

2023 Annual Implementation Plan

for improving student outcomes

Mullauna Secondary College (8744)



Submitted for review by Harald Ruff (School Principal) on 13 February, 2023 at 04:50 PM
Endorsed by Eva McMaster (Senior Education Improvement Leader) on 13 February, 2023 at 05:01 PM
Endorsed by April Walsh (School Council President) on 22 February, 2023 at 07:59 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	Embedding
	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	Embedding
	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	Embedding
	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	Embedding
	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>Our self-evaluation is based on the Pre-Review Self Evaluation conducted in Term 2, prior to our full School Review in Term 3, where this self-evaluation outcome was confirmed by the Review Panel.</p> <p>Our first step with regard to the FISO 2.0 Continua of Practice self-evaluation is to revisit the Assessment element, in conjunction with the AITSL Standard 5 (Assess, provide feedback and report on student learning).</p>
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Considerations for 2023	<p>The school has been selected to participate as a focus school for 2023 in a NEVR project in reducing Early Leavers. As part of NEVR, the school will also participate in the numeracy improvement (Year 9 top 2 bands and growth); this will be greatly assisted by the recent appointment of a Leading Teacher - Maths & Numeracy leader, and further supported by our targeted TLI support in the Junior School based on student data from 2022.</p> <p>We will continue to develop the whole school approach to wellbeing, focussing initially on increased visibility, and clarity and consistency of processes; this will be enhanced by including the Student Wellbeing Leader and both heads of Sub-school in the new Wellbeing (SSP Goal 2) SIT.</p>
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	<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>
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	Maximise the achievement and learning growth of all students.
Target 2.1	<p>By 2026, reduce the proportion of students making below benchmark growth on NAPLAN in (Year 7-9)</p> <ul style="list-style-type: none"> • Reading, to 15 percent from 26 percent (2021) • Numeracy, to 25 percent from 36 percent (2021) <p>By 2026, increase the proportion of students achieving in the middle and top two bands on NAPLAN for Year 9 Writing to 80 percent, from 69 percent in 2021.</p>
Target 2.2	By 2026, increase the VCE all-study mean score to 30, from 29.23 in 2021.

Target 2.3	<p>By 2026, increase the levels of positive endorsement against the following variables of the Attitudes to School Survey (AToSS) and the School Staff Survey (SSS):</p> <ul style="list-style-type: none"> • Differentiated learning challenge (AToSS) to 65 percent, from 59 percent (2022) • Stimulated learning (AToSS) to 62 percent, from 58 percent (2022) • Collective efficacy (SSS) to 67 percent, from 62 percent (2021) • Guaranteed and viable curriculum (SSS) to 65 percent, from 55 percent (2021) • Teacher collaboration (SSS) to 55 percent, from 44 percent (2021).
Key Improvement Strategy 2.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Build all teachers capability to demonstrate high impact teaching strategies within the agreed instructional model.
Key Improvement Strategy 2.a Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Develop all teachers' capability in using evidence to establish students' prior learning, to monitor their learning growth, and to plan for differentiated learning challenge.
Key Improvement Strategy 2.a 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	Strengthen collaborative structures and processes that promote a culture of evidence-informed practice and continuous improvement.
Goal 2	Maximise all the wellbeing and engagement of all students.

<p>Target 2.1</p>	<p>By 2026, increase the levels of positive endorsement against the following variables of the Attitudes to School Survey (AToSS):</p> <ul style="list-style-type: none"> • Student voice and agency to 47 percent, from 42 percent (2022) • Self-regulation and goal setting to 63 percent, from 58 percent (2022) • Sense of confidence to 63 percent, from 58 percent (2022) • Motivation and interest to 65 percent, from 62 percent (2022) • Advocate at school to 74 percent, from 69 percent (2022) • Managing bullying to 70 percent, from 65 percent (2022).
<p>Target 2.2</p>	<p>Increase the proportion of students retained at the school between Year 11 and Year 12 to 85 percent, from 76.4 percent (2021).</p>
<p>Key Improvement Strategy 2.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	<p>Enhance students' agency through opportunities for inquiry, and increased voice and choice in their learning.</p>
<p>Key Improvement Strategy 2.b Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	<p>Embed visible, tiered and responsive practices, within a whole-school approach, to support all students' wellbeing and engagement in learning.</p>

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	The 12 month target is an incremental step towards meeting the 4-year target, using the same data set. Student Learning is a key focus of the new SSP and the 2023 AIP - refer Goal 2 below. We are well placed for a focus on Numeracy with the commencement of the new Leading Teacher - Numeracy role. Student Wellbeing will also be addressed directly through the new SSP and 2023 AIP - refer Goal 3 below.
Maximise the achievement and learning growth of all students.	Yes	<p>By 2026, reduce the proportion of students making below benchmark growth on NAPLAN in (Year 7-9)</p> <ul style="list-style-type: none"> • Reading, to 15 percent from 26 percent (2021) • Numeracy, to 25 percent from 36 percent (2021) <p>By 2026, increase the proportion of students achieving in the middle and top two bands on NAPLAN for Year 9 Writing to 80 percent, from 69 percent in 2021.</p>	Reduce the proportion of students with below benchmark growth in reading to 23% from 26% which returns us to the average from previous years. Increase the proportion of students achieving in the middle and top two bands to 72% from 69%. No change to Numeracy for 2023
		By 2026, increase the VCE all-study mean score to 30, from 29.23 in 2021.	Mean score to 29.5. N.B. This was achieved in 2022, but will need to be maintained.
		<p>By 2026, increase the levels of positive endorsement against the following variables of the Attitudes to School Survey (AToSS) and the School Staff Survey (SSS):</p> <ul style="list-style-type: none"> • Differentiated learning challenge (AToSS) to 65 percent, from 59 percent (2022) 	Differentiated learning challenge (AToSS) to 60 percent, from 59 percent (2022) Stimulated learning (AToSS) to 59 percent, from 58 percent (2022) Collective efficacy (SSS) to 63 percent, from 62 percent (2021) Guaranteed and viable curriculum (SSS) to 58 percent,

		<ul style="list-style-type: none"> • Stimulated learning (AToSS) to 62 percent, from 58 percent (2022) • Collective efficacy (SSS) to 67 percent, from 62 percent (2021) • Guaranteed and viable curriculum (SSS) to 65 percent, from 55 percent (2021) • Teacher collaboration (SSS) to 55 percent, from 44 percent (2021). 	from 55 percent (2021)Teacher collaboration (SSS) to 48 percent, from 44 percent (2021).
Maximise all the wellbeing and engagement of all students.	Yes	<p>By 2026, increase the levels of positive endorsement against the following variables of the Attitudes to School Survey (AToSS):</p> <ul style="list-style-type: none"> • Student voice and agency to 47 percent, from 42 percent (2022) • Self-regulation and goal setting to 63 percent, from 58 percent (2022) • Sense of confidence to 63 percent, from 58 percent (2022) • Motivation and interest to 65 percent, from 62 percent (2022) • Advocate at school to 74 percent, from 69 percent (2022) • Managing bullying to 70 percent, from 65 percent (2022). 	<p>Student voice and agency to 43 percent, from 42 percent (2022)Self-regulation and goal setting to 59 percent, from 58 percent (2022)Sense of confidence to 59 percent, from 58 percent (2022)Motivation and interest to 64 percent, from 62 percent (2022)Advocate at school to 70 percent, from 69 percent (2022)Managing bullying to 67 percent, from 65 percent (2022).</p>
		<p>Increase the proportion of students retained at the school between Year 11 and Year 12 to 85 percent, from 76.4 percent (2021).</p>	<p>Increase to 78%Likely to see a better increase in Yr 10 to 11 retention with the introduction of VM, wider access to VET & multiple VCE subject offerings</p>

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.	
12 Month Target 1.1	Student Learning is a key focus of the new SSP and the 2023 AIP - refer Goal 2 below. We are well placed for a focus on Numeracy with the commencement of the new Leading Teacher - Numeracy role. Student Wellbeing will also be addressed directly through the new SSP and 2023 AIP - refer Goal 3 below.	
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.	
Goal 2	Maximise the achievement and learning growth of all students.	
12 Month Target 2.1	Reduce the proportion of students with below benchmark growth in reading to 23% from 26% which returns us to the average from previous years. Increase the proportion of students achieving in the middle and top two bands to 72% from 69% No change to Numeracy for 2023	
12 Month Target 2.2	Mean score to 29.5. N.B. This was achieved in 2022, but will need to be maintained.	
12 Month Target 2.3	Differentiated learning challenge (AToSS) to 60 percent, from 59 percent (2022) Stimulated learning (AToSS) to 59 percent, from 58 percent (2022) Collective efficacy (SSS) to 63 percent, from 62 percent (2021) Guaranteed and viable curriculum (SSS) to 58 percent, from 55 percent (2021) Teacher collaboration (SSS) to 48 percent, from 44 percent (2021).	
Key Improvement Strategies		Is this KIS selected for focus this year?

<p>KIS 2.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	<p>Build all teachers capability to demonstrate high impact teaching strategies within the agreed instructional model.</p>	<p>Yes</p>
<p>KIS 2.a Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities</p>	<p>Develop all teachers' capability in using evidence to establish students' prior learning, to monitor their learning growth, and to plan for differentiated learning challenge.</p>	<p>Yes</p>
<p>KIS 2.a 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</p>	<p>Strengthen collaborative structures and processes that promote a culture of evidence-informed practice and continuous improvement.</p>	<p>Yes</p>
<p>Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.</p>	<p>Each of the key improvement strategies are interwoven in terms of building the capacity of teachers to identify students' needs and to respond accordingly, both individually and as part of various teams.</p>	
<p>Goal 2</p>	<p>Maximise all the wellbeing and engagement of all students.</p>	
<p>12 Month Target 2.1</p>	<p>Student voice and agency to 43 percent, from 42 percent (2022) Self-regulation and goal setting to 59 percent, from 58 percent (2022) Sense of confidence to 59 percent, from 58 percent (2022) Motivation and interest to 64 percent, from 62 percent (2022)</p>	

	Advocate at school to 70 percent, from 69 percent (2022) Managing bullying to 67 percent, from 65 percent (2022).	
12 Month Target 2.2	Increase to 78% Likely to see a better increase in Yr 10 to 11 retention with the introduction of VM, wider access to VET & multiple VCE subject offerings	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 2.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Enhance students' agency through opportunities for inquiry, and increased voice and choice in their learning.	No
KIS 2.b Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Embed visible, tiered and responsive practices, within a whole-school approach, to support all students' wellbeing and engagement in learning.	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.	The KIS has been selected to ensure the great work started in 2022 post COVID, is continued and enhanced even further. Across multiple levels of data, we can ascertain the need for continued wellbeing support. This data includes trends in ATTS data, Compass wellbeing teacher referral chronicles of approximately 500 in 2022 and anecdotal evidence in high risk supports offered in 2022. The college has recently developed a 3 tier approach to wellbeing programs. This lower level support covers programs across the whole school, middle level is cohort or group specific and the top tier offers high risk individual student supports. In the review process this year, it became obvious that the college offers a wide range of support programs however these are not completely visible or the school community is not completely aware that we offer these supports.	

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.			
12 Month Target 1.1	Student Learning is a key focus of the new SSP and the 2023 AIP - refer Goal 2 below. We are well placed for a focus on Numeracy with the commencement of the new Leading Teacher - Numeracy role. Student Wellbeing will also be addressed directly through the new SSP and 2023 AIP - refer Goal 3 below.			
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			
Actions	A Leading Teacher Numeracy position has been created for 2023. The focus for the role will be to investigate our numeracy data, review current practice and develop a numeracy improvement plan for implementation in 2024. Broaden the focus of TLI to support students that have not demonstrated expected growth in 2021/2022			
Outcomes	Through this period of investigation and review, the college, and in particular the Mathematics faculty, will have a deeper understanding of diagnostic learning data for numeracy. There will also be a strengthening of collaborative practice to enable the review of our current curriculum and pedagogy. NAPLAN data will show an improvement in the percentage of students in the top two bands. Students will demonstrate improvement in key growth measures and increased learning confidence			
Success Indicators	A numeracy plan for implementation in 2024 will be completed. Curriculum documentation will have been updated and published Classroom observations will have been documented NAPLAN data will show an improvement in the percentage of students in the top two bands. PAT testing will show expected learning growth of targeted students. TLI student survey data will show improvement in learning confidence.			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams

<p>Headstart Planning Day in late November 2022 will focus on data analytics for both numeracy and literacy, as well as wellbeing and engagement.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leading Teacher(s) 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLP Priority 	<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
<p>Leading Teacher - Numeracy leader will work in a CoP through NEVR to evaluate and develop an improvement plan concerning NAPLAN data for top two bands.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Numeracy Leader 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLP Priority 	<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
<p>Audit the Mathematics scope and sequence to determine both the total time spent on each domain of learning and the appropriate sequencing of learning.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Numeracy Leader 	<ul style="list-style-type: none"> <input type="checkbox"/> PLP Priority 	<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>Use PAT data to determine students with low growth and develop targeted tutoring programs to cater for identified learning needs</p> <ul style="list-style-type: none"> - assign tutors for numeracy at each year level - assign tutors for literacy to support senior students and EAL - develop appropriate measures and student survey 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assessment & Reporting Coordinator <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Data Leader <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> School Improvement 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 <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	<p>The college will continue to expand and build on our 3 tier approach to wellbeing. Once confirmed, this model will need to be visible and communicated to all members of the school community. We will need to effectively monitor our resources and ensure these are evaluated to ensure resources are allocated where needed.</p> <p>The college will need to investigate the appropriate programs offered as part of the Wellbeing DET suite of initiatives. This may include early adoption of some programs, including the Wellbeing dog resource, possibly shared between Mullauna College & Mitcham Primary School</p>			

Outcomes	<p>We are hopeful that students will be able to easily recall members of the wellbeing team, an understanding of their roles and the variety of supports that available to support their wellbeing & engagement in school.</p> <p>We would hope that teachers would better understand the role they play in student wellbeing and where that fits into the whole school model.</p> <p>We would hope our parent community would better understand the range of wellbeing support programs and how they work in conjunction with other DET programs and external agencies.</p>			
Success Indicators	<p>We will be able to analyse Compass data at mid year & end of year. This will include Wellbeing counselling notes, teacher wellbeing referrals & IRIS alerts made for high risk mental health incidents.</p> <p>We will see a shift in specific AtoSS data sets, including response to bullying, sense of belonging, connectedness to school, trusting adult teacher (Teacher Concern).</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Develop a SIT to target this goal.	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Allied Health <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Sub School Leader/s <input checked="" type="checkbox"/> Wellbeing Team <input checked="" type="checkbox"/> Year Level Co-ordinator(s) 	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	<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
Develop and implement the college Postvention Response Plan.	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Allied Health <input checked="" type="checkbox"/> Assistant Principal 	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$5,000.00

	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Wellbeing Team <input checked="" type="checkbox"/> Year Level Co-ordinator(s)		to: Term 4	<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
Goal 2	Maximise the achievement and learning growth of all students.			
12 Month Target 2.1	Reduce the proportion of students with below benchmark growth in reading to 23% from 26% which returns us to the average from previous years. Increase the proportion of students achieving in the middle and top two bands to 72% from 69% No change to Numeracy for 2023			
12 Month Target 2.2	Mean score to 29.5. N.B. This was achieved in 2022, but will need to be maintained.			
12 Month Target 2.3	Differentiated learning challenge (AToSS) to 60 percent, from 59 percent (2022) Stimulated learning (AToSS) to 59 percent, from 58 percent (2022) Collective efficacy (SSS) to 63 percent, from 62 percent (2021) Guaranteed and viable curriculum (SSS) to 58 percent, from 55 percent (2021) Teacher collaboration (SSS) to 48 percent, from 44 percent (2021).			
KIS 2.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways,	Build all teachers capability to demonstrate high impact teaching strategies within the agreed instructional model.			

incorporating extra-curricula programs				
Actions	Further develop a shared understanding of HITs in order to improve classroom practice Establish a culture of observation and feedback			
Outcomes	Staff will understand how to manage the pace of a lesson in accordance with the change in the timetable implemented in 2023, and in accordance with the Instructional Model (Narrative & Pace). Staff will have developed their skills in HITS Leadership team will have a consistent understanding of practice			
Success Indicators	learning walk observation and reflection template will be developed and used student survey/feedback on HITs in the classroom will demonstrate improvement in practice leadership and colleague feedback on observations, including self-reflection Improvement in the key AToSS data measures stated above			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Throughout Term 4 2022 and Term 1 2023 - a series of professional learning modules will be delivered by LT/LS to all staff on Narrative & Pace and a range of targeted HITs to support the implementation of the new timetable structure	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" 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
Develop protocols for feedback, observation and reflection to be trialled by leadership team during learning walks	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team	<input checked="" 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
Implement learning walks to observe and provide feedback on practice using an agreed template developed in Term 1.	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$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
KIS 2.a The strategic direction and deployment of resources to	Strengthen collaborative structures and processes that promote a culture of evidence-informed practice and continuous improvement.			

create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment				
Actions	Embed a renewed PLC model with a focus on literacy and writing.			
Outcomes	Teachers will have a clearer understanding of literacy strategies within their specialist subject area. Teachers will demonstrate the use of student learning data to inform practice.			
Success Indicators	PLC teams will present their documented inquiry. Feedback via staff surveys. Documented curriculum and assessment tasks will reflect improved strategies.			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Establish PLC team norms, effective collaboration strategies and inquiry documentation processes through professional learning for staff.	☑ Leading Teacher(s)	☑ 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>Leadership team to develop a shared understanding of disciplinary literacy through professional reading and learning.</p>	<p><input checked="" type="checkbox"/> Leadership Team</p>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 2</p>	<p>\$2,000.00</p> <p><input type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>
<p>Staff professional development on disciplinary literacy, including literacy strategies that will be implemented in classrooms as part of the PLC inquiry process</p>	<p><input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Teacher(s)</p>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$5,000.00</p> <p><input type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>
<p>Staff commence PLC inquiry focusing on disciplinary literacy and writing, including the use of data analysis to measure impact on student learning</p>	<p><input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)</p>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$1,500.00</p> <p><input type="checkbox"/> Equity funding will be used</p>

				<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
Staff survey will be developed to gain feedback on areas such as: confidence in using learning data understanding of disciplinary literacy effectiveness of strategies implemented effective use of collaborative time	<input checked="" type="checkbox"/> Leading Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 3 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
KIS 2.a Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Develop all teachers' capability in using evidence to establish students' prior learning, to monitor their learning growth, and to plan for differentiated learning challenge.			
Actions	1. The college will invest in Edapt as the preferred data platform to facilitate the evaluation of specific learning data. 2. The assessment and reporting policy and process will be reviewed			

	3. Community of Practice established with local primary schools - initially Mitcham PS - to strengthen data and practice conversations, collaboration and sharing.			
Outcomes	<p>1. Through the improved evaluation of learning data, teachers will have a clearer understanding of their students' needs and will be confident to develop differentiated curriculum to meet the needs of students</p> <p>2. From the review of assessment and reporting policy and process, teachers will have a better understanding of assessment best practice, student feedback and communication with students and parents</p>			
Success Indicators	<p>1. AtoSS data as per 12 month target 2.1 (differentiated learning and stimulated learning)</p> <p>2. A new reporting model will be produced for semester reports</p>			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Staff professional learning will be delivered on evaluating learning data through staff meetings and faculty meetings	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Numeracy Leader	<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

<p>Current assessment and reporting model will be reviewed with recommendations for improvement presented to the school community for feedback</p>	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s)	<input type="checkbox"/> PLP Priority	<p>from: Term 2 to: Term 3</p>	<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>Deliver staff professional learning on assessment and feedback practices</p>	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<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>Goal 2</p>	<p>Maximise all the wellbeing and engagement of all students.</p>			
<p>12 Month Target 2.1</p>	<p>Student voice and agency to 43 percent, from 42 percent (2022) Self-regulation and goal setting to 59 percent, from 58 percent (2022) Sense of confidence to 59 percent, from 58 percent (2022) Motivation and interest to 64 percent, from 62 percent (2022)</p>			

	Advocate at school to 70 percent, from 69 percent (2022) Managing bullying to 67 percent, from 65 percent (2022).
12 Month Target 2.2	Increase to 78% Likely to see a better increase in Yr 10 to 11 retention with the introduction of VM, wider access to VET & multiple VCE subject offerings
KIS 2.b Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Embed visible, tiered and responsive practices, within a whole-school approach, to support all students' wellbeing and engagement in learning.
Actions	<p>The college will continue to expand and build on our 3 tier approach to wellbeing. Once confirmed, this model will need to be visible and communicated to all members of the school community. We will need to effectively monitor our resources and ensure these are evaluated to ensure resources are allocated where needed.</p> <p>The college will need to investigate the appropriate programs offered as part of the Wellbeing DET suite of initiatives. This may include early adoption of some programs, including the Wellbeing dog resource, shared between Mullauna College & Mitcham Primary School</p> <p>Investigate the ways we deliver the AtoSS survey, ensure good student understanding to ensure the data we receive is accurate</p>
Outcomes	<p>Students will be able to easily recall members of the wellbeing team, an understanding of their roles and the variety of supports that available to support their wellbeing & engagement in school. This will be assisted by an enhanced new student induction program.</p> <p>Teachers will better understand the critical role they play in student wellbeing and where that fits into the whole school model.</p> <p>We would hope our parent community would better understand the range of well being support programs and how they work in conjunction with other DET programs and external agencies.</p>
Success Indicators	<p>We will be able to analyse Compass data at mid-year & end-of-year. This will include Wellbeing counselling notes, teacher wellbeing referrals & IRIS alerts made for high risk mental health incidents.</p> <p>We will see a shift in specific AtoSS data sets, including experience of bullying, advocate at school.</p>

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Create and illustrate the 3 tier wellbeing model, make it visible in all relevant forms of communication, and ensure it is put into practice.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Wellbeing Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input checked="" 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
Investigate and prioritise the Wellbeing suite options for introduction in 2024 & 2025	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Wellbeing Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input checked="" 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

Funding Planner

Summary of Budget and Allocated Funding

Summary of Budget	School's total funding (\$)	Funding Allocated in activities (\$)	Still available/shortfall
Equity Funding	\$89,146.00	\$30,000.00	\$59,146.00
Disability Inclusion Tier 2 Funding	\$0.00	\$0.00	\$0.00
Schools Mental Health Fund and Menu	\$0.00	\$10,000.00	-\$10,000.00
Total	\$89,146.00	\$40,000.00	\$49,146.00

Activities and Milestones – Total Budget

Activities and Milestones	Budget
Use PAT data to determine students with low growth and develop targeted tutoring programs to cater for identified learning needs - assign tutors for numeracy at each year level - assign tutors for literacy to support senior students and EAL - develop appropriate measures and student survey	\$20,000.00
Develop and implement the college Postvention Response Plan.	\$5,000.00
Create and illustrate the 3 tier wellbeing model, make it visible in all relevant forms of communication, and ensure it is put into practice.	\$5,000.00
Investigate and prioritise the Wellbeing suite options for introduction in 2024 & 2025	\$5,000.00
Totals	\$35,000.00

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Use PAT data to determine students with low growth and develop targeted tutoring programs to cater for identified learning needs - assign tutors for numeracy at each year level - assign tutors for literacy to support senior students and EAL - develop appropriate measures and student survey	from: Term 1 to: Term 4	\$20,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources
Create and illustrate the 3 tier wellbeing model, make it visible in all relevant forms of communication, and ensure it is put into practice.	from: Term 1 to: Term 4	\$5,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
Investigate and prioritise the Wellbeing suite options for introduction in 2024 & 2025	from: Term 1 to: Term 4	\$5,000.00	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
Totals		\$30,000.00	

Activities and Milestones - Disability Inclusion Funding

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

Activities and Milestones - Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated (\$)	Category
Develop and implement the college Postvention Response Plan.	from: Term 1 to: Term 4	\$5,000.00	<input checked="" type="checkbox"/> Be You Initiative for Educators (free)
Investigate and prioritise the Wellbeing suite options for introduction in 2024 & 2025	from: Term 1 to: Term 4	\$5,000.00	<input checked="" type="checkbox"/> Be You Initiative for Educators (free) This activity will use Mental Health Menu staffing <ul style="list-style-type: none"> ○ Assign existing staff member to initiative (eduPay) ○ Build staff capacity (conference, course, seminar)
Totals		\$10,000.00	

Additional Funding Planner – Total Budget

Activities and Milestones	Budget
Totals	\$0.00

Additional Funding Planner – Equity Funding

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

Additional Funding Planner – Disability Inclusion Funding

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

Additional Funding Planner – Schools Mental Health Fund and Menu

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

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Headstart Planning Day in late November 2022 will focus on data analytics for both numeracy and literacy, as well as wellbeing and engagement.	<ul style="list-style-type: none"> ✔ All Staff ✔ Leading Teacher(s) 	from: Term 1 to: Term 4	<ul style="list-style-type: none"> ✔ Planning ✔ Preparation ✔ Individualised Reflection 	<ul style="list-style-type: none"> ✔ Whole School Pupil Free Day 	<ul style="list-style-type: none"> ✔ Internal staff ✔ High Impact Teaching Strategies (HITS) 	<ul style="list-style-type: none"> ✔ On-site
Leading Teacher - Numeracy leader will work in a CoP through NEVR to evaluate and develop an improvement plan concerning NAPLAN data for top two bands.	<ul style="list-style-type: none"> ✔ Assistant Principal ✔ Numeracy Leader 	from: Term 1 to: Term 4	<ul style="list-style-type: none"> ✔ Moderated assessment of student learning ✔ Collaborative Inquiry/Action Research team 	<ul style="list-style-type: none"> ✔ Formal School Meeting / Internal Professional Learning Sessions ✔ Network Professional Learning ✔ Communities of Practice 	<ul style="list-style-type: none"> ✔ SEIL ✔ School improvement partnerships ✔ Academy program/course ✔ Numeracy leader 	<ul style="list-style-type: none"> ✔ Off-site Meetings as required.
Use PAT data to determine students with low growth and develop targeted tutoring programs to cater for identified learning needs - assign tutors for numeracy at each year level - assign tutors for literacy to support senior students and EAL - develop appropriate measures and student survey	<ul style="list-style-type: none"> ✔ Assessment & Reporting Coordinator ✔ Assistant Principal ✔ Data Leader ✔ Literacy Leader ✔ Numeracy Leader 	from: Term 1 to: Term 4	<ul style="list-style-type: none"> ✔ Moderated assessment of student learning ✔ Collaborative Inquiry/Action Research team ✔ Student voice, including input and feedback 	<ul style="list-style-type: none"> ✔ Formal School Meeting / Internal Professional Learning Sessions ✔ Network Professional Learning ✔ Communities of Practice 	<ul style="list-style-type: none"> ✔ Literacy expertise ✔ Internal staff ✔ Academy program/course ✔ Learning Specialist ✔ Literacy Leaders ✔ High Impact Teaching Strategies (HITS) ✔ Student Achievement Manager 	<ul style="list-style-type: none"> ✔ On-site

	<input checked="" type="checkbox"/> School Improvement Team				<input checked="" type="checkbox"/> MYLNS initiative professional learning <input checked="" type="checkbox"/> Numeracy leader <input checked="" type="checkbox"/> MYLYNS Improvement teacher	
Develop a SIT to target this goal.	<input checked="" type="checkbox"/> Allied Health <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Sub School Leader/s <input checked="" type="checkbox"/> Wellbeing Team <input checked="" type="checkbox"/> Year Level Co-ordinator(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<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"/> Academy program/course	<input checked="" type="checkbox"/> On-site
Develop and implement the college Postvention Response Plan.	<input checked="" type="checkbox"/> Allied Health <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Whole School Pupil Free 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"/> External consultants Be You YMHFA <input checked="" type="checkbox"/> Departmental resources	<input checked="" type="checkbox"/> On-site

	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Wellbeing Team <input checked="" type="checkbox"/> Year Level Co-ordinator(s)				Mental Health / Wellbeing suite	
Establish PLC team norms, effective collaboration strategies and inquiry documentation processes through professional learning for staff.	<input checked="" type="checkbox"/> Leading Teacher(s)	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <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"/> Communities of Practice <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"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Staff professional learning will be delivered on evaluating learning data through staff meetings and faculty meetings	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Numeracy Leader	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Throughout Term 4 2022 and Term 1 2023 - a series of professional learning modules will be delivered by	<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"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site

LT/LS to all staff on Narrative & Pace and a range of targeted HITs to support the implementation of the new timetable structure	<input checked="" type="checkbox"/> Learning Specialist(s)				<input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	
Develop protocols for feedback, observation and reflection to be trialled by leadership team during learning walks	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Departmental resources Observation & Feedback protocols	<input checked="" type="checkbox"/> On-site
Leadership team to develop a shared understanding of disciplinary literacy through professional reading and learning.	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Academy program/course	<input checked="" type="checkbox"/> On-site
Staff professional development on disciplinary literacy, including literacy strategies that will be implemented in classrooms as part of the PLC inquiry process	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative	<input checked="" type="checkbox"/> On-site

<p>Implement learning walks to observe and provide feedback on practice using an agreed template developed in Term 1.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leadership Team 	<p>from: Term 2 to: Term 3</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Individualised Reflection 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Academy program/course <input checked="" type="checkbox"/> Departmental resources Observation & Feedback protocols <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site
<p>Deliver staff professional learning on assessment and feedback practices</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) 	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site
<p>Staff commence PLC inquiry focusing on disciplinary literacy and writing, including the use of data analysis to measure impact on student learning</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s) 	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formalised PLC/PLTs 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLC/PLT Meeting 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Academy program/course 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site

<p>Create and illustrate the 3 tier wellbeing model, make it visible in all relevant forms of communication, and ensure it is put into practice.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Wellbeing Team 	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resources <p>Wellbeing suite</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site
<p>Investigate and prioritise the Wellbeing suite options for introduction in 2024 & 2025</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Wellbeing Team 	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants <p>SFYS</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Departmental resources <p>Wellbeing suite</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site