

# 2024 Annual Implementation Plan

## for improving student outcomes

University High School (8405)



Submitted for review by Ciar Foster (School Principal) on 17 April, 2024 at 12:38 PM  
Endorsed by Natalie Bakai (Senior Education Improvement Leader) on 21 April, 2024 at 08:01 PM  
Awaiting endorsement by School Council President

## Self-evaluation summary - 2024

	FISO 2.0 Dimensions	Self-evaluation level
Leadership	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	
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 assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	
Engagement	Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	

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

<b>Enter your reflective comments</b>	
<b>Considerations for 2024</b>	
<b>Documents that support this plan</b>	

## Select annual goals and KIS

Four-year strategic goals	Is this selected for focus this year?	Four-year strategic targets	12-month target
<p><b>Priorities goal</b> In 2024 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the priorities goal, a learning key improvement strategy and a wellbeing key improvement strategy.</p>	No	Support for the priorities	The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.
Every student in every class maximises their learning growth	Yes	<p>By 2025 <b>the percentage</b> of Year 9 students achieving in the top two bands of NAPLAN will be:</p> <ul style="list-style-type: none"> <li>• 55% in reading (from 45% in 2021)</li> <li>• 35% in writing (from 24% in 2021)</li> <li>• 60% in numeracy (from 52% in 2021)</li> </ul>	<p>From (2023) to (2024): From 80% to 83% in 'Exceeding/Strong' for Reading (2023 similar schools measure - 78%) From 73% to 75% in 'Exceeding/Strong' for Writing (2023 similar schools measure - 77%) From 84% to 86% in 'Exceeding/Strong' for Numeracy (2023 similar schools measure - 83%)</p>
		<p>By 2025 improve the NAPLAN at and above Benchmark growth for Year 9 students in reading from 73% in 2021 to 85%, in writing from 80% in 2021 to 85% and in numeracy from 67% in 2021 to 85%</p>	<p>Benchmark growth not measurable Reduce low growth Year 9 targets Reading from 24% low growth (2023 interim growth measure) to 20% Numeracy from 29%</p>

			low growth(2023 interim growth measure) to 24%
		By 2025 no greater than 10% discrepancy by teacher judgements when assessing students' Victorian Curriculum levels against NAPLAN bands	At both Year 7 and 9 in Reading and Numeracy, reduce by at least 10% the number of students identified as 'Exceeding' in NAPLAN and as 'at age expected' in TJ
		By 2025 increase the VCE GAT 'adjusted study scores' measure to reflect: - in each subject, a positive trend in mean GAT residuals from 2020 - an increase in the number of subjects that have positive GAT residuals for students in the 25th, 50th and 75th percentiles (considering both year-by-year and 3 year averages)	Increase the number of subjects with average positive residual to at least 15 subjects in 2024, with a focus on multiple class subjects (Business Management, Spec Maths, Physical Education, English Language, EAL, Literature, English, General Maths, Physics, Chemistry, Psychology, Math Methods, Biology, Extended Investigation)
		By 2025 increase the positive response percentages on the Attitudes to School Survey: <ul style="list-style-type: none"> <li>• <i>Student voice and agency</i> from 46% in 2021 to 55%</li> <li>• <i>Differentiated learning challenge</i> from 54% in 2021 to 65%</li> <li>• <i>Self-regulation and goal setting</i> from 63% in 2021 to 73%</li> </ul>	From (2023) to (2024):Student voice and agency: 41% to 47%Differentiated learning challenge: 49% to 55%Self-regulation and goal setting: 59% to 61%
		By 2025 increase the percentage of positive responses in the School Staff Survey for <i>teacher collaboration</i> from 45% in 2021 to 55%	From (2023) to (2024):Teacher Collaboration from 49% to 55%
Every student feels engaged and connected to the school and the broader school community	Yes	By 2025 the percentage of positive responses in the Attitudes to School Survey, to increase for: <ul style="list-style-type: none"> <li>• Sense of connectedness from 65% in 2021 to 70%</li> </ul>	From (2023) to (2024):Sense of connectedness: 52% to 55%Year 7 transitions: 55% to 60%Year 10-12

		<ul style="list-style-type: none"> <li>• Stage transitions (Year 7 and new) from 61% in 2021 to 70%</li> <li>• Stage transitions (Year 10-12) from 59% in 2021 to 65%</li> <li>• Sense of confidence from 62% in 2021 to 72%</li> </ul>	transitions: 57% to 60% Sense of confidence: 57% to 60%
		By 2025 decrease the percentage of students with 30+ absence days from 11% in 2021 to 8%	From (2023) to (2024);30+ days: From 21% to 15% 20+ days: From 38% to 28%(2023 Similar schools measure - 33%)
		<p>By 2025 the percentage of positive responses in the School Staff Survey, to increase for:</p> <ul style="list-style-type: none"> <li>• <i>Believe evaluating impact improves practice</i> from 54% in 2021 to 70%</li> <li>• <i>Use student feedback to improve practice</i> from 47% in 2021 to 60%</li> <li>• <i>Promote student ownership of learning goals</i> from 42% in 2021 to 60%</li> </ul>	From (2023) to (2024):Evaluating impact: 73% go 78% Use student feedback: 53% to 58% Ownership of learning goals: 58% to 61%
		<p>By 2025 the percentage of positive responses in the Parent Opinion Survey to increase for:</p> <ul style="list-style-type: none"> <li>• <i>Stimulated learning</i> from 73% in 2020 to 80%</li> <li>• <i>Positive transitions</i> from 81% in 2020 to 85%</li> <li>• <i>Student motivation and support</i> from 61% in 2020 to 70%</li> <li>• <i>Parent Participation and involvement</i> from 49% in 2020 to 60%</li> <li>• <i>Teacher Communication</i> from 48% in 2020 to 60%</li> </ul>	From (2023) to (2024):Stimulated learning: 74% to 78% Positive transitions: 80% to 83% Motivation and support: 66% to 68% Parent Participation: 65% to 68% Teacher communication: 58% to 65% (plus decrease not positive to 15%)
Every student feels known, safe and valued at University High School	Yes	By 2025 the percentage of positive responses in the Attitudes to School Survey to increase for:	From (2023) to (2024):Emotional awareness and regulation: 63% to 67% Sense of connectedness: 52% to

		<ul style="list-style-type: none"> <li>• <i>Emotional awareness and regulation</i> from 65% in 2021 to 75%</li> <li>• <i>Sense of connectedness</i> from 65% in 2021 to 75%</li> <li>• <i>Managing bullying</i> from 54% in 2021 to 65%</li> <li>• <i>Teacher concern</i> from 36% in 2021 to 45%</li> </ul>	55%Managing bullying: 44% to 51%Teacher concern: 27% to 32% (decrease not positive to 20%)
		<p>By 2025 the percentage of positive responses in the Parent Opinion Survey to increase for:</p> <ul style="list-style-type: none"> <li>• <i>Teacher communication</i> from 48% in 2020 to 60%</li> <li>• <i>Promoting positive behaviour</i> from 77% in 2020 to 83%</li> <li>• <i>Parent community engagement</i> from 57% in 2020 to 70%</li> </ul>	From (2023) to (2024):Teacher communication: 58% to 65% (plus decrease not positive to 15%)Promoting positive behaviour: 80% to 83%Parent community engagement: 67% to 70%
		<p>By 2025 the percentage of positive responses in the School Staff Survey, to increase for:</p> <ul style="list-style-type: none"> <li>• <i>Trust in students and parents</i> from 67% in 2021 to 75%</li> <li>• <i>Support growth and learning of whole student</i> from 49% in 2021 to 65%</li> <li>• <i>Build resilience and a resilient, supportive environment</i> from 42% in 2021 to 55%</li> </ul>	From (2023) to (2024):Trust in students and parents: 55% to 60%Support growth and learning whole student: 67% to 72%Build resilience: 45% to 50%
Activate student agency in STEM	Yes	<p>By 2025 an increased proportion of students who report that as a result of participating in a Centre program they:</p> <ul style="list-style-type: none"> <li>• Have a greater understanding of the role of science and mathematics in everyday life</li> <li>• Have used knowledge and techniques they learned at the Centre in their schoolwork</li> </ul> <p>(To be finalised)</p>	Across all new programs developed post 2022:80% of students agree to strongly agree they have a greater understanding of the role of STEM in everyday life80% of students agree to strongly agree that the program was interesting
		By 2025 an increased proportion of teachers who:	Across all new programs developed post 2022:85% of teachers agree to

		<ul style="list-style-type: none"> <li>Rated their enjoyment of a Centre program as high or very high</li> <li>Rated their students' enjoyment of a Centre program as high or very high</li> </ul> <p>(To be finalised)</p>	<p>strongly agree the program activated student agency 80% of teachers agree to strongly agree the program fostered student curiosity 85% of teachers rate their students' engagement in a Centre program as high to very high</p>
		<p>By 2025 the percentage of positive responses in the School Staff Survey (for GTAC staff), to increase for:</p> <ul style="list-style-type: none"> <li>Collective efficacy from XX% in 2021 to YY%</li> <li>Believe evaluating impact improves practice from XX% in 2021 to YY%</li> <li>Use student feedback to improve practice from XX% in 2021 to YY%</li> </ul> <p>(To be finalised)</p>	<p>School Climate Maintain collective efficacy, collective responsibility, and academic emphasis at or above 80% agree to strongly agree Increase staff trust in colleagues from average 50% agree to strongly agree to 65%. Increase staff collectively influence decisions from average 36% agree to strongly agree to 65%. Teaching and Learning Evaluating impact on learning from average 54% agree to strongly agree to 65%.</p>

<b>Goal 2</b>	<b>Every student in every class maximises their learning growth</b>
<b>12-month target 2.1-month target</b>	<p>From (2023) to (2024): From 80% to 83% in 'Exceeding/Strong' for Reading (2023 similar schools measure - 78%)</p> <p>From 73% to 75% in 'Exceeding/Strong' for Writing (2023 similar schools measure - 77%)</p> <p>From 84% to 86% in 'Exceeding/Strong' for Numeracy (2023 similar schools measure - 83%)</p>



<b>12-month target 2.2-month target</b>	Benchmark growth not measurable Reduce low growth Year 9 targets Reading from 24% low growth (2023 interim growth measure) to 20% Numeracy from 29% low growth(2023 interim growth measure) to 24%	
<b>12-month target 2.3-month target</b>	At both Year 7 and 9 in Reading and Numeracy, reduce by at least 10% the number of students identified as 'Exceeding' in NAPLAN and as 'at age expected' in TJ	
<b>12-month target 2.4-month target</b>	Increase the number of subjects with average positive residual to at least 15 subjects in 2024, with a focus on multiple class subjects (Business Management, Spec Maths, Physical Education, English Language, EAL, Literature, English, General Maths, Physics, Chemistry, Psychology, Math Methods, Biology, Extended Investigation)	
<b>12-month target 2.5-month target</b>	From (2023) to (2024): Student voice and agency: 41% to 47% Differentiated learning challenge: 49% to 55% Self-regulation and goal setting: 59% to 61%	
<b>12-month target 2.6-month target</b>	From (2023) to (2024): Teacher Collaboration from 49% to 55%	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 2.a</b> Excellence in teaching and learning	Develop and embed a shared, visible language of teaching and learning	Yes
<b>KIS 2.b</b>	Develop and implement collaborative evidence-based professional learning culture and practices	No

Professional leadership		
<b>KIS 2.c</b> Positive climate for learning	Develop student capabilities to set challenging learning goals and monitor their own growth	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.	Previous years' work in building collaborative practices has laid foundation for development of teaching and learning framework	
<b>Goal 3</b>	<b>Every student feels engaged and connected to the school and the broader school community</b>	
<b>12-month target 3.1-month target</b>	From (2023) to (2024): Sense of connectedness: 52% to 55% Year 7 transitions: 55% to 60% Year 10-12 transitions: 57% to 60% Sense of confidence: 57% to 60%	
<b>12-month target 3.2-month target</b>	From (2023) to (2024); 30+ days: From 21% to 15%  20+ days: From 38% to 28% (2023 Similar schools measure - 33%)	
<b>12-month target 3.3-month target</b>	From (2023) to (2024): Evaluating impact: 73% to 78% Use student feedback: 53% to 58% Ownership of learning goals: 58% to 61%	
<b>12-month target 3.4-month target</b>	From (2023) to (2024): Stimulated learning: 74% to 78% Positive transitions: 80% to 83%	

	Motivation and support: 66% to 68% Parent Participation: 65% to 68% Teacher communication: 58% to 65% (plus decrease not positive to 15%)	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 3.a</b> Positive climate for learning	Improve the capabilities of every student to be active, confident and self-aware members of the school community	Yes
<b>KIS 3.b</b> Community engagement in learning	Strengthen parents and community partnerships in learning	No
<b>KIS 3.c</b> Positive climate for learning	Improve effective transitions and pathways (into, through and beyond the school) for all students	No
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Work on visible language for values, teaching and learning, relationships, wellbeing and behaviour, as well as changes to reporting systems, plus further embedding previous years' work on student leadership and connection. Addressing ATOSS data on student connection and engagement with learning.	
<b>Goal 4</b>	<b>Every student feels known, safe and valued at University High School</b>	
<b>12-month target 4.1-month target</b>	From (2023) to (2024): Emotional awareness and regulation: 63% to 67% Sense of connectedness: 52% to 55% Managing bullying: 44% to 51% Teacher concern: 27% to 32% (decrease not positive to 20%)	
<b>12-month target 4.2-month target</b>	From (2023) to (2024): Teacher communication: 58% to 65% (plus decrease not positive to 15%)	

	Promoting positive behaviour: 80% to 83% Parent community engagement: 67% to 70%	
<b>12-month target 4.3-month target</b>	From (2023) to (2024): Trust in students and parents: 55% to 60% Support growth and learning whole student: 67% to 72% Build resilience: 45% to 50%	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 4.a</b> Positive climate for learning	Build a visible and shared language in developing positive relationships and wellbeing	No
<b>KIS 4.b</b> Positive climate for learning	Strengthen consistent school-wide structures and processes to ensure a positive learning environment	Yes
<b>KIS 4.c</b> Positive climate for learning	Build the structures and processes to activate and value student voice both in and outside the classroom	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.	Continuing previous years' learning on BSEM and work to introduce School Wide Positive Behaviours within the UHS Relationships, Engagement and Empowerment framework. Responding to ATOSS data on teacher concern, sense of connectedness and absence days.	
<b>Goal 5</b>	<b>Activate student agency in STEM</b>	
<b>12-month target 5.1-month target</b>	Across all new programs developed post 2022: 80% of students agree to strongly agree they have a greater understanding of the role of STEM in everyday life 80% of students agree to strongly agree that the program was interesting	

12-month target 5.2-month target	<p>Across all new programs developed post 2022:  85% of teachers agree to strongly agree the program activated student agency  80% of teachers agree to strongly agree the program fostered student curiosity  85% of teachers rate their students' engagement in a Centre program as high to very high</p>	
12-month target 5.3-month target	<p>School Climate  Maintain collective efficacy, collective responsibility, and academic emphasis at or above 80% agree to strongly agree  Increase staff trust in colleagues from average 50% agree to strongly agree to 65%.  Increase staff collectively influence decisions from average 36% agree to strongly agree to 65%.  Teaching and Learning  Evaluating impact on learning from average 54% agree to strongly agree to 65%.</p>	
<b>Key Improvement Strategies</b>	Is this KIS selected for focus this year?	
<b>KIS 5.a</b> Excellence in teaching and learning	Build staff capabilities to design and deliver highly engaging STEM programs	Yes
<b>KIS 5.b</b> Excellence in teaching and learning	Build consistency in high-quality teaching practice	Yes
<b>KIS 5.c</b> Excellence in teaching and learning	Strengthen staff capabilities to effectively use data for continuous improvement	Yes
<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>	Continuing to develop programs to address these KIS	



## Define actions, outcomes, success indicators and activities

<b>Goal 2</b>	Every student in every class maximises their learning growth
<b>12-month target 2.1 target</b>	<p>From (2023) to (2024):            From 80% to 83% in 'Exceeding/Strong' for Reading            (2023 similar schools measure - 78%)</p> <p>From 73% to 75% in 'Exceeding/Strong' for Writing            (2023 similar schools measure - 77%)</p> <p>From 84% to 86% in 'Exceeding/Strong' for Numeracy            (2023 similar schools measure - 83%)</p>
<b>12-month target 2.2 target</b>	<p>Benchmark growth not measurable            Reduce low growth Year 9 targets            Reading from 24% low growth (2023 interim growth measure) to 20%            Numeracy from 29% low growth(2023 interim growth measure) to 24%</p>
<b>12-month target 2.3 target</b>	At both Year 7 and 9 in Reading and Numeracy, reduce by at least 10% the number of students identified as 'Exceeding' in NAPLAN and as 'at age expected' in TJ
<b>12-month target 2.4 target</b>	Increase the number of subjects with average positive residual to at least 15 subjects in 2024, with a focus on multiple class subjects (Business Management, Spec Maths, Physical Education, English Language, EAL, Literature, English, General Maths, Physics, Chemistry, Psychology, Math Methods, Biology, Extended Investigation)
<b>12-month target 2.5 target</b>	From (2023) to (2024): Student voice and agency: 41% to 47%

	Differentiated learning challenge: 49% to 55% Self-regulation and goal setting: 59% to 61%			
<b>12-month target 2.6 target</b>	From (2023) to (2024): Teacher Collaboration from 49% to 55%			
<b>KIS 2.a</b> Building practice excellence	Develop and embed a shared, visible language of teaching and learning			
<b>Actions</b>	Develop and implement a Learning Culture Framework Support collaborative teams (PLCs, subject teams) to enhance assessment design rigour, organisation of learning data, and clarity on key learning outcomes Enhance alignment of learning support processes and programs and support for teachers in implementing this			
<b>Outcomes</b>	Establishment of common language for high quality teaching practice Use of shared resources to support high quality teaching practices Use of data and responsive teaching strategies to meet students at the point of need			
<b>Success Indicators</b>	PLC meeting records and observations Engagement in and notes from coaching cycles Use of student IEPs and progress indicators Use of data action plans by teams Unit plan outlines Subject/team-based formative and internal assessment data Vic Curriculum Semester 1 outcomes			
<b>Activities</b>	<b>People responsible</b>	<b>Is this a PL priority</b>	<b>When</b>	<b>Activity cost and funding streams</b>
Workshops and working party to develop draft Learning Culture Framework	<input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$1,000.00  <input checked="" type="checkbox"/> Other funding will be used



Development of playbook and resources to support Learning Culture framework	<input checked="" type="checkbox"/> Leading teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$1,000.00  <input checked="" type="checkbox"/> Other funding will be used
Lead domains and teacher teams in analysis of VC and NAPLAN data	<input checked="" type="checkbox"/> KLA leader <input checked="" type="checkbox"/> Leading teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$0.00  <input checked="" type="checkbox"/> Other funding will be used
Supporting Domains to enact Action Plan from VCE insights through backwards design process	<input checked="" type="checkbox"/> KLA leader <input checked="" type="checkbox"/> Leading teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00  <input checked="" type="checkbox"/> Other funding will be used
Review and update VCE Handbook and shared assessment practices with VCE teachers	<input checked="" type="checkbox"/> Leading teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00  <input checked="" type="checkbox"/> Other funding will be used
Implement Collaborative Conversations coaching model with focus on early career/new staff and supporting teachers to enact strategies for students with additional needs	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00  <input checked="" type="checkbox"/> Other funding will be used
Adapt TLI structure to place Learning Specialists in classes with a focus on Literacy and Numeracy support and Responsive Teaching practices	<input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$100,000.00  <input checked="" type="checkbox"/> Other funding will be used

Support all staff with understanding responding to student learning needs via IEPs and learning recommendations; provide targeted support to teachers with identified Tier 2/3 students	<input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$150,000.00  <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
Support PLCs alignment with Learning framework and whole school PL	<input checked="" type="checkbox"/> Leading teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00  <input checked="" type="checkbox"/> Other funding will be used
Professional learning focus on assessment practices and use of data in PLCs	<input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00  <input checked="" type="checkbox"/> Other funding will be used
Review 7&8 Literacy and Numeracy support programs and embed alignment with TLI and DI identification and IEP processes	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$24,000.00  <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
<b>Goal 3</b>	Every student feels engaged and connected to the school and the broader school community			
<b>12-month target 3.1 target</b>	From (2023) to (2024): Sense of connectedness: 52% to 55% Year 7 transitions: 55% to 60% Year 10-12 transitions: 57% to 60% Sense of confidence: 57% to 60%			

<b>12-month target 3.2 target</b>	From (2023) to (2024); 30+ days: From 21% to 15%  20+ days: From 38% to 28% (2023 Similar schools measure - 33%)
<b>12-month target 3.3 target</b>	From (2023) to (2024): Evaluating impact: 73% to 78% Use student feedback: 53% to 58% Ownership of learning goals: 58% to 61%
<b>12-month target 3.4 target</b>	From (2023) to (2024): Stimulated learning: 74% to 78% Positive transitions: 80% to 83% Motivation and support: 66% to 68% Parent Participation: 65% to 68% Teacher communication: 58% to 65% (plus decrease not positive to 15%)
<b>KIS 3.a</b> Empowering students and building school pride	Improve the capabilities of every student to be active, confident and self-aware members of the school community
<b>Actions</b>	Embed revised student leadership structure Develop toolbox of student agency and feedback strategies in Learning Culture Framework Review Year 7-9 curriculum provision (focus on Year 9) to enhance student engagement and agency and application of VC capabilities Enhance student goal-setting and reflection in Connect Enhance Careers education provision
<b>Outcomes</b>	Active student participation in school events and decision making Student agency practices featured in Learning Culture Framework Year 7-9 curriculum revised for 2025 and beyond
<b>Success Indicators</b>	Student participation in leadership activities Teacher engagement in development of Learning Culture Framework

Curriculum documentation at Year 7-9 Student engagement in goal-setting and reflection activities Student participation in Morrisby Testing, Work Experience, Careers Week and Career Action Planning				
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Build depth of student leadership - Selection of Senior and Middle School leaders for 2024 - Build depth of student leadership through portfolios - Student Leadership Planning Day (Middle and Senior) - Develop further leadership opportunities for students who where unsuccessful	<input checked="" type="checkbox"/> Leading teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00  <input checked="" type="checkbox"/> Other funding will be used
Build a toolbox of metacognitive, revision, and study skills as part of the resources that support the Learning Culture Framework and Connect Program	<input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$1,000.00  <input checked="" type="checkbox"/> Other funding will be used
Develop shared templates for seeking student feedback in the classroom	<input checked="" type="checkbox"/> Leading teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00  <input checked="" type="checkbox"/> Other funding will be used
Seek and embed student feedback to inform Learning Culture Framework	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00  <input checked="" type="checkbox"/> Other funding will be used
Review Year 9 curriculum structure including Galileo program; develop proposed new structure for 2025 and beyond	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> KLA leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$1,000.00

	<input checked="" type="checkbox"/> Leadership team		to: Term 3	<input checked="" type="checkbox"/> Other funding will be used
Review Year 7 and 8 curriculum design; adaptations for new timetable structure 2025	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> KLA leader <input checked="" type="checkbox"/> Leading teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$1,000.00 <input checked="" type="checkbox"/> Other funding will be used
Review and enhance Morrisby testing, Work Experience and use of Career Action Plans with a focus on Years 8-10	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Careers leader/team <input checked="" type="checkbox"/> Leading teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input checked="" type="checkbox"/> Other funding will be used
Embed student goal-setting and use of Attitude and Effort rubrics	<input checked="" type="checkbox"/> Leading teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input checked="" type="checkbox"/> Other funding will be used
<b>Goal 4</b>	Every student feels known, safe and valued at University High School			
<b>12-month target 4.1 target</b>	From (2023) to (2024): Emotional awareness and regulation: 63% to 67% Sense of connectedness: 52% to 55% Managing bullying: 44% to 51% Teacher concern: 27% to 32% (decrease not positive to 20%)			
<b>12-month target 4.2 target</b>	From (2023) to (2024): Teacher communication: 58% to 65% (plus decrease not positive to 15%) Promoting positive behaviour: 80% to 83% Parent community engagement: 67% to 70%			

<b>12-month target 4.3 target</b>	From (2023) to (2024): Trust in students and parents: 55% to 60% Support growth and learning whole student: 67% to 72% Build resilience: 45% to 50%			
<b>KIS 4.b</b> Setting expectations and promoting inclusion	Strengthen consistent school-wide structures and processes to ensure a positive learning environment			
<b>Actions</b>	Implement revised horizontal sub-school structure and align processes Continue to review and embed Connect program Develop and implement Relationships, Engagement and Empowment Framework using SWBPS and BSEM Enhance teacher-family communication practices			
<b>Outcomes</b>	Enhanced clarity and responsiveness in sub-school processes More frequent communication between home and school; more direct teacher communication with home Clearly defined Relationships and Behaviours Framework in action Increased proactive rather than reactive work in wellbeing team			
<b>Success Indicators</b>	Documentation and use of sub-school processes Chronicle entries reports Parent/carer feedback Positive Behaviours mini-lessons developed and implemented Positive Behaviours framework visible in classrooms and other relevant school documentation Positive Behaviours framework used in restorative conversations with students Use of wide range of targeted proactive programs to support identified wellbeing and mental health needs			
<b>Activities</b>	<b>People responsible</b>	<b>Is this a PL priority</b>	<b>When</b>	<b>Activity cost and funding streams</b>
Establish consistent and aligned processes across sub-schools - master documents compilation - rolling review of processes	<input checked="" type="checkbox"/> Sub school leader/s	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$500.00  <input checked="" type="checkbox"/> Other funding will be used

- ensure resources shared and stored centrally				
<p>Increase effectiveness of communication between HoSS + Coordinating Teams</p> <ul style="list-style-type: none"> <li>- Change of coordinator meetings / 1-2 meetings all year levels, 2-3 meetings at year levels per term</li> <li>- Plan meetings ahead for the year/semester/term</li> <li>- Continuing regular reviews of processes and practices</li> <li>- Restorative practices PD</li> </ul>	<input checked="" type="checkbox"/> Sub school leader/s	<input type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 1</p>	<p>\$1,000.00</p> <input checked="" type="checkbox"/> Other funding will be used
<p>Review and update Connect curriculum for 2024 and in to 2025</p> <ul style="list-style-type: none"> <li>- greater ownership by year level teams</li> <li>- opportunities for staff input</li> <li>- review and re-map RR and consent education</li> <li>- increase careers education component</li> </ul>	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Respectful relationships implementation team <input checked="" type="checkbox"/> Sub school leader/s	<input type="checkbox"/> PLP Priority	<p>from: Term 2 to: Term 3</p>	<p>\$1,000.00</p> <input checked="" type="checkbox"/> Other funding will be used
<p>Increase involvement of students and staff in celebrations</p> <ul style="list-style-type: none"> <li>- Create a calendar of student organised and run events</li> <li>- Create a calendar of Whole School events/celebrations and shared responsibility of events</li> </ul>	<input checked="" type="checkbox"/> Student leadership coordinator	<input type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p> <input checked="" type="checkbox"/> Other funding will be used
<p>Improve effectiveness of communication between teachers and parents/carers</p> <ul style="list-style-type: none"> <li>- Create a classroom teacher &gt; parent/guardian communication guide</li> <li>- Review and development of Chronicle Templates to Facilitate Communication with Families</li> <li>- Stage introduction of direct teacher - parent communication</li> <li>- Focus on positive behaviour acknowledgement</li> </ul>	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 2</p>	<p>\$5,000.00</p>

<p>Finalise and implement whole-school positive behaviours matrix based on school values</p> <ul style="list-style-type: none"> <li>- student and staff feedback</li> <li>- mini-lessons to explicitly teach behaviours</li> <li>- focus on identified behaviours in particular classes/times</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Leading teacher(s)</li> <li><input checked="" type="checkbox"/> SWPBS leader/team</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> PLP Priority</li> </ul>	<p>from: Term 1 to: Term 2</p>	<p>\$0.00</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Other funding will be used</li> </ul>
<p>Develop continuum of response for behaviours outside our values</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> SWPBS leader/team</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> PLP Priority</li> </ul>	<p>from: Term 3 to: Term 4</p>	<p>\$0.00</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Other funding will be used</li> </ul>
<p>Map yearly plan of proactive wellbeing events and interventions, plus targetted programs</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Wellbeing team</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> PLP Priority</li> </ul>	<p>from: Term 1 to: Term 4</p>	<p>\$30,000.00</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</li> </ul>
<p><b>Goal 5</b></p>	<p>Activate student agency in STEM</p>			
<p><b>12-month target 5.1 target</b></p>	<p>Across all new programs developed post 2022: 80% of students agree to strongly agree they have a greater understanding of the role of STEM in everyday life 80% of students agree to strongly agree that the program was interesting</p>			
<p><b>12-month target 5.2 target</b></p>	<p>Across all new programs developed post 2022: 85% of teachers agree to strongly agree the program activated student agency 80% of teachers agree to strongly agree the program fostered student curiosity 85% of teachers rate their students' engagement in a Centre program as high to very high</p>			



<b>12-month target 5.3 target</b>	<p>School Climate  Maintain collective efficacy, collective responsibility, and academic emphasis at or above 80% agree to strongly agree  Increase staff trust in colleagues from average 50% agree to strongly agree to 65%.  Increase staff collectively influence decisions from average 36% agree to strongly agree to 65%.</p> <p>Teaching and Learning  Evaluating impact on learning from average 54% agree to strongly agree to 65%.</p>
<b>KIS 5.a</b> Building practice excellence	Build staff capabilities to design and deliver highly engaging STEM programs
<b>Actions</b>	Develop and implement at least 2 primary programs to activate student agency in STEM Develop and implement a shared and responsive teaching and learning cycle that activates student agency in STEM through gamification Build staff capabilities to design and deliver programs that actively engage and support inclusion of ATSI students in STEM
<b>Outcomes</b>	Students participating in new programs will display an awareness of and competence in STEM practices in inquiry or design thinking (years 5 - 10) School teachers will be empowered to deliver STEM programs that activate student agency and foster curiosity and confidence in STEM Education officers will design a program for inclusion of ATSI students in STEM to activate student agency, curiosity and confidence in STEM inquiry and/or design thinking (years 5 - 10) Education officers will develop a gamification teaching and learning cycle and apply it to developing learning activities in programs to activate student agency, curiosity and confidence in STEM inquiry and/or design thinking (years 5 - 10) Leaders will coordinate professional learning to build the capacity of education officers to design programs with a focus on ATSI inclusion in STEM Leaders will prioritise time for collaboration for program design in PLC/PLTs and allocate resources to support new primary program development (years 5 & 6)
<b>Success Indicators</b>	GTAC program design guide inclusive of: GTAC values; teaching and learning cycles for design thinking, STEM cycle of inquiry, and gamification with audit tools; big picture design tool; bullseye for student voice; audit tools for agency; agency guiding principles; and program coordinator checklists GTAC student agency measurement tools

	<p>At least two new programs for primary students designed, developed and evaluated for student agency.  Participating student and teacher case studies  Participating student and teacher exit surveys  Internal staff survey (Collective Efficacy, collective responsibility and academic emphasis at or above 75% agree to strongly agree; staff trust in colleagues at or above 65%)</p>			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Through our PLC/PLTs co-develop a GTAC program design guide	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$1,000.00  <input checked="" type="checkbox"/> Other funding will be used
PLC/PLTs engage with primary schools and STEM education providers to observe teacher practice and student learning, to interact with student focus groups (to collect student voice data), and identify opportunities to activate student agency, and foster student curiosity and confidence in STEM learning	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$3,000.00  <input checked="" type="checkbox"/> Other funding will be used
Leadership coordinates PL to engage education officers in professional cultural training and to co-create a GTAC program incorporating Indigenous ways of learning, cultural perspectives, and STEM knowledge	<input checked="" type="checkbox"/> Assistant principal <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	\$5,000.00  <input checked="" type="checkbox"/> Other funding will be used
<b>KIS 5.b</b> Building practice excellence	Build consistency in high-quality teaching practice			
<b>Actions</b>	<p>Develop and implement a schedule to support education officers to train scientist mentors in questioning and feedback in a community of practice  Build GTAC education officers' capacity to train GTAC Scientist mentors in the HITS of questioning to foster student dialogue, and feedback (formative assessment)  Through our PLC, develop a mentor playbook to train mentors in strategies to provide feedback to students</p>			

<b>Outcomes</b>	<p>Individual student learning is supported through effective formative assessment          Students engage in collaborative dialogue to enhance their learning          GTAC scientist mentors understand and explicitly use questioning and formative assessment strategies to foster student dialogue and to provide feedback          GTAC scientist mentors are supported through coaching to improve skills in questioning and feedback          Leaders and Education officers implement PLC cycle of inquiry using observing to learn strategies to collect evidence of student learning and research evidence to implement effective feedback strategies.          Education officers coach GTAC scientist mentors in a Community of Practice</p>			
<b>Success Indicators</b>	<p>Update the GTAC scientist mentor playbook with evidence based strategies for formative assessment          Evidence in GTAC scientist mentor journals reflecting on improvement strategies drawn from GTAC scientist mentor playbook for questioning and dialogue, and from coaching conversations with GTAC education officers          Qualitative and quantitative data compiled from observations of GTAC scientist mentors, to evaluate improvement in student participation in collaborative dialogue          Community of Practice roster and Professional Learning events for shared collaborative time between education officers and GTAC scientist mentors          Observations of students and mentors during learning walks measure effect of mentors using formative feedback to support individual student learning          GTAC scientist mentor survey and focus groups show increased confidence in using questioning for collaborative dialogue</p>			
<b>Activities</b>	<b>People responsible</b>	<b>Is this a PL priority</b>	<b>When</b>	<b>Activity cost and funding streams</b>
<p>Leadership works with Monash Q to lead education officers in a cycle of inquiry to co-develop strategies for formative assessment to update the GTAC Mentor Playbook</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assistant principal</li> <li><input checked="" type="checkbox"/> Leading teacher(s)</li> <li><input checked="" type="checkbox"/> Teacher(s)</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> PLP Priority</li> </ul>	<p>from: Term 1 to: Term 3</p>	<p>\$5,000.00</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Other funding will be used</li> </ul>
<p>PLC engages with EdPartnerships Observing to Learn program to train staff in effective strategies to collect data on teaching and learning</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assistant principal</li> <li><input checked="" type="checkbox"/> Leading teacher(s)</li> <li><input checked="" type="checkbox"/> Teacher(s)</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> PLP Priority</li> </ul>	<p>from: Term 1 to: Term 3</p>	<p>\$4,000.00</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Other funding will be used</li> </ul>

Leadership team provides education officers with training on having coaching conversations to improve the teaching skills of GTAC scientist mentors	<input checked="" type="checkbox"/> Assistant principal <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	\$4,000.00  <input checked="" type="checkbox"/> Other funding will be used
Leadership establishes a calendar outlining the training sequence, pedagogies, and data collection responsibilities to achieve our CoP goals each term	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input checked="" type="checkbox"/> Other funding will be used
<b>KIS 5.c</b> Curriculum planning and assessment	Strengthen staff capabilities to effectively use data for continuous improvement			
<b>Actions</b>	Develop and embed a Centre-wide approach of using evidence to learn Investigate approaches to using data more effectively to evaluate student and teacher experience Build teacher capacity to implement PLC inquiry cycles using the improvement cycle			
<b>Outcomes</b>	Education officers embed a shared practice of using evidence to design, deliver and evaluate programs In our PLC we use data to review and improve programs in a cycle of inquiry			
<b>Success Indicators</b>	New exit surveys developed for teachers and students that can be used to collect and evaluate data to measure and inform improvement strategies Education Officers use a co-designed approach to develop teacher and student case studies Education officers document evidence of program design in response to data PLC use data and research evidence to inform focus areas for improvement Staff survey: Teaching and learning evaluating impact on learning from average 54% to 65% agree to strongly agree			
<b>Activities</b>	<b>People responsible</b>	<b>Is this a PL priority</b>	<b>When</b>	<b>Activity cost and funding streams</b>

Engage with STEM Centres and Department of Education Tech schools division to identify STEM Centre key indicators of success and methods to measure program impact	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$500.00  <input checked="" type="checkbox"/> Other funding will be used
In our PLC develop questions for qualitative and quantitative assessment of student and teacher experience (case studies and exit surveys)	<input checked="" type="checkbox"/> Assistant principal <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 checked="" type="checkbox"/> Other funding will be used
GTAC staff work with Monash Q to develop skills in using research evidence to inform practice	<input checked="" type="checkbox"/> Assistant principal <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	\$5,000.00
GTAC staff trained in methods of observing to learn to collect data for use in PLC cycle of inquiry	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input checked="" type="checkbox"/> Other funding will be used
Identify opportunities for working with experts to improve staff data literacy	<input checked="" type="checkbox"/> Assistant principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$4,000.00

## Funding planner

### Summary of budget and allocated funding

Summary of budget	School's total funding (\$)	Funding allocated in activities (\$)	Still available/shortfall
Equity Funding	\$188,358.85	\$0.00	\$188,358.85
Disability Inclusion Tier 2 Funding	\$266,220.17	\$0.00	\$266,220.17
Schools Mental Health Fund and Menu	\$178,558.96	\$0.00	\$178,558.96
<b>Total</b>	<b>\$633,137.98</b>	<b>\$0.00</b>	<b>\$633,137.98</b>

### Activities and milestones – Total Budget

Activities and milestones	Budget
Support all staff with understanding responding to student learning needs via IEPs and learning recommendations; provide targetted support to teachers with identified Tier 2/3 students	\$150,000.00
Review 7&8 Literacy and Numeracy support programs and embed alignment with TLI and DI identification and IEP processes	\$24,000.00
Map yearly plan of proactive wellbeing events and interventions, plus targetted programs	\$30,000.00
<b>Totals</b>	<b>\$204,000.00</b>

### Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
<b>Totals</b>		\$0.00	

### Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
Support all staff with understanding responding to student learning needs via IEPs and learning recommendations; provide targetted support to teachers with identified Tier 2/3 students	from: Term 1 to: Term 4		
Review 7&8 Literacy and Numeracy support programs and embed alignment with TLI and DI identification and IEP processes	from: Term 1 to: Term 4		
<b>Totals</b>		\$0.00	

### Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
Map yearly plan of proactive wellbeing events and interventions, plus targetted programs	from: Term 1 to: Term 4		

<b>Totals</b>		\$0.00	
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Additional funding planner – Total Budget

Activities and milestones	Budget
<b>Totals</b>	\$0.00

Additional funding planner – Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
<b>Totals</b>		\$0.00	

Additional funding planner – Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
<b>Totals</b>		\$0.00	

Additional funding planner – Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
<b>Totals</b>		\$0.00	



## Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
Workshops and working party to develop draft Learning Culture Framework	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Leading teacher(s)</li> <li><input checked="" type="checkbox"/> Learning specialist(s)</li> </ul>	from: Term 1 to: Term 2	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Collaborative inquiry/action research team</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Communities of practice</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Internal staff</li> <li><input checked="" type="checkbox"/> Learning specialist</li> <li><input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning</li> <li><input checked="" type="checkbox"/> Pedagogical Model</li> <li><input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> On-site</li> </ul>
Development of playbook and resources to support Learning Culture framework	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Leading teacher(s)</li> </ul>	from: Term 2 to: Term 3	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Collaborative inquiry/action research team</li> <li><input checked="" type="checkbox"/> Individualised reflection</li> <li><input checked="" type="checkbox"/> Demonstration lessons</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions</li> <li><input checked="" type="checkbox"/> PLC/PLT meeting</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Internal staff</li> <li><input checked="" type="checkbox"/> External consultants</li> <li>Responsive Teaching Masterclass</li> <li><input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning</li> <li><input checked="" type="checkbox"/> Pedagogical Model</li> <li><input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> On-site</li> </ul>

Implement Collaborative Conversations coaching model with focus on early career/new staff and supporting teachers to enact strategies for students with additional needs	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Individualised reflection	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Learning specialist	<input checked="" type="checkbox"/> On-site
Professional learning focus on assessment practices and use of data in PLCs	<input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s)	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Review Year 9 curriculum structure including Galileo program; develop proposed new structure for 2025 and beyond	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> KLA leader <input checked="" type="checkbox"/> Leadership team	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole school pupil free day <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> Timetabled planning day	<input checked="" type="checkbox"/> VCAA curriculum specialist <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants VCAA; UniMelb <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site

Review Year 7 and 8 curriculum design; adaptations for new timetable structure 2025	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> KLA leader <input checked="" type="checkbox"/> Leading teacher(s)	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole school pupil free day <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> Timetabled planning day	<input checked="" type="checkbox"/> VCAA curriculum specialist <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Subject association	<input checked="" type="checkbox"/> On-site
Finalise and implement whole-school positive behaviours matrix based on school values - student and staff feedback - mini-lessons to explicitly teach behaviours - focus on identified behaviours in particular classes/times	<input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> SWPBS leader/team	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Student voice, including input and feedback <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Departmental resources SWBPS	<input checked="" type="checkbox"/> On-site
Develop continuum of response for behaviours outside our values	<input checked="" type="checkbox"/> SWPBS leader/team	from: Term 3 to: Term 4	<input checked="" type="checkbox"/> Collaborative inquiry/action research team	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> Timetabled planning day	<input checked="" type="checkbox"/> Departmental resources SWPBS	<input checked="" type="checkbox"/> On-site
Leadership coordinates PL to engage education officers in professional cultural training and to co-create a GTAC program incorporating Indigenous	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole school pupil free day <input checked="" type="checkbox"/> Formal school meeting / internal	<input checked="" type="checkbox"/> External consultants Ed partnerships <input checked="" type="checkbox"/> Pedagogical Model	<input checked="" type="checkbox"/> On-site

ways of learning, cultural perspectives, and STEM knowledge	<input checked="" type="checkbox"/> Teacher(s)			professional learning sessions <input checked="" type="checkbox"/> Timetabled planning day <input checked="" type="checkbox"/> PLC/PLT meeting		
Leadership works with Monash Q to lead education officers in a cycle of inquiry to co-develop strategies for formative assessment to update the GTAC Mentor Playbook	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Design of formative assessments	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> Communities of practice	<input checked="" type="checkbox"/> External consultants Monash Q	<input checked="" type="checkbox"/> On-site
PLC engages with EdPartnerships Observing to Learn program to train staff in effective strategies to collect data on teaching and learning	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <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"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants EdPartnerships	<input checked="" type="checkbox"/> On-site
Leadership team provides education officers with training on having coaching conversations to improve the teaching skills of GTAC scientist mentors	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<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"/> Internal staff	<input checked="" type="checkbox"/> On-site

Engage with STEM Centres and Department of Education Tech schools division to identify STEM Centre key indicators of success and methods to measure program impact	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Regional leadership conferences	<input checked="" type="checkbox"/> Teaching partners	<input checked="" type="checkbox"/> On-site
In our PLC develop questions for qualitative and quantitative assessment of student and teacher experience (case studies and exit surveys)	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s)  <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
GTAC staff work with Monash Q to develop skills in using research evidence to inform practice	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s)  <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> External consultants Monash Q	<input checked="" type="checkbox"/> On-site