



## Mount Gravatt State High School

### Annual Implementation Plan 2021

#### 2021 EXPLICIT IMPROVEMENT AGENDA: GOOD to GREAT:

[Refer to whole plan for further details on EIA]

#### Strengthening Learning Transfer:

| Our Focus  | Our strategies  | Our success criteria   |
|--|---|--|
| <ul style="list-style-type: none"> <li>• Learning progression for all students</li> <li>• Consistent teaching and learning framework [NASOT] to reduce teaching and learning variability and variance in impact</li> <li>• Strengthening high performance in Senior Outcomes:</li> </ul> | <ul style="list-style-type: none"> <li>• Embedding of consistent reading and writing practices across the curriculums.</li> <li>• Embedding of cognitive skill development: Creative and Critical proficiency across the curriculum</li> <li>• Implementation of the Cycle of Inquiry to support differentiation.</li> <li>• Learning progression through faces on the data.</li> <li>• A challenge of practice approach to improvement.</li> <li>• Collaborative empowerment of teachers through collaborative professional growth facilitated by PLTs and the Success Team</li> <li>• Measurement of impact</li> <li>• PDP alignment with EIA supported by growth coaching</li> </ul> | <ul style="list-style-type: none"> <li>• 90% A to C or better academic performance with increased learning progression i.e. of C's to B's, B's to A's,</li> <li>• 100% QCE Attainment,</li> <li>• 85 % above ATAR 62.5</li> <li>• 99% tertiary eligible students achieving tertiary entrance</li> <li>• NAPLAN above the nation in all components of the testing.</li> </ul> |

## School Improvement Priorities 2021

**Improvement priority: Successful Learners; Reading, Writing and Creative and Critical Thinking Proficiency across the Australian Curriculum**

**Strategy: Implement agreed writing, reading and numeracy strategies relative to student needs**

| <b>Actions</b>  | <b>Targets</b>  | <b>Time Lines</b>   | <b>Responsible Officer</b>  |
|---|---|---|---|
| <p><b>Implement the 2021 to 2023 MGH Literacy improvement plan</b> with a focus on:</p> <ol style="list-style-type: none"> <li>1. Knowing the literacy demands of the curriculum</li> <li>2. Knowing the student's literacy capacity through use of data and high levels of teacher data literacy</li> <li>3. Knowing the next steps in each students' literacy growth</li> <li>4. Knowing the teaching strategies that have a precise impact on a student's literacy growth</li> <li>5. Developing a team of faculty based key teachers of literacy supported by a community of practice aimed at influencing and strengthening teacher and faculty literacy practices</li> <li>6. Consolidation of teacher skills in the MGH signature strategies of Close Reading &amp; 7 Steps to Writing Success linked to cognitive verbs</li> <li>7. Continued strengthening of whole school data collection, analysis and response</li> <li>8. Continue to grow the role of the Research and Reading Centre and Key Teacher role with a focus on school wide promotion of reading, research and assignment writing rigour.</li> </ol> | <p>Key Teacher and community of practice embedded in MGH Literacy Practices</p> <p>NAPLAN</p> <p>&gt;32% Yrs 7 &amp; 9 U2B Reading</p> <p>&gt;25% Yrs 7 &amp; Yr 9 U2B Writing or Pre and Post Pat R and Pat Write</p> <p>90 % C or better in English Years 7 to 10</p> | <p>Feb 2021 Beginning</p> <p>Dec 2021 embedded in practice</p> <p>Ongoing</p> <p>Feb 2021 and November 2021</p> | <p>DP Junior, HODs, Classroom Teachers, Key Teacher RIRC, Key Faculty Literacy Teachers, HOD T and L and Success Team</p> |
| <p><b>Develop a whole school numeracy plan</b> with a focus on:</p> <ol style="list-style-type: none"> <li>1. Continuing to consolidate the Mathematics PLT and differentiated pedagogical practices and feedback</li> <li>2. Engage other curriculum areas with high numeracy demands to achieve consistent numeracy teaching and learning practices.</li> </ol>   | <p>&gt;40% Yrs 7 &amp; 9 U2B Numeracy or Pre and Post Pat M</p> <p>Plan developed and implemented 90% C or better in Mathematics Year 7 to 10</p>   | <p>Ongoing</p> <p>Feb 2021 and November 2021</p>  | <p>HOD Maths, Maths Teachers, T and L HOD, Success Team</p>   |

**Strategy: Strengthen students' capacity to transfer cognitive skills through innovation and inquiry units**

| <b>Actions</b>  | <b>Targets</b>  | <b>Timelines</b>                      | <b>Responsible Officer</b>                      |
|---|---|---------------------------------------|---|
| <p><b>Strengthen the teaching of cognitive verbs by:</b></p> <ol style="list-style-type: none"> <li>1. Identifying cognitive verb demands of the curriculum, knowing student capacity and the next steps in their cognitions growth and knowing the precise teaching strategy that will impact on a student's cognitions growth</li> <li>2. Support this knowledge by developing a scope and sequence type document to map the expected growth in student skills from Year 7 to 12, growing the cognitions toolkit, building teacher capacity through PLT practice, sharing of practice, modelling of practice, observation and feedback and measuring impact.</li> </ol> | <p>Faculty cognitive verbs lists and plans</p> <p>100% embedded in practice staff</p> | <p>Term 1 2021</p> <p>Term 3 2021</p> | <p>HODs</p> <p>Teachers, HODs, Success Team</p> |

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| <p><b>Provide students with learning opportunities to transfer cognitive skills through Innovation and Inquiry units by:</b></p> <ol style="list-style-type: none"> <li>1. Reform the Teaching Thinking community of practice, review progress made in 2020 and identify a point to start from in 2021</li> <li>2. Maintaining the Key teachers in the COP to influence faculties</li> <li>3. Setting a target to develop and implement a model unit based on the MGH definition of innovation and inquiry that includes the values of inquiry by the end of Semester One 2021</li> <li>4. Sharing progress and successes with faculties on a regular basis and once a term with the whole school.</li> </ol> | <p>Thinking Skills Community of practice maintained</p> <p>Model Units developed and implemented</p> <p>Sharing of practice embedded</p> | <p>Ongoing</p> <p>End of Semester One</p> <p>End of Term 4 2021</p> | <p>Thinking Skills Key Teachers</p> <p>Success Team and Thinking Skills Key Teachers</p> <p>HODs</p> |
|---|--|---|--|

**Improvement priority: Successful Learners: Strengthen Senior Pathways, Outcomes and Transition**

**Strategy: Continue to implement and strengthen the alignment of The Australian Curriculum and The New QCE**

| <b>Actions</b>   | <b>Targets</b>  | <b>Time Lines</b>   | <b>Responsible Officer</b>                                |
|--|---|---|---|
| <p><b>Implement the revised MGH's Australian Curriculum Implementation Plan</b> with a focus on rigour and fidelity by:</p> <ol style="list-style-type: none"> <li>1. Implementing the revised timetable to provide sufficient time for all subjects to deliver the Australian Curriculum</li> <li>2. Conducting an audit of alignment between year level plans, band plans, unit design, teaching strategies and assessment practices including common task sheets and application of assessment standards at least once a year</li> <li>3. HODs presenting in Line Management Meeting samples of assessment tasks and demonstrating their alignment</li> <li>4. Strengthening moderation practices to ensure that there is a regular review of Australian Curriculum alignment.</li> </ol>   | <p>Revised plan developed</p> <p>Audits conducted</p> <p>Assessment samples are reviewed</p> <p>Moderation is embedded in practice</p>  | <p>Feb 2021</p> <p>October 2021</p> <p>Ongoing</p> <p>End of Unit</p> | <p>HODs, T and L HOD, Teachers</p>                        |
| <p><b>Quality assure the implementation of the QCE by:</b></p> <ol style="list-style-type: none"> <li>1. Strengthening assessment literacy and practices through TLAP development, responding to student learning needs</li> <li>2. Refining internal moderation practices informed by endorsement and confirmation outcomes</li> <li>3. Growing school community awareness through regular communication with the school community e.g. newsletter, Information Evenings</li> <li>4. Support staff engagement in QCAA roles [Endorsers, Markers, and Confirmers etc.]</li> <li>5. Maintaining and developing Year Level Meetings, Senior Mentoring Programs and refinement of the External Exam Preparation Program</li> <li>6. Use Year Level Meeting time to strengthen student skills at using stimulus materials, planning and preparation time.</li> </ol> | <p>95% confirmation agreement</p> <p>100% of IA's endorsed</p> <p>90% satisfaction with school Communication SOS data</p> <p>Growth QCAA roles</p> <p>90% student satisfaction with YLM Content</p> | <p>Nov 2021</p> <p>Ongoing</p> <p>Oct 2021</p> <p>Ongoing</p>         | <p>Snr School DP and HOD HODS, Senior Deans, Teachers</p> |

**Strategy: Careers and Flexible Pathways Planning**

| <b>Actions</b>  | <b>Targets</b>  | <b>Time Lines</b>                               | <b>Responsible Officer</b>  |
|---|---|---|---|
| <p><b>Implement the QCE attainment plan to include:</b></p> <ol style="list-style-type: none"> <li>1. Implement revised SET Plan development processes</li> <li>2. Monitoring of QCE attainment progress supported by Track Ed program, Transition Officer for students at risk and development of flexible learning pathways</li> <li>3. Strengthen Year 12 post school pathways through Guidance Officer support, promotion of alternative pathways e.g. SATs, Work Experience, RTO Certificate II or III courses etc.</li> </ol> | <p>85% above ATAR 65<br/>99% tertiary eligible students achieving a tertiary entrance<br/>100 % QCE attainment<br/>100% attainment of 10 QCE points end Semester One Year 11<br/>Post School Pathway: 95% engaged in Education, Training or Employment Next Steps</p> | <p>Term 4<br/>End of Unit 2<br/>Term 1 2020</p> | <p>Snr School DP, Snr School HOD, Guidance Officers, Transition Officer and Senior School Deans</p> |

**Improvement priority: Leadership and Performance Enhancement: Building Leadership density and capacity**

**Strategy: Strengthen leadership capacity of all leaders to drive school improvement and student performance**

| <b>Actions</b>   | <b>Targets</b>   | <b>Time Lines</b>           | <b>Responsible Officer</b>                  |
|--|--|-----------------------------|---|
| <p><b>Establish agreed processes for change management and accountability by:</b></p> <ol style="list-style-type: none"> <li>1. Develop and implement an accountability flow chart for outcomes aligned to school improvement agenda [AIP] including the roles and responsibilities for all staff around systemic initiatives</li> <li>2. During all planning processes [AIP, Action Plans, etc.] build ownership and alignment with whole school change agenda and agreed strategies to advance this agenda [Success Team]</li> <li>3. Establish an agreed process to manage change such as the Kotter model and SENTIS Psychological Change Models.</li> </ol> | <p>Flow chart published<br/>Evidence of ownership and alignment<br/>Change process established</p>               | <p>Semester 1 2021</p>      | <p>DPs, HODs and specific working party</p> |
| <p><b>Continue to develop the leadership skills of all leaders by:</b></p> <ol style="list-style-type: none"> <li>1. Engaging in professional learning related to leadership</li> <li>2. Maintaining interaction about leadership in leadership lounge section of SLT meetings and planning days</li> <li>3. Building coaching and mentoring skills through a model of; modelling, observation and feedback, use of critical friends and sharing of practice.</li> </ol>   | <p>HOD leadership at a level of innovative proficiency<br/>Leadership Lounge is considered effective by HODs</p> | <p>Nov 2021<br/>Ongoing</p> | <p>Principal, DPs, HODs<br/>As above</p>    |
| <p><b>Continue to enhance line management practices</b> to include use of meeting template, coaching component, ongoing reflection on staff performance and improvement agenda progress</p>  | <p>Line Management occurring</p>   | <p>Ongoing</p>              | <p>Principal</p>                            |

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| <p><b>Strengthen the PDP process for staff by:</b></p> <ol style="list-style-type: none"> <li>1. Implementing the MGH develop PDP proficiency scale</li> <li>2. Identify areas for growth in the PDP process</li> <li>3. Using online PDP templates and aligning planning with school priorities</li> <li>4. Maintaining consistent review focus areas of class performance data, engagement in professional learning, challenge of practice and T and L response</li> <li>5. Supporting staff professional growth through coaching and mentoring</li> <li>6. Publishing an annual PDP timeline.</li> </ol> | <p>Proficiency scale used<br/>Growth areas identified<br/>Timeline published<br/>PDP's completed<br/>Cycle of review completed</p> | <p>Ongoing</p> | <p>Principal, DPs, HODs and Teachers, non-teaching staff</p> |
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**Improvement priority: School Performance: Every student succeeding**

**Strategy: Building student learning progression through differentiated teaching and learning to achieve a year's growth for one year's learning**

| <b>Actions</b>   | <b>Targets</b>  | <b>Time Lines</b>                     | <b>Responsible Officer</b>                                  |
|--|---|---------------------------------------|---|
| <p><b>Strengthen the implementation of the inquiry cycle by:</b></p> <ol style="list-style-type: none"> <li>1. Identifying challenges in its practice at a faculty level</li> <li>2. Developing strategies to address the challenges at a faculty level</li> <li>3. Sharing best and successful practices of the cycle in SLT Meetings</li> <li>4. Develop short-term data cycles to measure impact with the length and measure determined by the PLT.</li> </ol>  | <p>Inquiry cycle embedded in faculty practice</p>                                       | <p>Term 1 2021</p>                    | <p>DP, T and L HOD, HODs, Success Team, teachers</p>        |
| <p><b>Strengthen the practices of differentiated teaching and learning by:</b></p> <ol style="list-style-type: none"> <li>1. Rigorous and accountable implementation of the inquiry cycle monitored through line management meetings</li> <li>2. Provide teachers through PLT's be explicit examples of what differentiation looks like for a subject or within a class</li> <li>3. Continue to implement the current differentiation ladder with adjusted expectations for one-term units.</li> <li>4. Develop, trial and build ownership of a revised differentiation model</li> <li>5. Sharing differentiation best practice in PLTs</li> <li>6. Develop agreed SLT practice to ensure alignment with differentiation practices as they are developed.</li> </ol> | <p>A-C 90% or better</p>  | <p>Each Semester</p>                  | <p>DPs, HODs and teachers</p>                               |
| <p><b>Consolidate the embedding of the learning support model in school operations by:</b></p> <ol style="list-style-type: none"> <li>1. Documenting all processes and procedures including; case management, teacher aide support, teacher capacity building, development and implementation of individual learning plans and ICP's, school community communication, measurement of impact</li> <li>2. Establishing a review and evaluation cycle that measure impact and identifies challenges of practice</li> <li>3. Identifying current challenges of practice and implement a response to it</li> </ol>  | <p>0% Yr7 and 9 below NMS and D/E Achievement<br/><br/>Learning Progression tracked</p> | <p>Ongoing<br/><br/>Each Semester</p> | <p>T and L HOD, LS Teachers,<br/><br/>HODs and Teachers</p> |

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| 4. Establish a cycle of reporting progress and success to the rest of the school community.   |   |               |  |
| <b>Develop and implement extension and enrichment activities by:</b> <ol style="list-style-type: none"> <li>1. Strengthening existing programs: Impact Programs, ICAS and Readers' Cup competitions, Young Writers' Workshops</li> <li>2. Revise STEM program and seek to embed experiences into curriculum programs</li> <li>3. Implement the revised Edge and Music programs and work towards registration as a Program of Excellence.</li> </ol>                               | Set bench marks for student participation and performance in all programs | Ongoing       | DP Junior, HOD Junior Sec, HOD Arts, STEM Co-Ordinator, HODs, Teachers |
| <b>Continue to develop and implement the Year 7 to 12 EAL program by:</b> <ol style="list-style-type: none"> <li>1. Supporting teacher EAL professional growth for all staff</li> <li>2. Sustaining smaller sized class groups</li> <li>3. Develop a process for identification of EALD students</li> <li>4. Measuring and sharing impact of the program.</li> </ol>  | A to C 80% or better  | Each Semester | EAL Teachers and HOD English   |
| Continue to develop and implement ICP's: <ol style="list-style-type: none"> <li>1. Maintain, review and measure the impact of the ICP process for all students, disability and learning support</li> <li>2. Continue to enact implementation and ensure staff awareness of process.</li> </ol>  | ICP process reviewed, changes documented                                  | Term 1        | HOSE, T and L HODs, LS Teachers and Teachers                           |
| <b>Implement the revised Indigenous Education Plan:</b> <ol style="list-style-type: none"> <li>1. To support student learning progression that includes well-being, academic support, cultural awareness of staff, engagement in cultural activities, embedding of indigenous perspectives in the curriculum and transition to post school pathways</li> <li>2. Provide staff with regular updates on processes and programs including the CEC to liaising with staff.</li> </ol> | 0% gap in performance between indigenous and non-indigenous students      | Ongoing       | CEC, Indigenous Education reference group, DP and HODS                 |

**Improvement priority: Collaborative Empowerment. Reducing teacher variability and impact**

**Strategy: Reduce teaching and impact variance through intentional collaboration employing high quality, evidence-based practices**

| <b>Actions</b>  | <b>Targets</b>   | <b>Time Lines</b> | <b>Responsible Officer</b> |
|---|--|-------------------|----------------------------|
| <b>Further strengthen the Professional Learning Teams</b> through: <ol style="list-style-type: none"> <li>1. Develop and implement faculty processes to support collaborative planning with a focus on reducing workload</li> <li>2. Measuring the proficiency and effectiveness of faculty PLTs using the MGH PLT proficiency scale</li> <li>3. Identifying PLT challenges of practice and actioning strategies to address areas requiring growth</li> </ol> | Increased confidence<br>100% of staff participating<br>100% of HODs expressing confidence in their PLT leadership skills | Ongoing           | DP and HODs                |



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| <ol style="list-style-type: none"> <li>4. Adopt the MGH professional learning model as an approach to strengthening PLT's [Common Language, Interaction, Modelling of an expert, observation and feedback]</li> <li>5. Continue to embed professional learning into existing staff meetings/PLT meetings</li> <li>6. Establish a standing agenda item for staff meeting to support staff to share pedagogical successes.</li> </ol>  |   |                |   |
| <p><b>Maintain and strengthen the capacity of the Success Team to support HOD and teacher response to challenges of practice:</b></p> <ol style="list-style-type: none"> <li>1. Develop and implement an annual action plan</li> <li>2. Grow the skills of the Success Team: Reading, Writing and Cognitions in the Australian Curriculum, NASOT, teaching thinking skills, Learning support, Coaching: Instructional rounds, Observation and feedback, Leading Change</li> <li>3. Publish engagement process for the Success Team</li> <li>4. Establish regular cycles of planning with HODs and teachers: Focus on why and benefits, measuring impact and communicating with the school community</li> <li>5. Adopt a critical friend [SENTIS] to support the development of the team</li> </ol> | <p>100% of Success Team engaged with faculties and high levels of satisfaction<br/>100% of Success Team reporting high levels of confidence in their skills</p> | <p>Ongoing</p> | <p>Success Team, HODS and T and L HOD</p> |

**Improvement priority: Teacher Quality: Building individual staff capacity to provide differentiated teaching**

**Strategy: Implement a consistent teaching and learning framework that provides differentiated teaching and learning**

| <b>Actions</b>  | <b>Targets</b>  | <b>Time Lines</b>  | <b>Responsible Officer</b>                     |
|---|---|--------------------|--|
| <p><b>Implement the New Art and Science of Teaching and Learning framework by:</b></p> <ol style="list-style-type: none"> <li>1. Identify the worthy things we seek by revising and refreshing the school values and beliefs about purpose of schooling and student learning, behaviour and well-being</li> <li>2. Developing a plan for implementation of NASOT that incorporates the MGH Professional learning model [Common Language, Interaction, Modelling, Monitoring for effectiveness]</li> <li>3. Deepening teacher knowledge and use of know the curriculum, know the students, know the next steps and know the teaching strategies as a way of planning</li> <li>4. Establishing a centralized cognitive verb and signature strategies toolkit with a procedure to add good pedagogical strategies and staff who have specific pedagogical strengths under NASOT headings</li> <li>5. Utilize PLT's to showcase teacher work that embeds NASOT</li> </ol> | <p>100% of staff embedding NASOT in practice</p>  | <p>Term 4 2021</p> | <p>DP, T and L HOD, Success Team, teachers</p> |
| <p><b>Build staff capability to provide handed feedback and support student growth as independent learners by:</b></p> <ol style="list-style-type: none"> <li>1. Revising design question one setting and tracking learning goals success criteria and proficiency scales</li> <li>2. Using the values of inquiry as a proficiency scale to support feedback on student thinking</li> </ol>   | <p>100% of staff tracking learning goals through and using proficiency scales to support feedback</p> | <p>Term 4 2021</p> | <p>DP, T and L HOD, Success Team, teachers</p> |
| <p><b>Build staff ICT skills in the use of assistive learning technologies and collaboration tools through:</b></p>   | <p>ICT resources being used</p>   | <p>Ongoing</p>     | <p>HOD IT and Teachers</p>                     |

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| <ol style="list-style-type: none"> <li>1. Identifying and sharing quality ICT resources and teaching strategies that support NASOT</li> <li>2. Setting a target skill level for use of assistive learning technologies and collaboration tools by all staff in their PDP</li> <li>3. Supporting staff professional growth via a network of faculty-based ICT Champions.</li> </ol> |  |  |  |
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**Improvement priority: Local Decision Making: Hearing and responding to the needs of the school community**

**Strategy: Continue to strengthen learning partnerships**

| <b>Actions</b>   | <b>Targets</b>                          | <b>Time Lines</b> | <b>Responsible Officer</b> |
|--|---|-------------------|----------------------------|
| <p><b>Maintain our current collaboration with tertiary institutions, industry and the community and broaden the network based on need:</b> Revise SATE Partnership to allow flexibility to create sustainable and effective partnership, TAFE, Private RTO's for Cert 3's and Diplomas, Work Experience, SATs,</p> <p><b>Create a rotation of Curriculum Faculties to promote and Celebrate in the school newsletter</b></p> | Programs in place student participating | Ongoing           | HOD Snr Schooling, HODs    |
| <p><b>Strengthen our engagement with Parents:</b> P and C, Celebration Parades, Newsletter [ create a rotating roster for faculties to showcase achievements], Parent/Teacher interviews, social media, development of a school council.</p>   | Engagement strategies evident           | Ongoing           | Principal                  |
| <p><b>Develop a process to annually review our learning partnerships</b> to ensure ongoing relevance and effectiveness.</p>  | Review completed                        | Term 1 2021       | DP and HOD SS              |

**Improvement priority: Local Decision Making: Supportive and disciplined learning environment**

**Strategy: Maintaining high standards, strengthening workplace safety, growing student voice and enhancing student and staff well-being**


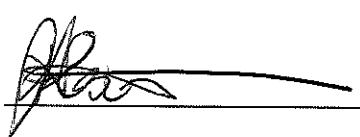
| <b>Actions</b>  | <b>Targets</b>  | <b>Time Lines</b>  | <b>Responsible Officer</b>  |
|---|---|--|---|
| <p><b>Continue to support student well-being through:</b></p> <ol style="list-style-type: none"> <li>1. Continued development of the school's four pillars and recognition of student success e.g. Celebration Parades, Junior school BBQ, articles on MGH student achievements</li> <li>2. Revising the MGH Well-Being and Learning Plan</li> <li>3. Maintaining positive mental health through Senior and Junior assemblies and YLM</li> <li>4. Maintaining and strengthening a Student Well-Being Committee consisting of SBYN, CEC, YSC, GO, DP, Student Support HOD, LS Teacher</li> <li>5. Identifying and actioning culturally appropriate ways of celebrating the diverse cultures of our students</li> <li>6. Revise and build staff/school community ownership of the Responsible Behaviour Plan for Students in line with DET expectations and clear roles, responsibilities and procedures for all staff.</li> <li>7. Investigate additional ways to build Year Level identity and connectedness</li> </ol> | <p>Student satisfaction in SOS &gt; 85%</p> <p>Well-Being Plan published</p> <p>Well-Being Committee is meeting</p> <p>Celebrations are held</p> <p>2021 Responsible Behaviour Plan published</p> | <p>Ongoing</p> <p>Term 1 2021</p> <p>Ongoing</p> <p>Ongoing</p> <p>Term 1 2021</p> | <p>Deans, DPs, Jnr and Snr School HODs</p> <p>Learning Support Teacher</p> <p>GOs, YSC, SBYN, CEC</p> |



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| 8. Implement the revised HOD structure that includes the development of Sub-Schools and new the Student Support HOD responsible for Years 9 and 10.   |   |         |  |
| <b>Continue to grow student voice</b><br>1. through Junior and Senior Student Council Reps, Principal/Leaders' morning teas, participation in School Advisory Council, a system of student to teacher feedback<br>2. Review the number of SAC Meetings with the view to increasing their frequency.   | Student SOS Data > 85% my opinions are taken seriously            | Ongoing | Principal, DPs, Jnr and Snr School HODS, Deans of Students |
| <b>Strengthening workplace safety:</b><br>1. Implement the Annual Safety Assessment Action Plan<br>2. Maintain the WHS Committee<br>3. Review and strengthen where required WHS practices in the high-risk areas of Science, HPE and IDT.   | 100% performance across all areas of the Annual Safety Assessment | Ongoing | Principal, WHS and WB Committee, All staff                 |
| <b>Enhance staff well-being by:</b><br>1. Continuing staff Well-being newsletter, Shout outs to staff, Social Club<br>2. Developing and implement an action plan based on the recommendations of the SENTIS Culture Report MGH<br>3. Working with SENTIS team to build a sustainable and purposeful staff program for 2021<br>4. Developing and implementing a whole of school communication and conflict management policy that reflects DET expectations, identifies givens, negotiables and acceptable staff interactions<br>5. Defining and identifying cultural champions<br>6. Amend the new staff induction to do a rolling induction facilitated by the school's cultural champions and investigate the possibility of including the EQ Beginning Teacher Course for first- and second-year teachers. | Improvement by 10% of Teaching Staff SOS Data                     |         | Principal, DPs, HODs and WHS and WB Committee              |

### Endorsement

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

Principal:  P and C / School Council:  Assistant Regional Director: 