



2025 ANNUAL IMPROVEMENT PLAN (AIP)

Goals	1: Improve student learning growth and achievement			2: Strengthen student wellbeing, inclusion and connectedness		
K.I.S.	1a: Strengthen the whole-school approach to high-quality teaching and learning practices	1b: Embed a whole school approach to developmental assessment	1c: Embed a culture of collaboration, feedback and reflection	2a: Embed multi-tiered wellbeing systems of support for students	2b: Enhance community partnerships to support student engagement and connection	2c: Further staff capability to activate student voice and agency in the school community
Action	Implement VTLM 2.0 Explicit Teaching as a Tier 1 support for all students	Implement a whole school approach to developmental assessment.	Create opportunities for teachers to collaborate and provide feedback to each other	Build staff capability to implement Tier 1 behaviour and inclusion support	Expand community partnerships to include additional cultural, social and diverse groups in the school	Establish consistent understanding of how student voice can improve student learning outcomes
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> Understand their learning intentions and be able to monitor their progress against success criteria Take Cornell Notes <p>Teachers will:</p> <ul style="list-style-type: none"> Design lessons based on their understanding of the science of learning that informs VTLM2.0 Deliver 'focusing the learning' and 'explicit teaching and modelling' in classrooms Explicitly teach Cornell Note taking <p>Leaders will:</p> <ul style="list-style-type: none"> Build their capability to model high-quality teaching and learning practice Embed professional learning on VTLM 2.0 into the school's PL calendar Have conducted learning walks across different subjects and faculties 	<p>Students will:</p> <ul style="list-style-type: none"> Use assessment rubrics to inform areas of improvement in their learning <p>Teachers will:</p> <ul style="list-style-type: none"> Use the agreed upon framework to design some assessment tasks and rubrics that provide scope for the developmental stages of learning Participate in professional learning <p>Leaders will:</p> <ul style="list-style-type: none"> Establish agreed upon framework and format for developmental assessments and rubrics Build their own capability to design developmental assessment tasks and rubrics Provide professional development on developmental assessment 	<p>Students will:</p> <ul style="list-style-type: none"> Experience consistency in classes across their year level <p>Teachers will:</p> <ul style="list-style-type: none"> Design and share lesson plans reflecting the VTLM 2.0 in their classrooms Moderate student assessment tasks for consistent marking Give or receive feedback as part of one observation each semester <p>Leaders will:</p> <ul style="list-style-type: none"> Dedicate time in the week for teacher collaboration Support opportunities for peer observations and feedback Build capability of ILT to coach colleagues and provide feedback 	<p>Students will:</p> <ul style="list-style-type: none"> Reflect the College's values and expectations within the SWPBS matrix Follow agreed upon routines and processes for establishing and maintaining positive classroom environment Work towards achieving identified IEP goals (where applicable) Provide feedback about implementation of SWPBS <p>Teachers will:</p> <ul style="list-style-type: none"> Use the matrix to explicitly teach expected behaviour Implement agreed upon routines and processes for establishing and maintaining positive classroom management strategies Engage with Inclusion IEP goals Provide adjustments and modifications as required for inclusion students <p>Leaders will:</p> <ul style="list-style-type: none"> Provide resources to implement SWPBS in classrooms Monitor the use of positive behaviour support strategies Collaborate with students, teachers and parents to support IEP processes Parents and Caregivers will: Attend Student Support Group meetings as required 	<p>Students will:</p> <ul style="list-style-type: none"> Be respectful of others from different cultural, social and diverse backgrounds <p>Teachers will:</p> <ul style="list-style-type: none"> Be able to identify and deal with inappropriate behaviour among students Implement strategies from anti-discrimination workshops <p>Leaders will:</p> <ul style="list-style-type: none"> Develop a working party to support student engagement and connection Expand community groups and individuals to support student engagement and connection, in conjunction with nearby schools 	<p>Students will:</p> <ul style="list-style-type: none"> Provide feedback to teachers on preferred learning activities Use teacher feedback to improve their learning <p>Teachers will:</p> <ul style="list-style-type: none"> Respond to student feedback by incorporating preferred learning activities Help students understand and use feedback to improve their learning Ensure all students can participate in class discussions, using established protocols Administer Termly Homegroup Survey <p>Leaders will:</p> <ul style="list-style-type: none"> Provide PIVOT to collect data Collate and Analyse Homegroup Surveys
Term 1 Activities	<ul style="list-style-type: none"> Day 1: Introduce VTLM2.0 Curriculum Day: Focusing the Learning ILT: Workshops on Focusing the Learning and Explicit Teaching 	<ul style="list-style-type: none"> ILT: Leaders understand developmental assessment at ILT meetings and establish an agreed upon framework for assessment in Semester 1 Introduce developmental assessment framework to staff 	<ul style="list-style-type: none"> ILT: Develop Peer Observation framework Staff conduct observations in their PLC of the first 15 minutes of classes, once per semester 	<ul style="list-style-type: none"> Day 1: Introduce agreed upon routines and processes (non-negotiables) SWPBS staff PD 		<ul style="list-style-type: none"> PIVOT Surveys Homegroup Surveys
Term 2 Activities	<ul style="list-style-type: none"> ILT: Workshops on Scaffolding and Monitoring Learning Staff PD on Cornell Notes 		<ul style="list-style-type: none"> All staff conduct observations in their PLC of the first 15 minutes of classes, once per semester 	<ul style="list-style-type: none"> SWPBS staff PD Restorative Practices PL 	<ul style="list-style-type: none"> Teachers participate in workshops that address strategies for combating racism and discrimination 	<ul style="list-style-type: none"> Homegroup Surveys
Term 3 Activities	<ul style="list-style-type: none"> 2 Day Workshops for English and Mathematics staff Staff PD on Explicit Teaching 	<ul style="list-style-type: none"> Teachers design a developmental assessment and rubric in faculty meetings Teachers administer a developmental assessment in class in Term 3 or 4 	<ul style="list-style-type: none"> Staff conduct observations in their PLC of the first 15 minutes of classes, once per semester 	<ul style="list-style-type: none"> SWPBS staff PD 	<ul style="list-style-type: none"> Teachers participate in workshops that address strategies for combating racism and discrimination 	<ul style="list-style-type: none"> Pivot Surveys Homegroup Surveys
Term 4 Activities	<ul style="list-style-type: none"> 2 Day Workshops for English and Mathematics 			<ul style="list-style-type: none"> SWPBS staff PD 		<ul style="list-style-type: none"> Homegroup Surveys

