

2023 Annual Implementation Plan

for improving student outcomes

Mount Beauty Secondary College (8100)



Submitted for review by Simone Roy (School Principal) on 21 February, 2023 at 05:49 PM
Endorsed by Jody Grimmond (Senior Education Improvement Leader) on 24 February, 2023 at 04:32 PM
Endorsed by Bronwyn Gray (School Council President) on 01 May, 2023 at 08:40 PM

Self-evaluation Summary - 2023

	FISO 2.0 Dimensions	Self-evaluation Level
Teaching and Learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Evolving
	Use of common and subject-specific high impact teaching and learning strategies as part of a shared and responsive teaching and learning model implemented through positive and supportive student-staff relationships	
Assessment	Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.	Evolving
	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	

Leadership	The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Evolving
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	

Engagement	Strong relationships and active partnerships between schools and families/carers, communities, and organisations to strengthen students' participation and engagement in school	Emerging
	Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	

Support	Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Evolving
	Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students	

Enter your reflective comments	<p>While all FISO dimensions are being worked on in varying degrees, there seems to be a lack of consistency across the school meaning that we are not effectively able to make forward progress in a meaningful way.</p> <p>What is selected for 2023 will need to have clear processes/strategies in place that all staff can work towards the same goals in a consistent manner.</p> <p>Staff think that relationships with families and students are strong and well developed, however school data doesn't fully</p>
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	support this. Again, consistent guidelines as to communication types, reasons etc. need to be made clear to all staff.
Considerations for 2023	<p>Developing consistency in everything we do is a key to being able to achieve our work.</p> <p>Dedicating time for teachers to develop/refresh their understanding of student needs with IEPs/BSPs and strategies to assist these students needs to be scheduled in to a regular meeting time. Twice per term is the goal.</p> <p>Continuing PLC work, to assist with teacher collaboration and improve teaching practice will continue in 2023. While tightly monitored in Term 1 and 2, to ensure new staff are clear on the PLC Inquiry Cycle process, Term 3, 4 and onwards should be able to be given back to being faculty based work.</p> <p>Developing staff wellbeing with the support of the NESLI Staff Wellbeing Toolkit and the DET Emotional Preparedness program next year will help to ensure that our staff are mentally prepared to be able to assist our students as needed.</p> <p>School Wide Positive Behaviour Strategy coaching will help to develop the processes and shift in thinking needed to get this strategy embedded in our school. We have spent time implementing parts of this strategy over the years, but need the consistent approach to be developed by all staff which will then be implemented by all staff.</p>
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.
Target 1.1	Support for the 2023 Priorities
Key Improvement Strategy 1.a Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Key Improvement Strategy 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Goal 2	Optimise each student's achievement and learning growth, with a particular focus on developing their Literacy and Numeracy.
Target 2.1	By 2025, at least 25 percent of students will achieve in the Top Two Bands of NAPLAN in Reading and Numeracy, from 12 percent in 2021 (Reading) and 8 percent in 2021 (Numeracy).
Target 2.2	By 2025, at least 90 percent of students will achieve medium to high growth in Reading (64 percent in 2021) and at least 85 percent of students will achieve medium to high growth in Numeracy (70 percent in 2021).
Target 2.3	From 2021 to 2025, the all-study score (school mean) for VCE, as a four-year average, will be at least 28.5 From 2023 to 2025, the English mean study score, as an average over that period, will be at least 29.0.

Target 2.4	<p>School Staff Survey</p> <table border="1" data-bbox="719 264 1827 544"> <thead> <tr> <th>Variable</th> <th>2020</th> <th>Target</th> </tr> </thead> <tbody> <tr> <td>Guaranteed and viable curriculum</td> <td>51%</td> <td>65%</td> </tr> <tr> <td>Teacher collaboration</td> <td>47%</td> <td>65%</td> </tr> <tr> <td>Collective focus on learning</td> <td>67%</td> <td>85%</td> </tr> <tr> <td>Understand formative assessment</td> <td>45%</td> <td>65%</td> </tr> <tr> <td>Understand how to analyse data</td> <td>50%</td> <td>65%</td> </tr> </tbody> </table>	Variable	2020	Target	Guaranteed and viable curriculum	51%	65%	Teacher collaboration	47%	65%	Collective focus on learning	67%	85%	Understand formative assessment	45%	65%	Understand how to analyse data	50%	65%
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Key Improvement Strategy 2.a Vision, values and culture	Develop an organisational climate that promotes role clarity, responsibility and shared accountability to support student learning growth.																		
Key Improvement Strategy 2.b Curriculum planning and assessment	Build school-wide capability to effectively use assessment data in planning and teaching.																		
Key Improvement Strategy 2.c Evidence-based high-impact teaching strategies	Build all teachers' capability to integrate high impact teaching strategies within an agreed, evidence-based instructional model.																		
Goal 3	Optimise each student's wellbeing and engagement in learning.																		

Target 3.1	Decrease the number of average absence days, per fulltime equivalent student, to less than 20.0 days. (Average level of absences per FTE student 2028-2021 = 23.3 days).															
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Key Improvement Strategy 3.a Health and wellbeing	Build organisational capability to respond to individual students' wellbeing, engagement and learning needs.															
Key Improvement Strategy 3.b Empowering students and building school pride	Empower students as active agents in their learning.															

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
<p>2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.</p>	Yes	Support for the 2023 Priorities	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>Learning Priority, 12 month targets: • Maintain the percentage of students in Years 7 - 10 at or above level against the Victorian Curriculum in English – Writing from 80% or above in Sem 2 2023. • Maintain or increase the percentage of students in the Top 2 Bands of NAPLAN in: Yr 9 Writing from 21% in 2022 to 25% in 2023. Yr 9 Reading from 17% in 2022 to 20% in 2023. Yr 7 Writing from 13% in 2022 to 18% in 2023. Yr 7 Reading from 30% in 2022 to 35% in 2023. • Decrease the percentage of students in the Bottom 2 bands of NAPLAN in: Yr 9 Writing from 38% in 2022 to 33% in 2023. Yr 9 Reading from 24% in 2022 to 19% in 2023. Yr 7 Writing 17% in 2022 to 12% in 2023. Yr 7 Reading from 17% in 2022 to 12% in 2023. • Increase the VCE All Study Mean Score from 27 in 2022 to 27.80 in 2023. (Aspirational target). • Increase the VCE English Mean Study Score from 25.18 in 2022 to 26.00 in 2023. (Aspirational target). Wellbeing Priority, 12 month targets: • Improved Attitudes to School Survey (ATOSS) results in 'student voice and agency' from 37% in 2022 to 45% in 2023 and in 'teacher concern' from 32% in 2022 to 40% in 2023. • Improved attendance data to less than 25.0</p>

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	<p>Writing from 80% or above in Sem 2 2023.</p> <ul style="list-style-type: none"> Maintain or increase the percentage of students in the Top 2 Bands of NAPLAN in: Yr 9 Writing from 21% in 2022 to 25% in 2023. Yr 9 Reading from 17% in 2022 to 20% in 2023. Yr 7 Writing from 13% in 2022 to 18% in 2023. Yr 7 Reading from 30% in 2022 to 35% in 2023. Decrease the percentage of students in the Bottom 2 bands of NAPLAN in: Yr 9 Writing from 38% in 2022 to 33% in 2023. Yr 9 Reading from 24% in 2022 to 19% in 2023. Yr 7 Writing 17% in 2022 to 12% in 2023. Yr 7 Reading from 17% in 2022 to 12% in 2023. Increase the VCE All Study Mean Score from 27 in 2022 to 27.80 in 2023. (Aspirational target). Increase the VCE English Mean Study Score from 25.18 in 2022 to 26.00 in 2023. (Aspirational target). <p>Wellbeing Priority, 12 month targets:</p> <ul style="list-style-type: none"> Improved Attitudes to School Survey (ATOSS) results in 'student voice and agency' from 37% in 2022 to 45% in 2023 and in 'teacher concern' from 32% in 2022 to 40% in 2023. Improved attendance data to less than 25.0 days in 2023 from an average of 33.14 days per FTE in 2022 (from the average of 23.3 days per FTE student (from 2018-2021). 	
Key Improvement Strategies	Is this KIS selected for focus this year?	
KIS 1.a Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy	Yes
KIS 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable	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.

Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2023.

Define Actions, Outcomes and Activities

Goal 1	2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.
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KIS 1.a Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy

<p>Actions</p>	<p>1. Engage in whole school professional learning and teacher collaboration through PLCs, to embed evidence based approaches to support all students at their point of need. WHY: To provide formal collaboration structures for teachers to explore teaching practice, to better support all students, including those with additional needs and/or disabilities in the classroom.</p> <p>2. Develop a school wide literacy strategy focussed on improving writing. WHY: To target improvement in literacy, with a focus on writing.</p>
<p>Outcomes</p>	<p>ACTION 1 OUTCOMES:</p> <ul style="list-style-type: none"> • Students will know how all lessons are structured at MBSC and how this supports their learning • Students will be supported to learn at point of need • Students will all be able to experience success • Students will know what their next steps are to progress their learning in all classes <ul style="list-style-type: none"> • ES will know how all lessons are structured at MBSC and how this supports student learning • ES working directly with students will assist teachers to support students at their point of need <ul style="list-style-type: none"> • Teachers will know how all lessons are structured at MBSC, how this supports student learning by implementing the Instructional Model (IM) consistently • Teachers will meet in PLCs to engage in reflective practice, evaluate and plan curriculum, assessments and lessons • Teachers will confidently and accurately identify the learning needs of all their students • Teachers will provide students the opportunity to work at their level using responsive teaching techniques <ul style="list-style-type: none"> • Leaders will implement the agreed, evidence based Instructional Model (IM), which shows how lessons are structured at MBSC and how this supports student learning • Leaders will support teaching staff to participate in PLCs • Leaders will support teaching staff to develop and strengthen teaching practice through clear processes and professional learning • Leaders will identify and support students in need of targeted academic support <p>ACTION 2:</p> <ul style="list-style-type: none"> • Students will report higher levels of confidence with literacy skills • Students will display an increased use of the targeted literacy skills in their everyday work <ul style="list-style-type: none"> • Teachers will participate in professional learning to build their capacity in the targeted literacy skills • Teachers will plan for and incorporate the targeted literacy skills into their teaching practice

	<ul style="list-style-type: none"> Teachers will assess students on the targeted literacy skills to ascertain learning growth Leaders will support teaching staff to develop capacity to teach targeted literacy skills through professional learning Leaders will support teaching staff to develop capacity to assess targeted literacy skills through professional learning Leaders will support teaching staff to plan for and incorporate targeted literacy skills into their teaching practice 			
Success Indicators	<p>ACTION 1 SUCCESS INDICATORS: Early indicators:</p> <ul style="list-style-type: none"> Student feedback on responsive teaching, the use of the instructional model, and use of common teaching strategies Teachers' formative assessment data and summative judgements against the curriculum Teacher records and observations of student progress Learning Walks and Talks (LWTs) highlighting the use of strategies from professional learning <p>Late indicators:</p> <ul style="list-style-type: none"> VCE and VCAL outcomes Students, staff and parent perception survey results NAPLAN results e.g. top two bands <p>ACTION 2 SUCCESS INDICATORS: Early indicators:</p> <ul style="list-style-type: none"> Documentation will show plans for the literacy strategy Formative and summative literacy assessments/rubrics will show student learning growth Teacher records and observations of student progress Learning Walks and Talks (LWTs) highlighting the use of the targeted literacy strategies PAT data in Writing <p>Late indicators:</p> <ul style="list-style-type: none"> Victorian Curriculum teacher judgements will show increased learning growth Writing from Semester 1 to Semester 2 2023 NAPLAN results in Writing: top 2 and bottom 2 bands PAT data in Writing 			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
1a. Finalise, document and introduce the Instructional Model and associated curriculum documents	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$500.00 <input type="checkbox"/> Equity funding will be used

				<input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
1b. Embed the Instructional Model, develop and update associated curriculum documents and resources into all classes	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
1c. Organise and schedule professional learning that supports student learning using evidence based strategies to support all students at their point of need throughout the year. Professional learning will happen in collaborative meetings such as PLCs and Faculties. Professional learning will include formative assessment, collecting, analysing, responding to and monitoring data (Inquiry Cycles in PLCs), responsive teaching	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$2,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which

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<p>1d. Participate in professional learning that supports student learning using evidence based strategies to support all students at their point of need throughout the year. Professional learning will happen in collaborative meetings such as PLCs and Faculties. Professional learning will include formative assessment, collecting, analysing, responding to and monitoring data (Inquiry Cycles in PLCs), responsive teaching</p>	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	<p>\$0.00</p> <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<p>1e. Schedule meeting time to review students' IEPs and teaching strategies to support specific learning requirements every term</p> <p>Participate in these meetings</p>	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Disability Inclusion Coordinator <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	<p>\$0.00</p> <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<p>1f. Organise Learning Walks and Talks (LWTs) to observe staff practice and collect student data on the use of responsive teaching, the use of the instructional model and use of common teaching</p>	<input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	<p>\$0.00</p>

<p>strategies</p> <p>Participate in LWTs</p>			<p>to: Term 4</p>	<p><input type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>
<p>1g. Prioritise and schedule collaboration time in PLC inquiry cycles every term, with the cycle to begin within the first 3 weeks of each term</p> <p>Participate in PLCs</p>	<p><input checked="" type="checkbox"/> PLC Leaders</p> <p><input checked="" type="checkbox"/> Principal</p> <p><input checked="" type="checkbox"/> Teacher(s)</p>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p> <p><input type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>
<p>2a. Determine and document the school wide literacy strategy focussed on improving writing</p>	<p><input checked="" type="checkbox"/> Curriculum Co-ordinator (s)</p> <p><input checked="" type="checkbox"/> KLA Leader</p> <p><input checked="" type="checkbox"/> Literacy Support</p> <p><input checked="" type="checkbox"/> School Improvement Team</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 1</p>	<p>\$1,000.00</p> <p><input type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p>

				<input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
2b. Participate in Ovens Murray Network Community of Practice (CoP) in writing	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Literacy Support <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 <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
2c. Schedule and organise professional learning on embedding literacy across all curriculum areas, and allocate time for teachers to plan for implementation of the school wide literacy strategy	<input checked="" type="checkbox"/> Literacy Support <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

<p>2d. Establish a process for collecting data and embed time for moderation of literacy assessments/tasks in the professional learning calendar, through PLCs, Faculty meetings or Literacy focussed staff workshops</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Literacy Support <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Principal 	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 1</p>	<p>\$0.00</p> <ul style="list-style-type: none"> <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<p>2e. Participate in collecting data and moderation of literacy assessments/tasks</p>	<p><input checked="" type="checkbox"/> Teacher(s)</p>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 2 to: Term 4</p>	<p>\$0.00</p> <ul style="list-style-type: none"> <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<p>2f. Organise Learning Walks and Talks (LWTs) to observe staff practice and collect data on student experiences of targeted literacy skills</p> <p>Participate in Learning Walks and Talks (LWTs)</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s) 	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p> <ul style="list-style-type: none"> <input type="checkbox"/> Equity funding will be used

				<input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
KIS 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	1. Establish student focus groups to promote student voice and seek feedback on the promotion of wellbeing and positive mental health WHY: So students feel supported, engaged, seen, heard and valued 2. Establish and embed the School Wide Positive Behaviour Support (SWPBS) framework WHY: To create a common approach to building relationships and expected standards by supporting positive behaviours			
Outcomes	ACTION 1 OUTCOMES: <ul style="list-style-type: none"> • Students will feel supported and engaged in homegroups and classes and contribute to a strong classroom culture • Students will have strong relationships with peers/staff • Students will feel seen and heard <ul style="list-style-type: none"> • Teachers will assist with the development, implementation and modelling of consistent routines • Teachers will develop capacity in understanding and identifying wellbeing and positive mental health <ul style="list-style-type: none"> • ES will develop capacity in understanding and identifying wellbeing and positive mental health • ES will implement and model consistent routines <ul style="list-style-type: none"> • Leaders will assist with the development, implementation and modelling of consistent routines • Leaders will develop staff capacity in understanding and identifying wellbeing and positive mental health ACTION 2 OUTCOMES: <ul style="list-style-type: none"> • Students will feel supported and engaged in homegroups and classes and contribute to a strong classroom culture • Students will have strong relationships with peers/staff 			

	<ul style="list-style-type: none"> • Teachers will implement the SWPBS framework in homegroups and classes • Teachers will integrate the SWPBS framework into school practice, policies and programs • Teachers will increase communications with students' families • Teachers, leaders and the school community will share a common understanding of the whole school approach to supporting physical, social, emotional, cultural and civic wellbeing, through the SWPBS framework <ul style="list-style-type: none"> • ES will implement the SWPBS framework in their daily work • ES will implement and model consistent routines • ES will increase communications with students' families <ul style="list-style-type: none"> • Leaders will implement the SWPBS framework across the school • Leaders will assist with the development, implementation and modelling of consistent routines • Leaders will support the continuous development, documentation and revision of the SWPBS framework • Leaders will document the process for communications with students' families • Leaders will provide time for an increase in staff communications with students' families
<p>Success Indicators</p>	<p>ACTION 1 SUCCESS INDICATORS: Early indicators:</p> <ul style="list-style-type: none"> • Student support resources displayed around the school will show how students can seek support • Increased communications to families regarding wellbeing and mental health <p>Late indicators:</p> <ul style="list-style-type: none"> • SSS factors: instructional leadership, collective efficacy, trust in colleagues • AtoSS factors: sense of connectedness, emotional awareness and regulation, psychological distress, resilience, teacher concern, student voice and agency <p>ACTION 2 SUCCESS INDICATORS: Early indicators:</p> <ul style="list-style-type: none"> • Learning Walk and Talk (LWT) observations • Observations of changes to school wide practices • Documentation of the SWPBS framework • Internal and external professional learning attendance • Documentation of referrals/communication processes • Increase in SWPBS notifications <p>Late indicators:</p> <ul style="list-style-type: none"> • Students, staff and parent perception survey results • Attendance data

	<ul style="list-style-type: none"> • Health and wellbeing dashboards • Increase in documentation of referrals/communication processes • Increase in SWPBS notifications 			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
1a. Recruit additional wellbeing and mental health staff to support at-risk students, as well as other support staff to support at-risk students	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$75,000.00 <input type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
1b. Review current practices using the Schools Mental Health Fund Menu and Planning tool to explore current understandings of wellbeing and student mental health	<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 <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

<p>1c. Provide time for all staff to increase their capacity in identifying and understanding wellbeing and positive mental health, by participating in the DET Emotional Preparedness program Tuesday 14th March (Curriculum Day) and Monday 24th April (all teacher Professional Practice Day) and the NESLI Staff Wellbeing Toolkit training in Term 2</p> <p>Participate in the DET Emotional Preparedness program and NESLI Staff Wellbeing Toolkit training</p>	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<p>1d. Schedule Learning Walks and Talks (LWTs) that include a focus on the social emotional elements of the Personal and Social General Capability</p> <p>Participate in Learning Walks and Talks (LWTs)</p>	<input checked="" type="checkbox"/> School Improvement Team <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 <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<p>1e. Schedule peer support training for students (e.g. Teen Mental Health First Aid and LGBTQI+ inclusion)</p> <p>Participate in peer support training</p>	<input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Wellbeing Team <input checked="" type="checkbox"/> Year Level Co-ordinator(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$3,000.00 <input type="checkbox"/> Equity funding will be used

				<input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
1f. Update the school's Respectful Relationship's Action Plan	<input checked="" type="checkbox"/> Respectful Relationships Implementation Team <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 <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
1g. Implement and monitor the school's Respectful Relationship's Action Plan Embed the school's Respectful Relationship's Action Plan	<input checked="" type="checkbox"/> Respectful Relationships Implementation Team <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which

				may include DET funded or free items
2a. Review the Schools Mental Health Fund Menu and Planning tool to explore SWPBS	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
2c. Utilise the expertise of the SWPBS coach	<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 <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
2d. Organise and schedule professional learning about the SWPBS framework	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

Participate in professional learning about the SWPBS framework	<input checked="" type="checkbox"/> Principal		to: Term 4	<input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
2e. Plan, document and promote the SWPBS framework	<input checked="" type="checkbox"/> Wellbeing Team <input checked="" type="checkbox"/> Year Level Co-ordinator(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$1,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
2f. Provide time for staff to participate in Improvement Cycles relating to developing and implementing consistent routines and Learning Walks and Talks (LWTs) that focus on the strategies from the SWPBS framework Participate in Improvement Cycles (through PLCs) relating to developing and implementing consistent routines and Learning Walks and Talks (LWTs) that focus on the strategies from the SWPBS framework	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used

				<input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
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Funding Planner

Summary of Budget and Allocated Funding

Summary of Budget	School's total funding (\$)	Funding Allocated in activities (\$)	Still available/shortfall
Equity Funding	\$26,418.00	\$26,418.00	\$0.00
Disability Inclusion Tier 2 Funding	\$59,536.46	\$59,536.46	\$0.00
Schools Mental Health Fund and Menu	\$30,647.38	\$30,647.38	\$0.00
Total	\$116,601.84	\$116,601.84	\$0.00

Activities and Milestones – Total Budget

Activities and Milestones	Budget
1a. Recruit additional wellbeing and mental health staff to support at-risk students, as well as other support staff to support at-risk students	\$75,000.00
1e. Schedule peer support training for students (e.g. Teen Mental Health First Aid and LGBTQI+ inclusion) Participate in peer support training	\$3,000.00
2e. Plan, document and promote the SWPBS framework	\$1,000.00
Totals	\$79,000.00

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
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Totals		\$0.00	
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Activities and Milestones - Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
1a. Recruit additional wellbeing and mental health staff to support at-risk students, as well as other support staff to support at-risk students	from: Term 1 to: Term 1	\$49,536.46	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> •
Totals		\$49,536.46	

Activities and Milestones - Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated (\$)	Category
1a. Recruit additional wellbeing and mental health staff to support at-risk students, as well as other support staff to support at-risk students	from: Term 1 to: Term 1	\$23,646.38	<input checked="" type="checkbox"/> Employ Mental Health Staff to provide Tier 3 support for students <p style="text-align: center;">This activity will use Foundation Resources (DET Funded initiatives or other free resources)</p> <ul style="list-style-type: none"> ○ Employ Mental Health Staff in school (eduPay or non-teaching staff) <ul style="list-style-type: none"> Mental health and wellbeing leaders
1e. Schedule peer support training for students (e.g. Teen Mental Health First Aid and LGBTQI+ inclusion) Participate in peer support training	from: Term 2 to: Term 4	\$2,000.00	<input checked="" type="checkbox"/> Teen Mental Health First Aid Program (Mental Health First Aid Australia) <p style="text-align: center;">This activity will use Mental Health Menu staffing</p> <ul style="list-style-type: none"> ○ Program delivered in school by external service provider

2e. Plan, document and promote the SWPBS framework	from: Term 1 to: Term 2	\$5,000.00	<input checked="" type="checkbox"/> Schoolwide Positive Behaviour Support - Tier 1 focus (free)
Totals		\$30,646.38	

Additional Funding Planner – Total Budget

Activities and Milestones	Budget
Literacy support class	\$45,383.00
Totals	\$45,383.00

Additional Funding Planner – Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Literacy support class	from: Term 1 to: Term 4	\$26,418.00	<input checked="" type="checkbox"/> School-based staffing
Totals		\$26,418.00	

Additional Funding Planner – Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
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Literacy support class	from: Term 1 to: Term 4	\$10,000.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties •
Totals		\$10,000.00	

Additional Funding Planner – Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated (\$)	Category
Literacy support class	from: Term 1 to: Term 4	\$1.00	<input checked="" type="checkbox"/> Employ teaching staff to support Tier 2 initiatives
Totals		\$1.00	

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
1d. Participate in professional learning that supports student learning using evidence based strategies to support all students at their point of need throughout the year. Professional learning will happen in collaborative meetings such as PLCs and Faculties. Professional learning will include formative assessment, collecting, analysing, responding to and monitoring data (Inquiry Cycles in PLCs), responsive teaching	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Peer observation including feedback and reflection <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"/> Literacy expertise <input checked="" type="checkbox"/> PLC Initiative <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
1e. Schedule meeting time to review students' IEPs and teaching strategies to support specific learning requirements every term Participate in these meetings	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Disability Inclusion Coordinator <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
1f. Organise Learning Walks and Talks (LWTs) to observe staff practice and collect student data on the use of	<input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Professional Practice Day	<input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site

responsive teaching, the use of the instructional model and use of common teaching strategies Participate in LWTs				<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions		
1g. Prioritise and schedule collaboration time in PLC inquiry cycles every term, with the cycle to begin within the first 3 weeks of each term Participate in PLCs	<input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development <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"/> Internal staff	<input checked="" type="checkbox"/> On-site
2b. Participate in Ovens Murray Network Community of Practice (CoP) in writing	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Literacy Support <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <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"/> Communities of Practice <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> Off-site Network CoP, some face to face, some video
2c. Schedule and organise professional learning on embedding literacy across all curriculum areas, and allocate time for teachers to plan for implementation of the school wide literacy strategy	<input checked="" type="checkbox"/> Literacy Support <input checked="" type="checkbox"/> Principal	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Planning <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"/> Internal staff <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
2d. Establish a process for collecting data and embed time for moderation of literacy assessments/tasks in the	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s)	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Literacy expertise	<input checked="" type="checkbox"/> On-site

professional learning calendar, through PLCs, Faculty meetings or Literacy focussed staff workshops	<input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Literacy Support <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Principal					
2e. Participate in collecting data and moderation of literacy assessments/tasks	<input checked="" type="checkbox"/> Teacher(s)	from: Term 2 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"/> Internal staff <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
2f. Organise Learning Walks and Talks (LWTs) to observe staff practice and collect data on student experiences of targeted literacy skills Participate in Learning Walks and Talks (LWTs)	<input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<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"/> SEIL <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site