

2019 Annual Implementation Plan

for improving student outcomes

Bright P-12 College (0776)



Submitted for review by Jean Olley (School Principal) on 19 February, 2019 at 05:44 PM

Endorsed by Joanne Grimmond (Senior Education Improvement Leader) on 25 February, 2019 at 07:59 AM

Endorsed by Ty Caling (School Council President) on 20 March, 2019 at 11:07 AM

Self-evaluation Summary - 2019

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

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

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

Enter your reflective comments	After looking through the data we identified areas of need for 2019 and included them into the AIP
Considerations for 2019	Each team: Literacy/Numeracy/Student Focus & Parents as Partners has included a plan for improvement work in 2019. At first this may seem overwhelming, however the meeting schedule and the Leadership Team will unite this work.
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	<p>Every teacher is actively engaged in providing differentiated learning that stimulates and challenges all students, and improves student outcomes.</p>
Target 1.1	<p>Move from <u>evolving to embedding</u> on the continuum of practice for <u>Evaluating impact on learning</u></p> <p>Move from <u>emerging to embedding</u> on the continuum of practice for <u>Evidence based high impact strategies</u></p> <p>Move from <u>evolving to embedding</u> on the continuum of practice for <u>Curriculum planning and assessment</u></p> <p>Move from <u>evolving to embedding</u> on the continuum of practice for <u>Building practice excellence</u></p>
Key Improvement Strategy 1.a Building practice excellence	<p>Build teacher capacity to use data to inform teaching and learning.</p>
Key Improvement Strategy 1.b Building practice excellence	<p>Build teacher capacity to plan and deliver differentiated learning.</p>
Key Improvement Strategy 1.c Building practice excellence	<p>Staff working cooperatively and collaboratively in teaching and learning teams to improve teaching and learning.</p>
Goal 2	<p>Foster a learning community that supports and nurtures the development of the whole child.</p>
Target 2.1	<p>Move from embedding to excelling on the continuum of practice for Setting expectations and promoting inclusion</p> <p>Move from <u>evolving to embedding</u> on the continuum of practice for <u>Empowering students and building school pride</u></p> <p>Move from <u>evolving to embedding</u> on the continuum of practice for <u>Health and Wellbeing</u></p>

	Move from <u>evolving to embedding</u> on the continuum of practice for <u>Intellectual engagement and self-awareness</u>
Key Improvement Strategy 2.a Empowering students and building school pride	Commence the implementation of the SWPBSP framework across P to 12
Goal 3	Increase community partnerships to achieve the schools vision.
Target 3.1	<p>Move from <u>embedding</u> to <u>excelling</u> on the continuum of practice for <u>Networks with schools, services and agencies</u></p> <p>Move from <u>evolving to embedding</u> on the continuum of practice for <u>Parents and carers as partners</u></p> <p>Move from <u>embedding to excelling</u> on the continuum of practice for <u>Building Communities</u></p>
Key Improvement Strategy 3.a Parents and carers as partners	<ol style="list-style-type: none"> 1. Develop a Communication & Engagement Plan. 2. Establish a parent and fundraising group. 3. Regularly review Bright P-12 College Policy with the College Community. 4. Develop a Pipeline of Projects to focus the fundraising of the College. 5. Establish a Building Master Plan.
Goal 4	Every member of College Community enacts the values and guiding behaviours of Bright P12 College.
Target 4.1	<p>Move from <u>emerging to embedding</u> on the continuum of practice for <u>Building Leadership teams</u></p> <p>Move from <u>emerging to embedding</u> on the continuum of practice for <u>Vision, Values and Culture</u></p> <p>Move from <u>embedding to excelling</u> on the continuum of practice for <u>Strategic Resource Management</u></p>

	Move from <u>evolving</u> to <u>embedding</u> on the continuum of practice for <u>Instructional & Shared Leadership</u>
Key Improvement Strategy 4.a Parents and carers as partners	This is not a KIS for 2019

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
<p>Every teacher is actively engaged in providing differentiated learning that stimulates and challenges all students, and improves student outcomes.</p>	<p>Yes</p>	<p>Move from <u>evolving to embedding</u> on the continuum of practice for <u>Evaluating impact on learning</u></p> <p>Move from <u>emerging to embedding</u> on the continuum of practice for <u>Evidence based high impact strategies</u></p> <p>Move from <u>evolving to embedding</u> on the continuum of practice for <u>Curriculum planning and assessment</u></p> <p>Move from <u>evolving to embedding</u> on the continuum of practice for <u>Building practice excellence</u></p>	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>Grade 3 Writing in top 2 bands from 51% to 55%</p> <p>Grade 5 Writing in top 2 bands from 14% to 18%</p> <p>Grade 7 Writing in top 2 band from 4% to 8%</p> <p>Grade 9 Writing in top 2 bands from 3% to 7%</p> <p>Grade 5 Writing in the bottom 2 bands from 2% to 0%</p> <p>Grade 7 Writing in the bottom 2 bands from 7% to 5%</p> <p>Grade 9 Writing in bottom 2 bands from 24% to 18%</p> <p>Grade 5 Writing relative growth from 71% to 75%</p>

			<p>Grade 7 Writing relative growth from 63% to 67%</p> <p>Grade 9 Writing relative growth from 68% to 72%</p> <p>Improve Cross-walk survey results – focusing on 'Teaching students how to learn' – item numbers 4, 13, 16, 20, 30</p>
Foster a learning community that supports and nurtures the development of the whole child.	Yes	<p>Move from embedding to excelling on the continuum of practice for Setting expectations and promoting inclusion</p> <p>Move from <u>evolving to embedding</u> on the continuum of practice for <u>Empowering students and building school pride</u></p> <p>Move from <u>evolving to embedding</u> on the continuum of practice for <u>Health and Wellbeing</u></p> <p>Move from <u>evolving to embedding</u> on the continuum of practice for <u>Intellectual engagement and self-awareness</u></p>	<p>An incremental step towards the 4year target set in the SSP</p> <ul style="list-style-type: none"> - Empowering Students and Building School Pride <p>Intellectual engagement and self - awareness</p>
Increase community partnerships to achieve the schools vision.	Yes	<p>Move from <u>embedding</u> to excelling on the continuum of practice for <u>Networks with schools, services and agencies</u></p> <p>Move from <u>evolving to embedding</u> on the continuum of practice for <u>Parents and carers as partners</u></p> <p>Move from <u>embedding to excelling</u> on the continuum of practice for <u>Building Communities</u></p>	<p>Move from evolving to embedding on the continuum of practice for Parents and carers as partners</p>

Every member of College Community enacts the values and guiding behaviours of Bright P12 College.	No	<p>Move from <u>emerging to embedding</u> on the continuum of practice for <u>Building Leadership teams</u></p> <p>Move from <u>emerging to embedding</u> on the continuum of practice for <u>Vision, Values and Culture</u></p> <p>Move from <u>embedding to excelling</u> on the continuum of practice for <u>Strategic Resource Management</u></p> <p>Move from <u>evolving to embedding</u> on the continuum of practice for <u>Instructional & Shared Leadership</u></p>	

Goal 1	Every teacher is actively engaged in providing differentiated learning that stimulates and challenges all students, and improves student outcomes.
12 Month Target 1.1	<p>Grade 3 Writing in top 2 bands from 51% to 55%</p> <p>Grade 5 Writing in top 2 bands from 14% to 18%</p> <p>Grade 7 Writing in top 2 brand from 4% to 8%</p> <p>Grade 9 Writing in top 2 bands from 3% to 7%</p> <p>Grade 5 Writing in the bottom 2 bands from 2% to 0%</p> <p>Grade 7 Writing in the bottom 2 bands from 7% to 5%</p> <p>Grade 9 Writing in bottom 2 bands from 24% to 18%</p>

	<p>Grade 5 Writing relative growth from 71% to 75%</p> <p>Grade 7 Writing relative growth from 63% to 67%</p> <p>Grade 9 Writing relative growth from 68 % to 72%</p> <p>Improve Cross-walk survey results – focusing on ‘Teaching students how to learn’ – item numbers 4, 13, 16, 20, 30</p>	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Building practice excellence	Build teacher capacity to use data to inform teaching and learning.	Yes
KIS 2 Building practice excellence	Build teacher capacity to plan and deliver differentiated learning.	Yes
KIS 3 Building practice excellence	Staff working cooperatively and collaboratively in teaching and learning teams to improve teaching and 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.	<p>After reviewing our NAPLAN data and trends, VCE results and Teacher Judgements it is clear Writing needs to be investigated further and a focus for 2019. The same students when measured in Reading perform at a much higher standard. Why is this?</p> <p>Evaluation of school data (low levels of growth in Naplan) demonstrated the need to focus on open ended tasks to build understanding and mathematical capabilities, rather than just purely knowledge based teaching and learning. Currently we are steadily improving the percentage of students experiencing medium and high growth in Naplan, a target from our SSP. An increased level of medium Naplan growth further indicates the need to extend and support our students individual learning needs, as measured by summative/diagnostic assessment in Naplan and Pat-Mathamtics. Cross-walk surveys indicated our strength in establishing a positive climate for learning and an area for improvement in explicitly teaching students how to learn.</p>	
Goal 2	Foster a learning community that supports and nurtures the development of the whole child.	

12 Month Target 2.1	An incremental step towards the 4year target set in the SSP - Empowering Students and Building School Pride Intellectual engagement and self -awareness	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Empowering students and building school pride	Commence the implementation of the SWPBSP framework across P to 12	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.	<p>Empowering students and building school pride – Emerging Setting expectations and promoting inclusion – Evolving Health and Wellbeing – Embedding Intellectual engagement and self-awareness - Emerging</p> <p>The areas for improvement are – School Safety - on the AtoSS students rated Respect for Diversity 52%, Bullying 61% positive and Advocate at School at 68%. Our target is to see a 5% increase Teacher Student Relationships - on the AtoSS students across 3 to 12 rated Teacher Concern at only 48% positive and Effort at 68% Social Engagement - on the AtoSS students across 3 to 12 rated School Stage Transitions 51% @ Yr 7 and 49% positive at Yr 10 to 12, Sense of Connectedness at 57% and Student Voice and Agency at 45% positive. Our target is to see a 5 to 10% increase across all of the above areas. Areas that need improvement but are reliant on pedagogical practices improving are Effective Teaching Practice for Cognitive Engagement, Learning Characteristics and Disposition.</p>	
Goal 3	Increase community partnerships to achieve the schools vision.	
12 Month Target 3.1	Move from evolving to embedding on the continuum of practice for Parents and carers as partners	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1	<ol style="list-style-type: none"> 1. Develop a Communication & Engagement Plan. 2. Establish a parent and fundraising group. 	Yes

<p>Parents and carers as partners</p>	<ol style="list-style-type: none"> 3. Regularly review Bright P-12 College Policy with the College Community. 4. Develop a Pipeline of Projects to focus the fundraising of the College. 5. Establish a Building Master Plan. 	
<p>Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.</p>	<p>Improving parent engagement with the College to benefit students and staff. Based on the 2018 Parent Opinion survey which showed a drop in most aspects of the survey this is a priority area for the College. Also, in 2018 the long-standing P&F Sub-Committee took a break.</p>	

Define Actions, Outcomes and Activities

<p>Goal 1</p>	<p>Every teacher is actively engaged in providing differentiated learning that stimulates and challenges all students, and improves student outcomes.</p>
<p>12 Month Target 1.1</p>	<p>Grade 3 Writing in top 2 bands from 51% to 55%</p> <p>Grade 5 Writing in top 2 bands from 14% to 18%</p> <p>Grade 7 Writing in top 2 brand from 4% to 8%</p> <p>Grade 9 Writing in top 2 bands from 3% to 7%</p> <p>Grade 5 Writing in the bottom 2 bands from 2% to 0%</p> <p>Grade 7 Writing in the bottom 2 bands from 7% to 5%</p> <p>Grade 9 Writing in bottom 2 bands from 24% to 18%</p> <p>Grade 5 Writing relative growth from 71% to 75%</p> <p>Grade 7 Writing relative growth from 63% to 67%</p> <p>Grade 9 Writing relative growth from 68 % to 72%</p> <p>Improve Cross-walk survey results – focusing on ‘Teaching students how to learn’ – item numbers 4, 13, 16, 20, 30</p>
<p>KIS 1 Building practice excellence</p>	<p>Build teacher capacity to use data to inform teaching and learning.</p>
<p>Actions</p>	<p>Primary: Explore the High Impact teaching strategies through the writer workshop model within primary.</p>

Reading:
Benchmark x2 a year (Term 1 and Term 3).
Use Benchmark reading groups to focus at level
Use Fountas and Pinnell continuum
T and L team meetings to explore F and P continuum
Professional reading for P-6 Staff- F and P document with reference to key areas of reading development.
Intervention- 2019 Sally Kellett Primary
Using Kelli 3 tiered system- Sally .4
Readers notebook
Student shadowing across literacy blocks for reading.
P-12 Independent reading- Professional Learning-Professional reading. No more independent reading without support.
During library times students will have a defined purpose for the visit to the library and this will built upon as they go through Primary school.

Writing:
P-6 introduction of Writers Workshop model for planning. T & L meetings
Peer sharing/Peer observation/sharing ideas
Writers notebook- Leanne to share her class notebooks
Formative assessment of writer T&L meetings
Student shadowing across literacy blocks for writing.

Secondary:

Professional Learning
In secondary aim for some secondary teachers to complete the literacy for learning course over the year.

Reading:
Year 7/8 Introduce F and P Benchmarking.
Intervention 2019 7/8 Below Term 1- Heather to complete during English times
P-12 Independent reading- Professional Learning-Professional reading. No more independent reading without support.

Literacy Leaders:
Class Library- Leaders to explore possibilities and organise with Julie Thomas
Leaders to be Intervention team-case management
Review the Literacy block- Scope and Sequence - P-6- Zerlina

Staff:

	<p>Training for staff on how we student shadow? Why we are shadowing these students? what are the benefits of doing this? Secondary staff to be incorporating HITs into their lessons and thy will engaged in professional learning around these during meeting times.</p>
<p>Outcomes</p>	<p>Students will: In primary all students will be working into a readers and writers notebook All students P-8 will have F & P Benchmarking assessments completed in term 1 & 3 All students in P-6 will have access to a class library All students in P-8 will have access to literacy intervention</p> <p>Teachers will: P-6 all teachers will be using the Writers Workshop Model incorporating the HITs 7-12 all teachers will have completed the Literacy for Learning Development course and focused on HITs during meeting time P-6 use of the F&P Literacy Continuum in their literacy block P-6 use of a consistent literacy block P-8 use case management meetings P-10 use of student shadowing to develop teacher understanding and knowledge P-12 all teachers completing professional reading Engage in meetings with TLT on areas for development. Include sharing, discussions etc Sally K and Heather R to work with students by using the intervention kits, Fountas and Pinnell Julie T to work with staff in Primary to set up class libraries as well as Library professional reading for Teachers. Vicki to work with Primary to build a strong Library curriculum</p> <p>Principal will: Engage in professional learning with Literacy for Learning Development course Lead Learner Provide resources</p> <p>(Other – Parents/Carers will:) Supporting reading by continuing to read at home with their children</p>

	Encouraging the use of readers notebook and writers notebook at home			
Success Indicators	Benchmarking scores for Fountas and Pinnell 12 Months target goals will be met Consistent Literacy block approach across P-6 will be in place Workshop Model will be in practice across literacy lessons including the use of Writers notebook and Readers notebook Secondary teachers will all have training in Literacy for Learning program Lead by Melissa Worth.			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Attending Bastow Leading Literacy PD • Jean Olley, Zerlina Green, Breanna Rouse & Ciaran O'Connor \$660pp x 4 people = 2,640 CRT for 3 staff for 7 days = 8,400	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$11,040.00 <input type="checkbox"/> Equity funding will be used
Primary: Explore the High Impact teaching strategies through the writer workshop model within primary.	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Reading: Benchmark x2 a year (Term 1 and Term 3). Use Benchmark reading groups to focus at level Use Fountas and Pinnell continuum T and L team meetings to explore F and P continuum Professional reading for P-6 Staff- F and P document with reference to key areas of reading development.	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Intervention- 2019 Sally Kellett Primary Using Kelli 3 tiered system- Sally .4	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1	\$35,000.00

			to: Term 4	<input type="checkbox"/> Equity funding will be used
Readers notebook	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$280.00 <input type="checkbox"/> Equity funding will be used
Student shadowing across literacy blocks for reading. P-12 Independent reading- Professional Learning	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <input type="checkbox"/> Equity funding will be used
P-6 introduction of Writers Workshop model for planning. T & L meetings Peer sharing/Peer observation/sharing ideas Formative assessment of writer T&L meetings Student shadowing across literacy blocks for writing.	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Writers notebook	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$280.00 <input type="checkbox"/> Equity funding will be used
Literacy for learning course x 12 Secondary staff members	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input type="checkbox"/> Equity funding will be used
Year 7/8 Introduce F and P Benchmarking	<input checked="" type="checkbox"/> Leading Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1	\$10,000.00

	<input checked="" type="checkbox"/> Teacher(s)		to: Term 3	<input type="checkbox"/> Equity funding will be used
Intervention 2019 7/8 Below Term 1 Heather to complete during English times	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$35,000.00 <input checked="" type="checkbox"/> Equity funding will be used
KIS 2 Building practice excellence	Build teacher capacity to plan and deliver differentiated learning.			
Actions	<p>P – 12 specific Numeracy focus in TLTs to build teacher capacity to:</p> <p>Every learner has the ability to problem solve, reason and understand whilst fluently relating to the world around them.</p> <p>Differentiation of students informed by reliable data sources including Pat Maths, and Early Years Numeracy</p>			
Outcomes	<p>Developing staff capacity to lead mathematics</p> <p>Build teacher capacity to teach mathematics for understanding</p> <p>Teachers delivering a differentiated learning program in Mathematics</p> <p>Teachers use of triangulated data to inform mathematics teaching and learning</p>			
Success Indicators	<p>Data from cross-walk surveys and student shadowing to indicate improvement in ‘Teaching students how to learn’ – item numbers 4, 13, 16, 20, 30</p> <p>Monitoring Naplan/Pat-Maths data for improved levels of growth in Numeracy</p> <p>Staff survey results around ‘academic emphasis’, ‘collective focus on student learning’ and ‘teacher collaboration’</p>			

		Staff goals achieved on PDPs		
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Attending Bastow Leading Mathematics PD <ul style="list-style-type: none"> • Mat Gray • 2 Primary • 2 Secondary \$847pp x 5 people = 4,235 CRT for 5 staff for 7 days = 14,000	<input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$18,235.00 <input type="checkbox"/> Equity funding will be used
Carrying out cross-walk surveys in Term 3, with student shadowing and a PD day for staff - Invite feeder schools to also attend	<input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$7,200.00 <input type="checkbox"/> Equity funding will be used
Attending Peter Sullivan Mathematics PD with Milawa cluster x 4 days @ \$100pp/day + CRT Libby Dean Darren Ferrier Mal Steer Phil Rigby Mat Gray Luke Jones Katie Ferrito Leanne Nightingale Julie Vanderstelt CRT- 10 x \$400 @ \$4000 PD- 10 x \$100 @ \$1000	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$5,000.00 <input type="checkbox"/> Equity funding will be used

Supporting staff to include a Numeracy goal in their PDPs	<input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
TLT meetings with a Numeracy focus every 2nd week. Non-maths teaching secondary staff to work on HITS Review data to determine student's ZPD to assist with differentiation Build more open ended learning tasks (low floor, high ceiling) focused on understanding – 1 task per term to be developed as open ended Build a mindset within teachers (and therefore students) that mathematics is process driven rather than mindset driven Provide teachers with resources to support lesson planning, such as n-rich, you-cubed, mathematica, number talks Refine Mathematics scope and sequence planning by identifying key content Explicitly teach students how to learn using the four proficiencies: problem solving, reasoning, understanding and fluency	<input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Investigate and implement Numeracy intervention and extension programs	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Numeracy Leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Invest in mathematical resources & manipulatives, sort and organise these for sustainability 4050 Primary (*prices from MTA) 2x Middle Upper Primary Maths kit \$1000* each 2x Volume/capacity theme kit \$300* each 2x Grade 5 essential class kit \$600* each	<input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$8,550.00 <input type="checkbox"/> Equity funding will be used

<p>Money kit \$250*</p> <p>\$4000 Secondary (*prices from MTA)</p> <p>2 x Length class kit \$500* each</p> <p>Fractions class kit \$500*</p> <p>10 x Geometry theme kits \$100* each</p> <p>Picture puzzles \$400 (AAMT)</p> <p>Maths with Attitude e-manuals \$350 (Mathematics centre)</p> <p>Maths with attitude kits \$275 x2 (Mathematics centre)</p> <p>2 x Water Measuring kit \$100* each</p> <p>\$500 to add storage shelves into Rm 13 for combining Secondary Maths & Science resources into the one spot</p>				
<p>Using PAT-Maths diagnostic testing for Years 3 - 10 in Term 1 to determine student levels of understanding and inform teachers for differentiation</p> <p>Using Early Years Numeracy diagnostic testing for Prep – Year 2 in Term 2 (Place value & counting); in Term 3 (Addition & subtraction) and in Term 4 (Multiplication and division)</p> <p>Unpack Naplan item analysis to further determine student levels of understanding and inform teachers for differentiation</p>	<p><input checked="" type="checkbox"/> Numeracy Leader</p> <p><input checked="" type="checkbox"/> Teacher(s)</p>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$9,000.00</p> <p><input checked="" type="checkbox"/> Equity funding will be used</p>
<p>KIS 3 Building practice excellence</p>	<p>Staff working cooperatively and collaboratively in teaching and learning teams to improve teaching and learning.</p>			
<p>Actions</p>	<p>Leadership Team to complete Bastow Professional Learning Communities PD</p>			
<p>Outcomes</p>	<ul style="list-style-type: none"> - teacher collaboration and shared practice - collective responsibility - pedagogical change - regular cycles of disciplined, collaborative inquiry using data and evidence - student learning needs drive teacher learning through targeted professional learning, classroom observation and feedback focussed on improving professional practice 			

Success Indicators	Building a professional learning community when implemented with fidelity, is a proven way for all schools to improve student learning outcomes and joining a Victorian PLC is an opportunity for Bright P-12 College to take advantage of this intensive support to embed a culture of continuous improvement focused on improving student learning outcomes in your school.				
Activities and Milestones	Who	Is this a PL Priority	When	Budget	
Bastow PLC PD CRT covered by DET	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$0.00 <input type="checkbox"/> Equity funding will be used	
Goal 2	Foster a learning community that supports and nurtures the development of the whole child.				
12 Month Target 2.1	An incremental step towards the 4year target set in the SSP - Empowering Students and Building School Pride Intellectual engagement and self -awareness				
KIS 1 Empowering students and building school pride	Commence the implementation of the SWPBSP framework across P to 12				
Actions	<ul style="list-style-type: none"> - Review Bright P12 College IEP's and implement new DET process and procedures across P to 12. - To implement reasonable adjustments through IEP's to ensure that students are able to actively participate in classroom activities and other every day school activities - Implement School Wide Positive Behaviour Support Program (SWPBSP) Gather baseline data through staff readiness surveys - Tiered fidelity infanatory after SWPBSP first training. - Review Managing Students At Risk to bring it in-line with SWPSBS – case management of students - commence roll out of SWPBS timeline for BP12 will be up to 2 years (conclusion with this SP) - Review Student Leadership – work will continue to develop student leadership next year - Student Focus Group – 1 per term across P to 12 				

<p>Outcomes</p>	<p>Students will:</p> <ul style="list-style-type: none"> - Be Positively engaged in lessons and learning environment - See improved teacher/student relationships (indicated on AtoSS for the next 2 years) 4:1 positive to corrective interactions - Seek opportunities for development and leadership - See a reduction yard incidents - Have a great understanding of expectations across the whole school inline with values. - Have an advocate or connection to teacher (AtoSS) <p>Teachers will:</p> <ul style="list-style-type: none"> - Develop a positive classroom learning environment using the 6 to 1 positive to corrective interactions - Establish classroom expectations and be consistent in the implementation of these (expectation matrix) - See improved student engagement in lessons - See an improvement in acceptable student behaviour in class - Be empowered to manage minor behavioural concerns - Communicate positive messages with parents – via email or phone <p>Principal will:</p> <ul style="list-style-type: none"> - See a reduction of office referrals - See improvements in student/teacher relationships across AtoSS and Teacher Survey - Have more time to lead and develop the capacity of staff due to a reduction in classroom incident control <p>Other – Parents/Carers will :)</p> <ul style="list-style-type: none"> - Students who are happy and engaged with their learning - Increased student perception of teacher concern - More positive communication from teachers – via email or phone
<p>Success Indicators</p>	<ul style="list-style-type: none"> - Student responses to SFG <p>AtoSS</p> <ul style="list-style-type: none"> - Social Engagement Yr 7 to 9 in-line with state similar school by 12% (student voice and agency, school connectedness) - School Safety will be within 5% of state and similar schools from 4 to 12 (respect for diversity and managing bullying) - Teacher/student relations within 5% of state and similar schools in Teacher Concern and Learner Characteristics - Within 5% of state and similar schools Sense of confidence and self-regulation and goal setting across - Within 5% of state and similar schools Motivation and interest at Secondary <p>Parent opinion</p>

	Stimulating learning environment and student and support above state and similar schools, General school improvement and school pride and confidence, Student agency and voice			
	Staff - Increase in green entries on Chronicle			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
1. Implement Bright P12 College's Individual Education Plan Procedures	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
2. Commence roll out of School Wide Positive Behaviour Support Program. This will include: - Establishing a SWPBSP team - Attend the SWPBSP 2-day training - Review Managing Students At Risk to bring it in-line with SWPSBS – case management of students	<input checked="" type="checkbox"/> Wellbeing Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$13,400.00 <input type="checkbox"/> Equity funding will be used
4. Attend the Positive Behaviour Conference Term 1	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
5. Build the capacity of staff across Positive Climate for Learning through regular meetings on classroom management strategies, positive relationships with students and parents.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$300.00 <input type="checkbox"/> Equity funding will be used
6. Student Focus Group – 1 per term across P to 12 with specific questions based on: o Motivation and interest	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1	\$1,000.00

<ul style="list-style-type: none"> o Teacher concern o Student voice and agency o School connectedness o Sense of confidence and self-regulation and goal- setting o Classroom Behaviour o Effective teaching time o Stimulated Learning o Not experiencing bullying across P to 12. 			to: Term 4	<input type="checkbox"/> Equity funding will be used
7. Liaise with Cluster and CEP to host Sir John Jones as a Positive Climate Professional Learning opportunity for all staff on a Student Free Day	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Wellbeing Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$8,000.00 <input type="checkbox"/> Equity funding will be used
Goal 3	Increase community partnerships to achieve the schools vision.			
12 Month Target 3.1	Move from evolving to embedding on the continuum of practice for Parents and carers as partners			
KIS 1 Parents and carers as partners	<ol style="list-style-type: none"> 1. Develop a Communication & Engagement Plan. 2. Establish a parent and fundraising group. 3. Regularly review Bright P-12 College Policy with the College Community. 4. Develop a Pipeline of Projects to focus the fundraising of the College. 5. Establish a Building Master Plan. 			
Actions	<p>Develop a Communication & Engagement Plan. Develop a Working Party of College Council and invite community involvement Identify stakeholders in the plan (students/parents/teachers/surrounding schools/community groups/prospective parents etc) Develop a statement of goals around communication and engagement with the wider school groups. Develop an implementation strategy to enable achievement of the goals.</p> <p>Establish a parent and fundraising group. Prepare a Terms of Reference the scope of which includes: fundraising & parents as partners. Establish the group as a Sub Committee of Bright P-12 College Council during Term 1 of 2019 Support through nominating a College Council member to convene and provide leadership to the Sub Committee</p>			

	<p>Regularly review Bright P-12 College Policies, involving the College Community when appropriate. Establish a Policy review schedule. Identify policies that require wider community involvement and develop methods to facilitate consultation Review the Polices as per the schedule Communicate the policies to the staff, students and parents.</p> <p>Develop a Pipeline of Projects to focus the fundraising of the College. College Council Finance Committee Develop the process of the Pipeline Projects College Council to finalise the Decision-Making Matrix to inform the assessment of projects for the Pipeline. Document the process. Prioritise existing Pipeline Projects and identify projects to be funded in 2019 and 2020. Communicate the Pipeline process with stakeholders to refresh the Pipeline for 2020.</p> <p>Establish a Building Master Plan. Develop a Bright P-12 College Building Master Plan Consider projected population growth, environmental sustainability and future learning environments</p>			
Outcomes	<p>Students will: have a stronger sense of engagement with the school and find it easier to communicate with their teachers. Teachers will: be engaged in timely and positive communication with students and parents. Principal will: be engaged in timely and positive communication with students and parents. Parents communicating openly and positively with teachers and staff. Parents have a stronger sense of what it happening with their child's education.</p>			
Success Indicators	<p>Student Connectedness, Parent participation and involvement, School communication, Teacher communication, School Improvement, General Satisfaction</p> <p>Completion of activities</p> <p>FISO</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget

<p>Develop a Communication & Engagement Plan.</p> <ol style="list-style-type: none"> 1. Develop a Working Party of College Council and invite community involvement 2. Identify stakeholders in the plan (students/parents/teachers/surrounding schools/community groups/prospective parents etc) 3. Develop a statement of goals around communication and engagement with the wider school groups. 4. Develop an implementation strategy to enable achievement of the goals. 5. Develop a Working Party of College Council and invite community involvement 	<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
<p>Establish a parent and fundraising group.</p> <ol style="list-style-type: none"> 1. Prepare a Terms of Reference the scope of which includes: fundraising & parents as partners. 2. Establish the group as a Sub Committee of Bright P-12 College Council during Term 1 of 2019 3. Support through nominating a College Council member to convene and provide leadership to the Sub Committee 	<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
<p>Regularly review Bright P-12 College Policies, involving the College Community when appropriate.</p> <ol style="list-style-type: none"> 1. Establish a Policy review schedule. 2. Identify policies that require wider community involvement and develop methods to facilitate consultation 3. Review the Polices as per the schedule 4. Communicate the policies to the staff, students and parents. 5. Develop a statement of goals around communication and engagement with the wider school groups. 	<input checked="" type="checkbox"/> Assistant Principal <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
<p>Develop a Pipeline of Projects to focus the fundraising of the College.</p> <ol style="list-style-type: none"> 1. College Council Finance Committee Develop the process of the Pipeline Projects 2. College Council to finalise the Decision-Making Matrix to inform 	<input checked="" type="checkbox"/> Education Support <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

<p>the assessment of projects for the Pipeline.</p> <p>3. Document the process.</p> <p>4. Prioritise existing Pipeline Projects and identify projects to be funded in 2019 and 2020.</p> <p>5. Communicate the Pipeline process with stakeholders to refresh the Pipeline for 2020.</p>				
<p>Establish a Building Master Plan.</p> <p>1. Develop a Bright P-12 College Building Master Plan</p> <p>2. Consider projected population growth, environmental sustainability and future learning environments</p>	<p><input checked="" type="checkbox"/> Assistant Principal</p> <p><input checked="" type="checkbox"/> Education Support</p> <p><input checked="" type="checkbox"/> Principal</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$20,000.00</p> <p><input type="checkbox"/> Equity funding will be used</p>

Equity Funding Planner

Equity Spending Totals

Category	Total proposed budget (\$)	Spend (\$)
Equity funding associated with Activities and Milestones	\$44,000.00	0.00
Additional Equity funding	\$0.00	\$0.00
Grand Total	\$44,000.00	\$0.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Intervention 2019 7/8 Below Term 1 Heather to complete during English times	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$35,000.00	\$2,500.00
Using PAT-Maths diagnostic testing for Years 3 - 10 in Term 1 to determine student levels of understanding and inform teachers for differentiation Using Early Years Numeracy diagnostic testing for Prep – Year 2 in Term 2 (Place value & counting); in Term 3 (Addition & subtraction) and in Term 4 (Multiplication and division) Unpack Naplan item analysis to further determine student levels of understanding and inform teachers for differentiation	from: Term 1 to: Term 4		\$9,000.00	
Totals			\$44,000.00	

Additional Equity spend

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

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Attending Bastow Leading Literacy PD • Jean Olley, Zerlina Green, Breanna Rouse & Ciaran O'Connor \$660pp x 4 people = 2,640 CRT for 3 staff for 7 days = 8,400	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Network Professional Learning	<input checked="" type="checkbox"/> VCAA Curriculum Specialist <input checked="" type="checkbox"/> Bastow program/course	<input checked="" type="checkbox"/> Off-site Wangaratta
Primary: Explore the High Impact teaching strategies through the writer workshop model within primary.	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
Reading: Benchmark x2 a year (Term 1 and Term 3). Use Benchmark reading groups to focus at level Use Fountas and Pinnell continuum T and L team meetings to explore F and P continuum Professional reading for P-6 Staff- F and P document with reference to key areas of reading development.	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site

Readers notebook	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
Student shadowing across literacy blocks for reading. P-12 Independent reading- Professional Learning	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
P-6 introduction of Writers Workshop model for planning. T & L meetings Peer sharing/Peer observation/sharing ideas Formative assessment of writer T&L meetings Student shadowing across literacy blocks for writing.	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
Writers notebook	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site

Literacy for learning course x 12 Secondary staff members	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
Attending Bastow Leading Mathematics PD <ul style="list-style-type: none"> • Mat Gray • 2 Primary • 2 Secondary \$847pp x 5 people = 4,235 CRT for 5 staff for 7 days = 14,000	<input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Network Professional Learning	<input checked="" type="checkbox"/> Bastow program/course	<input checked="" type="checkbox"/> Off-site Unknown at this stage
Carrying out cross-walk surveys in Term 3, with student shadowing and a PD day for staff <ul style="list-style-type: none"> - Invite feeder schools to also attend 	<input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Individualised Reflection <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Maths/Sci Specialist	<input checked="" type="checkbox"/> On-site
Attending Peter Sullivan Mathematics PD with Milawa cluster x 4 days @ \$100pp/day + CRT <ul style="list-style-type: none"> Libby Dean Darren Ferrier Mal Steer Phil Rigby Mat Gray Luke Jones Katie Ferrito Leanne Nightingale 	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Network Professional Learning	<input checked="" type="checkbox"/> External consultants Peter Sullivan	<input checked="" type="checkbox"/> Off-site Milawa

<p>Julie Vanderstelt</p> <p>CRT- 10 x \$400 @ \$4000</p> <p>PD- 10 x \$100 @ \$1000</p>						
<p>TLT meetings with a Numeracy focus every 2nd week. Non-maths teaching secondary staff to work on HITS</p> <p>Review data to determine student's ZPD to assist with differentiation</p> <p>Build more open ended learning tasks (low floor, high ceiling) focused on understanding – 1 task per term to be developed as open ended</p> <p>Build a mindset within teachers (and therefore students) that mathematics is process driven rather than mindset driven</p> <p>Provide teachers with resources to support lesson planning, such as n-rich, you-cubed, mathematica, number talks</p> <p>Refine Mathematics scope and sequence planning by identifying key content</p> <p>Explicitly teach students how to learn using the four proficiencies: problem solving, reasoning,</p>	<p><input checked="" type="checkbox"/> Numeracy Leader</p> <p><input checked="" type="checkbox"/> Teacher(s)</p>	<p>from: Term 1</p> <p>to: Term 4</p>	<p><input checked="" type="checkbox"/> Design of formative assessments</p> <p><input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team</p> <p><input checked="" type="checkbox"/> Curriculum development</p>	<p><input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions</p>	<p><input checked="" type="checkbox"/> Learning Specialist</p>	<p><input checked="" type="checkbox"/> On-site</p>

understanding and fluency						
<p>Using PAT-Maths diagnostic testing for Years 3 - 10 in Term 1 to determine student levels of understanding and inform teachers for differentiation</p> <p>Using Early Years Numeracy diagnostic testing for Prep – Year 2 in Term 2 (Place value & counting); in Term 3 (Addition & subtraction) and in Term 4 (Multiplication and division)</p> <p>Unpack Naplan item analysis to further determine student levels of understanding and inform teachers for differentiation</p>	<input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
<p>Bastow PLC PD CRT covered by DET</p>	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Network Professional Learning	<input checked="" type="checkbox"/> Bastow program/course	<input checked="" type="checkbox"/> Off-site Mrytleford
<p>2. Commence roll out of School Wide Positive Behaviour Support Program. This will include:</p> <ul style="list-style-type: none"> - Establishing a SWPBSP team - Attend the SWPBSP 2-day 	<input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Network Professional Learning	<input checked="" type="checkbox"/> Bastow program/course	<input checked="" type="checkbox"/> Off-site TBC

training - Review Managing Students At Risk to bring it in-line with SWPSBS – case management of students						
7. Liaise with Cluster and CEP to host Sir John Jones as a Positive Climate Professional Learning opportunity for all staff on a Student Free Day	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> External consultants Sir John Jones	<input checked="" type="checkbox"/> On-site