

2021 Annual Implementation Plan

for improving student outcomes

Beechworth Secondary College (7575)



Submitted for review by Patricia Broom (School Principal) on 12 February, 2021 at 12:19 AM
Endorsed by John Pryor (Senior Education Improvement Leader) on 12 February, 2021 at 11:22 AM
Endorsed by Gael Evans (School Council President) on 02 March, 2021 at 01:23 PM

Self-evaluation Summary - 2021

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

Positive climate for learning	Empowering students and building school pride	Evolving moving towards Embedding
	Setting expectations and promoting inclusion	Embedding moving towards Excelling
	Health and wellbeing	Evolving
	Intellectual engagement and self-awareness	Emerging moving towards Evolving

Community engagement in learning	Building communities	Evolving
	Global citizenship	Emerging moving towards Evolving
	Networks with schools, services and agencies	Embedding
	Parents and carers as partners	Evolving

Enter your reflective comments	<p>The 2021 year will begin with a review of the processes and practices implemented during remote learning and the best practice areas identified.</p> <p>We have yet to be able to access the full student/parent survey data in Panorama, but many aspects are clearly already informing our changes through the feedback we had already sought.</p>
Considerations for 2021	<p>In 2021, we need to embed the work started to identify, support and extend high ability students. This needs to be beyond those identified through the High Ability program.</p> <p>How to ensure IEPs are actioned and embedded in all classes and supported by data as evidence of improving outcomes.</p> <p>How to ensure we build authentic agency and voice for student leadership and establish more opportunities for student voice within teaching and learning and beyond wellbeing.</p> <p>The establishment of the new building has given us the chance to review student management structures and how we</p>

	approach students learning.
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	2021 Priorities Goal
Target 1.1	Support for the 2021 Priorities
Key Improvement Strategy 1.a Curriculum planning and assessment	Learning, catch-up and extension priority
Key Improvement Strategy 1.b Health and wellbeing	Happy, active and healthy kids priority
Key Improvement Strategy 1.c Building communities	Connected schools priority
Goal 2	Maximise student learning outcomes through improved teaching and learning.
Target 2.1	Reduce % of Year 9 students in the lower 2 bands in Writing from 49% (2017) to 40% (2021) Reduce % of Year 9 students in the lower 2 bands in Reading from 28% (2017) to 25% (2021) Reduce % of Year 9 students in the lower 2 bands in Numeracy from 29% (2017) to 20% (2021)
Target 2.2	Year 9 Reading: Increase % of students in the top 2 bands from 23% (2017) to 30% (2021) Year 9 Writing: Increase % of students in the top 2 bands from 7% (2017) to 13% (2021) Year 9 Numeracy: Increase % of students in the top 2 bands from 14% (2017) to 20% (2021)
Target 2.3	Reduce % in the Low category of relative gain for reading Year 7-9 from 28% (2017) to 25% (2021) Reduce % in the Low category of relative gain for writing Year 7-9 from 34% (2017) to 28% (2021) Reduce % in the Low category of relative gain for numeracy Year 7-9 from 45% (2017) to 25% (2021)

Target 2.4	<p><u>Staff Opinion Data</u></p> <p>To improve or maintain the overall score in each year of the strategic plan for each of the following components:</p> <ul style="list-style-type: none"> • School Climate Guaranteed & Viable Curriculum • Teaching & Learning - Practice Improvement • Teaching & Learning - Planning • Teaching & Learning - Implementation • Teaching & Learning - Evaluation
Target 2.5	<p><u>Student Opinion Data</u></p> <p>To improve or maintain the overall score in each year of the strategic plan for each of the following components</p> <ul style="list-style-type: none"> • Effective teaching time • Differentiated learning challenge
Key Improvement Strategy 2.a Curriculum planning and assessment	Establish a guaranteed and viable curriculum and assessment practices to inform consistent planning.
Key Improvement Strategy 2.b Curriculum planning and assessment	Document and monitor the use of student assessment data to inform the provision of targeted teaching and learning incorporating HITs, for all students.
Goal 3	Increase the capacity of the school to function as a strategic organisation.
Target 3.1	<u>FISO Self-Evaluation</u>

	<p>Vision Values & Culture has moved from Emerging towards Evolving to Excelling</p> <p><u>Student Opinion Data</u> To improve or maintain the overall score in each year of the strategic plan for School Connectedness</p> <p><u>Parent Opinion Data</u> To improve or maintain the overall score in each year of the strategic plan for School Connectedness</p>
<p>Target 3.2</p>	<p><u>FISO Self-Evaluation</u> Building Leadership Teams has moved from evolving to excelling Instructional & Shared leadership has moved from emerging towards evolving to excelling</p> <p><u>Staff Opinion data</u> To improve or maintain the overall score in each year of the strategic plan for School Leadership (Overall scores)</p> <p><u>Parent Opinion Data</u> To improve or maintain the overall score in each year of the strategic plan for each of the following components (overall scores)</p> <ul style="list-style-type: none"> • General Satisfaction • School Improvement • School Pride & Confidence
<p>Target 3.3</p>	<p><u>Parent Opinion Data</u> To improve or maintain the overall score in each year of the strategic plan for each of the following components:</p> <ul style="list-style-type: none"> • Confidence & resiliency skills

	<ul style="list-style-type: none"> • Managing bullying • Experience of bullying <p><u>Student Opinion data</u> To improve or maintain the overall score in each year of the strategic plan for each of the following components:</p> <ul style="list-style-type: none"> • Resilience • School connectedness • Managing bullying
Key Improvement Strategy 3.a Vision, values and culture	Establish a clear whole school vision and values which are embedded in everyday practice.
Key Improvement Strategy 3.b Instructional and shared leadership	Build professional learning teams that collaborate and have shared accountability for the learning of all students.
Key Improvement Strategy 3.c Setting expectations and promoting inclusion	Build professional learning teams that collaborate and have shared accountability to support the health and wellbeing, inclusion and engagement of all students.
Goal 4	Improve student engagement and wellbeing outcomes by building stronger relationships and connectedness to school
Target 4.1	<p>Reduce absenteeism across 7-12 to be at or better than state average</p> <p>Improve student positive responses to Attitudes to attendance in years 7-9 from 62% to 80%</p>

<p>Target 4.2</p>	<p>School Staff Survey measures:</p> <p>Increase % positive responses to promoting student ownership of learning.</p> <p>Increase % teachers trust in students and parents above 53% positive.</p> <p>Increase % positive responses to parent and community involvement.</p> <p>Increase % positive response to using student feedback to improve practice.</p>
<p>Target 4.3</p>	<p>Attitudes to School Survey (student) measures.</p> <p>Increase student positive response for Sense of Connectedness in years 7- 9 from 41% to 60%</p> <p>Increase student positive response for Sense of Connectedness in years 10 -12 from 36% to 60%</p> <p>Increase student positive responses for Student Voice and Agency in years 7 - 9 from 32% to 60%</p> <p>Increase student positive responses for Student Voice and Agency in years 10 - 12 from 43% to 60%</p> <p>Increase student positive responses for Teacher Concern in years 7 - 9 from 28% to 60%</p> <p>Increase student positive responses for Teacher Concern in years 10 - 12 from 37% to 60%</p> <p>Curriculum Planning and Assessment to move from emerging to excelling in the FISO Continuum which includes community based programs documented within the curriculum.</p> <p>Building Community Partnerships in the FISO continuum to move from evolving to excelling as curriculum linked to community.</p>

Key Improvement Strategy 4.a Empowering students and building school pride	Build higher levels of school pride and connectedness shared by teachers, students, parents and the broader community
Key Improvement Strategy 4.b Empowering students and building school pride	Implement authentic student voice opportunities to collaborate and make decisions, impact on the design and implementation of school programs and policy, and actively contribute ideas about student-led learning opportunities
Key Improvement Strategy 4.c Networks with schools, services and agencies	Establish and maintain authentic learning partnerships with the wider Beechworth community including networks with schools, services and agencies

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
2021 Priorities Goal	Yes	Support for the 2021 Priorities	Targets as indicated within relevant goals.
Maximise student learning outcomes through improved teaching and learning.	Yes	<p>Reduce % of Year 9 students in the lower 2 bands in Writing from 49% (2017) to 40% (2021)</p> <p>Reduce % of Year 9 students in the lower 2 bands in Reading from 28% (2017) to 25% (2021)</p> <p>Reduce % of Year 9 students in the lower 2 bands in Numeracy from 29% (2017) to 20% (2021)</p>	<p>Reduce % of Year 9 students in the lower 2 bands in Writing from 49% (2017) to 40% (2021)</p> <p>Did not achieve - bottom 2 bands for Writing increased to 55%</p> <p>Reduce % of Year 9 students in the lower 2 bands in Reading from 28% (2017) to 25% (2021)</p> <p>Did not achieve - Bottom 2 bands for Reading increased to 35%</p> <p>Reduce % of Year 9 students in the lower 2 bands in Numeracy from 29% (2017) to 20% (2021)</p> <p>Partially achieved - bottom 2 bands reduced to 24</p>
		Year 9 Reading: Increase % of students in the top 2 bands from 23% (2017) to 30% (2021)	Year 9 Reading: Increase % of students in the top 2 bands from 23% (2017) to 30% (2021)

		<p>Year 9 Writing: Increase % of students in the top 2 bands from 7% (2017) to 13% (2021)</p> <p>Year 9 Numeracy: Increase % of students in the top 2 bands from 14% (2017) to 20% (2021)</p>	<p>Did not achieve - maintained at 23%</p> <p>Year 9 Writing: Increase % of students in the top 2 bands from 7% (2017) to 13% (2021)</p> <p>Did not achieve - Maintained at 7%</p> <p>Year 9 Numeracy: Increase % of students in the top 2 bands from 14% (2017) to 20% (2021)</p> <p>Did not achieve - Top 2 bands decreased to 8%</p>
		<p>Reduce % in the Low category of relative gain for reading Year 7-9 from 28% (2017) to 25% (2021)</p> <p>Reduce % in the Low category of relative gain for writing Year 7-9 from 34% (2017) to 28% (2021)</p> <p>Reduce % in the Low category of relative gain for numeracy Year 7-9 from 45% (2017) to 25% (2021)</p>	<p>Reduce % in the Low category of relative gain for reading Year 7-9 from 28% (2017) to 25% (2021)</p> <p>Did not achieve - increased to 41%</p> <p>Reduce % in the Low category of relative gain for writing Year 7-9 from 34% (2017) to 28% (2021)</p> <p>Achieved - Reduced to 25%</p> <p>Reduce % in the Low category of relative gain for numeracy Year 7-9 from 45% (2017) to 25% (2021)</p> <p>Partially achieved - Reduced to 39%</p>
		<p><u>Staff Opinion Data</u></p>	<p>Staff Opinion Data To improve or maintain the overall score</p>

		<p>To improve or maintain the overall score in each year of the strategic plan for each of the following components:</p> <ul style="list-style-type: none"> • School Climate Guaranteed & Viable Curriculum • Teaching & Learning - Practice Improvement • Teaching & Learning - Planning • Teaching & Learning - Implementation • Teaching & Learning - Evaluation 	<p>in each year of the strategic plan for each of the following components: School Climate - GVC Teaching & Learning - Practice Improvement Teaching & Learning - Planning Teaching & Learning - Implementation Teaching & Learning - Evaluation</p>
		<p><u>Student Opinion Data</u> To improve or maintain the overall score in each year of the strategic plan for each of the following components</p> <ul style="list-style-type: none"> • Effective teaching time • Differentiated learning challenge 	<p>Student Opinion Data To improve or maintain the overall score in each year of the strategic plan for each of the following components Effective teaching time Differentiated learning challenge</p>
<p>Increase the capacity of the school to function as a strategic organisation.</p>	<p>No</p>	<p><u>FISO Self-Evaluation</u> Vision Values & Culture has moved from Emerging towards Evolving to Excelling</p> <p><u>Student Opinion Data</u> To improve or maintain the overall score in each year of the strategic plan for School Connectedness</p> <p><u>Parent Opinion Data</u> To improve or maintain the overall score in each year of the strategic plan for School Connectedness</p>	

		<p><u>FISO Self-Evaluation</u> Building Leadership Teams has moved from evolving to excelling Instructional & Shared leadership has moved from emerging towards evolving to excelling</p> <p><u>Staff Opinion data</u> To improve or maintain the overall score in each year of the strategic plan for School Leadership (Overall scores)</p> <p><u>Parent Opinion Data</u> To improve or maintain the overall score in each year of the strategic plan for each of the following components (overall scores)</p> <ul style="list-style-type: none"> • General Satisfaction • School Improvement • School Pride & Confidence 	
		<p><u>Parent Opinion Data</u> To improve or maintain the overall score in each year of the strategic plan for each of the following components:</p> <ul style="list-style-type: none"> • Confidence & resiliency skills • Managing bullying • Experience of bullying 	

		<p><u>Student Opinion data</u> To improve or maintain the overall score in each year of the strategic plan for each of the following components:</p> <ul style="list-style-type: none"> • Resilience • School connectedness • Managing bullying 	
Improve student engagement and wellbeing outcomes by building stronger relationships and connectedness to school	Yes	<p>Reduce absenteeism across 7-12 to be at or better than state average</p> <p>Improve student positive responses to Attitudes to attendance in years 7-9 from 62% to 80%</p>	<p>Reduce absenteeism across 7-12 to be at or better than state average</p> <p>Improve student positive responses to Attitudes to attendance in years 7-9 from 62% to 80%</p>
		<p>School Staff Survey measures:</p> <p>Increase % positive responses to promoting student ownership of learning.</p> <p>Increase % teachers trust in students and parents above 53% positive.</p> <p>Increase % positive responses to parent and community involvement.</p> <p>Increase % positive response to using student feedback to improve practice.</p>	<p>School Staff Survey measures:</p> <p>Increase % positive responses to promoting student ownership of learning.</p> <p>Increase % teachers trust in students and parents above 53% positive.</p> <p>Increase % positive responses to parent and community involvement.</p> <p>Increase % positive response to using student feedback to improve practice.</p>

		<p>Attitudes to School Survey (student) measures.</p> <p>Increase student positive response for Sense of Connectedness in years 7- 9 from 41% to 60%</p> <p>Increase student positive response for Sense of Connectedness in years 10 -12 from 36% to 60%</p> <p>Increase student positive responses for Student Voice and Agency in years 7 - 9 from 32% to 60%</p> <p>Increase student positive responses for Student Voice and Agency in years 10 - 12 from 43% to 60%</p> <p>Increase student positive responses for Teacher Concern in years 7 - 9 from 28% to 60%</p> <p>Increase student positive responses for Teacher Concern in years 10 - 12 from 37% to 60%</p> <p>Curriculum Planning and Assessment to move from emerging to excelling in the FISO Continuum which includes community based programs documented within the curriculum.</p> <p>Building Community Partnerships in the FISO continuum to move from evolving to excelling as curriculum linked to community.</p>	<p>Attitudes to School Survey (student) measures.</p> <p>Increase student positive response for Sense of Connectedness in years 7- 9 from 41% to 60%</p> <p>Increase student positive response for Sense of Connectedness in years 10 -12 from 36% to 60%</p> <p>Increase student positive responses for Student Voice and Agency in years 7 - 9 from 32% to 60%</p> <p>Increase student positive responses for Student Voice and Agency in years 10 - 12 from 43% to 60%</p> <p>Increase student positive responses for Teacher Concern in years 7 - 9 from 28% to 60%</p> <p>Increase student positive responses for Teacher Concern in years 10 - 12 from 37% to 60%</p>
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Goal 1	2021 Priorities Goal		
12 Month Target 1.1	Targets as indicated within relevant goals.		
Key Improvement Strategies			Is this KIS selected for focus this year?
KIS 1 Curriculum planning and assessment	Learning, catch-up and extension priority		Yes
KIS 2 Health and wellbeing	Happy, active and healthy kids priority		Yes
KIS 3 Building communities	Connected schools priority		Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2021.		
Goal 2	Maximise student learning outcomes through improved teaching and learning.		
12 Month Target 2.1	Reduce % of Year 9 students in the lower 2 bands in Writing from 49% (2017) to 40% (2021)		

	<p>Did not achieve - bottom 2 bands for Writing increased to 55%</p> <p>Reduce % of Year 9 students in the lower 2 bands in Reading from 28% (2017) to 25% (2021)</p> <p>Did not achieve - Bottom 2 bands for Reading increased to 35%</p> <p>Reduce % of Year 9 students in the lower 2 bands in Numeracy from 29% (2017) to 20% (2021)</p> <p>Partially achieved - bottom 2 bands reduced to 24</p>
12 Month Target 2.2	<p>Year 9 Reading: Increase % of students in the top 2 bands from 23% (2017) to 30% (2021)</p> <p>Did not achieve - maintained at 23%</p> <p>Year 9 Writing: Increase % of students in the top 2 bands from 7% (2017) to 13% (2021)</p> <p>Did not achieve - Maintained at 7%</p> <p>Year 9 Numeracy: Increase % of students in the top 2 bands from 14% (2017) to 20% (2021)</p> <p>Did not achieve - Top 2 bands decreased to 8%</p>
12 Month Target 2.3	<p>Reduce % in the Low category of relative gain for reading Year 7-9 from 28% (2017) to 25% (2021)</p> <p>Did not achieve - increased to 41%</p> <p>Reduce % in the Low category of relative gain for writing Year 7-9 from 34% (2017) to 28% (2021)</p> <p>Achieved - Reduced to 25%</p> <p>Reduce % in the Low category of relative gain for numeracy Year 7-9 from 45% (2017) to 25% (2021)</p> <p>Partially achieved - Reduced to 39%</p>

12 Month Target 2.4	Staff Opinion Data To improve or maintain the overall score in each year of the strategic plan for each of the following components: School Climate - GVC Teaching & Learning - Practice Improvement Teaching & Learning - Planning Teaching & Learning - Implementation Teaching & Learning - Evaluation
12 Month Target 2.5	Student Opinion Data To improve or maintain the overall score in each year of the strategic plan for each of the following components Effective teaching time Differentiated learning challenge
Key Improvement Strategies	Is this KIS selected for focus this year?
KIS 1 Curriculum planning and assessment	Establish a guaranteed and viable curriculum and assessment practices to inform consistent planning.
KIS 2 Curriculum planning and assessment	Document and monitor the use of student assessment data to inform the provision of targeted teaching and learning incorporating HITs, for all students.
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 focus for 2021 will be on the delivery of the GVC and classroom instruction within this. It will also have the next stage of Teaching and Learning within BSC. Our targeted area for improved practice will be Practice Principal 6 - Teachers provide authentic, fit for purpose assessments to reflect the learning program and assessments. To support this in 2021, BSC has joined in a SIP Schools Improvement Partnership with WSSC and WMYSC for semester 1.
Goal 3	Improve student engagement and wellbeing outcomes by building stronger relationships and connectedness to school
12 Month Target 3.1	Reduce absenteeism across 7-12 to be at or better than state average Improve student positive responses to Attitudes to attendance in years 7-9 from 62% to 80%

12 Month Target 3.2	<p>School Staff Survey measures:</p> <p>Increase % positive responses to promoting student ownership of learning.</p> <p>Increase % teachers trust in students and parents above 53% positive.</p> <p>Increase % positive responses to parent and community involvement.</p> <p>Increase % positive response to using student feedback to improve practice.</p>	
12 Month Target 3.3	<p>Attitudes to School Survey (student) measures.</p> <p>Increase student positive response for Sense of Connectedness in years 7- 9 from 41% to 60%</p> <p>Increase student positive response for Sense of Connectedness in years 10 -12 from 36% to 60%</p> <p>Increase student positive responses for Student Voice and Agency in years 7 - 9 from 32% to 60%</p> <p>Increase student positive responses for Student Voice and Agency in years 10 - 12 from 43% to 60%</p> <p>Increase student positive responses for Teacher Concern in years 7 - 9 from 28% to 60%</p> <p>Increase student positive responses for Teacher Concern in years 10 - 12 from 37% to 60%</p>	
Key Improvement Strategies	Is this KIS selected for focus this year?	
KIS 1 Empowering students and building school pride	Build higher levels of school pride and connectedness shared by teachers, students, parents and the broader community	Yes
KIS 2 Empowering students and building school pride	Implement authentic student voice opportunities to collaborate and make decisions, impact on the design and implementation of school programs and policy, and actively contribute ideas about student-led learning opportunities	No

<p>KIS 3 Networks with schools, services and agencies</p>	<p>Establish and maintain authentic learning partnerships with the wider Beechworth community including networks with schools, services and agencies</p>	<p>No</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>BSC is in an ongoing partnership within the VCE Collaboration Network. This is a support structure and shared resources - physical and human- between BSC, TSC, MBSC and Myrtleford P-12. This will have further shared PD options and teacher collaboration in 2021. It will be expanding to support not just VCE but the VCAL and VET programs in line with the future combined certificate.</p> <p>This will complement BSC being part of the Pilot VET project, linked with another 3 schools for a joint blended delivery of VET community Services and supported by the NELLEN.</p> <p>BSC will begin PLC training in term 1 2021, and will be linked with other schools with a focus on assessment.</p> <p>In Semester 1, 2021, BSC will be in a SIP with WMYC and WSSC with a joint focus on assessment.</p>	

Define Actions, Outcomes and Activities

Goal 1	2021 Priorities Goal			
12 Month Target 1.1	Targets as indicated within relevant goals.			
KIS 1 Curriculum planning and assessment	Learning, catch-up and extension priority			
Actions	<p>Develop data literacy of teachers and education support staff to inform understanding of student needs and progress, and identify students requiring additional support</p> <p>Use PLC's for staff to collaboratively plan units of work with a focus on differentiation</p> <p>Prioritise time (in PLC's) for teachers to discuss and adapt strategies working for individual students</p>			
Outcomes	<p>Teachers will confidently and accurately identify learning needs of their students</p> <p>Teachers will consistently and explicitly implement the school's instructional model</p> <p>Teachers will provide students with the opportunity to work at their level using differentiated resources</p> <p>Students will know what their next steps are to progress their learning</p> <p>Students identified for Tutor Learning Program will show improvement in learning progress in targeted area.</p>			
Success Indicators	<p>Teacher's will record formative assessment data and teacher judgement data to accurately reflect student levels</p> <p>Documentation and data will be generated from formative assessment in the classroom</p> <p>Pre and Post intervention PAT-R and PAT-M data will demonstrate student learning progress</p> <p>Student feedback on differentiation, the instructional model, and use of common strategies</p> <p>PAT-R and PAT-M data collected at the end of 2021 will show catch up and extension for identified students.</p> <p>NAPLAN data from 2020 will show improved growth for 2021 in the targetted year 9 cohort.</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget

Schedule and organise professional learning on formative assessment and collecting, analysing, responding to and monitoring	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$30,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Develop an agreed assessment schedule in collaboration with staff	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$0.00 <input type="checkbox"/> Equity funding will be used
Establish resourcing for individual tailored support programs	<input checked="" type="checkbox"/> Leading Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input type="checkbox"/> Equity funding will be used
Establish criteria for identifying students requiring individual and tailored support	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Sub School Leader/s <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$2,500.00 <input type="checkbox"/> Equity funding will be used
Identify and engage students with HAPL and complete IEP for these students	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Engage a tutor as lead support for identified students needing catch up and extension	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$60,000.00 <input type="checkbox"/> Equity funding will be used

PAT-R and PAT-M data will be used to identify students for tailored support- supported by relevant NAPLAN data		<input checked="" type="checkbox"/> Curriculum Co-ordinator (s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
SIT team will review use of Tutor Learning Initiative for different cohorts- implementing individual, small group withdrawal and in class support as most appraise to the needs.		<input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
KIS 2 Health and wellbeing	Happy, active and healthy kids priority				
Actions	- Refine whole school approach to wellbeing to consider actions at the leadership, teacher and student levels				
Outcomes	- At-risk students will be identified and receive targeted support in a timely manner -Students will be able to follow the support guidelines developed collaboratively with staff, parents and students				
Success Indicators	- Documentation of referrals and communication processes regarding monitoring and escalating wellbeing concerns - IEPs will be accessible and current for teachers to access and action				
Activities and Milestones	Who	Is this a PL Priority	When	Budget	
Students will: Engage with tiered support program at relevant level – school wide, group/cohort based or individually targeted.	<input checked="" type="checkbox"/> Student(s)	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00	

			to: Term 4	<input type="checkbox"/> Equity funding will be used
Teachers will: implement agreed wellbeing identification and referral processes including electronic documentation.	<input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Wellbeing Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
Leaders will: Provide clarity of roles and responsibility of teachers, education support staff and middle leaders.	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
Leaders will: Establish clear wellbeing support and referral processes.	<input checked="" type="checkbox"/> Leading Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
Leaders will: provide PL for staff to implement agreed intervention and support processes.	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Teachers will access IEPs for students and implement the recommended actions and adjustments within the IEP.	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
KIS 3 Building communities	Connected schools priority			

Actions	<p>Strengthen and embed the school-wide approach to communication with parents/carers/kin, incorporating and extending the new ways in which schools connected during remote and flexible learning</p> <p>Build staff capability to integrate digital learning</p> <p>Maintain and extend VCE collaboration network</p>			
Outcomes	<p>Leaders will implement a PL community to improve understanding of Digital Learning and communication platforms</p> <p>Teachers will be confident in integrating digital learning pedagogy</p>			
Success Indicators	<p>Leaders will Monitor Compass Analytics and see Increased traffic into Compass portal for reports, attendance, learning tasks.</p> <p>Increased parent attendance at Compass / Digital platforms information and training session.</p> <p>Student perception and survey data</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Conduct PL for families (record help video) to support Compass engagement.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
Monitor Compass traffic and engagement by students and parents	<input checked="" type="checkbox"/> Assessment & Reporting Coordinator <input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Identify digital tools that were successful for monitoring during flexible and remote learning and how they can continue to be	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$0.00

implemented	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Teacher(s)		to: Term 4	<input type="checkbox"/> Equity funding will be used
Teachers will identify barriers for individual students to engage in digital learning and communicate this with their parents/carers and other teachers	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
Leaders will support teachers to connect online and in person with other same subject teachers in the network.	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Sub School Leader/s	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00 <input type="checkbox"/> Equity funding will be used
Goal 2	Maximise student learning outcomes through improved teaching and learning.			
12 Month Target 2.1	Reduce % of Year 9 students in the lower 2 bands in Writing from 49% (2017) to 40% (2021) Did not achieve - bottom 2 bands for Writing increased to 55% Reduce % of Year 9 students in the lower 2 bands in Reading from 28% (2017) to 25% (2021) Did not achieve - Bottom 2 bands for Reading increased to 35% Reduce % of Year 9 students in the lower 2 bands in Numeracy from 29% (2017) to 20% (2021) Partially achieved - bottom 2 bands reduced to 24			
12 Month Target 2.2	Year 9 Reading: Increase % of students in the top 2 bands from 23% (2017) to 30% (2021) Did not achieve - maintained at 23%			

	<p>Year 9 Writing: Increase % of students in the top 2 bands from 7% (2017) to 13% (2021)</p> <p>Did not achieve - Maintained at 7%</p> <p>Year 9 Numeracy: Increase % of students in the top 2 bands from 14% (2017) to 20% (2021)</p> <p>Did not achieve - Top 2 bands decreased to 8%</p>
12 Month Target 2.3	<p>Reduce % in the Low category of relative gain for reading Year 7-9 from 28% (2017) to 25% (2021)</p> <p>Did not achieve - increased to 41%</p> <p>Reduce % in the Low category of relative gain for writing Year 7-9 from 34% (2017) to 28% (2021)</p> <p>Achieved - Reduced to 25%</p> <p>Reduce % in the Low category of relative gain for numeracy Year 7-9 from 45% (2017) to 25% (2021)</p> <p>Partially achieved - Reduced to 39%</p>
12 Month Target 2.4	<p>Staff Opinion Data</p> <p>To improve or maintain the overall score in each year of the strategic plan for each of the following components:</p> <p>School Climate - GVC</p> <p>Teaching & Learning - Practice Improvement</p> <p>Teaching & Learning - Planning</p> <p>Teaching & Learning - Implementation</p> <p>Teaching & Learning - Evaluation</p>
12 Month Target 2.5	<p>Student Opinion Data</p> <p>To improve or maintain the overall score in each year of the strategic plan for each of the following components</p> <p>Effective teaching time</p> <p>Differentiated learning challenge</p>
KIS 1	<p>Document and monitor the use of student assessment data to inform the provision of targeted teaching and learning incorporating HITs, for all students.</p>

Curriculum planning and assessment				
Actions	Implement a rigorous whole school, consistent lesson structure with aligned assessment			
Outcomes	<p>Students will: Describe and actively participate in a common structure to lessons incorporating Intention for the lessons learning (LI), and how they would be successful (SC).</p> <p>Student will: be able to articulate their progress against the Success Criteria and describe their next steps in learning.</p> <p>Students will: Participate in workshop consultation to offer voice towards the construction of an agreed instructional model.</p> <p>Teachers will: Implement an agreed lesson model.</p> <p>Teachers will: Provide and unpack with students a visible learning intention via Compass / Whiteboard for lessons..</p> <p>Leaders will: Support staff to develop and implement an agreed, rigorous lesson structure.</p>			
Success Indicators	<p>Learning Walks - Lyn Sharratt 5 questions to collate whole school climate</p> <p>Curriculum audit - GVC - LI/SC/Formative and Summative Assessments</p> <p>Student workbooks that indicate they have LI / SC and rubrics/ assessments</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Students will: be to describe and actively participate in a common structure to lessons incorporating Intention for the lessons learning, and how they would be successful.	<input checked="" type="checkbox"/> Student(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Students will: be invited to engage a in workshop style consultation to offer voice towards the construction of an agreed instructional model.	<input checked="" type="checkbox"/> Student(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Students will: access a visible learning intention and success criteria.	<input checked="" type="checkbox"/> Student(s)	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			to: Term 4	<input type="checkbox"/> Equity funding will be used
Student will: Learn to articulate their progress against the Success Criteria and describe their next steps in learning.	<input checked="" type="checkbox"/> Student(s)	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Teachers will: Describe to students the planned lesson structure and implement with fidelity/consistency.	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Teachers will: Provide and unpack a visible learning intention (Compass / Whiteboard).	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Teachers will: Co-construct and discuss visible Success Criteria for the Unit (Compass/ Whiteboard)	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Teachers will: Undertake formative assessment to track learner progress against SC continuum.	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Leaders will: Identify and develop key elements of agreed instructional model with staff.	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			to: Term 2	<input type="checkbox"/> Equity funding will be used
Leaders will: Model PL and produce high quality Learning Intention and Success Criteria (relevant to Unit and VC).	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Leaders will: Provided opportunities for Peer reflection / review across the teaching staff.	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Leaders will: Outline and publish the common language used to discuss Learning Intention and Success Criteria.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
Leaders will: provide PL for staff to improve data literacy capacity.	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Leaders will: Increase consistency of assessment school wide.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
SIT - School Improvement Team to take weekly Learning Walks and collect data for review of whole school and targeted progress.	<input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			to: Term 4	<input type="checkbox"/> Equity funding will be used
Goal 3	Improve student engagement and wellbeing outcomes by building stronger relationships and connectedness to school			
12 Month Target 3.1	Reduce absenteeism across 7-12 to be at or better than state average Improve student positive responses to Attitudes to attendance in years 7-9 from 62% to 80%			
12 Month Target 3.2	School Staff Survey measures: Increase % positive responses to promoting student ownership of learning. Increase % teachers trust in students and parents above 53% positive. Increase % positive responses to parent and community involvement. Increase % positive response to using student feedback to improve practice.			
12 Month Target 3.3	Attitudes to School Survey (student) measures. Increase student positive response for Sense of Connectedness in years 7- 9 from 41% to 60% Increase student positive response for Sense of Connectedness in years 10 -12 from 36% to 60% Increase student positive responses for Student Voice and Agency in years 7 - 9 from 32% to 60% Increase student positive responses for Student Voice and Agency in years 10 - 12 from 43% to 60% Increase student positive responses for Teacher Concern in years 7 - 9 from 28% to 60% Increase student positive responses for Teacher Concern in years 10 - 12 from 37% to 60%			
KIS 1	Build higher levels of school pride and connectedness shared by teachers, students, parents and the broader community			

Empowering students and building school pride				
Actions	The implementation of SWPBS led by SIT team			
Outcomes	Students will: Knowingly demonstrate the identified actions which reflect the school values. Teachers will: Model, discuss and apply the school values within their teaching practices. Leaders will: Model behaviours and language which reflect the school values (visible leadership).			
Success Indicators	Positive and negative behaviours are documented on Compass indicating the process followed. Language of students and teachers reflects the school values and is in keeping with SWPBS. Student survey data for School Connectedness improves from 2019/2020. Parent survey data shows improvement in School Connectedness from 2019/2020.			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Students will: be able to reference school school values and their application across course work, classroom and yard experiences.	<input checked="" type="checkbox"/> Student(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Teachers will: Use values-based vocabulary across lessons.	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Teachers will: Model and explain behaviours which reflect the school values	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Teachers will: Recognise /acknowledge students who display behaviours which reflect the BSC values.	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Leaders will: Provide PL (co construction) around values centered language	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Leaders will: Provide PL and planning opportunities to develop classroom practice models in line with SWPBS/school values	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Leaders will: Develop meeting protocols based around three school values.	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Leaders will: Develop positive recognition program.	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
Students will: Understand the expectations and values linked to SWPBS implementation.	<input checked="" type="checkbox"/> Student(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$0.00 <input type="checkbox"/> Equity funding will be used

<p>Student Leaders will: Proactively model and articulate the school values across the school.</p>	<input checked="" type="checkbox"/> Student(s)	<input type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 1</p>	<p>\$0.00</p> <input type="checkbox"/> Equity funding will be used
<p>SIT Team will :Implement ongoing PL to support teachers and students on areas within the health and Wellbeing</p>	<input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p> <input type="checkbox"/> Equity funding will be used

Equity Funding Planner

Equity Spending Totals

Category	Total proposed budget (\$)	Spend (\$)
Equity funding associated with Activities and Milestones	\$30,000.00	\$20,000.00
Additional Equity funding	\$25,000.00	\$25,193.00
Grand Total	\$55,000.00	\$45,193.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Schedule and organise professional learning on formative assessment and collecting, analysing, responding to and monitoring	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources	\$30,000.00	\$20,000.00
Totals			\$30,000.00	\$20,000.00

Additional Equity spend

Outline here any additional Equity spend for 2021	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Training & program cost for QuickSmart	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$10,000.00	\$10,000.00

Mental Health Practitioner	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Other employed a social worker 1 day pw	\$15,000.00	\$15,193.00
Totals			\$25,000.00	\$25,193.00

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Schedule and organise professional learning on formative assessment and collecting, analysing, responding to and monitoring	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Professional Practice Day <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"/> Literacy Leaders <input checked="" type="checkbox"/> Student Achievement Manager <input checked="" type="checkbox"/> MYLYNS Improvement teacher	<input checked="" type="checkbox"/> On-site
Teachers will: implement agreed wellbeing identification and referral processes including electronic documentation.	<input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Leaders will: provide PL for staff to implement agreed intervention and support processes.	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Identify digital tools that were successful for monitoring during flexible and remote learning and how they can continue to be implemented	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<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"/> Learning Specialist	<input checked="" type="checkbox"/> On-site

Leaders will support teachers to connect online and in person with other same subject teachers in the network.	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Sub School Leader/s	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
Students will: be invited to engage a in workshop style consultation to offer voice towards the construction of an agreed instructional model.	<input checked="" type="checkbox"/> Student(s)	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Teachers will: Describe to students the planned lesson structure and implement with fidelity/consistency.	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Leaders will: Model PL and produce high quality Learning Intention and Success Criteria (relevant to Unit and VC).	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Individualised Reflection <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Leaders will: provide PL for staff to improve data literacy capacity.	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> School improvement partnerships	<input checked="" type="checkbox"/> On-site

Leaders will: Provide PL (co construction) around values centered language	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> 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"/> Departmental resources SWPBS Values in Personal development and Mini School Leaders/wellbeing team <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning	<input checked="" type="checkbox"/> On-site
Leaders will: Provide PL and planning opportunities to develop classroom practice models in line with SWPBS/school values	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Individualised Reflection <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Departmental resources SWPBS	<input checked="" type="checkbox"/> On-site