

# 2021 Annual Implementation Plan

## for improving student outcomes

Mill Park Secondary College (8775)



Submitted for review by Patricia Horner (School Principal) on 18 December, 2020 at 10:43 AM  
Endorsed by Pauline Rice (Senior Education Improvement Leader) on 11 February, 2021 at 05:53 PM  
Endorsed by Kathy Filev (School Council President) on 16 February, 2021 at 08:32 AM

# Self-evaluation Summary - 2021

Mill Park Secondary College (8775)

	<b>FISO Improvement Model Dimensions</b> The 6 High-impact Improvement Initiatives are highlighted below in red.	<b>Self-evaluation Level</b>	<b>Evidence and Analysis</b>
<b>Excellence in teaching and learning</b>	Building practice excellence	Embedding	
	Curriculum planning and assessment	Embedding	
	Evidence-based high-impact teaching strategies	Embedding	
	Evaluating impact on learning	Embedding	
<b>Professional leadership</b>	Building leadership teams	Embedding	
	Instructional and shared leadership	Evolving moving towards Embedding	
	Strategic resource management	Embedding	
	Vision, values and culture	Evolving moving towards Embedding	

<b>Positive climate for learning</b>		Empowering students and building school pride	Evolving	
		Setting expectations and promoting inclusion	Embedding	Key Elements to Wellbeing survey administered to all students across the college. Data collected was presented to class teachers via Student Engagement Teams for analysis and action plan development during Term 4 2020. Each Year Level developed a folder of strategies created for staff to use in the classroom. (Drive).
		Health and wellbeing	Evolving	Whole school Berry Street Education Model (BSEM) training and subsequent development and use of the college Student Engagement Model. Ongoing refinement of the 7 - 12 Pastoral Care Program. Improvement in development of ILPs and Student Support Groups (SSG), Case Management processes.
		Intellectual engagement and self-awareness	Emerging moving towards Evolving	

<b>Community engagement in learning</b>	Building communities	Evolving	Latrobe partnership, some community use of facilities, initiation of Community Working Party.
	Global citizenship	Emerging	Some class or subject based examples, but not currently a strong focus of Curriculum team.
	Networks with schools, services and agencies	Evolving	Links and referral pathways for teaching units and health and well-being services. Network opportunities in VET cluster.
	Parents and carers as partners	Emerging moving towards Evolving	Process for early family contact is established. Google Classroom provides an excellent means of communication with families, yet this is primarily on learning progress, at this stage.

<b>Enter your reflective comments</b>	The introduction of Google classroom during 2018 allowed for a successful transition to remote learning unexpectedly in 2020. This resulted in significant growth for all staff in the use of this platform and many other learning technologies. Materials were prepared for staff to support the continued use of the Teaching and Learning model (TLM) in an online environment. The Student Engagement Model (SEM) was launched at the beginning of the year and a continuum developed to be launched in 2021. Planned work on embedding both models was interrupted by the pandemic. Opinion data continued to show improvement and it is likely that many of the 4 year targets will be met. The self assessment identified gaps many of which would have been addressed if the planned actions could have been implemented in a face to face environment.
<b>Considerations for 2021</b>	2021 will focus on re-establishing routines, building learning confidence and optimism. Staff will continue to focus on embedding the Teaching and Learning Model and the Student Engagement Model. A focus on voice and agency will result in the student side of the TLM and SEM being developed with significant input from students. The Curriculum Leaders will implement Inquiry cycles as part of our transition to establishing Professional Learning Communities.
<b>Documents that support this plan</b>	

## SSP Goals Targets and KIS

<b>Goal 1</b>	2021 Priorities Goal
<b>Target 1.1</b>	Support for the 2021 Priorities
<b>Key Improvement Strategy 1.a</b> Curriculum planning and assessment	Learning, catch-up and extension priority
<b>Key Improvement Strategy 1.b</b> Health and wellbeing	Happy, active and healthy kids priority
<b>Key Improvement Strategy 1.c</b> Building communities	Connected schools priority
<b>Goal 2</b>	To maximise the academic performance, wellbeing and emotional capacity of all students by building a level of consistent practice excellence across the whole college.
<b>Target 2.1</b>	<p>Achievement</p> <ul style="list-style-type: none"> <li>• Increase the college VCE mean study score to at least 28.</li> <li>• Increase the percentage of students with high and medium gain in NAPLAN Year 7–9 <ul style="list-style-type: none"> <li>○ Reading from 67.2% to 75%</li> <li>○ Numeracy from 65% to 75%</li> </ul> </li> <li>• Increase the proportion of student results in the top two NAPLAN bands for Reading from 11.7% to 18%</li> <li>• Establish baseline data for PAT Maths and PAT Reading based on 2018 results and set targets for 2021 (percentages to be finalised)</li> </ul>

<p><b>Target 2.2</b></p>	<p><i>Student Attitudes</i></p> <p>Variables in the AToSS to reflect the following percentage of positive student responses:</p> <ul style="list-style-type: none"> <li>• Teacher Concern from 41% to 60%</li> <li>• High expectations for Success from 67% to 80%</li> <li>• Effective Teaching Time from 58% to 70%</li> </ul>
<p><b>Target 2.3</b></p>	<p>Staff Opinion/Climate</p> <p>Variables in the School Staff Survey to reflect the following endorsement:</p> <ul style="list-style-type: none"> <li>• Collective Efficacy from 37.9% to 60%</li> <li>• Collective focus on Student Learning from 65.4% to 70%</li> <li>• Teacher Collaboration from 44.9% to 60%</li> <li>• Use of evidence to inform teaching practice from 67.7% to 75%</li> </ul>
<p><b>Key Improvement Strategy 2.a</b> Building practice excellence</p>	<p>Enhance data literacy &amp; planning to:</p> <ul style="list-style-type: none"> <li>• use analysis of data to enhance collaboration &amp; collective accountability for learning growth</li> <li>• enhance tracking &amp; monitoring of individual students &amp; sub-groups to more effectively personalise learning,</li> </ul>

	<p>differentiate and plan for powerful classroom–based interventions</p> <ul style="list-style-type: none"> <li>• continue refinement of powerful common assessment tasks and developmental rubrics.</li> </ul>
<p><b>Key Improvement Strategy 2.b</b> Curriculum planning and assessment</p>	<p>Explore ways to further integrate the Berry Street curriculum into school programs, with a focus on alignment and integration with the college TLM.</p>
<p><b>Key Improvement Strategy 2.c</b> Building practice excellence</p>	<p>Further develop the college coaching program to enable teachers to challenge and improve each other’s practice.</p>
<p><b>Goal 3</b></p>	<p>Students to take a higher level of responsibility for their learning and become more independent and self–regulating learners by further develop a consistently stimulating learning environment.</p>
<p><b>Target 3.1</b></p>	<p><i>Attendance</i></p> <p>By 2021, overall absences Years 7–12 to reduce to 18 days per full time equivalent.</p> <p>By 2021, reduce absences Years 10–12 to below 20 days per full time equivalent</p>
<p><b>Target 3.2</b></p>	<p><i>Student Attitudes</i></p> <p>Variables in the AToSS to reflect the following percentage of positive student responses:</p> <ul style="list-style-type: none"> <li>• Stimulated Learning from 48% to 60%</li> <li>• Differentiated Learning Challenge from 53% to 60%</li> </ul>
<p><b>Target 3.3</b></p>	<p><i>Staff Opinion</i></p> <p>Variables in the SSS to reflect the following endorsement:</p> <ul style="list-style-type: none"> <li>• Promote Student Ownership of Student Learning Goals from 58.1% to 70%</li> </ul>

	<ul style="list-style-type: none"> <li>• Support Growth and Learning of the Whole Child from 69.2% to 75%</li> </ul>
<b>Key Improvement Strategy 3.a</b> Intellectual engagement and self-awareness	Enhance structures/processes within curriculum planning, assessment and the college TLM that enable students to develop agency, assess their work and track/celebrate their own learning growth. This includes developing common assessment tasks & developmental rubrics for all units in all subjects that reflect the college curriculum, diversity of students , high standards and expectations.
<b>Key Improvement Strategy 3.b</b> Curriculum planning and assessment	Further enhance curriculum planning and pedagogy to explicitly support students' capacity to self-regulate, practice mindfulness and cultivate the positive emotional states described in the Berry Street Curriculum; across all school programs and both campuses
<b>Key Improvement Strategy 3.c</b> Setting expectations and promoting inclusion	Continue to develop a consistent culture, with explicit strategies developed across both campuses, to raise expectations, aspirations and increase levels of attendance.
<b>Goal 4</b>	Improve community engagement in learning in order to build community expectations about the value of education and improve student outcomes.
<b>Target 4.1</b>	<p><i>Parent Opinion–Community Engagement</i></p> <p>Framework factors in the POS to reflect the following improvement:</p> <ul style="list-style-type: none"> <li>• Parent participation and involvement to improve from 71% to 75%</li> <li>• School support to improve from 82% to 85%</li> </ul>
<b>Target 4.2</b>	<p><i>Parent Opinion–Student Cognitive Engagement</i></p> <p>Framework factors in the POS to reflect the following improvement:</p>



	<ul style="list-style-type: none"> <li>• Student motivation and support to improve from 72% to 80%</li> <li>• Stimulating learning environment to improve from 64% to 80%</li> <li>• Student agency and voice to be maintained above 80%</li> </ul>
<b>Target 4.3</b>	<p><i>Staff Opinion</i></p> <p><i>Variables in the SSS to reflect the following endorsement:</i></p> <ul style="list-style-type: none"> <li>• <i>Parent and Community Involvement to improve from 34.8% to 70%</i></li> </ul>
<b>Key Improvement Strategy 4.a</b> Parents and carers as partners	Strengthen the partnership between staff, students and parents/carers to build a culture of high expectations and shared responsibility for student achievement.
<b>Key Improvement Strategy 4.b</b> Parents and carers as partners	Continue working across the whole college and broader community to support the health, wellbeing, inclusion and engagement of all students.
<b>Key Improvement Strategy 4.c</b> Parents and carers as partners	Explore and implement strategies related to Teaching and Learning, wellbeing, inclusion and common values to better align both campuses and provide for a more consistent environment and culture, and a more seamless and sequential learning journey from Year 7 to Year 12.

## 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	Yes	Support for the 2021 Priorities	The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.  Increase proportion in the top two NAPLAN bands for Reading 18% High expectations 80% 7-12 absence 18 days per FTE
To maximise the academic performance, wellbeing and emotional capacity of all students by building a level of consistent practice excellence across the whole college.	Yes	<p>Achievement</p> <ul style="list-style-type: none"> <li>• Increase the college VCE mean study score to at least 28.</li> <li>• Increase the percentage of students with high and medium gain in NAPLAN Year 7–9               <ul style="list-style-type: none"> <li>○ Reading from 67.2% to 75%</li> <li>○ Numeracy from 65% to 75%</li> </ul> </li> <li>• Increase the proportion of student results in the top two NAPLAN bands for Reading from 11.7% to 18%</li> <li>• Establish baseline data for PAT Maths and PAT Reading based on 2018 results and set targets for 2021 (percentages to be finalised)</li> </ul>	VCE mean study score to at least 28 Reading 78% Numeracy 75% Increase proportion in the top two NAPLAN bands for Reading 18%

		<p><b><i>Student Attitudes</i></b></p> <p>Variables in the AToSS to reflect the following percentage of positive student responses:</p> <ul style="list-style-type: none"> <li>• Teacher Concern from 41% to 60%</li> <li>• High expectations for Success from 67% to 80%</li> <li>• Effective Teaching Time from 58% to 70%</li> </ul>	<p>Teacher concern 60% High expectations 80% Effective teaching time 70%</p>
		<p><b>Staff Opinion/Climate</b></p> <p>Variables in the School Staff Survey to reflect the following endorsement:</p> <ul style="list-style-type: none"> <li>• Collective Efficacy from 37.9% to 60%</li> <li>• Collective focus on Student Learning from 65.4% to 70%</li> <li>• Teacher Collaboration from 44.9% to 60%</li> <li>• Use of evidence to inform teaching practice from 67.7% to 75%</li> </ul>	<p>Collective Efficacy 60% Maintain Collective Focus 70% Teacher collaboration 60% Evidence to inform teaching 75%</p>
<p>Students to take a higher level of responsibility for their learning and become more independent and self-</p>	<p>Yes</p>	<p><b><i>Attendance</i></b></p>	<p>7-12 absence 18 days per FTE 10-12 absence &lt;20 days per FTE</p>

regulating learners by further develop a consistently stimulating learning environment.		By 2021, overall absences Years 7–12 to reduce to 18 days per full time equivalent.  By 2021, reduce absences Years 10–12 to below 20 days per full time equivalent	
		<p><b><i>Student Attitudes</i></b></p> <p>Variables in the AToSS to reflect the following percentage of positive student responses:</p> <ul style="list-style-type: none"> <li>• Stimulated Learning from 48% to 60%</li> <li>• Differentiated Learning Challenge from 53% to 60%</li> </ul>	Stimulated learning 60% Differentiated learning challenge 60%
		<p><b><i>Staff Opinion</i></b></p> <p>Variables in the SSS to reflect the following endorsement:</p> <ul style="list-style-type: none"> <li>• Promote Student Ownership of Student Learning Goals from 58.1% to 70%</li> <li>• Support Growth and Learning of the Whole Child from 69.2% to 75%</li> </ul>	Student ownership of student learning goals 70% Growth and learning of the whole child 75%
Improve community engagement in learning in order to build community expectations about the value of education and improve student outcomes.	Yes	<p><b><i>Parent Opinion–Community Engagement</i></b></p> <p><i>Framework factors in the POS to reflect the following improvement:</i></p> <ul style="list-style-type: none"> <li>• <i>Parent participation and involvement to improve from 71% to 75%</i></li> </ul>	Parent participation and involvement: 75% School Support : 85%

		<ul style="list-style-type: none"> <li>• <i>School support to improve from 82% to 85%</i></li> </ul>	
		<p><b><i>Parent Opinion–Student Cognitive Engagement</i></b></p> <p>Framework factors in the POS to reflect the following improvement:</p> <ul style="list-style-type: none"> <li>• Student motivation and support to improve from 72% to 80%</li> <li>• Stimulating learning environment to improve from 64% to 80%</li> <li>• Student agency and voice to be maintained above 80%</li> </ul>	<p>Student motivation and support 80%</p> <p>Stimulating learning environment to improve 80%</p> <p>Student agency and voice &gt;80%</p>
		<p><b><i>Staff Opinion</i></b></p> <p>Variables in the SSS to reflect the following endorsement:</p> <ul style="list-style-type: none"> <li>• <i>Parent and Community Involvement to improve from 34.8% to 70%</i></li> </ul>	<p>SSS Parent and Community Involvement 70%</p>

<b>Goal 1</b>	2021 Priorities Goal
<b>12 Month Target 1.1</b>	<p>Increase proportion in the top two NAPLAN bands for Reading 18%</p> <p>High expectations 80%</p> <p>7-12 absence 18 days per FTE</p>

Key Improvement Strategies		Is this KIS selected for focus this year?
<b>KIS 1</b> Curriculum planning and assessment	Learning, catch-up and extension priority	Yes
<b>KIS 2</b> Health and wellbeing	Happy, active and healthy kids priority	Yes
<b>KIS 3</b> Building communities	Connected schools priority	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 2021.	
<b>Goal 2</b>	To maximise the academic performance, wellbeing and emotional capacity of all students by building a level of consistent practice excellence across the whole college.	
<b>12 Month Target 2.1</b>	VCE mean study score to at least 28 Reading 78% Numeracy 75% Increase proportion in the top two NAPLAN bands for Reading 18%	
<b>12 Month Target 2.2</b>	Teacher concern 60% High expectations 80% Effective teaching time 70%	
<b>12 Month Target 2.3</b>	Collective Efficacy 60% Maintain Collective Focus 70%	

	Teacher collaboration 60% Evidence to inform teaching 75%	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> Building practice excellence	Enhance data literacy & planning to: <ul style="list-style-type: none"> <li>• use analysis of data to enhance collaboration &amp; collective accountability for learning growth</li> <li>• enhance tracking &amp; monitoring of individual students &amp; sub-groups to more effectively personalise learning, differentiate and plan for powerful classroom-based interventions</li> <li>• continue refinement of powerful common assessment tasks and developmental rubrics.</li> </ul>	Yes
<b>KIS 2</b> Curriculum planning and assessment	Explore ways to further integrate the Berry Street curriculum into school programs, with a focus on alignment and integration with the college TLM.	Yes
<b>KIS 3</b> Building practice excellence	Further develop the college coaching program to enable teachers to challenge and improve each other's practice.	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.	This is year 3 of the SSP. All 3 key improvement strategies will support reducing the gaps identified by the self evaluation. This is the continuation of the planned focus into 2021 as there were some interruptions due to COVID-19	
<b>Goal 3</b>	Students to take a higher level of responsibility for their learning and become more independent and self-regulating learners by further develop a consistently stimulating learning environment.	
<b>12 Month Target 3.1</b>	7-12 absence 18 days per FTE 10-12 absence <20 days per FTE	

<b>12 Month Target 3.2</b>	Stimulated learning 60% Differentiated learning challenge 60%	
<b>12 Month Target 3.3</b>	Student ownership of student learning goals 70% Growth and learning of the whole child 75%	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> Intellectual engagement and self-awareness	Enhance structures/processes within curriculum planning, assessment and the college TLM that enable students to develop agency, assess their work and track/celebrate their own learning growth. This includes developing common assessment tasks & developmental rubrics for all units in all subjects that reflect the college curriculum, diversity of students , high standards and expectations.	Yes
<b>KIS 2</b> Curriculum planning and assessment	Further enhance curriculum planning and pedagogy to explicitly support students' capacity to self-regulate, practice mindfulness and cultivate the positive emotional states described in the Berry Street Curriculum; across all school programs and both campuses	Yes
<b>KIS 3</b> Setting expectations and promoting inclusion	Continue to develop a consistent culture, with explicit strategies developed across both campuses, to raise expectations, aspirations and increase levels of attendance.	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.	This is year 3 of the SSP. All 3 key improvement strategies will support reducing the gaps identified by the self evaluation. This is the continuation of the planned focus into 2021 as there were some interruptions due to COVID-19	
<b>Goal 4</b>	Improve community engagement in learning in order to build community expectations about the value of education and improve student outcomes.	



<b>12 Month Target 4.1</b>	Parent participation and involvement: 75% School Support : 85%	
<b>12 Month Target 4.2</b>	Student motivation and support 80% Stimulating learning environment to improve 80% Student agency and voice >80%	
<b>12 Month Target 4.3</b>	SSS Parent and Community Involvement 70%	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> Parents and carers as partners	Strengthen the partnership between staff, students and parents/carers to build a culture of high expectations and shared responsibility for student achievement.	Yes
<b>KIS 2</b> Parents and carers as partners	Continue working across the whole college and broader community to support the health, wellbeing, inclusion and engagement of all students.	Yes
<b>KIS 3</b> Parents and carers as partners	Explore and implement strategies related to Teaching and Learning, wellbeing, inclusion and common values to better align both campuses and provide for a more consistent environment and culture, and a more seamless and sequential learning journey from Year 7 to Year 12.	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.	This is year 3 of the SSP. All 3 key improvement strategies will support reducing the gaps identified by the self evaluation. This is the continuation of the planned focus into 2021 as there were some interruptions due to COVID-19	



## Define Actions, Outcomes and Activities

<b>Goal 1</b>	2021 Priorities Goal			
<b>12 Month Target 1.1</b>	Increase proportion in the top two NAPLAN bands for Reading 18% High expectations 80% 7-12 absence 18 days per FTE			
<b>KIS 1</b> Curriculum planning and assessment	Learning, catch-up and extension priority			
<b>Actions</b>	Develop a tutoring program from year 7-12 to support students.			
<b>Outcomes</b>	Improved learning for the targeted students to pre COVID level. Improved engagement with targeted students			
<b>Success Indicators</b>	Improved learning for the targeted students to pre COVID level. eg ATTS, PAT, Vic Curric levels, S/N, grades Improved engagement (attendance) with targeted students (Student survey)			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
- Identify students in need of support	<input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Year Level Co-ordinator(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$10,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Develop a program to match tutors with classes and students and when this is appropriate	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1	\$500,000.00

	<input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Numeracy Leader		to: Term 2	<input type="checkbox"/> Equity funding will be used
- Identify the best ways that each year level of students can be supported	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Year Level Co-ordinator(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Communicate expectations with whole staff	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$5,000.00  <input checked="" type="checkbox"/> Equity funding will be used
<b>KIS 2</b> Health and wellbeing	Happy, active and healthy kids priority			
<b>Actions</b>	Plan and implement whole school professional learning on the Student Engagement Model (SEM) and review throughout the year			
<b>Outcomes</b>	Teachers will incorporate SEM when planning units of work and individual lessons Teachers will use SEM strategies in the classroom Student Engagement and Wellbeing teams will use SEM strategies when supporting students			

	Continue to build our collaborative relationship with Berry Street professionals			
<b>Success Indicators</b>	Classroom and peer observations PDP goals reflect use of SEM MPSC Teaching and Learning survey data ATSS data Staff Opinion survey data Parent Opinion survey data			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Plan for and schedule professional learning	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Year Level Co-ordinator(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00  <input type="checkbox"/> Equity funding will be used
Develop bank of shared PDP goals to improve use of SEM	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$5,000.00  <input type="checkbox"/> Equity funding will be used

Explore ongoing partnership with Berry Street professionals	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00  <input checked="" type="checkbox"/> Equity funding will be used
<b>KIS 3</b> Building communities	Connected schools priority			
<b>Actions</b>	Community working party, to continue with focus on: Action plan for community engagement. Audit of network and service connections to support student learning, welfare, health and engagement (working with Student Engagement, Pathways & Welfare teams) Continue communications audit & plan			
<b>Outcomes</b>	Increased knowledge of preferred methods of communication and network services connection. Increased knowledge of communication needs of community			
<b>Success Indicators</b>	Completed services audit Completed communication audit and plan Developed community engagement strategy			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Continue Community Working Party	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00  <input type="checkbox"/> Equity funding will be used
Complete services audit	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 2	\$5,000.00

	<input checked="" type="checkbox"/> School Leadership Team		to: Term 3	<input type="checkbox"/> Equity funding will be used
<b>Goal 2</b>	To maximise the academic performance, wellbeing and emotional capacity of all students by building a level of consistent practice excellence across the whole college.			
<b>12 Month Target 2.1</b>	VCE mean study score to at least 28 Reading 78% Numeracy 75% Increase proportion in the top two NAPLAN bands for Reading 18%			
<b>12 Month Target 2.2</b>	Teacher concern 60% High expectations 80% Effective teaching time 70%			
<b>12 Month Target 2.3</b>	Collective Efficacy 60% Maintain Collective Focus 70% Teacher collaboration 60% Evidence to inform teaching 75%			
<b>KIS 1</b> Building practice excellence	Enhance data literacy & planning to: <ul style="list-style-type: none"> <li>• use analysis of data to enhance collaboration &amp; collective accountability for learning growth</li> <li>• enhance tracking &amp; monitoring of individual students &amp; sub-groups to more effectively personalise learning, differentiate and plan for powerful classroom-based interventions</li> <li>• continue refinement of powerful common assessment tasks and developmental rubrics.</li> </ul>			
<b>Actions</b>	Data wise team to attend PD to build their knowledge as a group and then plan on building the capacity of other teachers in the college Continue building the capacity of teachers to use data to drive increase in learning growth of students.			
<b>Outcomes</b>	Data Wise team will have a plan for building data literacy capacity among other staff. Staff will be more familiar with the use of student data			

<b>Success Indicators</b>	Plan developed Staff surveys			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Three more staff to complete the Datawise training	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$20,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Data Wise team to develop a data plan	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Literacy Leader	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$10,000.00  <input type="checkbox"/> Equity funding will be used
Write learning progressions for developmental rubrics	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00  <input type="checkbox"/> Equity funding will be used
Teachers identify relevant data that they use in their classroom	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$10,000.00  <input type="checkbox"/> Equity funding will be used
<b>KIS 2</b> Curriculum planning and assessment	Explore ways to further integrate the Berry Street curriculum into school programs, with a focus on alignment and integration with the college TLM.			



<b>Actions</b>	Complete the developmental matrix for Student Engagement Model (SEM) and then engage with staff and students Review the Teaching and Learning Model (TLM) to further embed the practice and also develop excelling levels.			
<b>Outcomes</b>	Staff will have a greater understanding of the SEM and the TLM			
<b>Success Indicators</b>	Updated SEM and TLM documents Staff and student surveys			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
SEM developmental matrix to be completed	<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 1	\$10,000.00  <input type="checkbox"/> Equity funding will be used
TLM model reviewed	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00  <input type="checkbox"/> Equity funding will be used
<b>KIS 3</b> Building practice excellence	Further develop the college coaching program to enable teachers to challenge and improve each other's practice.			
<b>Actions</b>	Build the capacity of Curriculum Planning Team leaders to be able to Implement Professional Learning Communities (PLCs) Curriculum Planning Teams (CPTs) to change the focus of meetings towards staff Professional Learning with the trialing of inquiry cycles by teachers with teachers coaching each other. Build the coaching capacity of the Leadership Team			
<b>Outcomes</b>	Capacity of CPT leaders will be increased so that they feel confident to run PLCs Inquiry cycles will be completed by staff in CPTs			

<b>Success Indicators</b>	Student surveys Staff surveys, Collaboration, observations, coaching, Inquiry cycles used as evidence in PDPs.			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Curriculum Executive to trial working as a PLT including using an inquiry cycle	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00  <input type="checkbox"/> Equity funding will be used
CPT leaders to allocate time in meetings for Professional Learning	<input checked="" type="checkbox"/> KLA Leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00  <input type="checkbox"/> Equity funding will be used
Each CPT identifies a learning need for that area.	<input checked="" type="checkbox"/> KLA Leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$10,000.00  <input type="checkbox"/> Equity funding will be used
Provide professional Learning on coaching	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00  <input type="checkbox"/> Equity funding will be used
<b>Goal 3</b>	Students to take a higher level of responsibility for their learning and become more independent and self-regulating learners by further develop a consistently stimulating learning environment.			

<b>12 Month Target 3.1</b>	7-12 absence 18 days per FTE 10-12 absence <20 days per FTE
<b>12 Month Target 3.2</b>	Stimulated learning 60% Differentiated learning challenge 60%
<b>12 Month Target 3.3</b>	Student ownership of student learning goals 70% Growth and learning of the whole child 75%
<b>KIS 1</b> Intellectual engagement and self-awareness	Enhance structures/processes within curriculum planning, assessment and the college TLM that enable students to develop agency, assess their work and track/celebrate their own learning growth. This includes developing common assessment tasks & developmental rubrics for all units in all subjects that reflect the college curriculum, diversity of students , high standards and expectations.
<b>Actions</b>	<p>Build staff capacity in using the Student Engagement Model (SEM) and Teaching and Learning Model (TLM) through Professional Learning Teams(PLTs), Student Engagement Teams(SETs) and Curriculum Planning Teams (CPTs)</p> <p>Seek student feedback on the student side of both the TLM and SEM</p> <p>Build student capacity in using the SEM and TLM through a variety of student forums across the college</p> <p>Develop and implement student reflection and goal setting tools for their improved learning and engagement</p>
<b>Outcomes</b>	<p>Staff know how to implement the TLM and SEM in the classroom</p> <p>Staff regularly discuss with students the expectations on each sides of both models</p> <p>Students provide feedback on both models</p> <p>Students know how they should be using the TLM and SEM</p>

	Students reflect on both their learning and engagement in all classes and set goals for improvement			
<b>Success Indicators</b>	MPSC Teaching and Learning survey results ATSS data Staff Opinion survey data Parent Opinion survey dat Less UGs and NS			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Plan for and schedule professional learning	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$30,000.00  <input type="checkbox"/> Equity funding will be used
Hold regular student forums on TLM and SEM	<input checked="" type="checkbox"/> Sub School Leader/s	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Trial student self-reflection tools to engage with TLM and SEM and set goals	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00  <input type="checkbox"/> Equity funding will be used

<b>KIS 2</b> Curriculum planning and assessment	Further enhance curriculum planning and pedagogy to explicitly support students' capacity to self-regulate, practice mindfulness and cultivate the positive emotional states described in the Berry Street Curriculum; across all school programs and both campuses			
<b>Actions</b>	<p>Incorporate both the Student Engagement Model (SEM) and Teaching and Learning Model (TLM) into curriculum planning by adjusting the lesson planning template</p> <p>Ensure all students update or create Focus Plans using the 2021 template</p>			
<b>Outcomes</b>	<p>Staff can explicitly incorporate the SEM into their lesson planning</p> <p>Staff and students create, use and review their Focus Plans (stored as live documents on the Google drive)</p> <p>Leaders and SET understand and use Focus Plans to hold positive conversations about behaviour improvement with all students</p>			
<b>Success Indicators</b>	<p>MPSC Teaching and Learning survey data</p> <p>ATSS data</p> <p>Staff Opinion survey data</p> <p>Parent Opinion survey data</p> <p>Focus Plans are all completed and located in specific, accessible location</p>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>

Review and redesign the lesson planning template	<input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$5,000.00  <input type="checkbox"/> Equity funding will be used
Distribute 2021 Focus Plan template to all Pastoral teachers	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Sub School Leader/s <input checked="" type="checkbox"/> Year Level Co-ordinator(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$5,000.00  <input type="checkbox"/> Equity funding will be used
Create a shared location for all Focus Plans for staff	<input checked="" type="checkbox"/> Sub School Leader/s	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00  <input type="checkbox"/> Equity funding will be used
<b>KIS 3</b> Setting expectations and promoting inclusion	Continue to develop a consistent culture, with explicit strategies developed across both campuses, to raise expectations, aspirations and increase levels of attendance.			
<b>Actions</b>	Use the Student Engagement Model (SEM), Teaching and Learning Model (TLM) and student voice to establish and drive classroom routines for consistency  Engage students in monitoring their own attendance data to set goals and celebrate success  Improve student punctuality			
<b>Outcomes</b>	Routines are embedded within classroom practice  Students know what to expect in every class  Students regularly review their attendance data and set goals for improvement			

	Students more punctual to school and class			
<b>Success Indicators</b>	MPSC Teaching and Learning survey data ATSS data Staff Opinion survey data Parent Opinion survey data Attendance data Lateness data			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Whole-school staff activity on day one to plan for use of consistent routines	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Sub School Leader/s	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$1,000.00  <input type="checkbox"/> Equity funding will be used
Teachers develop and implement routines consistent with the TLM and SEM strategies for their classes	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00  <input type="checkbox"/> Equity funding will be used
Monitor and respond to attendance data	<input checked="" type="checkbox"/> Sub School Leader/s <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$20,000.00

	<input checked="" type="checkbox"/> Year Level Co-ordinator(s)		to: Term 4	<input checked="" type="checkbox"/> Equity funding will be used
<b>Goal 4</b>	Improve community engagement in learning in order to build community expectations about the value of education and improve student outcomes.			
<b>12 Month Target 4.1</b>	Parent participation and involvement: 75% School Support : 85%			
<b>12 Month Target 4.2</b>	Student motivation and support 80% Stimulating learning environment to improve 80% Student agency and voice >80%			
<b>12 Month Target 4.3</b>	SSS Parent and Community Involvement 70%			
<b>KIS 1</b> Parents and carers as partners	Strengthen the partnership between staff, students and parents/carers to build a culture of high expectations and shared responsibility for student achievement.			
<b>Actions</b>	Continuation and development of parent forums Parent survey - using a 2 minute video to increase parent buy in Create a communication plan for distribution to all staff			
<b>Outcomes</b>	Feedback gathered and changes implemented in the school as a result of parent forums Increased participation in Parent Opinion Survey (POS) Consistent approach to communication processes for all staff Staff using consistent language and messaging			
<b>Success Indicators</b>	Identify change based on parent feedback Continue to seek feedback Increase of families completing the Parent Opinion Survey Development of clear and consistent communication plan/policy			



Improved results on Parent Opinion Survey				
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Expanding Parent Forums	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00  <input type="checkbox"/> Equity funding will be used
Create video for Parent Opinion Survey (to encourage participation)	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Student(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$5,000.00  <input type="checkbox"/> Equity funding will be used
Development of Communication Plan	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> School Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$5,000.00  <input type="checkbox"/> Equity funding will be used
Development of communication scripts for staff	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> School Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00  <input type="checkbox"/> Equity funding will be used
<b>KIS 2</b> Parents and carers as partners	Continue working across the whole college and broader community to support the health, wellbeing, inclusion and engagement of all students.			

<b>Actions</b>	Further investigation of inclusiveness and planning for specific support of community engagement Survey new students to improve induction of students Planning for increased student voice forums by Student Engagement and Curriculum Teams Investigate global citizenship for further discussion at Curriculum Executive			
<b>Outcomes</b>	MPSC Inclusion Policy/Plan Increased opportunity for students to be heard Increased student voice in consultation and decision-making			
<b>Success Indicators</b>	Ratify inclusion and diversity policy Plan for Inclusion Raised awareness of inclusion in the school Plan for student induction Student opinion survey data			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Ratify inclusion and diversity policy	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$1,000.00  <input type="checkbox"/> Equity funding will be used
Student Forums (Transitions)	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Year Level Co-ordinator(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00  <input type="checkbox"/> Equity funding will be used
Student Voice Forums	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> School Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00

	<input checked="" type="checkbox"/> Student(s)			<input checked="" type="checkbox"/> Equity funding will be used
<b>KIS 3</b> Parents and carers as partners	Explore and implement strategies related to Teaching and Learning, wellbeing, inclusion and common values to better align both campuses and provide for a more consistent environment and culture, and a more seamless and sequential learning journey from Year 7 to Year 12.			
<b>Actions</b>	Continue to develop routines and strategies to encourage students to meet BYOD expectations working with Curriculum team Reinforce the lessons learned during remote learning to increase the efficiency of Google Classroom use and family communication (Curriculum Executive planning for effective promotion in Curriculum Planning Teams) Strengthen Student Engagement Model (SEM), Teaching and Learning Model (TLM) and School Wide Positive Behaviour Support (SWPBS)			
<b>Outcomes</b>	Increase teacher and student awareness of TLM & SEM actions Consistent approach to Google Classroom and BYOD			
<b>Success Indicators</b>	PDP goals with evidence Student Opinion Survey TL survey (includes TLM and SEM) Parent Opinion Survey			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Refocus on TLM and SEM	<input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> School Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00  <input type="checkbox"/> Equity funding will be used
PDP goals	<input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> School Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$5,000.00

			to: Term 4	<input type="checkbox"/> Equity funding will be used
Clarify consistent approach to Google Classroom	<input checked="" type="checkbox"/> School Leadership Team <input checked="" type="checkbox"/> Teaching and Learning Coordinator	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$10,000.00  <input type="checkbox"/> Equity funding will be used
Develop College wide approach to encourage punctuality	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Year Level Co-ordinator(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00  <input type="checkbox"/> Equity funding will be used

# Equity Funding Planner

## Equity Spending Totals

Category	Total proposed budget (\$)	Spend (\$)
Equity funding associated with Activities and Milestones	\$95,000.00	0.00
Additional Equity funding	\$0.00	\$0.00
<b>Grand Total</b>	<b>\$95,000.00</b>	<b>\$0.00</b>

## Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
- Identify students in need of support	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> School-based staffing	\$10,000.00	
- Identify the best ways that each year level of students can be supported	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$5,000.00	
Communicate expectations with whole staff	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> School-based staffing	\$5,000.00	
Explore ongoing partnership with Berry Street professionals	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$20,000.00	

Three more staff to complete the Datawise training	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$20,000.00	
Hold regular student forums on TLM and SEM	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$10,000.00	
Monitor and respond to attendance data	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$20,000.00	
Student Voice Forums	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$5,000.00	
<b>Totals</b>			\$95,000.00	

### Additional Equity spend

Outline here any additional Equity spend for 2021	When	Category	Total proposed budget (\$)	Equity Spend (\$)
<b>Totals</b>			\$0.00	\$0.00

## Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Plan for and schedule professional learning	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Year Level Co-ordinator(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Pedagogical Model	<input checked="" type="checkbox"/> On-site
Develop bank of shared PDP goals to improve use of SEM	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Explore ongoing partnership with Berry Street professionals	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> External consultants Berry Street	<input checked="" type="checkbox"/> On-site
Three more staff to complete the Datawise training	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s)	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Bastow program/course	<input checked="" type="checkbox"/> On-site

	<input checked="" type="checkbox"/> Teacher(s)		<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team			
Write learning progressions for developmental rubrics	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Teachers identify relevant data that they use in their classroom	<input checked="" type="checkbox"/> Teacher(s)	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Curriculum Executive to trial working as a PLT including using an inquiry cycle	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
CPT leaders to allocate time in meetings for Professional Learning	<input checked="" type="checkbox"/> KLA Leader	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Each CPT identifies a learning need for that area.	<input checked="" type="checkbox"/> KLA Leader	from: Term 1	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site



		to: Term 1				
Provide professional Learning on coaching	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Plan for and schedule professional learning	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> School Improvement Team	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"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Hold regular student forums on TLM and SEM	<input checked="" type="checkbox"/> Sub School Leader/s	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Trial student self-reflection tools to engage with TLM and SEM and set goals	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

Review and redesign the lesson planning template	<input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 1	<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
Distribute 2021 Focus Plan template to all Pastoral teachers	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Sub School Leader/s <input checked="" type="checkbox"/> Year Level Co-ordinator(s)	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Create a shared location for all Focus Plans for staff	<input checked="" type="checkbox"/> Sub School Leader/s	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Whole-school staff activity on day one to plan for use of consistent routines	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Sub School Leader/s	from: Term 1 to: Term 1	<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
Teachers develop and implement routines consistent with the TLM and SEM strategies for their classes	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<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

Monitor and respond to attendance data	<input checked="" type="checkbox"/> Sub School Leader/s <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Year Level Co-ordinator(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Development of communication scripts for staff	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> School Leadership Team	from: Term 1 to: Term 4	<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
Student Forums (Transitions)	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Year Level Co-ordinator(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Student Voice Forums	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

	<input checked="" type="checkbox"/> School Leadership Team <input checked="" type="checkbox"/> Student(s)					
Refocus on TLM and SEM	<input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> School Leadership Team	from: Term 1 to: Term 4	<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"/> On-site
PDP goals	<input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> School Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Clarify consistent approach to Google Classroom	<input checked="" type="checkbox"/> School Leadership Team <input checked="" type="checkbox"/> Teaching and Learning Coordinator	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site