

# 2024 Annual Implementation Plan

## for improving student outcomes

Mullauna Secondary College (8744)



Submitted for review by Harald Ruff (School Principal) on 16 February, 2024 at 03:36 PM

Endorsed by Eva McMaster (Senior Education Improvement Leader) on 16 February, 2024 at 04:21 PM

Endorsed by Liesl Coulthard (School Council President) on 22 February, 2024 at 03:52 PM

# Self-evaluation summary - 2024

Mullauna Secondary College (8744)

	FISO 2.0 dimensions	Self-evaluation level	Evidence and analysis
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	<p>establishment of two School Improvement Teams with expanded membership beyond the Leadership Team</p> <p>expanded Leadership team - appointment of new Head of Literacy, Head of Numeracy and Head of Senior School, and an LS - Data &amp; Improvement</p> <p>revision of LT - Head of Learning &amp; Teaching and LT - Head of Wellbeing &amp; Engagement roles</p> <p>greater clarity and transparency in planning and resource allocation with MCC and Leadership</p> <p>developed the Student Expectations &amp; Agency - Ready to Learn policy</p> <p>developing the class lanyard policy for support to staff</p> <p>- ready to learn approach for students</p> <p>use of MC Vision for L&amp;T in all meetings</p> <p>shifting the narrative to 'Learning &amp; Teaching' - encouraging team focussed PL options and more VATL links; building capacity of Heads of Faculty as leaders of learning; developed and launched the MC Aspirants program to improve aspiration and alignment etc.</p> <p>successful increase in SSS participation and positive growth</p> <p>introduced to HIWS</p> <p>establishing CoP with Mitcham PS</p>
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core		

<b>Teaching and learning</b>	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Embedding	<p>Formal classroom observations and learning walks (primarily undertaken throughout semester one) identified that all teachers are supporting the agreed instructional model thus providing some equity in the learning experience of students across all classes. Using a newly developed learning walk and observation template, this will remain a focus for 2024 to measure the effect of ongoing PL in HITS and a differentiation focus. Curriculum documentation was audited across faculties to determine consistency of learning and was found to be satisfactory but curriculum documentation will remain as a focus for 2024 to build upon current good practice. PLC teams each presented their actions and outcomes throughout the year to colleagues. The learning intervention strategies undertaken by each PLC team was evaluated by staff with the view of implementing best practice across the various teaching teams.</p> <p>Targetted use of Wednesday Period 5 Year 10 shared Numeracy &amp; Literacy intervention program - delivery of ready to learn and wellbeing programs with core staff.</p>
	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		

<b>Assessment</b>	Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.	Embedding	The rigorous evaluation of diagnostic learning and assessment data including NAPLAN, PAT and classroom data is consistently undertaken. Staff have been supported to use eDapt for data analytics and
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	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities		PL for all staff was undertaken throughout the year. Assessment and reporting practices were reviewed by a leadership sub group and recommendations for improved semester reporting processes were accepted for 2024.
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<b>Engagement</b>	Strong relationships and active partnerships between schools and families/carers, communities, and organisations to strengthen students' participation and engagement in school	Embedding	Formation of our new Parent & Community Association to enhance parent engagement and support to the college Relaunch of the onsite Subject Expo for Year 9-10 and 10-11 students and parents
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	<p>Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>		<p>Launch of revised Student Dress Code, Student Expectations &amp; Agency (ready to learn) policy and revised Home Learning policy  Establishment of Community of Practice with Mitcham Primary School with foci on Marrung, Numeracy, Literacy and Wellbeing  Establishment of our Marrung team and strengthened connection with KESO and Mitcham Primary School - engagement of Alex as our artist in residence for Stage 1 building art  Engagement with Whitehorse SFYS for funding to train 20 key staff in Youth Mental Health First Aid  Commencement of Ruby, our wellbeing dog  Expanded SRC with new roles of Social Justice and Wellbeing leaders, and expanded Ambassador team to support refined induction program for new enrolments - engagement with local Lions to establish a Leo Club  SRC / student leaders AtoSS team to consider AtoSS process (and to engage their peers in the work) and data - trial program of student voice and agency team increased number of students on school council and regular meetings between the council representatives and the school captains for alignment  New bell schedule to assist routines and rules - and support student movement / pick up times  Engagement with local service clubs, Rotary and Lions, for Year 9 SkillZ program and community service awards  VCE-VM community connections for PDS units of study  More staff PL (meetings) on wellbeing, disability, differentiation - greater role in our narrative now</p>
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<b>Support and resources</b>	Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Embedding	<p>use of NEVR support staff e.g. Kavita Parmar to address Numeracy interventions, Paul Lowe to assist attendance improvement, Emily Barter to assist implementation of VCE-VM</p> <p>employment of an ES 1-3 Inclusion Leader with focus on: developing capacity of aides; developing capacity of staff; reviewing and improving the ILP/IEP process and student profiles; building connections and improved transition process with feeder primary schools</p> <p>new Wellbeing Centre developed - specialised counselling spaces, a team office, an outdoor and indoor space for small group activity (and for Ruby!)</p> <p>Basing the local HeadStart Coordinator at our college - great support for our VM and SBAT students</p> <p>Formation of our new Parent &amp; Community Association to enhance parent engagement and support to the college</p> <p>Past student guest speaker at Art Show and Valedictory</p> <p>created a staff wellbeing approach with support and social processes - end of term events, LifeBlood team etc.</p> <p>Review and continuation of the HeadStart Planning Day for staff to engage with student data sets - Focus on AITSL 1, 3 and 4</p> <p>PLC process with clear accountability and engagement steps at end of year - very successful - now marry to the PDP 'Statement of Expectations'</p>
	Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students		

<b>Future planning</b>	<p>Goal 2: Maximise the achievement and learning growth of all students.</p> <p>Key measurable successes that all exceeded the 12 month target and have met the 2026 targets were;</p> <p>Collective efficacy</p>
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Guaranteed and viable curriculum

Teacher collaboration

This was achieved through participation and collaboration in effective PLC processes that maintained a well defined focus in line with school priorities of literacy and assessment.

Areas that remain a focus for 2024 include;

Kis 2a: Whilst learning walks were a successful strategy for leadership to evaluate our continued use of the agreed instructional model, it was also evident that peer observation remains an area of need in order to provide meaningful feedback on learning and teaching practices amongst staff.

Kis 2b: The 12 month target concerning differentiated learning challenge was met however it cannot be determined which actions or strategies contributed to this outcome. Therefore, it becomes a more targeted priority for 2024 with specific key actions including ongoing professional learning and a semester 2 PLC focus.

The other 12 month target that also remains a priority for 2024 concerns stimulated learning which was not met. Planned actions will include; the focus on differentiated learning, continued use of diagnostic data and the implementation of student surveys on learning and teaching.

Kis 2c: PLC processes were successful (as measured by the achievement targets above) and will continue to be embedded as standard practice with targeted inquiry focus areas as determined by school priorities.

Goal 2: Maximise all the wellbeing and engagement of all students.

Tracking well (some wins and some losses in the AtoSS) and the necessary work has been identified. Need to select the most appropriate / impactful Wellbeing suite options for the college.

We will use the AITSL standards (especially #1, 3 and 4), along with the HIWS and the SWPB Framework as a lens to review our progress and set new targets.

Renewed focus on attendance / engagement and using the tools and data sets available (e.g. SIE Dashboard) through the SIT and sub-school teams.

Need to induct and embed the new Adolescent Health Nurse.

Embed the learning support approaches and be more consistently applied: aides, intervention programs, differentiation, ILPs - the outcome being improved student 'readiness to learn'.

Visible practices across the school.

Develop the student wellbeing guidelines - our wellbeing & engagement model (N&P).

Clarifying components and their target year levels to achieve a clear focus: e.g. which elements of RRRR in Yr 7, Yr 8 etc.?

What is 'agency'?

	<p>Goals and KIS to focus on:</p> <p>2.1 SURVEY TARGETS</p> <p>By 2026, increase the levels of positive endorsement against the following variables of the AtoSS:</p> <ul style="list-style-type: none"> <li>• Student Voice and Agency to 45 percent, from 35 percent (2021) 45</li> <li>• Self-regulation and goal setting to 60 percent, from 54 percent (2021) 59</li> <li>• Sense of confidence to 60 percent, from 53 percent (2021) 60</li> <li>• Motivation and interest to 65 percent, from 57 percent (2021) 60</li> <li>• Advocate at school to 70 percent, from 65 percent (2021) 70</li> <li>• Managing bullying to 60 percent, from 56 percent (2021) 60</li> </ul> <p>2.2 RETENTION TARGET</p> <p>Increase the proportion of students retained at the school between Year 11 and Year 12 to 85 percent, from 76.4 (75.4?) percent (2021). 85</p> <p>Key Improvement Strategies (KIS)</p> <p>2a. Enhance students' agency through opportunities for inquiry, and increased voice and choice in their learning.</p> <ul style="list-style-type: none"> <li>- define agency for whole college community</li> <li>- continue student agency and student voice work group</li> </ul> <p>2b. Embed visible, tiered and responsive practices, within a whole-school approach, to support all students' wellbeing and engagement in learning.</p> <ul style="list-style-type: none"> <li>- reaffirm work in the tiers and responsive practices; focus on visible and accessible practices through use of the HIWS, SWPBs and AITSL</li> </ul>
<p><b>Documents that support this plan</b></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><b>Priorities goal</b> In 2024 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the priorities goal, a learning key improvement strategy and a wellbeing key improvement strategy.</p>	No	Support for the priorities	The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.
<p>Maximise the achievement and learning growth of all students.</p>	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"> <li>• Reading, to 15 percent from 26 percent (2021)</li> <li>• Numeracy, to 25 percent from 36 percent (2021)</li> </ul> <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>	<p>Improve the proportion of students in the strong and exceeding proficiency levels in year 9: reading from 70% to 73% numeracy from 71% to 74% writing from 67% to 70%</p>
		<p>By 2026, increase the VCE all-study mean score to 30, from 29.23 in 2021.</p>	<p>maintain the VCE all-study mean score at 30 (or greater) achieved 31 in 2023</p>
		<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"> <li>• Differentiated learning challenge (AToSS) to 65 percent, from 59 percent (2022)</li> <li>• Stimulated learning (AToSS) to 62 percent, from 58 percent (2022)</li> </ul>	<p>Differentiated learning challenge (AToSS) to 62 percent, from 60 percent (2023) Stimulated learning (AToSS) to 60 percent, from 57 percent (2023) Collective efficacy (SSS) to 67 percent, from 62 percent (2021) (achieved 2023 78%) Guaranteed and viable curriculum (SSS) to 65 percent, from 55 percent (2021)</p>

		<ul style="list-style-type: none"> <li>• Collective efficacy (SSS) to 67 percent, from 62 percent (2021)</li> <li>• Guaranteed and viable curriculum (SSS) to 65 percent, from 55 percent (2021)</li> <li>• Teacher collaboration (SSS) to 55 percent, from 44 percent (2021).</li> </ul>	(achieved 2023 74%)Teacher collaboration (SSS) to 55 percent, from 44 percent (2021).(achieved 2023 65%)
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"> <li>• Student voice and agency to 47 percent, from 42 percent (2022)</li> <li>• Self-regulation and goal setting to 63 percent, from 58 percent (2022)</li> <li>• Sense of confidence to 63 percent, from 58 percent (2022)</li> <li>• Motivation and interest to 65 percent, from 62 percent (2022)</li> <li>• Advocate at school to 74 percent, from 69 percent (2022)</li> <li>• Managing bullying to 70 percent, from 65 percent (2022).</li> </ul>	<p>Student voice and agency to 45 percent, from 44 percent (2023)Self-regulation and goal setting to 60 percent, from 58 percent (2023)Sense of confidence to 60 percent, from 59 percent (2023)Motivation and interest back to 60 percent, from 58 percent (2023)Advocate at school to 70 percent, from 69 percent (2023)Managing bullying back to 60 percent, from 59 percent (2023).</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 the proportion of students retained at the school between Year 11 and Year 12 to 85 percent, from 80.3 percent (2023).</p>

<b>Goal 2</b>	<b>Maximise all the wellbeing and engagement of all students.</b>
<b>12-month target 2.1-month target</b>	<p>Student voice and agency to 45 percent, from 44 percent (2023)</p> <p>Self-regulation and goal setting to 60 percent, from 58 percent (2023)</p> <p>Sense of confidence to 60 percent, from 59 percent (2023)</p> <p>Motivation and interest back to 60 percent, from 58 percent (2023)</p> <p>Advocate at school to 70 percent, from 69 percent (2023)</p> <p>Managing bullying back to 60 percent, from 59 percent (2023).</p>

<b>12-month target 2.2-month target</b>	Increase the proportion of students retained at the school between Year 11 and Year 12 to 85 percent, from 80.3 percent (2023).	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 2.a</b> Engagement	Enhance students' agency through opportunities for inquiry, and increased voice and choice in their learning.	Yes
<b>KIS 2.b</b> Support and resources	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.	<p>We have selected both KIS again as they are clearly integrated and key targets have been set in both - all targets require further work to meet and/or embed improved outcomes.</p> <p>We will use the elements identified by the Mental Health Planning Tool, as well as the AITSL standards (especially #1, 3 and 4), along with the HIWS and the SWPB Framework as lenses to review our progress and set new targets.</p> <p>We require a renewed focus on attendance / engagement and using the tools and data sets available (e.g. SIE Dashboard), especially through the SIT and sub-school teams.</p> <p>Engagement will be further strengthened by implementation of the new Student Expectations &amp; Agency processes, in line with HITS, HIWS, SV&amp;A (in conjunction with SIT #1).</p> <p>We will need to induct and embed the new Adolescent Health Nurse, along with an additional position/time in the Wellbeing team for provisioning etc.</p> <p>We will refine and embed the learning support approaches and ensure they are more consistently applied: tracking and interventions by YLCs using relevant data (e.g. transition notes, NCCD levels); deployment of teacher aides; intervention programs; differentiation (including the notion of Quality Differentiated Teaching), ILPs, attendance improvement plans, teaching staff briefing / collaboration, etc. the outcome being improved student 'readiness to learn'. This will include clarifying components and their target year levels to achieve a clear focus: e.g. which elements of RRRR in Yr 7, Yr 8 etc.?</p> <p>These actions will aid the visibility of best practices by staff across the school, employed via our 'narrative &amp; pace' template, both for Learning &amp; Teaching and now for Wellbeing &amp; Engagement.</p> <p>Thus, we will need to develop the student wellbeing guidelines - our wellbeing &amp; engagement model (N&amp;P).</p> <p>A key part of our work will be to first answer for staff and students "What is 'agency'?" and "What is 'voice'?"</p> <p>Consequential work will include clarifying processes in transitions and pathways space, goal setting etc.</p>	
<b>Goal 2</b>	<b>Maximise the achievement and learning growth of all students.</b>	

<b>12-month target 2.1-month target</b>	Improve the proportion of students in the strong and exceeding proficiency levels in year 9: reading from 70% to 73% numeracy from 71% to 74% writing from 67% to 70%	
<b>12-month target 2.2-month target</b>	maintain the VCE all-study mean score at 30 (or greater) achieved 31 in 2023	
<b>12-month target 2.3-month target</b>	Differentiated learning challenge (AToSS) to 62 percent, from 60 percent (2023)  Stimulated learning (AToSS) to 60 percent, from 57 percent (2023)  Collective efficacy (SSS) to 67 percent, from 62 percent (2021) (achieved 2023 78%)  Guaranteed and viable curriculum (SSS) to 65 percent, from 55 percent (2021) (achieved 2023 74%)  Teacher collaboration (SSS) to 55 percent, from 44 percent (2021). (achieved 2023 65%)	
<b>Key Improvement Strategies</b>	Is this KIS selected for focus this year?	
<b>KIS 2.a</b> Teaching and learning	Build all teachers capability to demonstrate high impact teaching strategies within the agreed instructional model.	Yes
<b>KIS 2.b</b> Leadership	Strengthen collaborative structures and processes that promote a culture of evidence-informed practice and continuous improvement.	Yes
<b>KIS 2.c</b> Assessment	Develop all teachers' capability in using evidence to establish students' prior learning, to monitor their learning growth, and to plan for differentiated learning challenge.	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.

Kis 2a. remains a focus to improve our data in differentiated and stimulated learning.  
Differentiated learning challenge (AToSS) to 62 percent, from 60 percent (2023)  
Stimulated learning (AToSS) to 60 percent, from 57 percent (2023)

Kis 2b. remains a focus to embed peer observation and feedback processes.

Kis 2c. remains a focus to develop and implement renewed assessment and reporting practices.

## Define actions, outcomes, success indicators and activities

<b>Goal 2</b>	Maximise all the wellbeing and engagement of all students.
<b>12-month target 2.1 target</b>	<p>Student voice and agency to 45 percent, from 44 percent (2023)</p> <p>Self-regulation and goal setting to 60 percent, from 58 percent (2023)</p> <p>Sense of confidence to 60 percent, from 59 percent (2023)</p> <p>Motivation and interest back to 60 percent, from 58 percent (2023)</p> <p>Advocate at school to 70 percent, from 69 percent (2023)</p> <p>Managing bullying back to 60 percent, from 59 percent (2023).</p>
<b>12-month target 2.2 target</b>	Increase the proportion of students retained at the school between Year 11 and Year 12 to 85 percent, from 80.3 percent (2023).
<b>KIS 2.a</b> 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.
<b>Actions</b>	<p>Agreed definition for all stakeholders of 'student agency' (Staff) and 'student voice' (SRC).</p> <p>Undertake self-assessment of current practice - identify strengths (champions) and gaps.</p> <p>In this cycle, ensure all staff are familiar with our definition of student agency and then provide opportunities for interested staff to further develop contextual good practice.</p> <p>PL for staff in 'differentiation' - QDT! (from NCCD - Quality Differentiated Teaching).</p> <p>Review and embed Senior School subject choice change e.g. VCE-VM, VET options, Year 10 model (including targeted Year 1 - dual Advanced Placement group), in conjunction with development of new Head of Senior School position.</p>
<b>Outcomes</b>	<p>Agreed definition published / codified.</p> <p>Self-assessment completed, champions identified, and best-practice exemplified / codified / shared - include elements of student voice.</p>

	Differentiation embedded in curriculum documentation, teacher planning and teacher practice. Refined subject choice process.			
<b>Success Indicators</b>	Agreed definition / language in use. Champions engaged and preparing resources. SSS and AtoSS outcomes improved - consider developing a bespoke student and staff survey, in collaboration with SIT 1. Enhanced student outcomes.			
<b>Activities</b>	<b>People responsible</b>	<b>Is this a PL priority</b>	<b>When</b>	<b>Activity cost and funding streams</b>
Establish definition of 'student agency' (Staff) - presentation to staff.	<input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Student(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00
Conduct self-assessment and related tasks.	<input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$0.00
Identify student agency champions.	<input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00  <input checked="" type="checkbox"/> Other funding will be used
Establish definition of 'student voice' with SRC - presentation to staff.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Student leadership coordinator <input checked="" type="checkbox"/> Student(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
<b>KIS 2.b</b> Responsive, tiered and contextualised approaches and	Embed visible, tiered and responsive practices, within a whole-school approach, to support all students' wellbeing and engagement in learning.			

strong relationships to support student learning, wellbeing and inclusion				
<b>Actions</b>	<p>Continue to build the coherence and collaboration of SIT #2.          Audit current programs in line with SSP, AIP, HIWS, Mental Health toolkit and identify/address gaps.          Review MC student engagement guidelines.          Create and make visible our MC student wellbeing guidelines and our MC student disability &amp; inclusion guidelines.          Provide additional support to our Marrung and D&amp;I students through targeted Equity spend and staffing.          Proactive monitoring of student attendance, engagement and wellbeing by the relevant teams (senior and junior sub-schools, Wellbeing, SIT #2) through regular monitoring / tracking (e.g. NCCD list), other relevant data sets (e.g. Panorama - SIE dashboard), Chronicles and faces-on-the-data.          Continue reviewing and refining pathways and course counselling processes.          Develop our model for the DIP rollout in 2025.</p>			
<b>Outcomes</b>	<p>Staff will demonstrate a better understanding of student wellbeing, engagement and disability/inclusion practices.          Purposeful staff collaborations around supports to and with students, leading to improved attendance and engagement data, refined/improved and consistent practices in classrooms and programs, and thus improved learning outcomes.</p>			
<b>Success Indicators</b>	<p>New processes and models documented - posters and online resources developed for awareness, sustainability and induction.          Reduced number of tasks not submitted - reduction in key data sets like: fewer academic Chronicles including accountability referrals; fewer academic concerns, especially non-submission of work; improved attendance data; fewer students receiving overall subject Ns.          Improved attendance and engagement rates.          Better understanding of student wellbeing support needs - tracked, documented and addressed.          Increased attendance at study groups and additional learning support (period 0, breaks and 6?).</p>			
<b>Activities</b>	<b>People responsible</b>	<b>Is this a PL priority</b>	<b>When</b>	<b>Activity cost and funding streams</b>
Continue to build the coherence and collaboration of SIT #2. Select appropriate PL opportunities, including relevant Wellbeing, Mental Health, D&I, and Equity programs.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School improvement team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00



				<input checked="" type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items <input checked="" type="checkbox"/> Other funding will be used
Embed the new ES1-3 PSD / DIP Leader, while developing / reframing the LS Disability, Inclusion & Engagement role.	<input checked="" type="checkbox"/> Disability inclusion coordinator <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	\$90,000.00  <input checked="" type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used
Youth Mental Health First Aid rolled out to key cohort/s - Year 10. and further staff training - 1 group of staff and 1 instructor level.	<input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Wellbeing team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00  <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items <input checked="" type="checkbox"/> Other funding will be used
Enhance support to wellbeing team through additional staffing: a. admin time for Wellbeing Leader (BI) b. ES admin / program support to wellbeing team	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$20,000.00

				<input checked="" type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Mental Health Practitioner top-up of hours to three days.	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$15,000.00  <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Audit current Health, Wellbeing & Engagement programs, outcomes and needs.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Student wellbeing co-ordinator	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00  <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Deliver professional learning to all staff in the HIWS (High Impact Wellbeing Strategies).	<input checked="" type="checkbox"/> All staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00  <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used

				<input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Audit current Pathways & Careers programs, processes, outcomes and needs.	<input checked="" type="checkbox"/> Careers leader/team <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	\$10,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Provide additional support to our Marrung and D&I students through targeted Equity spend and staffing.	<input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> School improvement team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$90,000.00  <input checked="" type="checkbox"/> Equity funding will be used
<b>Goal 2</b>	Maximise the achievement and learning growth of all students.			
<b>12-month target 2.1 target</b>	Improve the proportion of students in the strong and exceeding proficiency levels in year 9: reading from 70% to 73% numeracy from 71% to 74% writing from 67% to 70%			
<b>12-month target 2.2 target</b>	maintain the VCE all-study mean score at 30 (or greater) achieved 31 in 2023			
<b>12-month target 2.3 target</b>	Differentiated learning challenge (AToSS) to 62 percent, from 60 percent (2023)  Stimulated learning (AToSS) to 60 percent, from 57 percent (2023)			

	<p>Collective efficacy (SSS) to 67 percent, from 62 percent (2021) (achieved 2023 78%)</p> <p>Guaranteed and viable curriculum (SSS) to 65 percent, from 55 percent (2021) (achieved 2023 74%)</p> <p>Teacher collaboration (SSS) to 55 percent, from 44 percent (2021). (achieved 2023 65%)</p>
<p><b>KIS 2.a</b> 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><b>Actions</b></p>	<ol style="list-style-type: none"> <li>1. Re-engage staff with the DE HITS document, especially with a focus on differentiation for all learners' point of need. Revise / reframe phases of learning, lesson structure (N&amp;P model) - discussion of the Learning Intentions and Success Criteria with a hook and link to prior learning; teachers providing feedback as part of formative assessment during the independent practice phase; teachers providing exemplars and ensuring multiple exposures.</li> <li>2. This will also involve building capacity to use diagnostic data to determine point of need for students.</li> </ol>
<p><b>Outcomes</b></p>	<ol style="list-style-type: none"> <li>1. Teachers will use PLC processes to inform the delivery of engaging, challenging, rigorous (differentiated) learning activities and programs.</li> <li>2. Teachers will document differentiated learning strategies in the agreed curriculum templates and apply these in their teaching.</li> <li>3. Selected 'Champion' teachers will role-model student voice surveys for instructional feedback.</li> <li>4. Teachers will show increased confidence and skill in using diagnostic and assessment data to inform differentiated practice. Teachers will appear to be 'data natives' in their confident use of diagnostic data</li> </ol>
<p><b>Success Indicators</b></p>	<ol style="list-style-type: none"> <li>1. Curriculum documentation will reflect differentiated learning strategies that were implemented.</li> <li>2. PLC reflections via One-note, will show increased understanding of differentiated practices including use of student diagnostic data.</li> </ol>

3. Quality assurance audit of curriculum documentation 4. Evidence in PLCs of diagnostic data improving practice and informing learning and teaching				
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
PL on differentiation (will include HITS and MC Instructional Model (N&P))	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> Teaching and learning coordinator	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$2,000.00  <input checked="" type="checkbox"/> Other funding will be used
Develop and trial a bespoke Student Voice survey on learning and teaching	<input checked="" type="checkbox"/> Data leader <input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Student leadership coordinator <input checked="" type="checkbox"/> Student(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Audit existing curriculum documentation for evidence of differentiation strategies being implemented within classes	<input checked="" type="checkbox"/> Curriculum co-ordinator (s) <input checked="" type="checkbox"/> KLA leader	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$0.00
Develop staff capacity for analysing and applying student performance and diagnostic data within each class	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Data leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00
Source an alternative data platform to eDapt and re-train staff on this platform.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Data leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00

<b>KIS 2.b</b> 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.			
<b>Actions</b>	<ol style="list-style-type: none"> <li>1. Continue to embed PLC processes (focus on disciplinary literacy Sem 1 and focus on differentiation in Sem 2)</li> <li>2. Implement peer observation practices and processes</li> <li>3. Formation of collaborative relationships with local primary schools in order to foster shared language skills, data and expertise.</li> <li>4. Review Excel program</li> </ol>			
<b>Outcomes</b>	<ol style="list-style-type: none"> <li>1. Teachers will show engagement with disciplinary literacy and improved understanding and implementation of differentiated learning strategies. Students outcomes will be improved in the area of subject specific literacy.</li> <li>2. Teachers will demonstrate a clear understanding of HITS, N&amp;P and HIWS in collaboration and sharing best practice.</li> <li>3. Teachers will have a stronger understanding of the processes used in teaching of literacy and numeracy at the primary level which will facilitate transition of students and diagnostic evaluation of learning. This will foster effective learning communities both between systems and within Mullauna teams.</li> <li>4. The excell program will better cater for the strengths in learning that have been identified via diagnostic data. Teachers will confidently apply enrichment strategies more appropriate to the excell program and provide students with stimulating and engaging learning programs.</li> </ol>			
<b>Success Indicators</b>	<ol style="list-style-type: none"> <li>1. Improvement in stimulated learning and differentiated learning data (ATOS). Student derived tasks and artefacts that show improved learning outcomes.</li> <li>2. Evidence of shared best practice through documentation of peer observation. Increased staff opinion survey data in the area of observation</li> <li>3. Participating staff feedback (survey)</li> <li>4. Documentation, including scope and sequence of EXCELL learning programs</li> </ol>			
<b>Activities</b>	<b>People responsible</b>	<b>Is this a PL priority</b>	<b>When</b>	<b>Activity cost and funding streams</b>
Visit Mitcham Primary School to form a community of practice.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$2,000.00

			to: Term 4	<input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Form a working party to collect appropriate data for the review of the Excel learning program	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$5,000.00
Facilitate the PLC meetings as required	<input checked="" type="checkbox"/> PLC leaders	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Create a structure for peer observation and trial in PLCs	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Leadership team	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00
<b>KIS 2.c</b> 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.			
<b>Actions</b>	<ol style="list-style-type: none"> <li>1. Develop the skills and understanding of staff to support students in literacy (including EAL) and numeracy.</li> <li>2. Implement new feedback and reporting structures.</li> <li>3. Review and plan for implementation of VC 2.0 and update curriculum documentation accordingly, including formative assessment strategies.</li> </ol>			

<b>Outcomes</b>	1. EAL students will demonstrate an improvement in key outcome measures in reading over a period of 18 months via bi annual PAT testing 2. Teachers will increase their knowledge of EAL specific strategies and develop their capacity to support and extend students with low literacy. 3.. Revised reporting structures will support student agency in learning. Parents will have greater confidence in teacher judgements 4. Completed documentation will enable staff readiness for Vic Curric implementation in 2025			
<b>Success Indicators</b>	1. EAL students will demonstrate growth in PAT-R over a period of 18 months 2. Literacy Team to finalise, present and activate the Literacy Strategy. 3. Numeracy Team to finalise, present and activate the Numeracy Strategy. 4. Feedback from all stakeholders on semester report structure 5. Published EAL policy			
<b>Activities</b>	<b>People responsible</b>	<b>Is this a PL priority</b>	<b>When</b>	<b>Activity cost and funding streams</b>
Embed and extend the EAL support program	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Literacy leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00
Creation and publication of whole school literacy and numeracy plans	<input checked="" type="checkbox"/> Literacy leader <input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00
Develop new reporting templates for each term	<input checked="" type="checkbox"/> Assessment & reporting coordinator <input checked="" type="checkbox"/> Assistant principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00



Seek ongoing feedback on reporting changes with staff and parents	<input checked="" type="checkbox"/> Assessment & reporting coordinator	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00
Audit current program and develop a refined Mullauna vision for STEM / technology, including staff capacity, facilities and equipment, and student interest / need.	<input checked="" type="checkbox"/> Careers leader/team <input checked="" type="checkbox"/> Information Technology leader/team <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> STEM coordinator <input checked="" type="checkbox"/> VCAL leader/team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00  <input checked="" type="checkbox"/> Other funding will be used
Develop and publish MC EAL policy	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00

## Funding planner

### Summary of budget and allocated funding

Summary of budget	School's total funding (\$)	Funding allocated in activities (\$)	Still available/shortfall
Equity Funding	\$95,863.60	\$122,000.00	-\$26,136.40
Disability Inclusion Tier 2 Funding	\$75,018.14	\$80,000.00	-\$4,981.86
Schools Mental Health Fund and Menu	\$61,036.81	\$70,000.00	-\$8,963.19
<b>Total</b>	<b>\$231,918.55</b>	<b>\$272,000.00</b>	<b>-\$40,081.45</b>

### Activities and milestones – Total Budget

Activities and milestones	Budget
Visit Mitcham Primary School to form a community of practice.	\$2,000.00
Continue to build the coherence and collaboration of SIT #2. Select appropriate PL opportunities, including relevant Wellbeing, Mental Health, D&I, and Equity programs.	\$10,000.00
Embed the new ES1-3 PSD / DIP Leader, while developing / reframing the LS Disability, Inclusion & Engagement role.	\$90,000.00
Youth Mental Health First Aid rolled out to key cohort/s - Year 10. and further staff training - 1 group of staff and 1 instructor level.	\$20,000.00
Enhance support to wellbeing team through additional staffing: a. admin time for Wellbeing Leader (BI) b. ES admin / program support to wellbeing team	\$20,000.00

Mental Health Practitioner top-up of hours to three days.	\$15,000.00
Audit current Health, Wellbeing & Engagement programs, outcomes and needs.	\$5,000.00
Deliver professional learning to all staff in the HIWS (High Impact Wellbeing Strategies).	\$5,000.00
Audit current Pathways & Careers programs, processes, outcomes and needs.	\$10,000.00
Provide additional support to our Marrung and D&I students through targeted Equity spend and staffing.	\$90,000.00
<b>Totals</b>	<b>\$267,000.00</b>

### Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Continue to build the coherence and collaboration of SIT #2. Select appropriate PL opportunities, including relevant Wellbeing, Mental Health, D&I, and Equity programs.	from: Term 1 to: Term 4	\$2,000.00	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
Embed the new ES1-3 PSD / DIP Leader, while developing / reframing the LS Disability, Inclusion & Engagement role.	from: Term 1 to: Term 4	\$15,000.00	<input checked="" type="checkbox"/> School-based staffing
Enhance support to wellbeing team through additional staffing: a. admin time for Wellbeing Leader (BI) b. ES admin / program support to wellbeing team	from: Term 1 to: Term 2	\$5,000.00	<input checked="" type="checkbox"/> Support services

Audit current Pathways & Careers programs, processes, outcomes and needs.	from: Term 1 to: Term 4	\$10,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
Provide additional support to our Marrung and D&I students through targeted Equity spend and staffing.	from: Term 1 to: Term 4	\$90,000.00	<input checked="" type="checkbox"/> School-based staffing
<b>Totals</b>		\$122,000.00	

### Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
Embed the new ES1-3 PSD / DIP Leader, while developing / reframing the LS Disability, Inclusion & Engagement role.	from: Term 1 to: Term 4	\$75,000.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> <li>• Education support staff</li> </ul>
Deliver professional learning to all staff in the HIWS (High Impact Wellbeing Strategies).	from: Term 1 to: Term 4	\$5,000.00	<input checked="" type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none"> <li>• Whole school</li> </ul>
<b>Totals</b>		\$80,000.00	

### Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
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Visit Mitcham Primary School to form a community of practice.	from: Term 1 to: Term 4	\$2,000.00	<input checked="" type="checkbox"/> All-School Visible Wellbeing Program
Continue to build the coherence and collaboration of SIT #2. Select appropriate PL opportunities, including relevant Wellbeing, Mental Health, D&I, and Equity programs.	from: Term 1 to: Term 4	\$8,000.00	<input checked="" type="checkbox"/> Employ staff to support Tier 1 activities
Youth Mental Health First Aid rolled out to key cohort/s - Year 10. and further staff training - 1 group of staff and 1 instructor level.	from: Term 1 to: Term 4	\$20,000.00	<input checked="" type="checkbox"/> Employ staff to support Tier 1 activities
Enhance support to wellbeing team through additional staffing: a. admin time for Wellbeing Leader (BI) b. ES admin / program support to wellbeing team	from: Term 1 to: Term 2	\$15,000.00	<input checked="" type="checkbox"/> Employ staff to support Tier 1 activities  <b>This activity will use Mental Health Menu staffing</b> <ul style="list-style-type: none"> <li>○ Assign existing staff member to initiative (eduPay)</li> <li>○ Employ additional teacher to release staff member (eduPay)</li> </ul>
Mental Health Practitioner top-up of hours to three days.	from: Term 1 to: Term 4	\$15,000.00	<input checked="" type="checkbox"/> Employ allied health professional to provide Tier 2 tailored support for students
Audit current Health, Wellbeing & Engagement programs, outcomes and needs.	from: Term 1 to: Term 4	\$5,000.00	<input checked="" type="checkbox"/> Employ staff to support Tier 1 activities
Deliver professional learning to all staff in the HIWS (High Impact Wellbeing Strategies).	from: Term 1 to: Term 4	\$5,000.00	<input checked="" type="checkbox"/> Dogs Connect Program

<b>Totals</b>		\$70,000.00	
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### Additional funding planner – Total Budget

Activities and milestones	Budget
<b>Totals</b>	\$0.00

### Additional funding planner – Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
<b>Totals</b>		\$0.00	

### Additional funding planner – Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
<b>Totals</b>		\$0.00	

### Additional funding planner – Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
<b>Totals</b>		\$0.00	

## Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
Establish definition of 'student agency' (Staff) - presentation to staff.	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> School improvement team</li> <li><input checked="" type="checkbox"/> Student(s)</li> </ul>	from: Term 1 to: Term 2	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Collaborative inquiry/action research team</li> <li><input checked="" type="checkbox"/> Peer observation including feedback and reflection</li> <li><input checked="" type="checkbox"/> Student voice, including input and feedback</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions</li> <li><input checked="" type="checkbox"/> Network professional learning</li> <li><input checked="" type="checkbox"/> Communities of practice</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> School improvement partnerships</li> <li><input checked="" type="checkbox"/> Learning specialist</li> <li><input checked="" type="checkbox"/> Departmental resources</li> </ul> <p>Amplify</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)</li> </ul>	<input checked="" type="checkbox"/> On-site
PL on differentiation (will include HITS and MC Instructional Model (N&P))	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Leadership team</li> <li><input checked="" type="checkbox"/> PLC leaders</li> <li><input checked="" type="checkbox"/> Teaching and learning coordinator</li> </ul>	from: Term 1 to: Term 2	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Peer observation including feedback and reflection</li> <li><input checked="" type="checkbox"/> Formalised PLC/PLTs</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions</li> <li><input checked="" type="checkbox"/> PLC/PLT meeting</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> PLC Initiative</li> <li><input checked="" type="checkbox"/> Internal staff</li> </ul>	<input checked="" type="checkbox"/> On-site
Develop staff capacity for analysing and applying student performance and diagnostic data within each class	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assistant principal</li> <li><input checked="" type="checkbox"/> Data leader</li> </ul>	from: Term 2 to: Term 4	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Planning</li> <li><input checked="" type="checkbox"/> Preparation</li> <li><input checked="" type="checkbox"/> Individualised reflection</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Internal staff</li> <li><input checked="" type="checkbox"/> Learning specialist</li> </ul>	<input checked="" type="checkbox"/> On-site

Source an alternative data platform to eDapt and re-train staff on this platform.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Data leader	from: Term 3 to: Term 4	<input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Individualised reflection	<input checked="" type="checkbox"/> Whole school pupil free day	<input checked="" type="checkbox"/> Learning specialist <input checked="" type="checkbox"/> External consultants  Platform specialist training is required	<input checked="" type="checkbox"/> On-site
Continue to build the coherence and collaboration of SIT #2. Select appropriate PL opportunities, including relevant Wellbeing, Mental Health, D&I, and Equity programs.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School improvement team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Individualised reflection <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"/> Timetabled planning day	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants  Health & Wellbeing Key Contact	<input checked="" type="checkbox"/> On-site
Visit Mitcham Primary School to form a community of practice.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative inquiry/action research team <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> Communities of practice	<input checked="" type="checkbox"/> Learning specialist <input checked="" type="checkbox"/> Literacy leaders <input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> On-site
Embed the new ES1-3 PSD / DIP Leader, while developing / reframing the LS Disability, Inclusion & Engagement role.	<input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> School improvement team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative inquiry/action research team <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Individualised reflection	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> Network professional learning <input checked="" type="checkbox"/> Communities of practice	<input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Learning specialist <input checked="" type="checkbox"/> Departmental resources  PAL etc.	<input checked="" type="checkbox"/> On-site



<p>Youth Mental Health First Aid rolled out to key cohort/s - Year 10. and further staff training - 1 group of staff and 1 instructor level.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> School improvement team</li> <li><input checked="" type="checkbox"/> Wellbeing team</li> </ul>	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Planning</li> <li><input checked="" type="checkbox"/> Preparation</li> <li><input checked="" type="checkbox"/> Student voice, including input and feedback</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions</li> <li><input checked="" type="checkbox"/> Communities of practice</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> External consultants YMHFA trainer Whitehorse SFYS team</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> On-site</li> </ul>
<p>Audit current Health, Wellbeing &amp; Engagement programs, outcomes and needs.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assistant principal</li> <li><input checked="" type="checkbox"/> Disability inclusion coordinator</li> <li><input checked="" type="checkbox"/> Mental health and wellbeing leader</li> <li><input checked="" type="checkbox"/> Principal</li> <li><input checked="" type="checkbox"/> School improvement team</li> <li><input checked="" type="checkbox"/> Student wellbeing co-ordinator</li> </ul>	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Planning</li> <li><input checked="" type="checkbox"/> Collaborative inquiry/action research team</li> <li><input checked="" type="checkbox"/> Student voice, including input and feedback</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Internal staff</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> On-site</li> </ul>
<p>Deliver professional learning to all staff in the HIWS (High Impact Wellbeing Strategies).</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> All staff</li> </ul>	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Planning</li> <li><input checked="" type="checkbox"/> Collaborative inquiry/action research team</li> <li><input checked="" type="checkbox"/> Student voice, including input and feedback</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions</li> <li><input checked="" type="checkbox"/> Timetabled planning day</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Internal staff</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> On-site</li> </ul>

<p>Audit current Pathways &amp; Careers programs, processes, outcomes and needs.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Careers leader/team</li> <li><input checked="" type="checkbox"/> Leadership team</li> <li><input checked="" type="checkbox"/> School improvement team</li> </ul>	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Planning</li> <li><input checked="" type="checkbox"/> Collaborative inquiry/action research team</li> <li><input checked="" type="checkbox"/> Student voice, including input and feedback</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions</li> <li><input checked="" type="checkbox"/> Timetabled planning day</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Internal staff</li> <li><input checked="" type="checkbox"/> External consultants</li> </ul> <p>NEVR Pathways team</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> On-site</li> </ul>
<p>Creation and publication of whole school literacy and numeracy plans</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Literacy leader</li> <li><input checked="" type="checkbox"/> Numeracy leader</li> </ul>	<p>from: Term 1 to: Term 2</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Planning</li> <li><input checked="" type="checkbox"/> Collaborative inquiry/action research team</li> <li><input checked="" type="checkbox"/> Curriculum development</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions</li> <li><input checked="" type="checkbox"/> Network professional learning</li> <li><input checked="" type="checkbox"/> Communities of practice</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Learning specialist</li> <li><input checked="" type="checkbox"/> Literacy leaders</li> <li><input checked="" type="checkbox"/> Numeracy leader</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> On-site</li> </ul>