

# Annual Implementation Plan - 2020

## Define Actions, Outcomes and Activities

Box Hill High School



# Our Vision, Purpose and Values

Box Hill High School is a learning community that fosters resilience, a passion for lifelong development and a commitment to impacting the world in positive ways.

## Our Purpose

- to ensure an inclusive safe community where students and staff are respectful to each other.
- to collaborate to set and achieve challenging learning goals to create an environment where everyone can flourish.
- to equip students with the skills to be resilient and passionate life-long learners.
- to respect and consider student voice in the classroom and wider school community.
- to demonstrate school pride in the way we present and conduct ourselves.
- to develop and nurture students who are ethical, think critically and can contribute as global citizens.

## Our School Values

**Respect:** We show respect for other members of our school community in the way we treat others and consider the perspectives of others. Fostering a sense of belonging, we value and support diversity and build a positive and safe environment.

**Creativity:** We celebrate creativity in all its forms, providing opportunities for students to explore what is possible for them and the world. We nurture innovation and curiosity by encouraging students to develop original ideas and processes.

**Resilience:** We strive to develop resilient individuals who are able to achieve in different situations and cope with challenges. We build the confidence to solve problems and connect failure to learning. We promote positive education to build skills for a strong mind and healthy body.

**Growth:** We believe all students can learn and grow. We approach the world with a growth mindset in order to become adaptive and autonomous learners. Through active participation and developing skills of self-regulation growth can be achieved. We strive to be our best.

## Define Actions, Outcomes and Activities

<b>Goal 1</b>	To improve the learning growth of every student.																							
<b>12 Month Target 1.1</b>	Each student to make one level of learning progress in English and Mathematics.																							
<b>12 Month Target 1.2</b>	<table border="1"> <thead> <tr> <th><b>% Year 9 High Learning Gain</b></th> <th><b>2019</b></th> <th><b>2020</b></th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>38.9%</td> <td>40%</td> </tr> <tr> <td>Writing</td> <td>28.5</td> <td>30%</td> </tr> <tr> <td>Numeracy</td> <td>29.6</td> <td>35%</td> </tr> </tbody> </table>			<b>% Year 9 High Learning Gain</b>	<b>2019</b>	<b>2020</b>	Reading	38.9%	40%	Writing	28.5	30%	Numeracy	29.6	35%									
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<b>12 Month Target 1.6</b>			
	<b>%Year 9 Low Relative Learning Gain</b>	<b>2019 Actual</b>	<b>2020 Target</b>
	Reading	13%	10%
	Writing	20%	15%
	Numeracy	14%	10%
<b>12 Month Target 1.7</b>	Year 9 Writing Band 6 2019 - 9%    2020		
<b>KIS 1</b> Curriculum planning and assessment	Continued development and implementation of a guaranteed and viable curriculum (CPA and E-bHITS).		
<b>Actions</b>	<ul style="list-style-type: none"> <li>▪ Continue to collaboratively document units of work based on the Victorian Curriculum standards including documentation of Literacy strategies.</li> <li>▪ Differentiate units of work for students performing at, above and below expected levels.</li> <li>▪ Increase whole staff capacity to develop developmental rubrics.</li> <li>▪ Conduct a whole-school writing audit and develop subject-specific writing strategies.</li> <li>▪ Moderate assessments to measure student progress towards the standards and develop benchmarks for student progress.</li> <li>▪ Develop curriculum Handbooks for Year 7-10.</li> <li>▪ Review the VCE handbook.</li> <li>▪ Review the digital learning curriculum at Year 7-9 and develop a plan for 2021.</li> </ul>		
<b>Outcomes</b>	<p>Teachers will:</p> <ul style="list-style-type: none"> <li>▪ Contribute to the development of a minimum of two outstanding units of work following the Teaching &amp; Learning Process.</li> <li>▪ Finalise a scope and sequence of skill development for each Domain / Subject.</li> <li>▪ Implement a differentiated approach for students performing at, above and below expected levels based on available data.</li> <li>▪ Moderate a range of student work and assessment across all core subjects from Year 7-10.</li> <li>▪ Identify specific Domain based goals and strategies for Literacy, including writing.</li> </ul> <p>Students will:</p> <ul style="list-style-type: none"> <li>▪ Use the rubric to identify their skill development and set learning goals.</li> <li>▪ Act on feedback on their learning.</li> <li>▪ Apply subject specific strategies to improve their literacy skills with a special focus on writing.</li> </ul>		

<b>Success Indicators</b>	<ul style="list-style-type: none"> <li>▪ Each Domain completes a minimum of two outstanding units per year level.</li> <li>▪ A selection of student work and assessments have been moderated in each subject and year level.</li> <li>▪ Each Domain has identified a strategy to explicitly teach the writing skills in the subject.</li> <li>▪ Students are able to clearly articulate what they know and the next steps in their learning.</li> <li>▪ Students can use the rubrics to clearly articulate their learning.</li> <li>▪ Students can confidently use academic vocabulary in class discussion and their written work.</li> </ul>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
<ul style="list-style-type: none"> <li>▪ Allocate time in Domain meetings to document curriculum and moderate student work.</li> <li>▪ Each Domain has documented a minimum of two new units per subject.</li> </ul>	<input checked="" type="checkbox"/> Leading Teacher(s) Domain Leaders	<input type="checkbox"/> PLP Priority	Term 1-4	<input type="checkbox"/> Equity funding will be used
<ul style="list-style-type: none"> <li>▪ Deliver Professional Learning in Term 3 with a specific focus on Differentiation.</li> <li>▪ Learning Specialists work with staff to build capacity in differentiation of curriculum, resources and assessments.</li> <li>▪ Units of work are differentiated for students performing at, above and below expected levels.</li> </ul>	<input checked="" type="checkbox"/> Learning Specialist-Differentiation <input checked="" type="checkbox"/> Literacy Leader	<input checked="" type="checkbox"/> PLP Priority	Term3-4	<input type="checkbox"/> Equity funding will be used
<ul style="list-style-type: none"> <li>▪ Deliver Professional learning in Term 2 with a specific focus on Writing</li> <li>▪ Writing audit is complete and subject specific writing strategies identified</li> </ul>	<input checked="" type="checkbox"/> Literacy Leader Domain leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$5,000.00  <input type="checkbox"/> Equity funding will be used
<ul style="list-style-type: none"> <li>▪ Staff participate in professional learning on moderating student work and setting benchmarks.</li> <li>▪ Student assessments have been moderated to measure progress and benchmarks are developed.</li> </ul>	<input checked="" type="checkbox"/> Leading Teacher(s) & Domain Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	<input type="checkbox"/> Equity funding will be used
<ul style="list-style-type: none"> <li>▪ Digital Learning curriculum has been reviewed and a plan is developed for 2021.</li> </ul>	Learning Leader- Digital Learning	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	<input type="checkbox"/> Equity funding will be used

<ul style="list-style-type: none"> <li>Curriculum Handbooks Year 7-10 are developed and available on Compass and the website.</li> <li>VCE handbook is reviewed and revised for 2021.</li> </ul>	<input checked="" type="checkbox"/> Curriculum Coordinator (s) and Junior and senior Engagement Leaders	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	<input type="checkbox"/> Equity funding will be used
<b>KIS 2</b> Building practice excellence	Further development of teacher collaboration to embed the differentiated Teaching and Learning Program through a team evidence-based inquiry approach (BPE and EIoL).			
<b>Actions</b>	<ul style="list-style-type: none"> <li>Continue to strengthen the use of High Impact Teaching Strategies (HITS) in the classroom with a focus on lesson structure and questioning.</li> <li>Continue to embed evidence-based Literacy strategies in all subjects.</li> <li>Strengthen teacher capacity to plan lessons that incorporate differentiation of content, process (how students make sense of content) and product (how students demonstrate what they know and understand).</li> <li>Continue to survey students to gain feedback on classroom practice and increase student agency in their learning.</li> <li>Enhance effective feedback strategies within lessons.</li> <li>Strengthen the evidence-based enquiry approach through collaboration in Professional learning Teams and peer observation.</li> <li>Implement a systematic approach to Learning Walks based on agreed protocols.</li> </ul>			
<b>Outcomes</b>	<p>Teachers will:</p> <ul style="list-style-type: none"> <li>Structure each lesson using the resources provided to professional learning teams.</li> <li>Explicitly teach the subject specific literacy strategy.</li> <li>Use relevant student data to identify cohort learning needs and implement appropriate interventions.</li> <li>Survey students to gain feedback and reflect on teaching and learning practices.</li> <li>Utilize a range of strategies to provide in lesson feedback on student learning.</li> <li>Participate in the systematic classroom observation and feedback process.</li> </ul> <p>Students will:</p> <ul style="list-style-type: none"> <li>Act on targeted feedback and set specific learning goals.</li> <li>Provide feedback to teachers through the student survey.</li> </ul>			
<b>Success Indicators</b>	<ul style="list-style-type: none"> <li>Lessons are visibly structured as observed on Learning Walks.</li> <li>Appropriate HITS are embedded in lessons.</li> <li>A shared understanding of effective practice is embedded through Professional Learning Teams and peer observation.</li> <li>Teachers reflect on and act on student feedback surveys.</li> </ul> <p>Student survey** Staff survey** collective efficacy</p>			

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Staff actively participate in a Professional Learning Teams. <ul style="list-style-type: none"> <li>▪ Staff undertake two enquiry learning projects in PLTs.</li> <li>▪ Staff participate in peer observation and receive feedback on their practice</li> <li>▪ Differentiation of content, product and process is evident in the classroom.</li> </ul>	<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	<input type="checkbox"/> Equity funding will be used
Student surveys are conducted once per semester <ul style="list-style-type: none"> <li>▪ Staff identify a problem of practice and act on it.</li> </ul>	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	<input type="checkbox"/> Equity funding will be used
Learning walks are conducted once each term. <ul style="list-style-type: none"> <li>▪ Protocols are developed and communicated to all staff.</li> </ul>	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input type="checkbox"/> Equity funding will be used
<b>KIS 3</b> Building leadership teams	Continue to build instructional leadership capacity to guide, support and direct improvement in teacher practice and student outcomes (BLT and ISL).			
<b>Actions</b>	<ul style="list-style-type: none"> <li>▪ Develops and implements strategic intent frameworks including safety nets to support the work.</li> <li>▪ Develop and implement processes and protocols to strengthen positive working relationships and trust within the team.</li> <li>▪ Use DET resources to guide and inform strategic planning and to have professional conversations with staff in PLTs (HITs, Practice Principles, and Amplify).</li> <li>▪ SIT actively models all aspects of the PLT inquiry process and collaborates with colleagues to share knowledge and skills identified in areas for improvement.</li> <li>▪ SIT meets regularly to analyse whole school and cohort data to identify areas of practice for improvement.</li> </ul>			
<b>Outcomes</b>	PCO team will: <ul style="list-style-type: none"> <li>▪ Strategically plan appropriate safety nets to support leaders and staff.</li> <li>▪ Have regular interactions with the leadership team either formally or informally.</li> <li>▪ Provide effective and timely feedback and support.</li> <li>▪ Provide opportunities for targeted professional learning.</li> </ul>			

	<p>Leaders will:</p> <ul style="list-style-type: none"> <li>▪ Collaboratively develop strategic intent frameworks and for their teams.</li> <li>▪ Demonstrate behaviours that strengthen positive working relationships.</li> <li>▪ Actively seek feedback on their leadership strengths and areas for improvement.</li> <li>▪ Actively lead PLTs and model the inquiry process.</li> <li>▪ Increase use of relevant school data to guide strategic leadership.</li> </ul>															
<b>Success Indicators</b>	<ul style="list-style-type: none"> <li>▪ Strategic intent frameworks are developed.</li> <li>▪ Appropriate safety nets are identified and implemented.</li> <li>▪ Whole school data is analysed and appropriate actions implemented.</li> <li>▪ SIT supports every PLT team to complete two enquiry cycles.</li> </ul>															
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Leaders engage in a follow up session with Tracey Izzard	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$10,000.00 <input type="checkbox"/> Equity funding will be used												
Leadership team meets three times per term <ul style="list-style-type: none"> <li>▪ Whole engagement team meets once per term.</li> </ul>	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	<input type="checkbox"/> Equity funding will be used												
Leaders facilitate the PLT process and undertake the PDP of their team.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	<input type="checkbox"/> Equity funding will be used												



PCO team have a regular schedule of meetings with individual leading teachers to support their work	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	<input type="checkbox"/> Equity funding will be used
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**Goal 2** To develop engaged, critical thinking learners who demonstrate the school's learner behaviours.

**12 Month Target 2.1**

AtoSS Data	2019		2020	
	7-9	10-12	7-9	10-12
Stimulated learning	48.6	67.2	60	75
High Expectation for success	40.8	55.6	60	65
Differentiated Learning Challenge	30.8	53.8	50	65
Motivation and interest	65.9	80.9	75	90
Self-Regulation and Goal Setting	59.5	71.6	65	80
Student Voice and Agency	58.6	70	65	80

**KIS 1** Curriculum planning and assessment Continue to activate student voice, leadership and agency in their own learning (CPA and ES)

- Actions**
- Engage in a partnership with Melbourne University to support improvements in student agency and learner behaviours.
  - Explicitly teach students the skills that lead to improved learner behaviours: active participation, growth mindset & self-regulation.
  - Provide opportunities for students to analyse and reflect on data trends and inform school planning and actions.

- Outcomes**
- Leaders will:
- Participate in Professional learning at Melbourne University.
  - Develop resources to support the explicit teach the skills that underpin the learner behaviours.
  - Make visible Learner Behaviours resources and anchor charts in the school.

	<p>Teachers will:</p> <ul style="list-style-type: none"> <li>Use resources provided to model and explicitly teach the learners behaviours</li> <li>Use a consistent school wide language to promote learner behaviours in every classroom</li> <li>Report on Learner Behaviours each semester</li> </ul> <p>Students will:</p> <ul style="list-style-type: none"> <li>Have an understanding of the behaviours.</li> <li>Identify and use the language of learner behaviours in their learning.</li> <li>Reflect on the development of their behaviours.</li> </ul>																																					
<b>Success Indicators</b>	<ul style="list-style-type: none"> <li>Scope and sequence for student voice and agency is developed.</li> <li>Learner Behaviour resources are developed and implemented.</li> <li>Staff and students have a good understanding of Learner Behaviours.</li> </ul>																																					
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>																																		
<p>Student agency and Learner Behaviours</p> <ul style="list-style-type: none"> <li>Professional learning is completed.</li> <li>Learner behavior resources are developed and implemented.</li> <li>Reports are amended to reflect the Learner Behaviours.</li> <li>Conduct regular student focus groups on a range of areas.</li> </ul>	UMNos Team PCO Engagement Leaders Learning Leaders	<input type="checkbox"/> PLP Priority Yes	Term 1-4	\$17000  <input type="checkbox"/> Equity funding will be used																																		
<b>Goal 3</b>	To develop happy, respectful and resilient students who display growth mindsets and behaviours that reflect school values.																																					
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<b>KIS 1</b> Empowering students and building school pride	Continue to implement a whole-school approach to student health, wellbeing and inclusion (PCL).
<b>Actions</b>	<ul style="list-style-type: none"> <li>▪ Review the existing Wellbeing and Engagement policies to ensure clarity of understanding and implementation.</li> <li>▪ Develop agreed practices that facilitates the implementation of the school values for the whole school community.</li> <li>▪ Implement the Resilience Project in Year 7-9.</li> <li>▪ Maximise the use of the new Wellbeing Centre.</li> <li>▪ Implement a revised process for the implementation of Individual Education Plans for selected students.</li> </ul>
<b>Outcomes</b>	PCO will: <ul style="list-style-type: none"> <li>▪ Finalise the Wellbeing and Engagement policies and present to School Council and staff.</li> <li>▪ Explore branding and marketing materials available for the school in relation to the school values.</li> <li>▪ Develop resources to support the implementation of school values.</li> <li>▪ Communicate school values to the school community.</li> <li>▪ Resource the implementation of The Resilience Project.</li> </ul> Leaders will: <ul style="list-style-type: none"> <li>▪ Lead the implementation of a whole school consistent approach to student management.</li> <li>▪ Develop practical resources to support staff and students.</li> <li>▪ Provide opportunities for staff to collaborate on the whole school approach.</li> <li>▪ Develop and use the new template for Individual Education plans.</li> <li>▪ Communicate the IEP to all classroom teachers and monitor the learning growth of students.</li> </ul> Teachers will: <ul style="list-style-type: none"> <li>▪ Implement the whole school approach to student management.</li> <li>▪ Use consistent and explicit language to clarify expectations with all students.</li> <li>▪ Address inappropriate behaviour and acknowledge and reinforce positive behaviours.</li> <li>▪ Differentiate the learning fir students with IEPs.</li> </ul> Students will: <ul style="list-style-type: none"> <li>▪ Have a clear understanding of expectations in the classroom.</li> <li>▪ Demonstrate positive behaviour aligned with school values.</li> <li>▪ Actively participate in The Resilience Project and Respect classes.</li> </ul>

<b>Success Indicators</b>	<ul style="list-style-type: none"> <li>▪ Wellbeing and Engagement policies are developed and communicated to the school community.</li> <li>▪ A range of activities are accessible through the Wellbeing Centre.</li> <li>▪ School values are embedded in daily practice and visible around the school.</li> <li>▪ Greater consistency in behaviour management in and across all classrooms.</li> <li>▪ The Resilience Project surveys indicates a positive impact on student resilience.</li> <li>▪ All identified students have updated IEPs.</li> </ul>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
<p>Engagement Policy</p> <ul style="list-style-type: none"> <li>▪ Opportunities are scheduled for students and staff to provide feedback on the development and the implementation of the Engagement Policy.</li> <li>▪ Clear processes are developed for behaviour management that is visible to all students and staff.</li> <li>▪ Professional Learning is provided for staff to support the implementation of the Wellbeing and Engagement policies.</li> </ul>	PCO Engagement Leaders	<input checked="" type="checkbox"/> PLP Priority	Term 1-3	\$1000
<p>School Values</p> <ul style="list-style-type: none"> <li>▪ Seek staff and student input into how the values are actioned</li> <li>▪ Communicate and discuss school values at teacher meetings and student assemblies</li> <li>▪ Investigate how the values are incorporated into school promotional materials</li> </ul>	PCO	No	Term 1-2	\$1000
<p>Wellbeing Centre</p> <ul style="list-style-type: none"> <li>▪ Implement a range of targeted projects to address student wellbeing needs.</li> </ul>	AP Wellbeing Wellbeing Leader	No	Term 1-3	\$10 000
<p>The Resilience Project</p> <ul style="list-style-type: none"> <li>▪ Present PL to staff.</li> <li>▪ Deliver targeted assembly to students.</li> <li>▪ Provide information session to parents.</li> <li>▪ Administer student survey.</li> <li>▪ Incorporate curriculum materials into RESPECT classes.</li> </ul>	AP Wellbeing Wellbeing Leader Respect Coordinator	Yes	Term 1-3	\$8000

<p>Individual Education Plans</p> <ul style="list-style-type: none"> <li>▪ Build capacity of the engagement team to use the new IEP template.</li> <li>▪ Pin the IEP to student chronicles.</li> <li>▪ Communicate with and support classroom teachers to implement the recommended strategies.</li> </ul>	<p>AP Engagement Engagement Leaders</p>	<p>No</p>	<p>Term 1</p>	
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