Actions			Activities
1	Build staff capacity to use assessment and data-informed practice to support learning and engagement in all classrooms.	A	Develop learning progressions that map to formative and summative assessment tasks.
		B	Introduce Assessment Waterfalls.
2	Strengthen tiered learning strategies to meet individual needs in literacy and numeracy.	A	Implement the Tutor Learning Initiative via the MSC Intervention Program.
		B	Implement MYLANS program via the MSC Intervention Program.
		C	Develop, implement and monitor Literacy and Numeracy Improvement Plans.
		D	Target 'Top 2 Bands' student cohorts with additional support, including IEPs.
		E	Link student progress in Intervention Program with English and Maths PLTs.
3	Strengthen tiered strategies to sustain student wellbeing and engagement.	A	Investigate systems to diagnose and track student support needs (i.e. Ripple, Skodel, etc).
		B	Determine and implement tiered supports focused on socio-emotional learning within the SWPBS model in the classroom.
		C	Determine and implement extra-curricular programs focused on student engagement.
		D	Improve SSGs and IEPs development and implementation.
		E	Develop, implement and monitor strategy to improve equity funded student attendance.
4	Strengthen connections between the school and families.	A	Identify and introduce high impact initiatives to engage families in their child's learning
5	Implement key curriculum projects.	A	Prepare to implement the Senior Secondary Reform.
		B	Develop a long-term plan to deliver the Technology curriculum.

1	Build staff capacity to use assessment and data-informed practice to support learning and engagement in all classrooms.

Theory of Action
Short statement about the theory of impact behind this action. Use "If...then…" format.

If multiple forms of rigorous assessment and feedback inform teaching and learning practices, then student engagement and achievement improves.

Activities

Activity	Lead ELT; Accountable	Functional group CLT; Responsible
Develop learning progressions that map to formative and summative assessment tasks.	GIBD	All CLT, supported by Learning Area Leaders.
Introduce Assessment Waterfalls.	SOB	

Evaluation
*Evaluating an **action** focuses on **outcomes***

Changes in knowledge, skills and behaviours	What does success look like? *Must be measurable*	What data will measure success?	When is this data available?
Leaders will… • Develop a model for using collaborative professional practice time that focuses on approaches to drive curriculum, assessment and engagement. • Introduce the Assessment Waterfall model to staff professional learning and practice. • Steward the creation of curriculum-based learning progressions that map to assessment. **Teachers will…** • Participate in the collaborative professional practice model. • Bolster curriculum through developing robust assessment tasks mapped to learning progressions. • Apply the Assessment Waterfall model within their practice.	1. Increase the percentage of staff positive endorsement for Academic Emphasis to 32%. 2. Increase the percentage of staff positive endorsement for Collaborate to Plan Curriculum to 90%. 3. Increase the percentage of staff positive endorsement for Use Data for Curriculum Planning to 73%. 4. Increase the percentage of student positive endorsement for Stimulated Learning to 66%. 5. Increase the percentage of student positive endorsement for Differentiated Learning Challenge to 75%.	1. to 3. Staff Opinion Survey 4. to 5. Student Attitudes To School Survey	1. to 3. Term 4 4. to 5. Term 4

Students will…			
• Be able to identify where they are on the learning progression scale. • Students will know what the next steps are to progress their learning.			

2	Strengthen tiered learning strategies to meet individual needs in literacy and numeracy.

Theory of Action
Short statement about the theory of impact behind this action. Use "If...then…" format.

If staff identify students who have not met expected learning progress or who are not being adequately stretched and deliver targeted interventions, then learning catch-up and growth is increased.

Activities

Activity	Lead ELT; Accountable	Functional group CLT; Responsible
Implement the Tutor Learning Initiative via the MSC Intervention Program. Implement MYLANS program via the MSC Intervention Program. Develop, implement and monitor Literacy and Numeracy Improvement Plans. Target 'Top 2 Bands' student cohorts with additional support, including IEPs. Link student progress in Intervention Program with English and Maths PLTs.	REY / GIBD	THIN MCDL ELR BINB GRM

Evaluation
*Evaluating an **action** focuses on **outcomes***

Changes in knowledge, skills and behaviours	What does success look like? *Must be measurable*	What data will measure success?	When is this data available?
Leaders will… • Evaluate and refine MSC's Intervention Program. • Develop common language and common approach to developmental rubrics to aid differentiation. • Establish a common understanding of key terms (e.g. Differentiation and Modification) • Understand the capacity of the Intervention Team and how to develop it.	1. Improve the percentage of Year 9 students achieving above Benchmark Growth in NAPLAN Numeracy to 24% 2. Increase the percentage of Year 9 students in the NAPLAN Top Two Numeracy Bands to 9%	1. to 3. Year 9 NAPLAN Numeracy results 4. to 6. Year 9 NAPLAN Reading results 7. On Demand Numeracy results 8. On Demand Literacy results	1. to 6. Term 3 (~August) 7. to 8. Term 4 (~November)

Teachers will… • Understand the intervention model and apply it based on student assessment data. • Develop and use formative and summative assessment tasks with three levels: Access/Level/Challenge. • [Tutors, GRIN and Interventions team members will] work with small groups of students to progress their literacy and numeracy outcomes. **Students will…** • Be able to identify where they are on the learning progression scale in literacy and numeracy. • Students will know what the next steps are to progress their learning in literacy and numeracy.	3. Reduce the percentage of Year 9 students in the NAPLAN Bottom Two Numeracy Bands to 30% 4. Improve the percentage of Year 9 students achieving above NAPLAN Benchmark Growth in Reading to 25% 5. Increase the percentage of Year 9 students in the NAPLAN Top Two Reading Bands to 15% 6. Reduce the percentage of Year 9 students in the NAPLAN Bottom Two Reading bands to 38% 7. Year 10 MYLANS Numeracy students show ≥ 0.4 effect size from cycle 1 to cycle 2 of On Demand testing. 8. Year 10 MYLANS Literacy students show ≥ 0.4 effect size from cycle 1 to cycle 2 of On Demand testing.

3	Strengthen tiered strategies to sustain student wellbeing and engagement.

Theory of Action
Short statement about the theory of impact behind this action. Use "If...then…" format.
If staff have unconditional positive regards for students, and provide socio-emotional learning, trauma-informed pedagogy and tiered supports within a holistic framework (SWPBS), then student wellbeing and engagement will improve.

Activities		
Activity	**Lead** ELT; Accountable	**Functional group** Various staff; Responsible
Investigate systems to diagnose and track student support needs (i.e. Ripple, Skodel, etc).	SOB	VEL Wellbeing Team
Determine and implement tiered supports focused on socio-emotional learning within the SWPBS model in the classroom.	DEV	GENN LIV WAM CLAD MAGA COB MON
Determine and implement extra-curricular programs focused on student engagement.	PEAR	MEN VEL WHC MON (consulted)
Improve SSGs and IEPs development and implementation.	DEV	VEL MON Team Leaders
Develop, implement and monitor strategy to improve equity funded student attendance.	SOB	GENN LIV WAM CLAD MAGA COB VEL NGA

Evaluation *Evaluating an **action** focuses on **outcomes***			
Changes in knowledge, skills and behaviours	**What does success look like?** *Must be measurable*	**What data will measure success?**	**When is this data available?**
Leaders will… • Develop a model for using collaborative professional practice time that focuses on approaches to drive positive behaviours for student learning and implement a socio-emotional learning curriculum. • Embed common staff understanding of definitions of tiered intervention and protective factor categories, and the intersection between each. • Evaluate and iterate tiered wellbeing interventions used to support student mental health and wellbeing. **Teachers will…** • Understand the difference between tiered interventions and protective factor categories, and the intersection between each to provide targeted wellbeing and engagement supports to students. • Incorporate SWPBS strategies into their practice. • Recognise, respond to and refer students' mental health needs. **Students will…** • Students will self-report improved mental health and wellbeing. • Students will be able to explain what positive mental health means and where they can seek support at school.	1. Increase the percentage of student positive endorsement for Student Voice and Agency to 52%. 2. Increase the percentage of staff positive endorsement for Coherence of Professional Learning to 78%. 3. Increase the percentage of student positive endorsement for Emotional Awareness and Regulation to 72%. 4. Increase the percentage of student positive endorsement for Life Satisfaction to 52%. 5. Decrease the percentage of students with 20 or more days of absence to 32%. 6. Decrease the percentage of equity funded students with 20 or more days of absence to 27%.	1. to 2. Staff Opinion Survey 3. to 4. Student Attitudes To School Survey 5. to 6. Attendance data	1. to 2. Term 4 3. to 4. Term 4 5. to 6. Rolling

4	Strengthen connections between the school and families.

Theory of Action
Short statement about the theory of impact behind this action. Use "If...then…" format.
If families are involved at school and engaged in the school community, then children stay at school longer and perform better at school.

Activities		
Activity	**Lead** ELT; Accountable	**Functional group** Various staff; Responsible
Identify and introduce high impact initiatives to engage families in their child's learning.	PEAR	MEN Community Liaison Team Student Leadership and Enrichment Leader

Evaluation			
*Evaluating an **action** focuses on **outcomes***			
Changes in knowledge, skills and behaviours	**What does success look like?** *Must be measurable*	**What data will measure success?**	**When is this data available?**
Leaders will… • Actively seek information from families about how they want to engage in their child's learning. • Steward initiatives to proactively engage parents/carers in their child's learning. • Refresh the School Council Community Engagement sub-committee **Teachers will…** • Increase parent/carer visibility and involvement at school. • [STARR teachers] Explore the concept of community with students, and how this relates to their experience at MSC. • [Sub-group of teachers] participate in the STARR Newsletter initiative.	1. Increase the percentage of staff positive endorsement for Trust in Students and Parents to 30%. 2. Increase the percentage of student positive endorsement for Sense of Connectedness to 54%. 3. Increase the percentage of parent positive endorsement for Parent Participation and Involvement to 75%	1. Staff Opinion Survey 2. Student Attitudes To School Survey 3. Parent Opinion Survey	1. Term 4 2. Term 4 3. Term 4

Students will… • Feel a sense of belonging. • Include their families in wellbeing and academic endeavours. • See the school as an extension of the local community. • Show pride to attend MSC.			

5	Implement key curriculum projects.

Theory of Action
Short statement about the theory of impact behind this action. Use "If...then…" format.

If we remain responsive to the policy and workforce landscape of Vic DET, then we can prioritise key projects necessary for school improvement.

Activities

Activity	Lead ELT; Accountable	Functional group Various staff; Responsible
Prepare to implement the Senior Secondary Reform.	DEV	COB MAGA
Develop a long-term plan to deliver the Technology curriculum.	GIBD	HUT LOOS PHI

Evaluation
*Evaluating an **action** focuses on **outcomes***

Changes in knowledge, skills and behaviours	What does success look like? *Must be measurable*	What data will measure success?	When is this data available?
Leaders will… • Provide necessary time and resources needed to be successful in both projects. • Set the vision for change and motivate staff to achieve this vision. • Collaborate and consult with relevant staff and students to inform decisions. **Teachers will…** • Engage in project consultation and implementation. • Contribute to working groups. • Support team decisions once direction has been set. **Students will…**	1. For Senior Secondary Reform – Alan to advise. 2. Increase the percentage of staff positive endorsement for Collaborate to Plan Curriculum to 90%. 3. Zero medium- to long-term vacancies for Technology subjects.	1. For Senior Secondary Reform – Alan to advise. 2. Staff Opinion Survey 3. Edval Daily	1. For Senior Secondary Reform – Alan to advise. 2. Term 4 3. Rolling

• Participate in the new senior secondary architecture. • Access a refreshed curriculum for the Technology Learning Area.			