

2018 Annual Implementation Plan

for improving student outcomes

Greensborough Secondary College (8750)



Submitted for review by Pauline Barker (School Principal) on 17 December, 2017 at 12:25 PM
Endorsed by Silvana Sena (Senior Education Improvement Leader) on 19 December, 2017 at 11:29 AM
Endorsed by Ev Stone (School Council President) on 21 December, 2017 at 07:59 AM

Self-evaluation Summary - 2018

Greensborough Secondary College (8750)

	FISO Improvement Model Dimensions The 6 High-impact Improvement Initiatives are highlighted below in red.	Self-evaluation Level
Excellence in teaching and learning	Building practice excellence	Evolving moving towards Embedding
	Curriculum planning and assessment	Evolving
	Evidence-based high-impact teaching strategies	Emerging moving towards Evolving
	Evaluating impact on learning	Emerging moving towards Evolving
Professional leadership	Building leadership teams	Evolving
	Instructional and shared leadership	Evolving
	Strategic resource management	Evolving
	Vision, values and culture	Evolving
Positive climate for learning	Empowering students and building school pride	Emerging moving towards Evolving
	Setting expectations and promoting inclusion	Emerging moving towards Evolving
	Health and wellbeing	Emerging moving towards Evolving
	Intellectual engagement and self-awareness	Emerging moving towards Evolving
Community engagement in learning	Building communities	Evolving
	Global citizenship	Emerging moving towards Evolving
	Networks with schools, services and agencies	Emerging moving towards Evolving
	Parents and carers as partners	Emerging moving towards Evolving

Enter your reflective comments

The key findings are that:
 - we need to continue the relentless focus on teaching and learning through the consistent implementation of the instructional model
 -we need to focus on a strategic roll out of whole school strategies for literacy and numeracy
 -we need to develop a whole school approach to positive behaviour and focus on student engagement and wellbeing

	<ul style="list-style-type: none"> -we need to establish a School Improvement Team to drive the work -a continued focus is required on building leadership capacity across the board -establishing the vision and values that will underpin and drive the work -dcoumented processes for the above
Considerations for 2019	<ul style="list-style-type: none"> student voice - learning protocols student leadership literacy teaching consistent approach to instruction writing branding Year 9 engagement of students leadership capacity VCE improvement
Documents that support this plan	

Annual Implementation Plan - 2018

FISO Improvement Initiatives and Key Improvement Strategies

Greensborough Secondary College (8750)

Four Year Strategic Goals	Four Year Strategic Targets	Is this selected for focus this year?	12 month target	FISO initiative
To improve the learning growth of every student across all domains but particularly in writing and numeracy. To improve student achievement and completions in VCE, VET and VCAL program.	<ol style="list-style-type: none"> 1. The percentage of students in Year 9 achieving above the one year's growth in all NAPLAN areas to be maintained or improved when compared to their Year 7 data. This data will be sourced from SPA. 2. To improve the correlation between teacher (AusVELS) and NAPLAN assessments. 3. To increase the Teacher survey data factor Mean scores for Guaranteed and Viable Curriculum to the State benchmarks 4. To achieve and maintain a VCE study score of 29 or above by 2018 5. To continue to grow the VCAL program 	Yes	<p>Outline what you want achieve in the next 12 months against your Strategic Plan target.</p> <p>Increase the % of students with high gain in NAPLAN writing, reading, numeracy 7-9 to at or above similar schools (6%,5%,8%) VCE All Study Score 28.5. Study Scores of 37 or more to at or above similar schools (6%) Increase staff endorsement in CE, TC, AE & G & VC Increase by 10% endorsement in belief in the value of PLCs in improving teaching practice and achievement outcomes for students. GIM in use - peer obs.Use of data, common assessment & moderation provided in staff pdps.. Common assessment in Eng/Maths in Years 7-10. Staff moderation of Assessment Tasks.</p>	Building practice excellence
<ul style="list-style-type: none"> • To create a stimulating and vibrant learning environment where students are actively engaged in their learning, are aspirational, and are motivated to achieve their personal best 	<ol style="list-style-type: none"> 1. Increase the Student Attitudes to School Survey data factor mean scores for Motivation, School Connectedness, Connectedness to Peers and Teacher Effectiveness and Empathy to the State benchmarks. 2. Increase the percentage of endorsement for Teacher Collaboration to the state benchmark. 3. To increase the Parent Survey data factor mean scores for Student Motivation and School Connectedness to the State benchmarks. 	Yes	<p>Learning intentions used by all teachers in all classes.</p> <p>Improvements in Attitudes to School data for motivation, school connectedness stimulating learning and learning confidence towards State benchmarks Improvements in Parent Opinion data for student motivation and school connectedness.</p>	Empowering students and building school pride

			<p>Decrease the percentage of students with 20 or more absence days to at or below similar schools (decreased by at least 4% to 27%)</p> <p>Increase attendance of students in Year 9</p> <p>Decrease average days of absence by at least 10% at Senior levels (15 days absent at Year 11; 12 days at Year 12)</p>	
<ul style="list-style-type: none"> To develop and promote positive behaviours and attitudes and a sense of optimism across the whole College community so that the College climate, student teacher empathy wellbeing and relationships are enhanced 	<ol style="list-style-type: none"> Increase the Student Attitudes to School Survey data connectedness to peers and connectedness to school to the state benchmarks To increase the Parent Survey data factor mean scores for teacher morale to state benchmarks To improve student attendance particularly at Year 11 and 12 	Yes	<p>Increase Year 7 enrolment for 2018 by 10% (approx. 93 students)</p> <p>Increase in parent satisfaction survey key data measures of student engagement towards State benchmarks.</p> <p>Improved student leadership program.</p> <p>Positive psychology practices embedded into student engagement program.</p>	Empowering students and building school pride

Improvement Initiatives Rationale

It is evident that we need to keep the focus on building practice excellence, to ensure consistent practice and improved practice. We need to improve achievement outcomes across the board - in literacy, numeracy, including retention outcomes. This will be done through the Professional Learning Communities strategy and a strategic whole school professional learning program. While students report high satisfaction with the school and the teaching practices, this can be an indicator that they may not be challenged. So the focus will be on challenge, aspiration, high expectations, student voice and agency. We also need to focus on ensuring a safe learning environment so a whole school approach to school wide positive behaviour support is needed.

Goal 1	To improve the learning growth of every student across all domains but particularly in writing and numeracy. To improve student achievement and completions in VCE, VET and VCAL program.
12 month target 1.1	<p>Increase the % of students with high gain in NAPLAN writing, reading, numeracy 7-9 to at or above similar schools (6%,5%,8%)</p> <p>VCE All Study Score 28.5.</p> <p>Study Scores of 37 or more to at or above similar schools (6%)</p> <p>Increase staff endorsement in CE, TC, AE & G & VC</p> <p>Increase by 10% endorsement in belief in the value of PLCs in improving teaching practice and achievement outcomes for students.</p> <p>GIM in use - peer obs.Use of data, common assessment & moderation provided in staff pdps..</p> <p>Common assessment in Eng/Maths in Years 7-10.</p> <p>Staff moderation of Assessment Tasks.</p>
FISO Initiative	Building practice excellence
Key Improvement Strategies	
KIS 1	Build teacher capacity to implement a consistent approach to teaching and learning.
KIS 2	Build teacher capacity to effectively teach literacy within all learning areas and studies.

Goal 2	<ul style="list-style-type: none"> To create a stimulating and vibrant learning environment where students are actively engaged in their learning, are aspirational, and are motivated to achieve their personal best
12 month target 2.1	<p>Learning intentions used by all teachers in all classes.</p> <p>Improvements in Attitudes to School data for motivation, school connectedness stimulating learning and learning confidence towards State benchmarks</p> <p>Improvements in Parent Opinion data for student motivation and school connectedness.</p>

	Decrease the percentage of students with 20 or more absence days to at or below similar schools (decreased by at least 4% to 27%) Increase attendance of students in Year 9 Decrease average days of absence by at least 10% at Senior levels (15 days absent at Year 11; 12 days at Year 12)
FISO Initiative	Empowering students and building school pride
Key Improvement Strategies	
KIS 1	Develop students' cognitive engagement and their capacity to be reflective, metacognitive, independent and active learners.

Goal 3	<ul style="list-style-type: none"> To develop and promote positive behaviours and attitudes and a sense of optimism across the whole College community so that the College climate, student teacher empathy wellbeing and relationships are enhanced
12 month target 3.1	<p>Increase Year 7 enrolment for 2018 by 10% (approx. 93 students)</p> <p>Increase in parent satisfaction survey key data measures of student engagement towards State benchmarks.</p> <p>Improved student leadership program. Positive psychology practices embedded into student engagement program.</p>
FISO Initiative	Empowering students and building school pride
Key Improvement Strategies	
KIS 1	Build teacher capacity to implement a whole school approach to student engagement and wellbeing within an agreed framework.

Define Evidence of Impact and Activities and Milestones - 2018

Greensborough Secondary College (8750)

Goal 1	To improve the learning growth of every student across all domains but particularly in writing and numeracy. To improve student achievement and completions in VCE, VET and VCAL program.
12 month target 1.1	<p>Increase the % of students with high gain in NAPLAN writing, reading, numeracy 7-9 to at or above similar schools (6%,5%,8%) VCE All Study Score 28.5. Study Scores of 37 or more to at or above similar schools (6%) Increase staff endorsement in CE, TC, AE & G & VC Increase by 10% endorsement in belief in the value of PLCs in improving teaching practice and achievement outcomes for students. GIM in use - peer obs.Use of data, common assessment & moderation provided in staff pdps.. Common assessment in Eng/Maths in Years 7-10. Staff moderation of Assessment Tasks.</p>
FISO Initiative	Building practice excellence
Key Improvement Strategy 1	Build teacher capacity to implement a consistent approach to teaching and learning.
Actions	<p>Develop a shared belief that consistent practice will improve student learning outcomes.</p> <p>Develop teacher knowledge and capacity to embed an instructional model</p> <p>Develop a culture of collaboration, shared learning and feedback to enhance teaching and learning practices</p>

Evidence of impact	<p>Students will articulate the learning phase they are in and the purpose for it experience learning success and will be able to articulate why they have been successful understand what they need to do next to improve</p> <p>Teachers will clearly articulate the phases of learning and the intended purpose assess student progress against prior achievements to determine growth and areas for improvement</p> <p>Leaders will support and facilitate the embedding of a consistent instructional model understand the development needs of each staff member to support the development of their knowledge and capacity in using High Impact Teaching Strategies</p>
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Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Use Learning Walks to evaluate the consistency of teacher practice. Every teacher will participate in at least one learning walk.	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$1,000.00 <input type="checkbox"/> Equity funding will be used
Allocate resources for instructional leadership	Principal	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$80,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Embed meaningful peer observation which includes objective feedback and meaningful reflection.	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$1,000.00 <input type="checkbox"/> Equity funding will be used
Develop and implement a consistent language of learning and instruction.	Leadership Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
PLC leaders will lead their teams through a process of inquiry based on at least one High Impact Teaching Strategy	PLC Leaders	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Goal 1	To improve the learning growth of every student across all domains but particularly in writing and numeracy. To improve student achievement and completions in VCE, VET and VCAL program.
12 month target 1.1	Increase the % of students with high gain in NAPLAN writing, reading, numeracy 7-9 to at or above similar schools (6%,5%,8%) VCE All Study Score 28.5. Study Scores of 37 or more to at or above similar schools (6%) Increase staff endorsement in CE, TC, AE & G & VC Increase by 10% endorsement in belief in the value of PLCs in improving teaching practice and achievement outcomes for students. GIM in use - peer obs.Use of data, common assessment & moderation provided in staff pdps.. Common assessment in Eng/Maths in Years 7-10. Staff moderation of Assessment Tasks.
FISO Initiative	Building practice excellence
Key Improvement Strategy 2	Build teacher capacity to effectively teach literacy within all learning areas and studies.
Actions	Develop a shared understanding that every teacher is a teacher of literacy Develop teacher knowledge and capacity in the teaching of high reliability literacy strategies Develop a whole school approach to the teaching of literacy
Evidence of impact	Students will experience improved literacy success and will understand and be able to articulate why they have been successful confidently explain the literacy strategies they have used understand how they can apply the literacy strategies across different learning contexts understand what they need to do next to improve

	<p>Teachers will clearly articulate high reliability literacy strategies and the intended purpose regularly use and track the impact of the literacy strategies via the use of pre-test and post-test data</p> <p>Leaders will support and facilitate the embedding of literacy strategies understand the development needs of each staff member to support the development of their knowledge and capacity in using literacy strategies</p>			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Investigate and identify high reliability literacy strategies. Team to undertake the Leading for Literacy Program at the Bastow Institute	School Improvement Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 2	\$7,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Development of an agreed whole school literacy program	School Improvement Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
Implementation of the literacy program including; professional learning, coaching, peer observations, data analysis	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 2 to: Term 4	\$2,000.00 <input type="checkbox"/> Equity funding will be used

Goal 2	<ul style="list-style-type: none"> To create a stimulating and vibrant learning environment where students are actively engaged in their learning, are aspirational, and are motivated to achieve their personal best 			
12 month target 2.1	<p>Learning intentions used by all teachers in all classes.</p> <p>Improvements in Attitudes to School data for motivation, school connectedness stimulating learning and learning confidence towards State benchmarks Improvements in Parent Opinion data for student motivation and school connectedness.</p> <p>Decrease the percentage of students with 20 or more absence days to at or below similar schools (decreased by at least 4% to 27%) Increase attendance of students in Year 9 Decrease average days of absence by at least 10% at Senior levels (15 days absent at Year 11; 12 days at Year 12)</p>			
FISO Initiative	Empowering students and building school pride			
Key Improvement Strategy 1	Develop students' cognitive engagement and their capacity to be reflective, metacognitive, independent and active learners.			
Actions	<p>Develop a culture of high expectations and high performance</p> <p>Develop learning protocols and a learner profile</p> <p>Develop in students the capacity to understand and use their achievement data to plan for learning.</p>			
Evidence of impact	<p>Students will understand their learning growth and identify areas for future leaning and potential barriers to learning improve the progress in their learning and will understand and be able to articulate why they have been successful confidently explain the metacognitive strategies they have used</p> <p>Teachers will consistently articulate and model agreed high expectations consistently articulate and model high performance explicitly articulate and model strategies of metacognition</p> <p>Leaders will support and facilitate the embedding of high expectations, high performance and strategies of metacognition consistently model and explicitly articulate high expectations, high performance and strategies of metacognition</p>			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Construct a professional learning program that unpacks the reflection and evaluation phase of the GCIM	Leading Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used

Develop and implement an agreed framework of high expectations	School Improvement Team	<input checked="" type="checkbox"/> Yes	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Assist teachers to develop stretch goals around strategies of metacognition in their Performance and Development Plan	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Goal 3	<ul style="list-style-type: none"> To develop and promote positive behaviours and attitudes and a sense of optimism across the whole College community so that the College climate, student teacher empathy wellbeing and relationships are enhanced 			
12 month target 3.1	<p>Increase Year 7 enrolment for 2018 by 10% (approx. 93 students)</p> <p>Increase in parent satisfaction survey key data measures of student engagement towards State benchmarks.</p> <p>Improved student leadership program. Positive psychology practices embedded into student engagement program.</p>			
FISO Initiative	Empowering students and building school pride			
Key Improvement Strategy 1	Build teacher capacity to implement a whole school approach to student engagement and wellbeing within an agreed framework.			
Actions	<p>Establish agreed vision, values and culture that ensure safe and welcoming learning environments in which the students and staff respect and value on-task learning.</p> <p>Develop teacher understanding capacity of positive classroom behaviour and engagement practices.</p> <p>Provide students with proven tools and skills to actively develop positive and self-regulating behaviours.</p>			
Evidence of impact	<p>Students will</p> <ul style="list-style-type: none"> understand and demonstrate high expectations and positive behaviours understand and demonstrate respectful relationships develop their own resilience and regulate their own wellbeing actively contribute to a safe and supportive learning environment <p>Teachers will</p> <ul style="list-style-type: none"> provide a safe place where young people can learn play a central role in intellectual, social and emotional development of students explicitly articulate and model high expectations, positive behaviours and respectful relationships <p>Leaders will</p> <ul style="list-style-type: none"> examine what works in schools around positive behaviours and respectful relationships build team and individual teacher capacity implement a positive behaviours and respectful relationships framework create a culture of collective efficacy and collective responsibility 			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Identify framework to implement and build the capacity of the leadership team to implement	School Improvement Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 2	\$1,000.00 <input type="checkbox"/> Equity funding will be used
Build the individual capacity of teachers to co-create a respectful relationships environment	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 2	\$4,000.00 <input type="checkbox"/> Equity funding will be used
Implementation of the Greensborough College whole school approach to positive behaviours.	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 3 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Professional Learning and Development Plan - 2018

Greensborough Secondary College (8750)

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Use Learning Walks to evaluate the consistency of teacher practice. Every teacher will participate in at least one learning walk.	All Staff	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"/> School improvement partnerships <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Allocate resources for instructional leadership	Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Embed meaningful peer observation which includes objective feedback and meaningful reflection.	All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
Develop and implement a consistent language of learning and instruction.	Leadership Team	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <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"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
PLC leaders will lead their teams through a process of inquiry based on at least one High Impact Teaching Strategy	PLC Leaders	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Whole School Student Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Investigate and identify high reliability literacy strategies. Team to undertake the Leading for Literacy Program at the Bastow Institute	School Improvement Team	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Student Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Bastow program/course <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> Off-site Bastow Leading for Literacy course
Development of an agreed whole school literacy program	School Improvement Team	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Implementation of the literacy program including; professional learning, coaching, peer observations, data analysis	All Staff	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <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"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Bastow program/course <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
Construct a professional learning program that unpacks the reflection and evaluation phase of the GCIM	Leading Teacher(s)	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Develop and implement an agreed framework of high expectations	School Improvement Team	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

			<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Communities of Practice		
Assist teachers to develop stretch goals around strategies of metacognition in their Performance and Development Plan	All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Identify framework to implement and build the capacity of the leadership team to implement	School Improvement Team	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Build the individual capacity of teachers to co-create a respectful relationships environment	All Staff	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Student Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Implementation of the Greensborough College whole school approach to positive behaviours.	All Staff	from: Term 3 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Whole School Student Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

Documents that support the plan

The school has uploaded the following documents to support the self-evaluation.

Dimension 1

- [English PLC P-M-I Meeting Process.docx \(0.03 MB\)](#)
- [GC Education Support Staff Presentation March 2017.pptx \(1.59 MB\)](#)
- [GC Staff Presentation March 2017.pptx \(1.55 MB\)](#)
- [Greensborough College Instructional Model - Graphic.docx \(0.04 MB\)](#)
- [Greensborough College Peer Observation Protocol.docx \(0.03 MB\)](#)
- [Greensborough College Review checklist \(staff version\)- 2017.docx \(0.03 MB\)](#)
- [LPLC Meeting 01-02-17 - Minutes.docx \(0.02 MB\)](#)
- [LPLC Meeting 19-07-17 Minutes.docx \(0.02 MB\)](#)
- [PDP Smart Goal Examples.docx \(0.01 MB\)](#)

Dimension 2

- [Curriculum Documentation - Day 1.pptx \(0.18 MB\)](#)
- [GC Curriculum Planning Template.docx \(0.01 MB\)](#)

Dimension 5

- [LEADERSHIP DAY 14112017 Prep and agenda.docx \(0.11 MB\)](#)
- [LEADERSHIP DAY 14122017.docx \(0.11 MB\)](#)

Dimension 6

- [NAPLAN GROWTH DATA 2017 - Staff Powerpoint.pptx \(2.79 MB\)](#)

Dimension 7

- [Assistant Coordinator 2018.doc \(0.04 MB\)](#)
- [PLC LEADER 2018.docx \(0.02 MB\)](#)

Dimension 8

- [Buildings and Ground college standing orders.doc \(0.07 MB\)](#)
- [School Council Education Sub -Committee Standing Orders.doc \(0.08 MB\)](#)
- [School Council Uniform Sub -Committee Standing Orders.doc \(0.08 MB\)](#)

Dimension 9

[Attitudes to School Survey - Percentile by Factor \(1\).pdf \(0.18 MB\)](#)

[Student voice survey 2017 - Staff Powerpoint.pptx \(0.45 MB\)](#)

Dimension 10

[Greensborough College Student Engagment, Wellbeing and Inclusion Policy.docx \(0.06 MB\)](#)

[relocation process for staff Version 2 \(June 2017\).docx \(0.01 MB\)](#)

[Relocation student reflection \(GC 2017\) V3.docx \(0.23 MB\)](#)

Dimension 16

[Table outlining communications.docx \(0.02 MB\)](#)