SWPBS implementation team training, planning on site, school visits	☒ Assistant principal	from: Term 1	☒ Planning ☒ Collaborative inquiry/action research team	☒ Whole school pupil free day	☒ School improvement partnerships ☒ Internal staff	☒ On-site

	☒ School improvement team	to: Term 4		☒ Formal school meeting / internal professional learning sessions ☒ Network professional learning	☒ Departmental resources SWPB's regional training	
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