

2025 Annual Implementation Plan

for improving student outcomes

Rowville Secondary College (8734)



Submitted for review by Nicole Pryor (School Principal) on 19 February, 2025 at 12:33 PM
Endorsed by John Roberts (Senior Education Improvement Leader) on 19 February, 2025 at 01:49 PM
Awaiting endorsement by School Council President

Self-evaluation summary

	FISO 2.0 outcomes	Self-evaluation level
Learning	Learning is the ongoing acquisition by students of knowledge, skills and capabilities, including those defined by the Victorian Curriculum and senior secondary pathways.	
Wellbeing	Wellbeing is the development of the capabilities necessary to thrive, contribute and respond positively to challenges and opportunities of life.	
	FISO 2.0 Dimensions	Self-evaluation level
Leadership	The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	
Teaching and learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	

	Use of common and subject-specific high impact teaching and learning strategies as part of a shared and responsive teaching and learning model implemented through positive and supportive student-staff relationships	
Assessment	Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.	
	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	
Engagement	Strong relationships and active partnerships between schools and families/carers, communities, and organisations to strengthen students' participation and engagement in school	
	Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	
Support and resources	Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	

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

Enter your reflective comments	
Considerations for 2025	
Documents that support this plan	

Select annual goals and KIS

Four-year strategic goals	Is this selected for focus this year?	Four-year strategic targets	12-month target
Improve learning outcomes for all students	Yes	By 2024 increase the percentage of students achieving above benchmark growth in NAPLAN based on 2017 - 2019 average figures for: <ul style="list-style-type: none"> • reading from 22% to 24% or above • writing from 14% to 21% or above • numeracy from 17% to 22% or above 	Increase positive ATOSS response Differentiated Learning Challenge from 42% in 2024 to 47% in 2025
		By 2024 decrease the percentage of students achieving below benchmark growth in NAPLAN based on 2017 - 2019 average figures for writing from 36% to 27% or below	Increase the percentage of responses on the Staff Opinion Survey Believe peer feedback can improve their practice from 50% in 2024 to 55% in 2025Interest in improving practice from 62% in 2024 to 67% in 2025Increase the percentage of responses on the Staff Opinion Survey for plan differentiated learning activities from 55% in 2024 to 60% in 2025.Discuss problems of practice from 57% in 2024 to 62% in 2025
		By 2024 improve the VCE mean study score from 25 in 2020 to 29. Increase the English study score range 29-36 from 23% in 2020 to 30% or above	Increase the percentage of students with strong or exceeding in year 9 Reading on NAPLAN from 54% in 2024 to 57% in 2025Reduce the

			number of NAS students in reading and numeracy at year 9 from 12% in reading to 10% and 8% in Numeracy to 6%.
		By 2024 90% of students will attain at least 12 months growth for 12 months learning according to teacher judgements	Improve the VCE English Study Score Mean from 23 in 2024 to 25.
Enhance student agency in their learning	No	By 2024 the percentage of positive responses in the Attitudes to School Survey, based on 2019 figures, to increase from: <ul style="list-style-type: none"> • 40% to 46% for student voice and agency • 60% to 63% for self-regulation and goal setting • 50% to 58% for differentiated learning challenge 	
		By 2024 increase the percentage of positive responses in the School Staff Survey (SSS) factors based on 2020 figures from: <ul style="list-style-type: none"> • 44% to 50% for teacher collaboration • 35% to 45% for academic emphasis • 66% to 72% for use student feedback to improve practice • 63% to 73% for plan differentiated learning activities 	
		By 2024 100% of students will have Career Action Plans by the beginning of Year 10	
		By 2024 improve the percentages on the learner habits report, based on 2021 data	

Enrich student pride and connection in the college	Yes	By 2024 the percentage of positive responses in the Attitudes to School Survey, based on 2019 figures, to increase from: <ul style="list-style-type: none"> • 57% to 61% or above for motivation and interest • 53% to 55% or above for sense of connectedness 	Increase positive ATOSS response Student emotional awareness and regulation from 59% in 2024 to 64% in 2025 Managing Bullying from 36% in 2024 to 41% in 2025
		By 2024 reduce the 20+ absence days percentages for Year 9 students from 41% in 2019 to 30%, and for Year 10 students from 39% in 2019 to 30%	Increase attendance rate of students from 83% in 2024 to 86% in 2025.
		By 2024 improve the percentages in the Tiered Fidelity Inventory (TFI), based on 2021 figures, to 70% across the tiers and 80% or more for the self-assessment survey	Increase positive ATOSS response Respect for Diversity from 27% in 2024 to 32% in 2025 Classroom Behaviour from 44% in 2024 to 49% in 2025.

Goal 1	Improve learning outcomes for all students
12-month target 1.1	Increase positive ATOSS response Differentiated Learning Challenge from 42% in 2024 to 47% in 2025
12-month target 1.2	Increase the percentage of responses on the Staff Opinion Survey Believe peer feedback can improve their practice from 50% in 2024 to 55% in 2025 Interest in improving practice from 62% in 2024 to 67% in 2025 Increase the percentage of responses on the Staff Opinion Survey for plan differentiated learning activities from 55% in 2024 to 60% in 2025. Discuss problems of practice from 57% in 2024 to 62% in 2025
12-month target 1.3	Increase the percentage of students with strong or exceeding in year 9 Reading on NAPLAN from 54% in 2024 to 57% in 2025

	Reduce the number of NAS students in reading and numeracy at year 9 from 12% in reading to 10% and 8% in Numeracy to 6%.	
12-month target 1.4	Improve the VCE English Study Score Mean from 23 in 2024 to 25.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1.a Excellence in teaching and learning	Embed an instructional model that delivers effective differentiation and feedback for all students	Yes
KIS 1.b Professional leadership	Build instructional leadership capabilities across the college	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	We have identified a need to improve leadership capacity to plan, monitor and review strategic interventions with a focus on our School Improvement team. Differentiation is a key focus area for professional growth through our PLC model to improve student learning outcomes.	
Goal 3	Enrich student pride and connection in the college	
12-month target 3.1	Increase positive ATOSS response Student emotional awareness and regulation from 59% in 2024 to 64% in 2025 Managing Bullying from 36% in 2024 to 41% in 2025	
12-month target 3.2	Increase attendance rate of students from 83% in 2024 to 86% in 2025.	
12-month target 3.3	Increase positive ATOSS response Respect for Diversity from 27% in 2024 to 32% in 2025 Classroom Behaviour from 44% in 2024 to 49% in 2025.	
Key Improvement Strategies		Is this KIS selected for focus this year?

KIS 3.a Positive climate for learning	Embed school wide positive behaviour support across the college	Yes
KIS 3.b Professional leadership	Develop a shared understanding of the college's strategic narrative	No
KIS 3.c Positive climate for learning	Further enhance college-wide partnerships in learning	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.	We are Developing in Wellbeing in the School performance Report. A strong focus on our School wide positive behaviours through Learning Mentor curriculum, established expectations and routines and monitoring through BPA is required to support growth in areas of Managing Bullying, Respect for Diversity and Classroom Behaviour.	

Define actions, outcomes, success indicators and activities

Goal 1	Improve learning outcomes for all students
12-month target 1.1	Increase positive ATOSS response Differentiated Learning Challenge from 42% in 2024 to 47% in 2025
12-month target 1.2	Increase the percentage of responses on the Staff Opinion Survey Believe peer feedback can improve their practice from 50% in 2024 to 55% in 2025 Interest in improving practice from 62% in 2024 to 67% in 2025 Increase the percentage of responses on the Staff Opinion Survey for plan differentiated learning activities from 55% in 2024 to 60% in 2025. Discuss problems of practice from 57% in 2024 to 62% in 2025
12-month target 1.3	Increase the percentage of students with strong or exceeding in year 9 Reading on NAPLAN from 54% in 2024 to 57% in 2025 Reduce the number of NAS students in reading and numeracy at year 9 from 12% in reading to 10% and 8% in Numeracy to 6%.
12-month target 1.4	Improve the VCE English Study Score Mean from 23 in 2024 to 25.
KIS 1.a Building practice excellence	Embed an instructional model that delivers effective differentiation and feedback for all students
Actions	Refine Professional Learning Communities to embed effective classroom practices with a 2025 focus on differentiation. Embed the Instructional Coaching model to support the development of PTT, and Graduate teachers, the development of Aspirant Leaders and teachers who demonstrate strengths and expertise in the RSC instructional model so they develop further to expand their practice.
Outcomes	Leadership will: Ensure time is prioritised for PLC and coaching activities.

	<p>Ensure Professional learning is provided to Middle Leaders to support their role in developing teachers Support the PLC and coaching implementation by conducting and analysing learning walk data</p> <p>Teachers and Coaches will: actively engage in professional learning actively engage in peer observations actively engage in professional learning communities share backs develop expertise and increased use of effective classroom practices with a focus on differentiation work collaboratively to share and embed best practice give students timely and accurate feedback about their learning</p> <p>Students will: be confident to seek support in class Senior Students will: reflect on their feedback to improve their results complete targeted practice exam questions throughout the school year</p>			
Success Indicators	<p>PLC artefacts- minutes, journals and peer observations Instructional coaching monitoring artefacts- coaching records and teacher confidence reflections. Learning Walk data focussed on the Instructional Model</p>			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Develop an implementation plan for PLCs in 2025 and enact plan.	☑ PLC leaders	☑ PLP Priority	from: Term 1 to: Term 4	<p>\$500,000.00</p> <p>☑ Other funding will be used</p>
Develop a rubric to give clarity and support growth and development of Lead Learners in PLCs	☑ PLC leaders	☑ PLP Priority	from: Term 1 to: Term 4	<p>\$10,000.00</p> <p>☑ Other funding will be used</p>

PLC learning is shared with other teachers- this is scheduled and monitored.	<input checked="" type="checkbox"/> PLC leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$10,000.00 <input checked="" type="checkbox"/> Other funding will be used
Develop the 2025 coaching cycle and timeline	<input checked="" type="checkbox"/> Learning specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$10,000.00 <input checked="" type="checkbox"/> Other funding will be used
Implement the coaching program and monitor effectiveness and participation.	<input checked="" type="checkbox"/> Learning specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$300,000.00
Develop a Learning Walk schedule Implement schedule Collect data Analyse at SIT team meetings	<input checked="" type="checkbox"/> Leadership team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$100,000.00
VCE English to review moderation and marking processes.	<input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Teaching and learning coordinator	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
T&L Executive to review VTLM 2.0 alignment with Instructional Model	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> School improvement team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
KIS 1.b	Build instructional leadership capabilities across the college			

Instructional and shared leadership					
Actions	Improve leadership capacity to plan, monitor and review strategic interventions				
Outcomes	Principal Team: will provide professional learning for SIT team members to develop strategic planning skills Leaders will: provide ongoing feedback on AIP goals complete Action Plans and build in monitoring tools to review activities and their implementation effectiveness				
Success Indicators	<ul style="list-style-type: none"> SIT Planner developed & monitored SPOT AIP Monitored Middle leaders action / monitoring plans, based on the rubrics Learning Walk feedback utilised at SIT to inform decision making Increase the role clarity and consistency of the Middle Leaders Build the capacity of the College's Middle Leaders 				
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams	
Improve SIT practices to guide AIP progress improvement and implementations Action Plans Assessment / data schedule and analysis timeline Reflection tools Stand up protocols for feedback	<input checked="" type="checkbox"/> Leadership team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$50,000.00 <input checked="" type="checkbox"/> Other funding will be used	
Develop rubrics to give clarity and support growth and development of Lead Learners and House Leaders	<input checked="" type="checkbox"/> School improvement team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$10,000.00	

Schedule and implement Learning Walks to inform and guide Leadership Team judgements	<input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$50,000.00 <input checked="" type="checkbox"/> Other funding will be used
External professional learning for a number of the SIT team and Curriculum leaders to develop their middle leadership capacity.	<input checked="" type="checkbox"/> KLA leader <input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <input checked="" type="checkbox"/> Other funding will be used
Goal 3	Enrich student pride and connection in the college		
12-month target 3.1	Increase positive ATOSS response Student emotional awareness and regulation from 59% in 2024 to 64% in 2025 Managing Bullying from 36% in 2024 to 41% in 2025		
12-month target 3.2	Increase attendance rate of students from 83% in 2024 to 86% in 2025.		
12-month target 3.3	Increase positive ATOSS response Respect for Diversity from 27% in 2024 to 32% in 2025 Classroom Behaviour from 44% in 2024 to 49% in 2025.		
KIS 3.a Health and wellbeing	Embed school wide positive behaviour support across the college		
Actions	Improve Student Attendance Implementation of SWPBS with fidelity Improve the College's processes in Managing Bullying		
Outcomes	Leadership Team (Leading Teachers, Learning Specialists, Prin Team, House Leaders- POR): build processes that clarify roles and responsibilities of all stakeholders in establishing high expectations. provide feedback to teachers on SWPBS implementation support teachers with additional professional learning and coaching		

	<p>House Leaders will: Monitor attendance data and ensure Attendance Plans are put in place and communicated ensure communication on student consequences/resolution for medium to high level classroom incidents</p> <p>Learning Mentors will: monitor their mentor group's BPAs provide rapid responses and supports for students who fall below the minimum expected standard (Gold). provide rapid responses to celebrate students' growth and/or attainment of platinum and diamond levels. implement agreed processes with fidelity</p> <p>Teachers will: give students timely and accurate feedback about their learning behaviours (Behaviour Point Averages) through regular learning task assessments. consistently follow school routines monitor their own implementation and seek support for their classes of school routines explicitly teach the classroom expectations</p> <p>Students will: increase their understanding of how their learning behaviours impact on their learning outcomes trial a range of strategies to show growth in their BPA data</p> <p>Parents will: monitor their child's BPA data actively engage with their child and school staff to support growth</p> <p>Education Support Staff will: implement agreed processes with fidelity</p>
Success Indicators	<p>Attendance Supporting processes in place, including communication templates, communication strategy to build awareness of the importance of attendance.</p> <ul style="list-style-type: none"> • SIT practices monitor attendance data and obtain feedback to refine strategies • Development of Student Attendance Plans • Improved Student Attendance outcomes

	<p>SWPBS</p> <p>SWPBS Matrix refined and consistently used</p> <ul style="list-style-type: none">• Completed Restorative SWPBS PL• Increased enrolments in Tier 2 interventions• BPA reflection time is built into Learning mentor time.• Learning walks schedule implemented• Learning Walk observations and data presented to SIT for consideration and actioning• Student engagement surveys and focus groups have been conducted and analysed and presented to SIT for consideration and actioning <p>Managing Bullying</p> <ul style="list-style-type: none">• Audit of College Policy and Protocols for managing student bullying is completed. Results are shared with SIT for consideration and actioning• Learning Mentor curriculum, including 3 year Scope & Sequence is written and process is developed to track it's delivery with fidelity.• Learning Mentor rubric established and refined throughout the course of the year• Student evaluation of the school responses to bullying is improved.			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Implement attendance and lateness policy and processes with rigour and fidelity	<input checked="" type="checkbox"/> All staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00
Implement a communication strategy for the community on the importance of attendance	<input checked="" type="checkbox"/> House leaders <input checked="" type="checkbox"/> School improvement team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <input checked="" type="checkbox"/> Other funding will be used

Ensure attendance data is accurate and attendance codes re applicable	<input checked="" type="checkbox"/> Administration team <input checked="" type="checkbox"/> House leaders	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <input checked="" type="checkbox"/> Other funding will be used
Review and refine Tier 1 attendance strategies	<input checked="" type="checkbox"/> House leaders <input checked="" type="checkbox"/> School improvement team	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$10,000.00 <input checked="" type="checkbox"/> Other funding will be used
Deliver targeted professional learning on SWPBS focus to ensure greater use of and consistency with SWPBS matrix	<input checked="" type="checkbox"/> School improvement team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$50,000.00 <input checked="" type="checkbox"/> Other funding will be used
Utilise the BPA rubric to specifically focus on these elements	<input checked="" type="checkbox"/> School improvement team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <input checked="" type="checkbox"/> Other funding will be used
Build a process and calendar for Tier 2 interventions across the year	<input checked="" type="checkbox"/> School improvement team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$10,000.00 <input checked="" type="checkbox"/> Other funding will be used
Conduct student focus groups to benchmark progress	<input checked="" type="checkbox"/> House leaders	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$10,000.00

Create agreed strategies to support the consistent use of the Tier 3 Continuum of Responses to student behaviour	<input checked="" type="checkbox"/> House leaders	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00 <input checked="" type="checkbox"/> Other funding will be used
Refine BPA support sessions	<input checked="" type="checkbox"/> House leaders	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$10,000.00
Develop a rubric to provide clarity, consistency and support growth and development of Learning Mentors	<input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$10,000.00
Refine and Review Learning Mentor Lessons and the processes to ensure delivery of LM lessons with fidelity.	<input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <input checked="" type="checkbox"/> Other funding will be used
Audit the college's policy and protocols for addressing and managing student bullying and conflict.	<input checked="" type="checkbox"/> School improvement team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$10,000.00

Funding planner

Summary of budget and allocated funding

Summary of budget	School's total funding (\$)	Funding allocated in activities (\$)	Still available/shortfall
Equity Funding	\$364,701.30	\$150,000.00	\$214,701.30
Disability Inclusion Tier 2 Funding	\$533,447.86	\$600,000.00	-\$66,552.14
Schools Mental Health Fund and Menu	\$176,898.90	\$207,000.00	-\$30,101.10
Total	\$1,075,048.06	\$957,000.00	\$118,048.06

Activities and milestones – Total Budget

Activities and milestones	Budget
Totals	\$0.00

Activities and milestones - Equity Funding

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

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
Wellbeing team	\$250,000.00
DI	\$600,000.00
Totals	\$850,000.00

Additional funding planner – Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Wellbeing team	from: Term 1 to: Term 4	\$150,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
DI	from: Term 1	\$0.00	

	to: Term 4		
Totals		\$150,000.00	

Additional funding planner – Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
Wellbeing team	from: Term 1 to: Term 4	\$0.00	
DI	from: Term 1 to: Term 4	\$600,000.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> • Inclusion leader • Learning specialist • Education support staff <input checked="" type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none"> • Teachers • Education support <input checked="" type="checkbox"/> Teaching and learning programs and resources <ul style="list-style-type: none"> • Other literacy resources

			<input checked="" type="checkbox"/> Equipment, adaptive technology, devices, or materials to support learning <ul style="list-style-type: none"> • Communication equipment/software
Totals		\$600,000.00	

Additional funding planner – Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
Wellbeing team	from: Term 1 to: Term 4	\$207,000.00	<input checked="" type="checkbox"/> All-School Visible Wellbeing Program
DI	from: Term 1 to: Term 4	\$0.00	
Totals		\$207,000.00	

Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
Develop an implementation plan for PLCs in 2025 and enact plan.	✓ PLC leaders	from: Term 1 to: Term 4	✓ Planning ✓ Preparation ✓ Formalised PLC/PLTs	✓ Formal school meeting / internal professional learning sessions ✓ PLC/PLT meeting	✓ PLC Initiative ✓ Learning specialist	✓ On-site
Develop a rubric to give clarity and support growth and development of Lead Learners in PLCs	✓ PLC leaders	from: Term 1 to: Term 4	✓ Planning ✓ Preparation	✓ Formal school meeting / internal professional learning sessions	✓ Learning specialist	✓ On-site
PLC learning is shared with other teachers- this is scheduled and monitored.	✓ PLC leaders	from: Term 2 to: Term 4	✓ Collaborative inquiry/action research team	✓ PLC/PLT meeting	✓ Learning specialist	✓ On-site
Develop the 2025 coaching cycle and timeline	✓ Learning specialist(s)	from: Term 1 to: Term 1	✓ Planning ✓ Collaborative inquiry/action research team ✓ Peer observation including feedback and reflection	✓ Formal school meeting / internal professional learning sessions	✓ Learning specialist	✓ On-site
Implement the coaching program and monitor	✓ Learning specialist(s)	from: Term 1	✓ Peer observation including feedback and reflection	✓ Formal school meeting / internal	✓ Learning specialist	✓ On-site

effectiveness and participation.		to: Term 4	✓ Individualised reflection	professional learning sessions		
Develop a Learning Walk schedule Implement schedule Collect data Analyse at SIT team meetings	✓ Leadership team	from: Term 1 to: Term 4	✓ Planning ✓ Peer observation including feedback and reflection	✓ Formal school meeting / internal professional learning sessions	✓ SEIL ✓ Internal staff ✓ Learning specialist ✓ Pedagogical Model	✓ On-site
VCE English to review moderation and marking processes.	✓ Teacher(s) ✓ Teaching and learning coordinator	from: Term 1 to: Term 4	✓ Planning ✓ Preparation	✓ Professional practice day ✓ Formal school meeting / internal professional learning sessions	✓ Internal staff	✓ On-site
Improve SIT practices to guide AIP progress improvement and implementations Action Plans Assessment / data schedule and analysis timeline Reflection tools Stand up protocols for feedback	✓ Leadership team	from: Term 1 to: Term 4	✓ Planning ✓ Preparation ✓ Individualised reflection	✓ Formal school meeting / internal professional learning sessions	✓ Internal staff	✓ On-site
Develop rubrics to give clarity and support growth and development of Lead	✓ School improvement team	from: Term 1 to: Term 1	✓ Planning ✓ Preparation	✓ Formal school meeting / internal professional learning sessions	✓ Internal staff	✓ On-site

Learners and House Leaders			✓ Individualised reflection			
Schedule and implement Learning Walks to inform and guide Leadership Team judgements	✓ School improvement team	from: Term 1 to: Term 4	✓ Planning ✓ Preparation ✓ Peer observation including feedback and reflection	✓ Formal school meeting / internal professional learning sessions	✓ Internal staff	✓ On-site
External professional learning for a number of the SIT team and Curriculum leaders to develop their middle leadership capacity.	✓ KLA leader ✓ School improvement team	from: Term 1 to: Term 4	✓ Planning ✓ Preparation	✓ Network professional learning	✓ External consultants Ryan Dunne ✓ Departmental resources Network	✓ Off-site Network - Eastern
Deliver targeted professional learning on SWPBS focus to ensure greater use of and consistency with SWPBS matrix	✓ School improvement team	from: Term 1 to: Term 4	✓ Planning ✓ Preparation	✓ Whole school pupil free day ✓ Formal school meeting / internal professional learning sessions	✓ Internal staff	✓ On-site