

2021 Annual Implementation Plan

For improving student outcomes

Mount Beauty Secondary College (8100)



Submitted for review by Simone Roy (School Principal) on 06 February, 2021 at 03:09 PM
Endorsed by Jody Grimmond (Senior Education Improvement Leader) on 07 February, 2021 at 10:29 AM
Awaiting endorsement by School Council President

Self-evaluation Summary - 2021

Mount Beauty Secondary College (8100)

	FISO Improvement Model Dimensions The 6 High-impact Improvement Initiatives are highlighted below in red	Self-evaluation Level	Evidence and Analysis
Excellence in teaching and learning	Building practice excellence	Emerging moving towards Evolving	Unfortunately, due to 2020, the school had minimal opportunity to work on this area. Staff thought that we just had little opportunity to work on or develop these areas. Although some progress has been made so that sections of higher areas are being started, not enough is being completed to move up the scale. The staff are open to make this work happen, so we just need to make sure there is the structure and dedicated time to work on this. Reintroducing the PLC system in 2021 will help make this work happen. If PLCs had happened, we would be doing more; PLCs provide a central channel, even though it is happening in different areas. MYLNS works on professional learning being evidence based and has talked about coaching and how it will happen. This then is used for planning purposes. Remote learning has showed we are flexible and can adjust.
	Curriculum planning and assessment	Evolving	1) Structure: documenting curriculum is extremely important, but has not been the main goal recently. The IEPs used to be quite separate and something to be done, rather than a living document that is used constantly. We have focussed on making the teaching better so the students learning is better recently, but now need to go back to ensuring the curriculum is documented as well. Perhaps we need a process where there is time and direction given to help get this work done. 2) These seem to be viewed separately currently not together; the work is being done in some places, not consistently i.e. some of the teachers do this, some of the time. Formative assessment is not just about the actual fact/skill knowledge, but also the students' choices, body language etc. This could be addressed by changing our reporting, so that it can link things together. Instead of having the mind set to just assess 4 tasks in a semester. Capturing the importance of the student voice is important as this helps with the development. Has our focus been more on the curriculum than good teaching and learning?
	Evidence-based high-impact teaching strategies	Evolving	We are ready for the next step, but have not had the opportunity this year to take a leap. We have had some of these things happening. MYLNS has assisted with the professional learning of staff in literacy this year and numeracy will be introduced in 2021. Many challenging and supporting conversations are already happening. We have not progressed further with implementing high impact teaching strategies, however we are using a number already, it is just not widespread yet and part of everyone's teaching practice.
	Evaluating impact on learning	Evolving	There is definitely progress being made towards moving up the scale in both sections, however the work is not consistent enough yet to move up. Remote Learning clearly showed us that every student is at a different learning level. With this fact so visible, teachers worked to cater for that. Having returned to school, this catering for the various levels seems to have dropped off a bit. This is an area to work on to get back to the standard we were meeting during Remote Learning. The use of data walls meant that there was active, regular work on using data, putting the students and their abilities right in people's faces regularly. It is important that we don't forget what we learnt about our students in Remote Learning.

Professional leadership	Building leadership teams	Emerging moving towards Evolving	<p>If we had had a year of SIT work this year, we would have got closer to moving up a level, but this will need to be work for next year.</p> <p>Staff felt we have made a backward move in the 'School leadership is shared' continua, however a combination of sections is being covered in the various levels. There is a clear divide between what people consider the definition of a leader is. Some people think that there are leadership roles taken on by people, but this does not make them have a say in the decision making. Others think that the people in these roles do have a large influence on decision making and their opinions and ideas are considered when decisions are made.</p>
	Instructional and shared leadership	Evolving	<p>What does leadership mean? Who is accountable for whom? Are people who show leadership skills leaders? These questions come back to the different ideas different people have about how our school works and runs. No feedback is given to staff in the 'school leaders lead teaching and learning' continua, however the lack of time spent at school this year has meant that our PLC work made a brief start and then was stopped, twice. The work on classroom walks and talks also barely got off the ground this year, when it was going to be introduced to be a regular practice undertaken by all teachers.</p>
	Strategic resource management	Evolving moving towards Embedding	<p>1) We have started implementing some of the next level, but still not consistently. School decisions are based on the students, with resources being used to support these decisions. Looking at the wellbeing plan for 2021 shows this level of support for the student.</p> <p>2) No improvement has been made this year. Work on position descriptions will help to clarify these roles and therefore make it more towards excelling. Knowledge is being shared with others, so that everyone is building capacity in their knowledge, such as staff contributing to the development of the AIP, a range of staff being on interview panels, and school processes being documented and shared with all staff. Empowering everyone and wanting the best for everyone is a focus, but there is a fine line in that not everyone needs to know about everything.</p>
	Vision, values and culture	Evolving moving towards Embedding	<p>1) We do not need to develop our vision and values, as we have updated ones in place already. These values are being reminded to students as part of our daily conversations and are visible to all, being displayed in every room.</p> <p>2) No movement this year. Observations have been started, but were not able to be consistently completed in 2020. Initially it was leadership lead, but was supposed to be extended to involve all teachers. This will be work continued in 2021.</p>

Positive climate for learning	Empowering students and building school pride	Evolving moving towards Embedding	<p>1. No improvement has been made this year, as much of our school year was in Remote Learning. Staff were spending time talking and listening to their students, so this may have helped increase student voice in the learning tasks and activities that were completed. Students do have a place in some school leadership forums, however this is still not consistent in all forums.</p> <p>2. No further improvement in this continua this year. There are some established events that are held, but more events and traditions are needed to boost school pride. The House system is currently utilised for sporting activities only, however this could be extended further and provide students the ability to contribute to this 'competition ' in ways other than sporting.</p>
	Setting expectations and promoting inclusion	Evolving	<p>1) Progress has dropped back in this continua this year, with a lot of our teaching time spent in Remote Learning. On the return to school, teachers were managing students in classes more themselves, as our school was focussed on student wellbeing on the return from Remote Learning. Although we have a classroom management process in place, this was perhaps not being followed closely by teachers and student behaviour seemed to slip backwards, compared to the start of the year. Work to re-set the standards we expect in class will need to be undertaken early next year, with consistent strategies being used by all staff, so students know exactly what is expected of them and that it will be expected in ALL classes. Student management and engagement is still largely owned by leaders, not all staff. This will be work for 2021.</p> <p>2) No progress has been made this year. An introduction of an IEP coordinator and a new Student Engagement and Wellbeing Coordinator has set a new team in action to support students in their learning and wellbeing. MYLNS work has also targeted identifying and supporting students with learning needs and began some work within faculties to ensure students are supported in many areas. This work will continue next year, with all faculty leaders being targeted to learn how to provide the supports for students in their subject, which can then be shared with all teachers.</p>
	Health and wellbeing	Evolving	<p>Minimal progress has been made in this area this year. During Remote Learning, the regular learning programs were adjusted in order to maintain engagement of the students as much as possible. A strong focus on wellbeing was implemented by the Year Level Coordinators, who were the conduit between the teachers and families, in order to limit the pressure added to families during the Remote Learning and lock down periods encountered this year. The health and wellbeing of students is currently, largely not shared, with the principal team carrying the load, however with the loss of the main person involved in student wellbeing early in the year, this work had to continue somehow until there was a new person in place. With the introduction of the new Student Safety and Wellbeing Coordinator, they have developed a referral system that will be introduced to all staff next year, as the opportunity to introduce it was not really viable for the remainder of Term 4. It will also be reviewed to fit in with the Safe Minds training being completed at the end of 2020. This should help to improve all staff to be able to take more responsibility for student health and wellbeing.</p>

	Intellectual engagement and self-awareness	Evolving	<p>1) No improvement this year. Due to Remote Learning, teachers focussed on engaging their students and their abilities, however much of this work was completed individually. Staff did collaborate via video conferencing, sharing ideas and new learnings, with teachers' knowledge of using technology increasing dramatically.</p> <p>2) With a focus on providing support for all staff during Remote Learning (technology, wellbeing and emotional), PLC time was used to provide this support, rather than completing the work we had originally planned to complete this year. Teachers set modified learning goals for their classes this year, knowing that the amount of learning completed by students remotely would be much less than what would be covered in school time.</p>
--	--	----------	---

Community engagement in learning	Building communities	Evolving	
	Global citizenship	Emerging moving towards Evolving	<p>1) This has moved backwards this year, without a direct monitoring of the school's global learning practices. Although there was an audit of the curriculum completed, there has not been time to evaluate the results of the audit, to see the extent of the global focus in our curriculum.</p> <p>2) The work of teachers in teams to focus on learning has been limited this year, however we have not developed work to focus on the integration of a global focus. This, along with ATSI cultural perspectives is something that we need to work on incorporating into our curriculum.</p>
	Networks with schools, services and agencies	Embedding	Through the VCE Collaboration fund and small school partnerships, senior school teachers have been able to network with other teachers to share best practice and subject knowledge and expertise. One teacher has even established a partnership with 2 other schools annually, even though a small group partnership was not necessary. Linking with external groups ensures that specific student groups are being monitored closely, such as OOHC and Koorie students. Working closely with our SSSO support, the Student Wellbeing team has seen some of our students receive financial support to be able to possibly receive extra support.
	Parents and carers as partners	Embedding	<p>This year has seen no improvement in the continua for both, however there has been a strengthening in these areas. Due to Remote Learning, and with the introduction of Compass, communications with parents has been made easier and seems to have increased. Contact between families and teachers was deliberately reduced during Remote Learning, to prevent families being overwhelmed with contact, so Year Level Coordinators carried much of this load. Once school returned, the opportunity for all staff to begin communicating was increased. Providing more opportunities for more engagement and collaboration with families is something that we can continue to try to improve.</p> <p>The school council is utilised to review policies, practices and procedures throughout the year, as the representatives of the school families. The AIP is also shared with councillors for the opportunity to provide feedback and to be aware of the direction the school will be taking in the following year. This year has been rushed, mostly being communicated through emails, due to meetings falling between the major development stages, however, it is important that the council are aware of this important document.</p>

<p>Enter your reflective comments</p>	<p>2020 was a difficult year for our school, for a number of reasons. Although all goals set in the 2020 AIP were worked on to various degrees, only two KIS and their actions were fully completed. The completion of these actions link to the FISO improvement model showing movement in the Professional Leadership area.</p> <p>Of the other KIS that were set in the 2020 AIP, the assessment schedule and whole school curriculum plan will continue by the Curriculum Committee in 2021, as that work was only started in Term 4 and the committee sees the importance in seeing this work through to the end, even if it is not an AIP focus.</p> <p>Due to a large portion of 2020 being in remote learning, the KIS relating to the agreed lesson structure had a number of actions that weren't completed. Again, this work is our main focus to improve teaching and learning, as well as being a focus of the Alpine-Towong Network, so will continue to be a focus in the 2021 AIP.</p> <p>Although progress against the 2020 AIP was somewhat limited, I am proud of the way our staff were able to continue, in spite of the setbacks, to provide a quality service and education for our students. I think, by using the PLC process, data walls and case management, providing time for teachers to collaborate on their work, to participate in learning walks and talks and see students' understanding of their learning in every lesson, to provide differentiated work for students so that they are able to access the learning at their point of need, will only renew the focus in 2021 on improving teaching and learning at Mount Beauty Secondary College.</p>
<p>Considerations for «Year»</p>	<p>With 2021 being the final year in our School Strategic Plan (SSP), and with many of the goals having been worked on over previous years, ensuring consistent practice and capability of teachers to deliver excellence in teaching and learning will be one focus area of the AIP, with the other focus being on building student agency by improving student engagement, wellbeing and voice.</p> <p>The agreed lesson structure has been part of the AIP for the last 3 years now, still with inconsistent implementation and varying quality. Making sure it is part of everybody's lesson, every day will be a key focus for next year. The SIT will help lead the implementation of learning walks and talks, including other teachers in this practice as well.</p> <p>Professional learning to further develop the concept of learning intentions and success criteria (LI/SC) so that they are more meaningful to students and to build differentiation into the SC will help develop consistency in language used and set an expected standard for the teachers.</p> <p>The 'words of the week' literacy focus in the agreed lesson structure and incorporating an assessment task with a literacy focus will need further work, to ensure there is a literacy focus in every unit.</p> <p>Use of the Professional Learning Community (PLC) Inquiry Cycle process will provide structure for the use of data to inform teaching and learning, increase the use of differentiation and incorporate case management processes to ensure students are being targeted for specific improvement and to monitor their growth.</p> <p>Student agency gives students voice and often, choice, in how they learn. Continuing to increase the opportunity for student agency should naturally help to improve engagement and wellbeing, a whole school focus area after the setbacks of 2020.</p>
<p>Documents that support this plan</p>	

SSP Goals Target and KIS

Goal 1	2021 Priorities Goal, a focus on learning, catch-up, and extension; happy, active and healthy kids; and connected schools; as a direct result of the impact of 2020.
Target 1.1	Support for the 2021 Priorities: <ul style="list-style-type: none"> • Students identified in 2020 as needing catch up or extension with a focus on literacy or numeracy, by looking at existing data results. • Improved Attitudes to School Survey (ATOSS) results in teacher student voice and agency. • Maintained or improved Parent Opinion Survey (POS) results in the module of Parent Community Engagement.
Key Improvement Strategy 1.ay Building practice excellence	Learning, catch-up and extension priority
Key Improvement Strategy 1.by Health and wellbeing	Happy, active and healthy kids priority
Key Improvement Strategy 1.cy Parents and carers as partners	Connected schools priority

Goal 2	To strengthen the model of shared and distributed leadership across the school.																								
Target 2.1	<ul style="list-style-type: none"> Improve levels of Parent Opinion in the area of School Improvement at or above 2017 benchmark. <table border="1" data-bbox="976 310 2421 512"> <thead> <tr> <th>Parent Opinion Survey</th> <th>2017 % Positive</th> <th>2017 % Neutral</th> <th>2017 % Negative</th> <th>2020 GOAL Total % Pos</th> <th>2020 GOAL Total% Neg AND/OR Neut</th> </tr> </thead> <tbody> <tr> <td>School improvement</td> <td>65%</td> <td>29%</td> <td>6%</td> <td>80%</td> <td>20%</td> </tr> <tr> <td>This school always aims to improve the quality of education it provides</td> <td>77%</td> <td>23%</td> <td>0%</td> <td>90%</td> <td>10%</td> </tr> <tr> <td>This school has a clear understanding of its strengths and areas for improvement</td> <td>53%</td> <td>34%</td> <td>13%</td> <td>80%</td> <td>20%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> Staff Opinion Survey results from 2017 used as baseline data to monitor improvements in all areas. <p>School Climate: Maintain or improve from an overall school score (mean) of 83.12 in 2017.</p> <p>School Leadership: Maintain or improve from an overall school score (mean) of 82.72 in 2017.</p> <p>School Staff Safety and Wellbeing: Maintain or improve from an overall school score (mean) of 84.14 in 2017.</p> <p>Professional Learning: Maintain or improve from an overall school score (mean) of 74.96 in 2017 to 80% by 2021.</p> <p>Teaching and Learning: Maintain or improve from an overall school score (mean) 78.99 in 2017 to 80% by 2021.</p>	Parent Opinion Survey	2017 % Positive	2017 % Neutral	2017 % Negative	2020 GOAL Total % Pos	2020 GOAL Total% Neg AND/OR Neut	School improvement	65%	29%	6%	80%	20%	This school always aims to improve the quality of education it provides	77%	23%	0%	90%	10%	This school has a clear understanding of its strengths and areas for improvement	53%	34%	13%	80%	20%
Parent Opinion Survey	2017 % Positive	2017 % Neutral	2017 % Negative	2020 GOAL Total % Pos	2020 GOAL Total% Neg AND/OR Neut																				
School improvement	65%	29%	6%	80%	20%																				
This school always aims to improve the quality of education it provides	77%	23%	0%	90%	10%																				
This school has a clear understanding of its strengths and areas for improvement	53%	34%	13%	80%	20%																				
Key Improvement Strategy 2.ay Building leadership teams	Build effective leadership structure and teaching teams to maximise student learning.																								
Key Improvement Strategy 2.by Instructional and shared leadership	Build teacher capacity to ensure consistency of practice and to deliver effective teaching and learning.																								
Key Improvement Strategy 2.cy Instructional and shared leadership	Develop a whole school professional learning plan and program.																								
Key Improvement Strategy 2.dy Instructional and shared leadership	Develop the role of the School Improvement Team (SIT) to articulate and implement processes that support quality planning and decision-making aligned with the strategic plan.																								

Goal 3	To build consistency in teaching across the school to deliver excellence in teaching and learning.																																											
Target 3.1	<ul style="list-style-type: none"> Increase the proportion of students at A or B in all areas of Mathematics, Science and English against the Victorian Curriculum standards Years 7-10 from 2017 levels. Semester 2 2016 English AusVELS Levels. <table border="1" data-bbox="976 306 1765 470"> <thead> <tr> <th>Dimension</th> <th>Goal for A & B results, Yr 7-10</th> </tr> </thead> <tbody> <tr> <td>Reading and viewing</td> <td>From 23.7% in 2017 to 25% in 2021</td> </tr> <tr> <td>Speaking and listening</td> <td>From 26.3% in 2017 to 28% in 2021</td> </tr> <tr> <td>Writing</td> <td>From 28.2% in 2017 to 30% in 2021</td> </tr> </tbody> </table> <p>Semester 2 2016 Maths AusVELS Levels:</p> <table border="1" data-bbox="976 527 1765 690"> <thead> <tr> <th>Dimension</th> <th>Goal for A & B results, Yr 7-10</th> </tr> </thead> <tbody> <tr> <td>Measurement and geometry</td> <td>From 51% in 2017 to 53% in 2021</td> </tr> <tr> <td>Number and algebra</td> <td>From 44.6% in 2017 to 46% in 2021</td> </tr> <tr> <td>Statistics and probability</td> <td>From 46.2% in 2017 to 48% in 2021</td> </tr> </tbody> </table> <p>Semester 2 2016 Science AusVELS Levels:</p> <table border="1" data-bbox="976 747 1765 865"> <thead> <tr> <th>Dimension</th> <th>Goal for A & B results, Yr 7-10</th> </tr> </thead> <tbody> <tr> <td>Science inquiry skills</td> <td>From 39.4% in 2017 to 41% in 2021</td> </tr> <tr> <td>Science understanding</td> <td>From 43.4% in 2017 to 45% in 2021</td> </tr> </tbody> </table> <ul style="list-style-type: none"> Increase the proportion of students showing high growth in NAPLAN from Years 7 to Year 9 over the 2018-21 period in all areas of English and Mathematics. <p>Year 7 NAPLAN Maintain or improve high growth results of 30% or above in 2017 (Reading 34.48%; Writing 31.03%). Improve the following high growth results from 2017 by 2021.</p> <table border="1" data-bbox="976 1010 1857 1136"> <thead> <tr> <th>NAPLAN Area</th> <th>2017 High Growth Result</th> <th>2021 High Growth Target</th> </tr> </thead> <tbody> <tr> <td>Spelling</td> <td>17.24%</td> <td>21%</td> </tr> <tr> <td>G&P</td> <td>20.69%</td> <td>24%</td> </tr> <tr> <td>Numeracy</td> <td>29.63%</td> <td>33%</td> </tr> </tbody> </table> <p>Year 9 NAPLAN Maintain or improve high growth results of 30% or above in 2017 (Reading 40%; Spelling 47.62%; Numeracy 40%). Improve the following high growth results from 2017 by 2021</p> <table border="1" data-bbox="976 1255 1846 1346"> <thead> <tr> <th>NAPLAN Area</th> <th>2017 High Growth Result</th> <th>2021 High Growth Target</th> </tr> </thead> <tbody> <tr> <td>Writing</td> <td>19.05%</td> <td>25%</td> </tr> <tr> <td>G&P</td> <td>23.81%</td> <td>28%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> To improve the mean study score for VCE from the 2016 level of 30.09. We aim to raise the VCE mean study score to 32 over the next 4 years. To increase the number of students with a study score of 37+ in English from 4% (2012-16) to 8% (2017-2021) 	Dimension	Goal for A & B results, Yr 7-10	Reading and viewing	From 23.7% in 2017 to 25% in 2021	Speaking and listening	From 26.3% in 2017 to 28% in 2021	Writing	From 28.2% in 2017 to 30% in 2021	Dimension	Goal for A & B results, Yr 7-10	Measurement and geometry	From 51% in 2017 to 53% in 2021	Number and algebra	From 44.6% in 2017 to 46% in 2021	Statistics and probability	From 46.2% in 2017 to 48% in 2021	Dimension	Goal for A & B results, Yr 7-10	Science inquiry skills	From 39.4% in 2017 to 41% in 2021	Science understanding	From 43.4% in 2017 to 45% in 2021	NAPLAN Area	2017 High Growth Result	2021 High Growth Target	Spelling	17.24%	21%	G&P	20.69%	24%	Numeracy	29.63%	33%	NAPLAN Area	2017 High Growth Result	2021 High Growth Target	Writing	19.05%	25%	G&P	23.81%	28%
Dimension	Goal for A & B results, Yr 7-10																																											
Reading and viewing	From 23.7% in 2017 to 25% in 2021																																											
Speaking and listening	From 26.3% in 2017 to 28% in 2021																																											
Writing	From 28.2% in 2017 to 30% in 2021																																											
Dimension	Goal for A & B results, Yr 7-10																																											
Measurement and geometry	From 51% in 2017 to 53% in 2021																																											
Number and algebra	From 44.6% in 2017 to 46% in 2021																																											
Statistics and probability	From 46.2% in 2017 to 48% in 2021																																											
Dimension	Goal for A & B results, Yr 7-10																																											
Science inquiry skills	From 39.4% in 2017 to 41% in 2021																																											
Science understanding	From 43.4% in 2017 to 45% in 2021																																											
NAPLAN Area	2017 High Growth Result	2021 High Growth Target																																										
Spelling	17.24%	21%																																										
G&P	20.69%	24%																																										
Numeracy	29.63%	33%																																										
NAPLAN Area	2017 High Growth Result	2021 High Growth Target																																										
Writing	19.05%	25%																																										
G&P	23.81%	28%																																										
Key Improvement Strategy 3.ay Evidence-based high-impact teaching strategies	Develop data literacy within the school with clear roles and responsibilities for the School Improvement Team, English and Mathematics coordinators, other faculty leaders and all staff.																																											
Key Improvement Strategy 3.by Evaluating impact on learning	Ensure that the school's assessment schedule informs teaching and learning and curriculum development and is used to monitor student learning progress and program effectiveness.																																											
Key Improvement Strategy 3.cy Curriculum planning and assessment	Develop the whole school curriculum plan to further embed the Victorian curriculum into all areas of the Year 7-10 curriculum.																																											
Key Improvement Strategy 3.dy Evidence-based high-impact teaching strategies	Develop an agreed lesson structure in literacy and numeracy which includes elements of learning intention, success criteria and homework/study.																																											

Goal 4	To deepen student engagement, wellbeing and student voice within the school.
Target 4.1	<ul style="list-style-type: none"> • Improve Attitudes to School Survey (ATOSS) survey data scores/percentiles in the domains of Learning Characteristics and Disposition, Teacher Student Relations and Social Engagement from 2017 Benchmarks. <p>Maintain or improve 2017 percentile results. Year 7-9 Students: Maintain or improve Teacher Concern from 20.4 in 2017 to 25.0 in 2021. Maintain or improve Student Voice and Agency from 50.0 in 2017 to 55.0 in 2021.</p> <p>Year 10-12 Students: Maintain or improve Resilience from 16.9 in 2017 to 20.0 in 2021. Maintain or improve Self-regulation and Goal Setting from 11.5 in 2017 to 15.0 in 2021. Maintain or improve Sense of Confidence from 4.7 in 2017 to 9.0 in 2021. Maintain or improve Effort from 11.8 in 2017 to 15.0 in 2021. Maintain or improve School Stage Transitions (Y10-12) from 9.1 in 2017 to 15.0 in 2021. Maintain or improve Student Voice and Agency from 10.8 in 2017 to 15.0 in 2021.</p> <ul style="list-style-type: none"> • Increased positive responses on the ATOSS in the domains of Learning Characteristics and Disposition, Teacher Student Relations and Social Engagement from 2017 Benchmarks. <p>Maintain or improve 2017 positive response results. Overall results (Years 7-12): Improve Teacher Concern from 37% in 2017 to 50% in 2021. Improve Student Voice and Agency from 38% in 2017 to 50% in 2021.</p>
Key Improvement Strategy 4.ay Empowering students and building school pride	Provide increased opportunities and participation in student leadership roles in the school.
Key Improvement Strategy 4.by Empowering students and building school pride	To further develop student voice and agency in the school in leadership roles, input into decision-making at school and class level, and development of individual learning goals.
Key Improvement Strategy 4.cy Empowering students and building school pride	Investigate, plan, implement and evaluate a whole school positive behaviour approach.
Key Improvement Strategy 4.dy Vision, values and culture	The whole school approach to be based on a revised set of school values and consistently implemented across the school.
Key Improvement Strategy 4.ey Setting expectations and promoting inclusion	The whole school approach to include systems for feedback to students and recognition and reward for high achievement and progress across curriculum, social and behavioural areas.

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target																								
2021 Priorities Goal, a focus on learning, catch-up, and extension; happy, active and healthy kids; and connected schools; as a direct result of the impact of 2020.	Yes	Support for the 2021 Priorities: <ul style="list-style-type: none"> • Students identified in 2020 as needing catch up or extension with a focus on literacy or numeracy, by looking at existing data results. • Improved Attitudes to School Survey (ATOSS) results in teacher student voice and agency. • Maintained or improved Parent Opinion Survey (POS) results in the module of Parent Community Engagement. 	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <ul style="list-style-type: none"> • Evidence of at least 12 months growth in literacy/numeracy according to teacher judgement, as informed by standardised assessments. • Attitudes to School Survey (ATOSS) results to improve: from 35.1 positive in 2020 to 40 in 2021 in student voice and agency; from 46.8 positive in 2020 to 55 positive in 2021 in resilience. • Maintain or improve Parent Opinion Survey (POS) results in the module of Parent Community Engagement: From 73.5 in 2020 to 80 in 2021 for Parent Participation and Involvement; From 83.3 in 2020 to 85 in 2021 for School Communication; From 39.2 in 2020 to 45 in 2021 for Teacher Communication. 																								
To strengthen the model of shared and distributed leadership across the school.	No	<ul style="list-style-type: none"> • Improve levels of Parent Opinion in the area of School Improvement at or above 2017 benchmark. <table border="1" data-bbox="733 1167 2175 1367"> <thead> <tr> <th>Parent Opinion Survey</th> <th>2017 % Positive</th> <th>2017 % Neutral</th> <th>2017 % Negative</th> <th>2020 GOAL Total % Pos</th> <th>2020 GOAL Total% Neg AND/OR Neut</th> </tr> </thead> <tbody> <tr> <td>School improvement</td> <td>65%</td> <td>29%</td> <td>6%</td> <td>80%</td> <td>20%</td> </tr> <tr> <td>This school always aims to improve the quality of education it provides</td> <td>77%</td> <td>23%</td> <td>0%</td> <td>90%</td> <td>10%</td> </tr> <tr> <td>This school has a clear understanding of its strengths and areas for improvement</td> <td>53%</td> <td>34%</td> <td>13%</td> <td>80%</td> <td>20%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> • Staff Opinion Survey results from 2017 used as baseline data to monitor improvements in all areas. <p>School Climate: Maintain or improve from an overall school score (mean) of 83.12 in 2017.</p> <p>School Leadership: Maintain or improve from an overall school score (mean) of 82.72 in 2017.</p> <p>School Staff Safety and Wellbeing: Maintain or improve from an overall school score (mean) of 84.14 in 2017.</p> <p>Professional Learning: Maintain or improve from an overall school score (mean) of 74.96 in 2017 to 80% by 2021.</p> <p>Teaching and Learning: Maintain or improve from an overall school score (mean) 78.99 in 2017 to 80% by 2021.</p>	Parent Opinion Survey	2017 % Positive	2017 % Neutral	2017 % Negative	2020 GOAL Total % Pos	2020 GOAL Total% Neg AND/OR Neut	School improvement	65%	29%	6%	80%	20%	This school always aims to improve the quality of education it provides	77%	23%	0%	90%	10%	This school has a clear understanding of its strengths and areas for improvement	53%	34%	13%	80%	20%	
Parent Opinion Survey	2017 % Positive	2017 % Neutral	2017 % Negative	2020 GOAL Total % Pos	2020 GOAL Total% Neg AND/OR Neut																						
School improvement	65%	29%	6%	80%	20%																						
This school always aims to improve the quality of education it provides	77%	23%	0%	90%	10%																						
This school has a clear understanding of its strengths and areas for improvement	53%	34%	13%	80%	20%																						

<p>To build consistency in teaching across the school to deliver excellence in teaching and learning.</p>	<p>Yes</p>	<ul style="list-style-type: none"> Increase the proportion of students at A or B in all areas of Mathematics, Science and English against the Victorian Curriculum standards Years 7-10 from 2017 levels. Semester 2 2016 English AusVELS Levels. <table border="1" data-bbox="730 275 1516 436"> <thead> <tr> <th>Dimension</th> <th>Goal for A & B results, Yr 7-10</th> </tr> </thead> <tbody> <tr> <td>Reading and viewing</td> <td>From 23.7% in 2017 to 25% in 2021</td> </tr> <tr> <td>Speaking and listening</td> <td>From 26.3% in 2017 to 28% in 2021</td> </tr> <tr> <td>Writing</td> <td>From 28.2% in 2017 to 30% in 2021</td> </tr> </tbody> </table> <p>Semester 2 2016 Maths AusVELS Levels:</p> <table border="1" data-bbox="730 499 1516 661"> <thead> <tr> <th>Dimension</th> <th>Goal for A & B results, Yr 7-10</th> </tr> </thead> <tbody> <tr> <td>Measurement and geometry</td> <td>From 51% in 2017 to 53% in 2021</td> </tr> <tr> <td>Number and algebra</td> <td>From 44.6% in 2017 to 46% in 2021</td> </tr> <tr> <td>Statistics and probability</td> <td>From 46.2% in 2017 to 48% in 2021</td> </tr> </tbody> </table> <p>Semester 2 2016 Science AusVELS Levels:</p> <table border="1" data-bbox="730 724 1516 840"> <thead> <tr> <th>Dimension</th> <th>Goal for A & B results, Yr 7-10</th> </tr> </thead> <tbody> <tr> <td>Science inquiry skills</td> <td>From 39.4% in 2017 to 41% in 2021</td> </tr> <tr> <td>Science understanding</td> <td>From 43.4% in 2017 to 45% in 2021</td> </tr> </tbody> </table> <ul style="list-style-type: none"> Increase the proportion of students showing high growth in NAPLAN from Years 7 to Year 9 over the 2018-21 period in all areas of English and Mathematics. <p>Year 7 NAPLAN Maintain or improve high growth results of 30% or above in 2017 (Reading 34.48%; Writing 31.03%). Improve the following high growth results from 2017 by 2021.</p> <table border="1" data-bbox="730 1081 1608 1203"> <thead> <tr> <th>NAPLAN Area</th> <th>2017 High Growth Result</th> <th>2021 High Growth Target</th> </tr> </thead> <tbody> <tr> <td>Spelling</td> <td>17.24%</td> <td>21%</td> </tr> <tr> <td>G&P</td> <td>20.69%</td> <td>24%</td> </tr> <tr> <td>Numeracy</td> <td>29.63%</td> <td>33%</td> </tr> </tbody> </table> <p>Year 9 NAPLAN Maintain or improve high growth results of 30% or above in 2017 (Reading 40%; Spelling 47.62%; Numeracy 40%). Improve the following high growth results from 2017 by 2021</p> <table border="1" data-bbox="730 1323 1596 1415"> <thead> <tr> <th>NAPLAN Area</th> <th>2017 High Growth Result</th> <th>2021 High Growth Target</th> </tr> </thead> <tbody> <tr> <td>Writing</td> <td>19.05%</td> <td>25%</td> </tr> <tr> <td>G&P</td> <td>23.81%</td> <td>28%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> To improve the mean study score for VCE from the 2016 level of 30.09. We aim to raise the VCE mean study score to 32 over the next 4 years. To increase the number of students with a study score of 37+ in English from 4% (2012-16) to 8% (2017-2021) 	Dimension	Goal for A & B results, Yr 7-10	Reading and viewing	From 23.7% in 2017 to 25% in 2021	Speaking and listening	From 26.3% in 2017 to 28% in 2021	Writing	From 28.2% in 2017 to 30% in 2021	Dimension	Goal for A & B results, Yr 7-10	Measurement and geometry	From 51% in 2017 to 53% in 2021	Number and algebra	From 44.6% in 2017 to 46% in 2021	Statistics and probability	From 46.2% in 2017 to 48% in 2021	Dimension	Goal for A & B results, Yr 7-10	Science inquiry skills	From 39.4% in 2017 to 41% in 2021	Science understanding	From 43.4% in 2017 to 45% in 2021	NAPLAN Area	2017 High Growth Result	2021 High Growth Target	Spelling	17.24%	21%	G&P	20.69%	24%	Numeracy	29.63%	33%	NAPLAN Area	2017 High Growth Result	2021 High Growth Target	Writing	19.05%	25%	G&P	23.81%	28%	<ul style="list-style-type: none"> Increase proportion of students with medium/high Learning Growth in WRITING from 2019 to 2021 - at Year 7 from 77% to 83%; at Year 9 from 75% to 80%. Year 9 High growth only: WRITING: from 31% in 2019 to 35% in 2021. G&P: from 41% in 2019 to 45% in 2021. Increase proportion of students in NAPLAN top 2 bands in WRITING from 2019 to 2021 - at Year 7 from >1% to 3%; at Year 9 from 12% to 15%. Increase proportion of students with medium/high Learning Growth in NUMERACY from 2019 to 2021 - at Year 7 from 64% to 67%; at Year 9 from 70% to 73%. Increase proportion of students in NAPLAN top 2 bands in NUMERACY from 2019 to 2021 - at Year 7 from 25% to 28%; at Year 9 from 16% to 18%. Increase VCE study score mean from 28 in 2020 to 29 in 2021.
Dimension	Goal for A & B results, Yr 7-10																																													
Reading and viewing	From 23.7% in 2017 to 25% in 2021																																													
Speaking and listening	From 26.3% in 2017 to 28% in 2021																																													
Writing	From 28.2% in 2017 to 30% in 2021																																													
Dimension	Goal for A & B results, Yr 7-10																																													
Measurement and geometry	From 51% in 2017 to 53% in 2021																																													
Number and algebra	From 44.6% in 2017 to 46% in 2021																																													
Statistics and probability	From 46.2% in 2017 to 48% in 2021																																													
Dimension	Goal for A & B results, Yr 7-10																																													
Science inquiry skills	From 39.4% in 2017 to 41% in 2021																																													
Science understanding	From 43.4% in 2017 to 45% in 2021																																													
NAPLAN Area	2017 High Growth Result	2021 High Growth Target																																												
Spelling	17.24%	21%																																												
G&P	20.69%	24%																																												
Numeracy	29.63%	33%																																												
NAPLAN Area	2017 High Growth Result	2021 High Growth Target																																												
Writing	19.05%	25%																																												
G&P	23.81%	28%																																												
<p>To deepen student engagement, wellbeing and student voice within the school.</p>	<p>No</p>	<ul style="list-style-type: none"> Improve Attitudes to School Survey (ATOSS) survey data scores/percentiles in the domains of Learning Characteristics and Disposition, Teacher Student Relations and Social Engagement from 2017 Benchmarks. <p>Maintain or improve 2017 percentile results. Year 7-9 Students: Maintain or improve Teacher Concern from 20.4 in 2017 to 25.0 in 2021. Maintain or improve Student Voice and Agency from 50.0 in 2017 to 55.0 in 2021.</p> <p>Year 10-12 Students:</p>																																												

<p>Maintain or improve Resilience from 16.9 in 2017 to 20.0 in 2021. Maintain or improve Self-regulation and Goal Setting from 11.5 in 2017 to 15.0 in 2021. Maintain or improve Sense of Confidence from 4.7 in 2017 to 9.0 in 2021. Maintain or improve Effort from 11.8 in 2017 to 15.0 in 2021. Maintain or improve School Stage Transitions (Y10-12) from 9.1 in 2017 to 15.0 in 2021. Maintain or improve Student Voice and Agency from 10.8 in 2017 to 15.0 in 2021.</p> <ul style="list-style-type: none"> • Increased positive responses on the ATOSS in the domains of Learning Characteristics and Disposition, Teacher Student Relations and Social Engagement from 2017 Benchmarks. <p>Maintain or improve 2017 positive response results. Overall results (Years 7-12): Improve Teacher Concern from 37% in 2017 to 50% in 2021. Improve Student Voice and Agency from 38% in 2017 to 50% in 2021.</p>

Goal 1	2021 Priorities Goal, a focus on learning, catch-up, and extension; happy, active and healthy kids; and connected schools; as a direct result of the impact of 2020.	
12 Month Target 1.1	<ul style="list-style-type: none"> Evidence of at least 12 months growth in literacy/numeracy according to teacher judgement, as informed by standardised assessments. Attitudes to School Survey (ATOSS) results to improve: from 35.1 positive in 2020 to 40 in 2021 in student voice and agency; from 46.8 positive in 2020 to 55 positive in 2021 in resilience. Maintain or improve Parent Opinion Survey (POS) results in the module of Parent Community Engagement: From 73.5 in 2020 to 80 in 2021 for Parent Participation and Involvement; From 83.3 in 2020 to 85 in 2021 for School Communication; From 39.2 in 2020 to 45 in 2021 for Teacher Communication. 	
Key Improvement Strategies	Is this KIS selected for focus this year?	
KIS 1 Building practice excellence	Learning, catch-up and extension priority	
KIS 2 Health and wellbeing	Happy, active and healthy kids priority	
KIS 3 Parents and carers as partners	Connected schools priority	
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2021.	
Goal 2	To build consistency in teaching across the school to deliver excellence in teaching and learning.	
12 Month Target 2.1	<ul style="list-style-type: none"> Increase proportion of students with medium/high Learning Growth in WRITING from 2019 to 2021 - at Year 7 from 77% to 83%; at Year 9 from 75% to 80%. Year 9 High growth only: WRITING: from 31% in 2019 to 35% in 2021. G&P: from 41% in 2019 to 45% in 2021. Increase proportion of students in NAPLAN top 2 bands in WRITING from 2019 to 2021 – at Year 7 from >1% to 3%; at Year 9 from 12% to 15%. Increase proportion of students with medium/high Learning Growth in NUMERACY from 2019 to 2021 - at Year 7 from 64% to 67%; at Year 9 from 70% to 73%. Increase proportion of students in NAPLAN top 2 bands in NUMERACY from 2019 to 2021 – at Year 7 from 25% to 28%; at Year 9 from 16% to 18%. 	

	<ul style="list-style-type: none"> Increase VCE study score mean from 28 in 2020 to 29 in 2021. 	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Evidence-based high-impact teaching strategies	Develop data literacy within the school with clear roles and responsibilities for the School Improvement Team, English and Mathematics coordinators, other faculty leaders and all staff.	No
KIS 2 Evaluating impact on learning	Ensure that the school's assessment schedule informs teaching and learning and curriculum development and is used to monitor student learning progress and program effectiveness.	No
KIS 3 Curriculum planning and assessment	Develop the whole school curriculum plan to further embed the Victorian curriculum into all areas of the Year 7-10 curriculum.	No
KIS 4 Evidence-based high-impact teaching strategies	Develop an agreed lesson structure in literacy and numeracy which includes elements of learning intention, success criteria and homework/study.	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	<p>Already developed, the agreed lesson structure is being used throughout the College, but without consistency at this stage. After implementing this KIS for the last 3 years in our AIP (with minimal progress in 2020), we would expect that by the end of 2021, the agreed lesson structure should be consistently used by all teachers in every lesson, as the beginning and end of a lesson, as well as throughout for formative assessment. In 2021, there will also be consistency added to the language used to develop the LI/SC, as well as professional learning and modelling of well-developed LI/SC.</p> <p>Teaching and learning and curriculum development to evaluate students' learning and program effectiveness will be monitored through PLCs. This process will help to promote opportunities for collaboration, moderating assessment tasks together and looking at and using data to inform teaching and learning programs.</p>	

Define Actions, Outcomes and Activities

Goal 1	2021 Priorities Goal, a focus on learning, catch-up, and extension; happy, active and healthy kids; and connected schools; as a direct result of the impact of 2020.
12 Month Target 1.1	<ul style="list-style-type: none"> Evidence of at least 12 months growth in literacy/numeracy according to teacher judgement, as informed by standardised assessments. Attitudes to School Survey (ATOSS) results to improve: from 35.1 positive in 2020 to 40 in 2021 in student voice and agency; from 46.8 positive in 2020 to 55 positive in 2021 in resilience. Maintain or improve Parent Opinion Survey (POS) results in the module of Parent Community Engagement: From 73.5 in 2020 to 80 in 2021 for Parent Participation and Involvement; From 83.3 in 2020 to 85 in 2021 for School Communication; From 39.2 in 2020 to 45 in 2021 for Teacher Communication.
KIS 1 Building practice excellence	Learning, catch-up and extension priority
Actions	<ul style="list-style-type: none"> Support identified students to address their learning needs, through the Tutor Learning Program, Middle Years Literacy and Numeracy Strategy (MYLNS), the Victorian High Ability Program (VHAP), as well as extension opportunities through their subject selection. Develop collaborative teacher practice that delivers quality teaching, so that learning for students is targeted, developmental and differentiated.
Outcomes	<p>Students will be:</p> <ul style="list-style-type: none"> able to articulate personal goals, identifying their own strengths and areas for improvement. able to articulate success criteria and identify their successes and areas for further work. able to discuss learning strategies identified by conferring. able to show growth in their learning in all areas. <p>ES directly assisting with a particular students' education will be:</p> <ul style="list-style-type: none"> assisting teachers and/or supporting teachers to develop an IEP to teach their particular students at their point of need. assisting with the implementation of targeted teaching strategies with their particular students. assisting their particular students to develop personal goals with their teachers. <p>Teachers will be:</p> <ul style="list-style-type: none"> able to identify students using the assessment plan and monitor their growth. collaborating to develop an IEP to teach to student needs at their point of need, by writing suitable IEP goals/targets. implementing targeted teaching strategies. conferring with students to develop personal goals. designing teaching and learning programs which target students' learning needs, using differentiation. <p>Leaders will be:</p> <ul style="list-style-type: none"> developing and implementing a formalised assessment plan to identify students who need catch up/extension, based on On Demand, NAPLAN and Teacher Judgements. identifying where these students are in their learning and monitor growth. developing viable support strategies that will best meet the students' learning needs. planning to effectively utilise all initiative funding. providing PL on targeted teaching in small groups. identifying success indicators. modifying role descriptions to incorporate this initiative.
Success Indicators	<ul style="list-style-type: none"> Pre and post topic testing results showing improvement. Teacher Judgements showing student learning improvements. School based assessments, such as On Demand showing student improvement. IEPs involving parent, teacher and support person feedback. Student learning growth tracked on data walls.

KIS 1 Building practice excellence	Learning, catch-up and extension priority			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Identify and create the list of students requiring intervention in their learning.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Literacy Improvement Teacher <input checked="" type="checkbox"/> Literacy Support <input checked="" type="checkbox"/> Numeracy Improvement Teacher <input checked="" type="checkbox"/> Numeracy Support <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Allocate students identified to the particular support that will help them best.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Literacy Improvement Teacher <input checked="" type="checkbox"/> Literacy Support <input checked="" type="checkbox"/> Numeracy Improvement Teacher <input checked="" type="checkbox"/> Numeracy Support <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Monitor and update the list of students requiring intervention in their learning.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Literacy Improvement Teacher <input checked="" type="checkbox"/> Literacy Support <input checked="" type="checkbox"/> Numeracy Improvement Teacher <input checked="" type="checkbox"/> Numeracy Support <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Develop data walls and other specific processes to monitor the progress of students receiving specific intervention.	<input checked="" type="checkbox"/> Literacy Improvement Teacher <input checked="" type="checkbox"/> Literacy Support <input checked="" type="checkbox"/> Numeracy Improvement Teacher <input checked="" type="checkbox"/> Numeracy Support <input checked="" type="checkbox"/> PLC Leaders	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Provide meeting time to use and update data walls.	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Regular use of meeting time to update data walls to monitor student progress and to case manage students.	<input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Provide financial support for the 'tutor' for the Tutor Learning Program support.	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$44,299.00 <input type="checkbox"/> Equity funding will be used
Provide financial support for the Literacy Support Program at Year 7 and Student Support at later years.	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$19,806.40 <input checked="" type="checkbox"/> Equity funding will be used
Provide dedicated time for teacher Professional Learning relating to literacy support, numeracy support and differentiation.	<input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Run Professional Learning for teachers on literacy support, numeracy support and differentiation.	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Improvement Teacher <input checked="" type="checkbox"/> Numeracy Improvement Teacher <input checked="" type="checkbox"/> Numeracy Support	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Provide dedicated time for collaboration and Individual Education Plan (IEP) updating.	<input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

KIS 2 Health and wellbeing	Happy, active and healthy kids priority
Actions	<ul style="list-style-type: none"> •Develop a process for monitoring and responding to student mental health and wellbeing concerns, based on the Safe Minds training and Be You resources from Headspace. •Increase student voice and agency and students' connection to school and peers by utilising existing processes, such as the Student Executive's activities, as well as building other opportunities to increase connections into day to day operations, such as special interest clubs/activities, cross year opportunities, students acting as role models for younger students and using the school values and positive behaviour matrix to build and celebrate growth and success.
Outcomes	<p>Students will be:</p> <ul style="list-style-type: none"> •seeking support when needed and confident in knowing how to support a friend. •describing typical 2020 experiences (and future) in a balanced, optimistic manner. •participating in more special interest clubs/activities/cross year celebrations/role modelling opportunities. •articulating/celebrating examples of demonstrating values. <p>ES will be:</p> <ul style="list-style-type: none"> •promoting information to ensure students know where to go for help/what providing effective support means. •establishing a work environment fostering positive mental health and normalising support seeking. •implementing strategies from the Safe Minds training to support students. •aware of and implement the school's process to monitoring and responding to student mental health and wellbeing concerns. •recording any check-ins relating to student mental health and wellbeing with students in Compass. <p>Teachers will be:</p> <ul style="list-style-type: none"> •ensuring students know where to go for help/information/what providing effective support means. •explicitly teaching/reminding students to practice the skills to seek support. •establishing a class narrative fostering positive mental health and normalising support seeking. •implementing strategies from the Safe Minds training to support students. •implementing the school's process to monitoring and responding to student mental health and wellbeing concerns. •recording any check-ins relating to student mental health and wellbeing with students in Compass. •involved in more special interest clubs/activities/cross year celebration/role modelling opportunities. •facilitating awareness and demonstration of the values. <p>Leaders will be:</p> <ul style="list-style-type: none"> •providing structures for the support mechanisms, such as the process for monitoring and responding to student mental health and wellbeing. •training staff in provision of support. •developing a school-wide narrative that fosters positive mental health and normalises support seeking. •implementing strategies from the Safe Minds training to support students, as needed.
Success Indicators	<ul style="list-style-type: none"> •Improvement in Attitudes to School Survey (ATOSS) results in area of student voice from the percentile of 35.1 in 2020 to 40 in 2021. •Improvement in Attitudes to School Survey (ATOSS) results in area of resilience from the percentile of 46.8 in 2019 to 55 in 2021. •Process for monitoring and responding to student mental health and wellbeing concerns, based on Safe Minds, documented and clearly understood by all staff. •Students display positive attitudes and optimism. •More students participating in Student Executive activities and special interest clubs/activities, with a documented list of clubs/activities available. •More students will have the opportunity to act as role models for younger students, with a documented list of opportunities. •Documented opportunities and strategies enabling student voice and agency.

KIS 2 Health and wellbeing	Happy, active and healthy kids priority			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Complete Safe Minds training in Term 4 2020 and further professional learning from the Be You resources.	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 4 to: Term 4	\$200.00 <input type="checkbox"/> Equity funding will be used
Develop a process for monitoring and responding to student mental health and wellbeing concerns, aligned to learnings from Safe Minds.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Student Wellbeing Coordinator <input checked="" type="checkbox"/> Wellbeing Team <input checked="" type="checkbox"/> Year Level Co-coordinator(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Document and share the process for monitoring and responding to student mental health and wellbeing concerns with all staff.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Student Wellbeing Coordinator <input checked="" type="checkbox"/> Wellbeing Team <input checked="" type="checkbox"/> Year Level Coordinator(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Be fully aware of the process for monitoring and responding to student mental health and wellbeing concerns and capable of implementing it as needed.	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Provide dedicated time for staff to record information into Compass relating to student mental health and wellbeing concerns, and other issues.	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Use dedicated meeting time to record any information needed into Compass.	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Provide dedicated time, and actively contribute, to the brainstorm, then document opportunities available to students, including Student Executive activities, possible clubs/activities, cross year opportunities, role modelling opportunities and the use of the values to celebrate growth/success.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Student(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Provide assistance to implement and provide opportunities available to students, including possible Student Executive activities, clubs/activities, cross year opportunities to celebrate growth/successes and role modelling opportunities.	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$2,500.00 <input type="checkbox"/> Equity funding will be used
Provide time to explore possible strategies and opportunities that promote student voice and agency.	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
Actively engage and contribute to meetings where the exploration of possible strategies and opportunities that promote student voice and agency is conducted.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Student(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
Create a documented list of strategies and opportunities that can be used to increase student voice and agency.	<input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$0.00 <input type="checkbox"/> Equity funding will be used
Share the documented list of strategies and opportunities that can be used to increase student voice and agency.	<input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 3	\$0.00 <input type="checkbox"/> Equity funding will be used
Spend meeting time incorporating a minimum of 2 of the strategies/opportunities that increase student voice and agency into my work practice and to ensure it is recognised through the PDP process.	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

KIS 3 Parents and carers as partners	Connected schools priority
Actions	<ul style="list-style-type: none"> •Strengthen and embed the connection with parents/carers developed during remote and flexible learning. •Strengthen and embed the connection with community within the school. •Incorporate Respectful Relationships into the school's day to day operations.
Outcomes	<p>Students will be:</p> <ul style="list-style-type: none"> •feeling more connected to their school and have positive attitudes to attendance. •feeling more connected to their community and know how they can be involved in their community. •feeling cared for, and valued, by peers, staff and school leaders. <p>ES will be:</p> <ul style="list-style-type: none"> •contacting and communicating with families as needed, on a range of matters. •using Compass as needed for communication opportunities. •incorporating strategies from Respectful Relationships into their daily practice. <p>Teachers will be:</p> <ul style="list-style-type: none"> •including the community and community members in their classrooms more frequently, including careers/business experts, police, and ex-students. •contacting and communicating with families as needed, on a range of matters. •using Compass as needed for communication opportunities. •incorporating strategies from Respectful Relationships into their daily practice. <p>Leaders will be:</p> <ul style="list-style-type: none"> •developing and implementing a communication strategy using Compass, to monitor student/family health and wellbeing and discuss academic progress. •providing time for staff to communicate and build relationships with parents/carers. •developing a method to monitor impact of the communications strategy. •assisting with the implementation of Respectful Relationships strategies/practices. •incorporating strategies from Respectful Relationships into their daily practice.
Success Indicators	<ul style="list-style-type: none"> •All students will be able to be involved in a range of activities. •Compass Chronicle entries showing use of the system to record concerns, check-ins and for family communication. •Communication strategy documented and provided to all staff.

KIS 3 Parents and carers as partners	Connected schools priority			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Provide dedicated time to develop and document an appropriate communications and marketing strategy for families, for all staff to use.	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Develop and document the communications strategy for families, for all staff to use.	<input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
Share the communications strategy for families with all staff and ensure regular reminders of the strategy.	<input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Evaluate the effectiveness of the communications strategy and update as deemed necessary through the evaluation process.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 4 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Provide dedicated meeting time to be able to brainstorm and document opportunities for community connections.	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
Actively participate in the brainstorming and documentation of existing and new opportunities for community connections.	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
Establish a Respectful Relationships working party to undertake extra work towards the implementation of Respectful Relationships.	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Working party to complete an audit of current knowledge, understanding and processes relating to Respectful Relationships.	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Health faculty members to complete an audit of Resilience, Rights and Respectful Relationships curriculum and where it currently sits in the curriculum.	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$0.00 <input type="checkbox"/> Equity funding will be used
Respectful Relationship Working Party to establish 2-3 goals for staff to work on implementing in 2021.	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Respectful Relationship goals to be implemented.	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Expand the use of Compass to complete interim and semester reporting processes, to assist with communications with families.	<input checked="" type="checkbox"/> Assessment & Reporting Coordinator <input checked="" type="checkbox"/> Curriculum Coordinator (s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Explore opportunities to increase the school's presence by utilising social media more, such as Facebook and the website and possible print sources.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
Implement opportunities to increase the school's presence by utilising social media more, such as Facebook and the website and possible print sources.	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$500.00 <input type="checkbox"/> Equity funding will be used

Goal 2	To build consistency in teaching across the school to deliver excellence in teaching and learning.
12 Month Target 2.1	<ul style="list-style-type: none"> • Increase proportion of students with medium/high Learning Growth in WRITING from 2019 to 2021 - at Year 7 from 77% to 83%; at Year 9 from 75% to 80%. Year 9 High growth only: WRITING: from 31% in 2019 to 35% in 2021. G&P: from 41% in 2019 to 45% in 2021. • Increase proportion of students in NAPLAN top 2 bands in WRITING from 2019 to 2021 – at Year 7 from >1% to 3%; at Year 9 from 12% to 15%. • Increase proportion of students with medium/high Learning Growth in NUMERACY from 2019 to 2021 - at Year 7 from 64% to 67%; at Year 9 from 70% to 73%. • Increase proportion of students in NAPLAN top 2 bands in NUMERACY from 2019 to 2021 – at Year 7 from 25% to 28%; at Year 9 from 16% to 18%. • Increase VCE study score mean from 28 in 2020 to 29 in 2021.
KIS 1 Evidence-based high-impact teaching strategies	Develop an agreed lesson structure in literacy and numeracy which includes elements of learning intention, success criteria and homework/study.
Actions	<ul style="list-style-type: none"> •Improve the impact of our agreed lesson structure by extending the Learning Intentions and Success Criteria; using consistent language in their development; and maintaining the focus on the literacy strategy (focussing on writing/spelling). •Find efficiencies in teachers' time to implement learning walks and talks (LWT) to support the improvement of MBSC's agreed lesson structure. •Build teacher ability in differentiating effectively for their students, through the use of PLCs and coaching/capability building. •Monitor learning growth of all students through the use of data walls and case management.
Outcomes	<p>Students will be:</p> <ul style="list-style-type: none"> • more confident to use discipline specific Words of the Week and use them in their written classwork and assessments. •operating with awareness and clear understanding of the learning intention and success criteria. •able to observe consistent use of the agreed lesson structure in all classes, with all teachers. •contributing to the co-construction of Success Criteria in their classes, where appropriate. •contributing to reflection time at the end of lessons on their success/areas to improve. <p>ES will be:</p> <ul style="list-style-type: none"> •providing support to staff regarding the use of the agreed lesson structure, when this is appropriate to their role. •providing support to document the agreed lesson structure for the induction process. <p>Teachers will be:</p> <ul style="list-style-type: none"> •including the agreed lesson structure in their Performance and Development Plans (PDPs). •embedding the use of the agreed lesson structure in all their lessons. •dedicating time in class to deconstruct Learning Intentions, co-construct Success Criteria and allow reflection against the Success Criteria at the end of each lesson. •documenting the learning intentions, success criteria and discipline specific Words of the Week. •documenting the assessment tasks and assessment feedback methods, such as rubrics/criteria sheets, etc. that incorporate a literacy focus on writing/spelling. •participating in peer observations, linked to their Professional Practice Days (PPD), through the Learning Specialist and in dedicated time provided by the school. •differentiating work to meet their students' point of need <p>Leaders will be:</p> <ul style="list-style-type: none"> •participating in classroom walkthroughs and observing the consistent use of the agreed lesson structure. •collaborating with a range of staff to develop an induction process and supporting documentation.

Success Indicators	<ul style="list-style-type: none"> •Increased School Staff Survey results relating to professional learning through peer observation, with the positive response moving from 30% in 2020 to 60% in 2021. •Records of leaders and teachers participating in Learning Walks and Talks. •Increased proportion of students being able to explain the learning intentions and success criteria. •Proportion of students above expected level between Semester 1 and Semester 2 in Teacher judgements in writing to be maintained or increased. •Proportion of students below expected level between Semester 1 and Semester 2 in Teacher judgements in writing to be maintained or decreased. •Documented induction process relating to the agreed lesson structure.
---------------------------	---

KIS 1 Evidence-based high-impact teaching strategies	Develop an agreed lesson structure in literacy and numeracy which includes elements of learning intention, success criteria and homework/study.
--	---

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Plan the extended agreed lesson structure, including the specific language to be used and what extensions are required.	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Improvement Teacher <input checked="" type="checkbox"/> Numeracy Improvement Teacher <input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Document the extended agreed lesson structure.	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Improvement Teacher <input checked="" type="checkbox"/> Numeracy Improvement Teacher <input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Develop the induction process and supporting documentation for new, returning or Casual Relief Teachers, on the extended lesson structure.	<input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Provide Professional Learning for all staff on the format and expectations of the extended lesson structure.	<input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Provide Professional Learning on differentiation to teachers.	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Improvement Teacher <input checked="" type="checkbox"/> Numeracy Improvement Teacher	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Provide time to plan when and how (the process) to implement Learning Walks and Talks (LWT) with the SIT and then all teachers.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Introduce the process of Learning Walks and Talks (LWT) to all teachers.	<input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
Incorporate the process of Learning Walks and Talks (LWT), on a regular basis, into all teachers' practice.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$3,500.00 <input type="checkbox"/> Equity funding will be used
Provide meeting time to support the updating and use of data walls and case management of students.	<input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Actively participate in the meetings dedicated to the updating and use of data walls and case management of students.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Improvement Teacher <input checked="" type="checkbox"/> Numeracy Improvement Teacher <input checked="" type="checkbox"/> PLC Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Equity Funding Planner

Equity Spending Totals

Category	Total proposed budget (\$)	Equity Spend (\$)
Equity funding associated with Activities and Milestones	\$19,806.40	\$19,806.40
Additional Equity funding	\$13,071.00	\$0.00
Grand Total	\$32,877.40	\$19,806.40

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Provide financial support for the Literacy Support Program at Year 7 and Student Support at later years.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$19,806.40	\$19,806.40
Totals			\$19,806.40	\$19,806.40

Additional Equity spend

Outline here any additional Equity spend for 2021	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Provide financial support for the Literacy Support Program at Year 7 and Student Support at later years.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$6,266.00	\$0.00
Essential Assessments	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources	\$3,525.00	\$0.00
Maths Space	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources	\$3,280.00	\$0.00
Totals			\$13,071.00	\$0.00

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Regular use of meeting time to update data walls to monitor student progress and case manage students.	<input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Network Professional Learning <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
Provide dedicated time for teacher Professional Learning relating to literacy support, numeracy support and differentiation.	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) <input checked="" type="checkbox"/> MYLNS initiative professional learning <input checked="" type="checkbox"/> MYLYNS Improvement teacher	<input checked="" type="checkbox"/> On-site
Complete Safe Minds training in Term 4 2020 and further professional learning from the Be You resources.	<input checked="" type="checkbox"/> All Staff	from: Term 4 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants Headspace/Be You trainers	<input checked="" type="checkbox"/> On-site
Provide Professional Learning for all staff on the format and expectations of the extended lesson structure.	<input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Demonstration lessons	<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"/> Learning Specialist <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Provide Professional Learning on differentiation to teachers.	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Improvement Teacher <input checked="" type="checkbox"/> Numeracy Improvement Teacher	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> External consultants Will get an external person to provide this PL, but have not decided who or where from yet (we used someone from the AEU in the past, which was good). <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) <input checked="" type="checkbox"/> MYLYNS Improvement teacher	<input checked="" type="checkbox"/> On-site
Incorporate the process of Learning Walks and Talks (LWT), on a regular basis, into all teachers' practice.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> School Improvement Team	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"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Provide meeting time to support the updating and use of data walls and case management of students.	<input checked="" type="checkbox"/> Principal	from: Term 1	<input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site

		to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> MYLYNS Improvement teacher	
Actively participate in the meetings dedicated to the updating and use of data walls and case management of students.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Improvement Teacher <input checked="" type="checkbox"/> Numeracy Improvement Teacher <input checked="" type="checkbox"/> PLC Leaders	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <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"/> SEIL <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> External consultants Lyn Sharratt learning through the Alpine-Towong network. <input checked="" type="checkbox"/> MYLYNS Improvement teacher	<input checked="" type="checkbox"/> On-site