Annual Implementation Plan
2024

CHANCELLOR STATE COLLEGE
The best we can be

Vision | To be *'the best we can be'*

We are **innovative**, **inspirational** and **inclusive** in our pursuit of **excellence**.

College Values

Our College Values expand on our vision to demonstrate the importance of **consistency** and high expectations for all of our community:

Care – We value one another and our environment. We celebrate together and recognise **health and wellbeing needs** within our community.

Courtesy – We respect and value our **differences**, ensuring we embrace an **inclusive** approach throughout our **community**.

Cooperation – We create a common purpose through strong **communication** and **collaboration** across our community.

Commitment – We are a community of learners focussed on **continuous improvement** in our journey of life-long learning.

Challenge – We aspire to excellence in **21st Century teaching** and learning to build life-long learners.

Chancellor State College is in the fourth and final year of the current Strategic Plan. In consultation with the P&C, 2024 has been deemed the year of Collaboration. This focus will drive the development of the 2025 to 2028 College Strategic Plan through a Full School Review in Term 2, culminating in the launch of the endorsed plan toward the latter half of this year. This AIP focuses on these core strategies, their enactment and visible outcomes across the college community. The implementation of these strategies is unpacked on pages 2 and 3. Supporting this AIP are campus based operational plans.

Strategies

Educational Achievement

- Implementation of new Curriculum to improve student engagement

- Develop "Learning @ Chancellor" whole school approach to pedagogy, including digital pedagogy, to support students to improve on, or maintain, high levels of performance.

Wellbeing & Engagement

- Review the college-wide processes for managing behaviour

- Consult widely in regards to updating the Student Code of Conduct (2024-2027)

Culture & Inclusion

- Consult widely in developing the next 4-year College strategic plan (2025 – 2028)

- Continue college-wide processes for PLP implementation and development

Measures

- Increase the percentage of students in each Year Level achieving an A, B or C in all Learning Areas to 90%.
- Increase the percentage of students in each Year Level achieving an A or B in all Learning Areas to 50%.
- Reduce the gap in A – C for SWD, First Nations students, OOHC students
- Improve student attendance – 90%
- Maintain Year 10 to 12 retention.
- Support 100% of Year 12 students to exit with a QCE or QCIA attainment.
- SOS DATA
  - Student behaviour is well managed at this school (staff, students, parents)
  - I am interested in my school work (students)
  - Opinions are taken seriously (staff, students, parents)

Approvals

This plan was developed in consultation with the college community and meets college needs and systemic requirements.

Principal   BARRY DITTMAN   14.02.24

P&C/School Council   Mc Donald KYLIE MCDONALD.

School Supervisor   29.02.2024

Chancellor State College – Annual Implementation Plan

Equity and Excellence. CSC Priority One	Educational achievement	Wellbeing and engagement	Culture and inclusion	A shared and deep understanding of the curriculum, and its effective enactment to support high levels of individual achievement.

~ Implementation of new Curriculum to improve student engagement.   ~ Develop "Learning @ Chancellor" whole school approach to pedagogy, including digital pedagogy, to support students to improve on, or maintain, high levels of performance.
~ Continue college-wide processes for PLP implementation and development.

Primary Campus priority:	EDUCATIONAL ACHIEVEMENT / CULTURE & INCLUSION **AC v9 English Curriculum implemented using research-backed, high-yield pedagogical practices:** *By the end of 2024, the English Curriculum will be implemented with supporting pedagogy including phonic/spelling and vocabulary focuses of the effective teaching of reading.*	Phase: **I** Implementing	Secondary Campus priority:	EDUCATIONAL ACHIEVEMENT / CULTURE & INCLUSION AC v9 Curriculum implemented using research-backed, high-yield pedagogical practices (English) *New curriculum will be implemented with supporting pedagogy, with the marking guide as a focus, that supports a diverse range of students to achieve success.*	Phase: **D, I** Developing / Implementing
Link to school review improvement strategy:	School Review Report, October 2020: **Effective pedagogical practices ~** *Collaboratively refine the pedagogical ~~framework~~ approaches to reflect agreed and expected high-yield signature college-wide pedagogical practices, and quality assure its implementation at all leadership levels.* **Systematic curriculum delivery ~** *Strengthen staff understanding of all aspects of AC. Establish processes and procedures to rigorously and systematically quality assure the enacted curriculum.*				
Strategies:	Implement English V9 Curriculum using consistency of practice throughout the school. Begin implementing a systematic synthetic phonic and spelling pedagogical approach throughout the school. Utilise a consistent and research-based pedagogical approach in the school.		Strategies:	Implement new curriculum with a focus on engagement of students. Use year level and subject data to inform faculty action planning. Plan for the use of consistent and research-based pedagogical approach to achieve success.	

Actions including Responsible officer(s)	Resources	Actions including Responsible officer(s)	Resources
Planning for engagement (v9 AC English) • KLA planners of English will have time to adjust units that are planned during moderation and planning based on feedback from staff with support from HOD-C. • Mentors support teaching staff to enact new curriculum. • Moderation processes meet the needs of year levels and inform teaching and learning practices. • Planning sessions deepen understanding of expectations, allow for collaboration and consistency between teachers and classrooms. • Age-appropriate consistency of practice of teaching and vocabulary throughout year levels • Align learning walks and data walls to AC English focus to provide information on teacher's level of understanding and implementation success. **Collaborate across college to develop 'Learning @ Chancellor' whole school approach to pedagogy.** **Developing effective teaching of reading (deeper understanding of phonics in the classroom) to improve student achievement:** • Ensure consistent language and progression of phonic knowledge and skills (SSP) throughout the school • Provide teacher support both one on one and in classroom • Monitor implementation of PLD and continue to review research ensure best practice through portfolio team • Clear process of which type of texts to use (decodables and authentic rich texts) • Implementation of monitoring system (DIBELS) leading to data triangulation and provision of support.	**Staffing** 0.8 Mentor (English) Planning Days x 4 days per year/year level Moderation Sessions x 2 half day sessions per year/year level and 2 staff meeting sessions per year. **Staffing** Teaching and Learning Mentor (0.4) 2 x Effective Teaching of Reading Planning Days (7 people)	**Planning for engagement**: (new curriculum implementation) • Planning session for teachers to develop understanding of curriculum expectations and allow for collaboration and consistency between teachers and classrooms. (Line Manager – HOD) • Moderation processes to meet the needs of year levels and used to inform teaching and learning practices. • Planning for differentiation for diverse needs of students • Develop capability in Qlearn to enhance digital teaching and learning • Align learning walks and data walls to faculty action plans to provide information on teacher's level of understanding and implementation success (Collegial Engagement agreement). • Documentation clarity and transparency for storage of band/year level plans, unit plans and assessment tasks/ marking guides • Survey students regarding engagement in learning and interest in their schoolwork. • Collaborative reflection and modification of practice through external networks. NCR CLC, Assess to Engage. **Collaborate across campus to develop 'Learning @ Chancellor' whole school approach to pedagogy.** **Developing effective pedagogy to maintain, and improve, high levels of achievement** • Pedagogical approaches to support students to produce high quality work • Ensure consistent language and approach to marking guides • Monitoring of student progress through formative assessment (items related to the marking guide) • Deliberate pedagogies to include models and exemplars • Responding and contributing to Personalised learning records (PLs) s to support adjustments for students to learn to their potential.	**Planning** Secondary planning allocation distributed through teams and faculties

	Measurable outcomes	• 100% of classrooms have visible marking guides and bump it up walls in the classroom. • 100% of students have been taught the purpose and intent of the units and using age-appropriate strategies understand what is expected from them. • 90% of students receiving an A, B or C and 50% of students receiving an A or B in English. • Increased agreement across all target groups regarding feedback, assessment and engagement in learning *(SOS)* • and feedback of units' survey. Moderation processes to ensure effective coverage of achievement standards and content descriptors. • Evidence of data tracking processes to identify support requirements at differentiated, focussed and intensive.	Measurable outcomes	• 100% of classrooms have accessible marking guides in the classroom. • 100% of students have been taught the purpose and intent of the units and using age-appropriate strategies understand what is expected from them. • All 7-12 required curriculum documentation will be in place • 90% of students receiving an A, B or C, and 50% of students receiving an A or B • Increased agreement across all target groups regarding feedback, assessment and engagement in learning. *(SOS)* • Moderation processes to ensure effective coverage of achievement standards
End of Term 4	Success criteria *Footnotes:* *1. reflecting AiTSL teaching standards 2.1, 2.2, 2.3* *2. reflecting AiTSL teaching standards 3.2, 3.6, 5.2, 5.4, 6.3* *3. reflecting AiTSL teaching standards 3.6, 5.4* *4. reflecting AiTSL leadership profile attributes "leading improvement, innovation and change", "Knowledge and understanding", "Relational Leadership"* *5. reflecting AiTSL leadership profile attributes "leading improvement, innovation and change", "Knowledge and understanding", "Strategic Leadership"*	**Behaviourally:** Students can/will: • refer to marking guides and bump it up walls to support learning and identify next steps for learning, • be able to articulate the connections between their learning and purpose and personal achievement. • demonstrate measurable progress through their phonic and spelling development. Teachers can/will: • confidently deliver English V9 by planning and innovating on their practice and using the correct vocabulary.[1] • use moderation process to identify and enact next stages of teaching based on student data. [2] • delivering all parts of PLD, reading and DIBELS testing in classroom. • use data to inform teaching practice and interventions. [3] Leadership team can/will: • develop, in consultation with key stakeholders, the pedagogy plan, Learning @ Chancellor.[4] • utilise learning walks to monitor English V9 implementation.[5]	Success criteria *Footnotes:* *1. reflecting AiTSL teaching standards 2.1, 2.2, 2.3* *2. reflecting AiTSL teaching standards 3.2, 3.6, 5.2, 5.4, 6.3* *3. reflecting AiTSL teaching standards 3.6, 5.4* *4. reflecting AiTSL leadership profile attributes "leading improvement, innovation and change", "Knowledge and understanding", "Relational Leadership"* *5. reflecting AiTSL leadership profile attributes "leading improvement, innovation and change", "Knowledge and understanding", "Strategic Leadership"*	**Behaviourally:** Students can/will: • refer to marking guides to support learning and identify next steps for learning, • be able to articulate the connections between their learning and purpose and personal achievement. Teachers can/will: • confidently deliver the targeted curriculum area by planning and innovating on their practice [1] • use moderation process to identify and enact next stages of teaching based on student data. [2] • use data to inform teaching practice and interventions. [3] Leadership team can/will: • develop, in consultation with key stakeholders, the pedagogical approach, Learning @ Chancellor.[4] • utilise learning walks to monitor curriculum implementation and inform capability development processes[5] • continue involvement in 'Assess to Engage' cluster work across ENG/MAT/SCI/HUM/HPE/ART faculties with goal to lead development and implementation of units to be engaging, innovative, aligned and accessible for all students

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Artefacts		Artefacts	
	• Level Three Unit Planning to include - Marking Guides, Task Sheets • Classroom items to include - Bump It Up Walls, Success Criteria, Learning Posters • Reflection and feedback tools to include - Staff English Survey • Whole College Approach to Pedagogy, 'Learning @ Chancellor' • Tracking documents to include - PLD Data Tracking Spreadsheet, DIBELS Data Tracking Sheet		• Curriculum planning (Year level/band plans, TLAPS, TAS) • Unit Planning (Marking Guides, Task Sheets, including VET assessment) • Whole College Approach to Pedagogy, 'Learning @ Chancellor' • Models and Exemplars • Centralised mark book

	Measurable outcomes	Success criteria	Artefacts	Monitoring		Measurable outcomes	Success criteria	Artefacts	Monitoring
End Term 1	• 100% of classrooms have visible marking guides and bump it up walls in the classroom. • Student and Teacher collected Feedback on English Unit 1. • Twice termly portfolio meetings using checklist to monitor implementation and roll out of PLD.	**Behaviourally:** Students can/will: • understand where to find the marking guides and bump it up walls and how they help, Teachers can/will: • have the marking guides and bump it up in walls and making links between the two for the students, • understand the process to follow when introducing and referring to Bump It Up wall, • receive in and out of class support to begin implementing parts of PLD in their classroom, • begin testing using DIBELS. Leadership team can/will: • be utilising learning walks to monitor the display of marking guides, • be part of initial meetings with teachers around PLD to understand the process.	Bump It up Wall Marking Guide PLD Data Tracking Sheet Term 1 Learning Posters and Success Criteria Supporting PLD resources		End Term 1	Data goals set week 4 Assessment overviews completed and published for all subjects 3 levels of planning visible in core subjects 7-10	**Behaviourally:** Students can/will: • locate semester assessment overview and articulate assessment pieces and due dates with degree of accuracy • be able to explain link between learning and assessment for current term Teachers can/will: • establish challenging learning goals which forefront cognitions in assessment and planning • Engage in professional learning opportunities that exist in rollout of V9 and new senior syllabuses • Individually and collaboratively plan, structure and sequence learning programs to engage students, using student and subject data to inform practice Leadership team can/will: • establish working parties to establish consistent approaches to assessment templates in Yrs 7-10 • engage in data conversations within leadership and line management meetings to establish steps moving forward • share model for 'Learning @ Chancellor' within team and establish communication plan for this • engage within professional collaboration opportunities within 'Assess to Engage' clusters and lead work through chosen year level / unit	LT meeting minutes Faculty Plans Agreed assessment template 'Assess to Engage' meeting minutes and assessment/ unit plans	
End Term 2	• 85% of students receiving an A, B or C in English. • 40% of students receiving an A or B in English. • Student and Teacher collected Feedback on English Unit 2. • Twice termly portfolio meetings using checklist to monitor implementation and roll out of PLD.	**Behaviourally:** Students can/will: • be able to verbalise what is expected in the A, • begin to use consistent language when referring to PLD. Teachers can/will: • use the marking guides, bump it up walls and teaching and learning experiences to open up the A to all students, • continue to receive in and out of class support and use most parts of PLD in their classroom, • use some DIBELS data to identify students require support. Leadership team can/will: • utilise learning walks and talks to explore questions around opening up the A, • visit classroom to see PLD in action with student engagement.	Bump It up Wall Marking Guide PLD Data Tracking Sheet Term 2 Learning Posters and Success Criteria DIBELS Data Tracking Sheet Supporting PLD resources		End Term 2	Learning walk information Reporting data as per targets on page 1.	**Behaviourally:** Students can/will: • Use semester assessment overview to plan assessment • be able able to explain link between learning and assessment for current term Teachers can/will: • Have opportunity for consultation on 'Learning @ Chancellor' • Individually and collaboratively develop 'look fors' in classroom with focus on student understanding marking guides • refine use of formative assessment strategies to encourage student centred feedback Leadership team can/will: • interpret and use T1 data progress against goals and adjust as necessary • utilise learning walks as feedback to enacted vs intended curriculum • Individually and collaboratively develop instructional leadership strategies to help teachers achieve goals above • engage within professional collaboration opportunities within 'Assess to Engage' clusters and lead work through chosen year level / unit	Centralised markbook and TrackEd data LT/Faculty minutes Learning @ Chancellor v9 planning documents – 3 levels Subject selection handbook with updated information 'Assess to Engage' meeting minutes and assessment/ unit plans	

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End Term 3					End Term 3			
	• 100% of students have been taught the purpose and intent of the units and using age-appropriate strategies understand what is expected from them. • Students refer to marking guides to help gauge progress and be provided with feedback. • Student and Teacher collected Feedback on English Unit 3. • Twice termly portfolio meetings using checklist to monitor implementation and roll out of PLD.	**Behaviourally:** Students can/will: • refer to marking guides and bump it up walls to support learning and identify next steps for learning, be able to reflect on their learning to say what they enjoyed and modifications they would make if possible. • be able to make connections between what they are learning and why it is important, what they are learning and how it connects to their assessment, make connections between what they are learning and if they are showing it • begin to show progress with their phonic/spelling knowledge Teachers can/will: • make connections for students in their learning for different purposes • continue to receive in and out of class support to use all of PLD with varying success in their classroom, • continue to monitor students identify by DIBELS testing.	Bump It up Wall Marking Guide PLD Data Tracking Sheet Term 3 Learning Posters and Success Criteria DIBELS Data Tracking Sheet Supporting PLD resources		3 levels of planning visible in centralised location (SharePoint)	**Behaviourally:** Students can/will: • refer to marking guides to support learning and identify next steps for learning, • be able to articulate the connections between their learning and purpose and personal achievement. Teachers can/will: • Individually and collaboratively plan, structure and sequence learning programs to engage students, using student and subject data to inform practice • demonstrate increased use of 'look fors' developed in T2 • engage in professional learning opportunities that may exist with new senior syllabus and/or v9 implementation Leadership team can/will: • interpret and use S1 data progress against campus/faculty goals and adjust plan as necessary • finalisation of 'Learning @ Chancellor' document for endorsement and use in 2025	3 levels of planning for 2025 completed LT and faculty meeting minutes S1 data analysis notes and plans	

Chancellor State College – Annual Implementation Plan

Equity and Excellence - Priority Two		Educational achievement / Wellbeing and engagement / Culture and inclusion	**Consistent enactment of evidence-informed strategies and practices to enhance a positive impact on our learning culture (learning, wellbeing and behaviour).**	

~ Review the college-wide processes for managing behaviour   ~ Consult widely in regard to updating the Student Code of Conduct (2024-2027)

Primary Campus priority:	**WELLBEING & ENGAGEMENT / CULTURE & INCLUSION** *Improved student engagement in a safe, disciplined, supported environment:* By the end of 2024, current campus (and college) wide processes for managing behaviour will be reviewed, refined and reinvigorated for full implementation by all primary staff.	Phase: **D** Developing	Secondary Campus priority:	**WELLBEING & ENGAGEMENT** *Improved student engagement in a positive learning culture:* By the end of 2024, current campus (and college) wide processes for managing behaviour will be reviewed, and refined for consistent implementation by all secondary staff.	Phase: **D** Developing
Link to school review improvement strategy:	School Review Report, October 2020 *A culture that promotes learning* Collaboratively review, and consistently implement, agreed behaviour management processes across the college in line with the implementation of the new Student Code of Conduct.				
Strategies:	Planning to implement Positive Behaviour for Learning campus wide Review campus (and college) wide processes for managing behaviour. Consult widely in regard to updating the Student Code of Conduct (2024-2027).		Strategies:	Using regular and timely data to inform planning and multi-tiered support systems Review campus (and college) wide processes for managing behaviour. Consult widely in regard to updating the Student Code of Conduct (2024-2027).	

Actions including Responsible officer(s)	Resources	Actions including Responsible officer(s)	Resources
Implement evidence-based strategies • Multi-tiered systems of support and intervention (*Positive Behaviour for Learning* as structure) implemented • Essential Skills for Classroom Management employed consistently in every learning space • Investigation into relevant and timely professional development for all staff (e.g. ESCM, Restorative Practices, Trauma Informed practice, Classroom profiling). Recommendations made for 2024 and 2025 PD plan. • Regular behaviour data used to inform planning, resourcing and support. **Review, and consistently implement, campus wide processes for managing behaviour** • Review current practices to ensure student centred access to strategies supports positive engagement. • Planning and implementation of multi-tiered system of support (Positive Behaviour for Learning) monitored and reviewed at multiple levels across campus (PBL team, Leadership team) and college (CELS). • Clear roles and responsibilities for all staff to support implementation. • Collaboratively constructed and agreed upon non-negotiables for expectations and processes, structures and routines across whole campus. • Develop data tracking system to support review of implementation and monitoring of student engagement. **Review and update the Student Code of Conduct (2024-2027)** • Consult widely with key stakeholders – students, staff, parents, community – using a range of forums. • Align across college to ensure consistency. **Monitor and support wellbeing and safety of staff and students** • Deliberate whole school team approach to supporting transitions across key junctures and addressing emerging needs of individual students and community. • Consistent, supportive response activated following incidents of occupational violence, including support for staff to ensure psychological and physical safety. • Staff Wellbeing Action Plan alignment with adopted practices.	**Staffing** CEL working party 0.1FTE Coach (Janet Thomson) 1.2FTE Student Engagement Teachers (Clair Naismith, David Kingston) 6.5hrs TA allocation (Angela Crook) PBL Team regional training (Billie-Jo McGregor) PBL Portfolio Team and Working party established (full staff representation) College and Campus wellbeing team established **Facilities** SET room established (Engagement Hub)	**Implement evidence-based strategies** • Multi-tiered systems of support and intervention • Essential Skills for Classroom Management employed, PD via induction and leadership team development • Year level coordinators and HODs to address recurring incident categories • Weekly behaviour data used to inform planning for curriculum, resourcing and support to improve understanding of students in cohorts and plan for creation and maintenance of safe and supportive learning environments • Investigation into relevant professional development for all staff, detailed in 2024 and 2025 PD plan. • Developing understanding of approaches to support positive relationships – knowing our students and planning for supportive and safe learning environments **Review, and consistently implement, campus wide processes for managing behaviour** • Review current practices to ensure student centred access to strategies supports positive engagement. • Planning and implementation of support processes monitored and reviewed at multiple levels across campus (Student Engagement, Leadership team) and college (CELS). • Collaboratively constructed and agreed upon expectations and processes, structures and routines across whole campus in response to relevant data • Clarification of whole campus behaviour expectations, including EQ School Disciplinary Absences (suspensions) processes and requirements • Review positive recognition systems and respond accordingly **Review and update the Student Code of Conduct (2024-2027)** • Consult widely with key stakeholders – students, staff, parents, community – using a range of forums. • Align across college to ensure consistency. **Monitor and support wellbeing and safety of staff and students** • Deliberate whole school team approach to supporting transitions across key junctures and addressing emerging needs of individual students and community. • Consistent, supportive response activated following incidents of occupational violence, including support for staff to ensure psychological and physical safety. • Staff Wellbeing Action Plan alignment with adopted practices.	**Staffing** CEL working party. Student Services HOD, Staff team YLC and HODs College and Campus wellbeing team established

End of Term 4	**Measurable outcomes**	Increased agreement from staff that there are active school-wide behaviour support processes in place in our campus that are working, and consequences are delivered consistently. *(PBL Survey)* Increased agreement across all target groups that student behaviour is well managed; expectations and rules are clear; and the school is a safe place to work and learn. *(School Opinion Survey)*		**End of Term 4**	**Measurable outcomes**	Increased involvement of staff voice in relation to secondary campus behaviour processes Increased agreement across all target groups that student behaviour is well managed; expectations and rules are clear; and the school is a safe place to work and learn. *(School Opinion Survey)*
	Success criteria *Footnotes:* *1. reflecting AiTSL teaching standards 3.5, 4.1, 4.2,* *2. reflecting AiTSL teaching standards 4.2, 4.3* *3. reflecting AiTSL teaching standard – 4, 7.1, 7.3* *4. reflecting AiTSL teaching standard – 1 and 5.4, 3.6, 4.4*	**Behaviourally:** Students can/will: • Be actively engaged in their learning • Demonstrate the 5C school values as the guiding rules of our school, giving examples of expected behaviours during their learning engagement choices Teachers, Teacher Aides and Leadership Team can/will: • Always model the 5C's[1] • Articulate the process to follow for managing behaviours in class / playground, and when & how to access support.[2] • Consistently enact agreed, non-negotiable Tier One practices across the campus.[3] • Access OneSchool data to identify patterns, and guide plans of support for students. [4] • articulate how staff wellbeing action plan underpins the enactment of College wide learning culture processes. Parent community can/will: • Clearly identify the 5C school values as the guiding rules of our school. • Clearly identify how Positive Behaviour for Learning processes affect and support their child.			**Success criteria** *Footnotes:* *1. reflecting AiTSL teaching standards 3.5, 4.1, 4.2, 4.3* *2. reflecting AiTSL teaching standards 4.2, 4.3, 4.4, 7.1, 7.3* *3. reflecting AiTSL teaching standard - 1 and 5.4, 3.6, 4.4* *4. reflecting AiTSL teaching standard – 1 and 5.4, 3.6, 4.4*	**Behaviourally:** Students can/will: • Be engaged in learning and demonstrate this through demonstration of expectations for safe, respectful behaviour in all schooling environments Teachers, Teacher Aides and Leadership Team can/will: • Follow shared expectations for managing behaviours inside / outside classroom, and when & able to access support as necessary[1] • consistently enact agreed practices for managing behaviour across the campus.[2] • use OneSchool data to identify patterns, and guide plans of support for students.[3] • articulate how staff wellbeing action plan underpins the enactment of College wide learning culture processes. Parent community can/will: • have an understanding of the 5C values, Core 4 and expected behaviours and have input into supporting their children, our learners in meeting expectations
	Artefacts	• CSC Code of Conduct 2024-2027 • Staff Handbook created – Supporting student engagement: Tier One, a comprehensive guide to CSC PC processes, policies and structures (to be updated every year during PBL implementation) • Acknowledgment plan – alignment of reporting, allocation of grades and clear links to reward system • Staff Wellbeing Action Plan			**Artefacts**	• CSC Code of Conduct 2024-2027 • Consultation notes • Working wall information • Staff Wellbeing Action Plan • Behaviour support case management framework • SOS data

	Measurable outcomes	**Success criteria**	**Artefacts**	**Monitoring**		**Measurable outcomes**	**Success criteria**	**Artefacts**	**Monitoring**
End Term 1	SET Survey: - 75% students identify school rules. - 75% staff identify school rules. PBL PD provided to staff on PFD's PBL Module 1 training day Parades & Year Level lineups have clear PBL messages Begin cycles of review meetings (beh data) Commence learning walks	**Behaviourally:** Students can/will: • Identify the 5C school values. Teachers, Teacher Aides and Leadership Team can/will: • Identify the 5C school values and use the language of the 5Cs with increasing frequency as students move from P-6. • Enter behaviour incidents into OneSchool accurately (model correct process) Parent community can/will: • Identify that the school is reviewing their approach to supporting positive learning culture.	*5C Poster evident in all classrooms and visible around the school* *Behaviour Flowchart evident in classrooms* *Incident Referral form – Draft 1* *PBL Progress Wall established (staffroom)* *PBL lessons (2)*		**End Term 1**	Student feedback through forums focussed on behaviour - 'What's going on?' Student Attendance data Staff feedback collated to guide decisions moving forward - Weeks 0, 5 and end of term Parent Survey Week 4	**Behaviourally:** Students can/will: • Identify the 5C school values, Core 4 and classroom expectations depending on phase of learning Teachers, Teacher Aides and Leadership Team can/will: • Articulate the 5C and Core 4 values with increasing frequency through daily business • Established classroom expectations and routines which support positive interactions and support student participation • Leadership team forefront consideration of use of language in recording incidents to reflect 5C, Core 4 and/or shared expectations language Parent community can/will: • Identify that the school is reviewing their approach to supporting positive learning culture.	5C and Core 4 information visible in learning environment (physical and digital) Behaviour processes in every staffroom Working Wall Staff and parent feedback	
End Term 2	Semester One Reporting data: – Behaviour & Effort (compare to 2023 data) Draft Code of Conduct completed for consultation School Improvement Review PBL Sessions built into staff meeting calendar Established cycles of review meetings (beh data)	**Behaviourally:** Students can/will: • State the 5C school values as the guiding rules of our school. Teachers, Teacher Aides and Leadership Team can/will: • Explain how the 5C school values work as the guiding rules of our school, and use the language of the 5Cs with consistency. • Follow the behaviour flowchart, including OneSchool data entry points. Parent community can/will: • Identify the 5C school values as the guiding rules of our school. • Have the opportunity for input into the Code of Conduct • State that behaviour report data is a reflection of their child's behaviours across all school sites.	*Incident Referral form – Final Draft* *Expectations Matrix – Draft 1* *Draft - Reportable and non-reportable minor behaviours* *PBL lessons (4)*		**End Term 2**	Effort and behaviour reporting data reflections expectations – 95% C or above 80% A/B Student attendance data OneSchool incidents – narrowed focus for category, motivation and referrals Draft Code of Conduct completed for consultation School Improvement Review	**Behaviourally:** Students can/will: • Articulate how their behaviour choices add to or detract from the desired learning culture within context (classroom, playground, College) Teachers, Teacher Aides and Leadership Team can/will: • Engage in conversations with students and families about their impact on desired learning culture – reinforcing positives and redirection/restorative conversations when needed • Leadership team interpret and use of data to inform practice and respond to emerging issues within context • Use 5C, Core 4 or shared expectations when recording incidents in OneSchool • Have opportunity to be part of staff wellbeing working party • Use and contribute to student personalised learning records to assist all teachers to access information about students and how they learn and plan for effective teaching and learning Parent community can/will: • Have opportunity for input to Student Code of Conduct	Staff-wellbeing action plan Reporting data Oneschool behaviour reports 5C BBQ Invitations Leadership team notes with weekly behaviour data Working Wall Scripts for staff available for conversations and stored in centralised location (SharePoint) Personalised Learning Records	

| End Term 3 | SOS Survey – Increased satisfaction with management of behaviour.

Parades & Year Level lineups have clear PBL messages

Embedded cycles of review meetings (beh data)

Learning Walks | **Behaviourally:**
Students can/will:
• State the 5C school values as the guiding rules of our school.
Teachers, Teacher Aides and Leadership Team can/will:
• Explain how the 5C school values work as the guiding rules of our school, and use the language of the 5Cs consistently.
• Agree on the, non-negotiable Tier One practices across the campus.
• Use OneSchool data to identify patterns.
Parent community can/will:
• Identify the 5C school values as the guiding rules of our school. | *Expectations Matrix – Final Draft*

PBL lessons (4) | | End Term 3 | SOS data
Student attendance data

OneSchool incidents – narrowed focus for category, motivation and referrals

Student Code of Conduct completion for endorsement

Semester 1 data review completed by Week 4 | **Behaviourally:**
Students can/will:
• Be engaged in learning and demonstrate this through demonstration of expectations for safe, respectful behaviour in all schooling environments
Teachers, Teacher Aides and Leadership Team can/will:
• Follow shared expectations for managing behaviours inside / outside classroom, and when & able to access support as necessary
• Leadership team to interpret and use OneSchool data (behaviour and reporting) to identify patterns, and guide plans forward
• Use and contribute to student personalised learning records to assist all teachers to access information about students and how they learn and plan for effective teaching and learning
• Articulate how staff wellbeing action plan underpins the enactment of College wide learning culture processes.
Parent community can/will:
• Have opportunity to engage with Student Code of conduct
• Have opportunity to discuss learning engagement with key staff through parent teacher interviews, information sessions or personal invitations from staff | Student Code of Conduct
Reporting data
Personalised Learning Records
Working Wall
Leadership team notes with weekly behaviour data
Behaviour data reports and review notes – Year level and faculty teams | |