

2022 Annual Implementation Plan

for improving student outcomes

Somerville Secondary College (8875)



Submitted for review by Sarah Burns (School Principal) on 30 November, 2021 at 07:22 AM
Endorsed by Leonie King (Senior Education Improvement Leader) on 21 January, 2022 at 11:24 AM
Endorsed by Lisa Roberts (School Council President) on 11 February, 2022 at 11:42 AM

Self-evaluation Summary - 2022

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

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

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

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

Enter your reflective comments	<p>AIP focuses Continua of Practice self-evaluation process for - 2022</p> <ul style="list-style-type: none"> • With 4 year (3) goals and translating to annual increments/reductions towards those goals, actions, and processes needed to be put in place. Previous Continua showed us where we are placed from the review. • Utilising the new Continua. In the last model, every Dimension had Continua and two priority areas of Learning & Wellbeing (Happy Healthy Students fits into Wellbeing). The new Continua has five core elements. Leadership/Teaching & Learning/Assessment/Support and Engagement. • Today's priority/outcome area is Leadership with the two dimensions of Learning & well-being. To crosscheck
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	<p>against measures of Emerging/Evolving/Embedding/Excelling – team members broke into focus groups and discussed where they felt we sit now.</p> <p>Groups discussed different dimensions (60 minutes) then returned to meet to collate/compare & hand in notes. Discussion centered on structures put in place (emerging) and what evidence has resulted so far from these structures/actions. There was agreement around some areas merit Evolving – but not far. Notes handed to SB.</p> <p>Good reason to reflect and know where we are and where we need to go. Using Case studies (Karen U), Community, Cohort, Teachers. We need that narrow focus with the right structures in place to see movement. Will pick this up at the next meeting.</p> <p>The structures for continuous improvement are in place - need to have students have a greater understanding of their learning and the use of data - why the testing/profiling occurs and what it means in regard to what occurs in the classroom. The role of PLC in the connection between the use of data, differentiated practice, classroom observation, and modeling of good teaching practice. Continuation in the development of instructional rubrics, work with critical friend Karen Underwood and other Regional supports.</p>
<p>Considerations for 2022</p>	<p>Impact of the Inclusion Team effective observations Rubrics Feedback Self-reflection TLI - High ability students MYLNS - below the benchmark Whole school focus on reading</p>
<p>Documents that support this plan</p>	<p>Strategic Direction Team Agenda 4th November 2021.docx (0.06 MB) Strategic Direction Team Minutes 28 October 2021 (002).docx (0.07 MB) Strategic Direction Team Minutes 4th November 2021.docx (2.12 MB)</p>

SSP Goals Targets and KIS

Goal 1	<p>2022 Priorities Goal
 Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.</p>
Target 1.1	Support for the 2022 Priorities
Key Improvement Strategy 1.a Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy
Key Improvement Strategy 1.b Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Goal 2	To improve student achievement and learning growth of all students across all learning areas and pathways.
Target 2.1	<p>NAPLAN Year 7–9 Benchmark Growth</p> <p>By 2024, increase the percentage of students meeting or above benchmark NAPLAN Growth:</p> <ul style="list-style-type: none"> • Reading to 80 or above (from 73 in 2019) • Writing to 70 or above (from 63 in 2019) • Numeracy to 85 or above (from 81 in 2019)
Target 2.2	NAPLAN Year 9

	<p>By 2024, increase the percentage of Year 9 students in the top 2 NAPLAN bands for:</p> <ul style="list-style-type: none"> • Reading to 17 or above (from 11 in 2019) • Writing to 11 or above (from 5 in 2019) • Numeracy to 13 or above (from 7 in 2019) <p>By 2024, decrease the percentage of Year 9 students in the bottom 2 and exempt NAPLAN bands for:</p> <ul style="list-style-type: none"> • Reading to 25 or below (from 38 in 2019) • Writing to 40 or below (from 50 in 2019) • Numeracy to 18 or below (from 24 in 2019)
<p>Target 2.3</p>	<p>Staff opinion as shown in the SSS</p> <p>By 2024, the percent positive endorsement on the SSS will be:</p> <ul style="list-style-type: none"> • Academic emphasis—to 45 or above (from 27 in 2020) • Collective efficacy—to 50 or above (from 33 in 2020) • Understand how to analyse data—to 55 or above (from 21 in 2020)
<p>Key Improvement Strategy 2.a Evaluating impact on learning</p>	<p>Build teacher capacity to use individual and cohort data and evidence to facilitate a differentiated and stimulated curriculum that targets each student at their point of need and supports learning growth.</p>
<p>Key Improvement Strategy 2.b Evaluating impact on learning</p>	<p>Build teacher capability to differentiate learning, engage in moderation and provide feedback.</p>
<p>Key Improvement Strategy 2.c</p>	<p>Embed the agreed college instructional model, integrating the use of high impact teaching strategies (HITS) to enable high quality instruction in every classroom.</p>

Building practice excellence	
Key Improvement Strategy 2.d Instructional and shared leadership	Build the instructional leadership capability of all in leadership roles to build high levels of consistency and shared accountability for improving student achievement and learning growth.
Goal 3	To improve the connections of students to their learning, their college and the community.
Target 3.1	<p>Student opinion as shown in the AToSS</p> <p>By 2024, the percent positive responses score on the AToSS for Years 7–12 will be:</p> <ul style="list-style-type: none"> • Student voice and agency—to 65 or above (from 32 in 2020) • Stimulated learning—to 70 or above (from 47 in 2020) • Sense of connectedness—to 70 or above (from 49 in 2020) • Differentiated learning challenge—to 70 or above (from 53 in 2020)
Target 3.2	<p>Student attendance</p> <ul style="list-style-type: none"> • By 2024, percentage of students with 20 or more absence days will reduce from 47% (2020) to 25% or lower. • By 2024, average absence days per full time equivalent (FTE) student will reduce from 36.4 days in 2020 to 22 days or less.
Target 3.3	<p>Parent opinion as shown in the POS</p> <p>By 2024, the percent positive endorsement on the POS will be:</p> <ul style="list-style-type: none"> • Student motivation and support—to 75 or above (from 57 in 2020)

	<ul style="list-style-type: none"> • Stimulating learning environment—to 80 or above (from 69 in 2020) • Effective teaching to 80 or above (from 70 in 2020)
Key Improvement Strategy 3.a Empowering students and building school pride	Develop a learning community that promotes challenge and engagement which is supported by student voice and agency.
Key Improvement Strategy 3.b Building practice excellence	Build teacher practice that enables the consistent use of learner agency and reflective practice in learning.
Key Improvement Strategy 3.c Intellectual engagement and self-awareness	Strengthen transition and career pathway programs through Years 7–12.
Goal 4	To improve each student’s sense of health and wellbeing, inclusive of their ability to form positive relationships.
Target 4.1	<p>Student opinion as shown on the AToSS</p> <p>By 2024, the percent positive endorsement on the AToSS for Years 7–12 will be:</p> <ul style="list-style-type: none"> • Teacher concern—60 or above (from 38 in 2020) • Respect for diversity—60 or above (from 38 in 2020) • Sense of confidence—65 or above (from 42 in 2020)
Target 4.2	<p>Staff opinion as shown on SSS</p> <p>By 2024, the percent positive endorsement on SSS will be:</p>

	<ul style="list-style-type: none"> • Trust in students and parents—to 50 or above (from 27 in 2020) • Parent and community involvement—to 70 or above (from 56 in 2020)
Target 4.3	<p>Parent opinion as shown on the POS</p> <p>By 2024, the percent positive endorsement on the POS will be:</p> <ul style="list-style-type: none"> • Parent participation and involvement—to 75 or above (from 66 in 2020) • Teacher communication—to 70 or above (from 60 in 2020)
Key Improvement Strategy 4.a Setting expectations and promoting inclusion	Implement a whole school approach to embed a safe and inclusive learning culture involving students and families in decision-making.
Key Improvement Strategy 4.b Setting expectations and promoting inclusion	Build student personal and social capabilities that enable, through a framework, positive relationships.
Key Improvement Strategy 4.c Health and wellbeing	Develop a consistent approach to student wellbeing and managing behaviours.

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
<p>2022 Priorities Goal</p> <p>Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.</p>	<p>Yes</p>	<p>Support for the 2022 Priorities</p>	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>At the end of 2022, increase the percentage of students meeting or above benchmark NAPLAN Growth:</p> <p>Numeracy to 83 or above</p> <p>At the end of 2022, increase the percentage of Year 9 students in the top 2 NAPLAN bands for:</p> <p>Numeracy to 8 or above</p> <p>By the end of 2022 decrease the percentage of Year 9 students in the bottom 2 and exempt NAPLAN bands for:</p> <p>Numeracy to 20 or below</p> <p>Student opinion as shown in the AToSS</p> <p>By the end of 2022, the percent positive responses score on the AToSS for Years 7–12 will be:</p> <p>Student voice and agency—to 42 or</p>

			<p>above Stimulated learning—to 53 or above Sense of connectedness—to 56 or above Differentiated learning challenge—to 58 or above</p> <p>Student attendance</p> <p>By the end of 2022, the percentage of students with 20 or more absence days will reduce from 47% (2020) to 38% or lower. By 2022, the average absence days per full-time equivalent (FTE) student will reduce from 36.4 days in 2020 to 32 days or less.</p> <p>Parent opinion as shown in the POS</p> <p>By the end of 2022, the percent positive endorsement on the POS will be:</p> <p>Student motivation and support—to 62 or above Stimulating learning environment—to 73 or above Effective teaching to 72 or above</p> <p>By the end of 2022, the percent positive endorsement on the AToSS for Years 7–12 will be:</p> <p>Teacher concern—47 or above Respect for diversity—48 or above Sense of confidence—56 or above</p> <p>By the end of 2022, the percent positive</p>
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			<p>endorsement on SSS will be:</p> <p>Trust in students and parents—to 33 or above Parent and community involvement—to 59 or above</p> <p>Parent opinion as shown on the POS</p> <p>By the end of 2022, the percent positive endorsement on the POS will be:</p> <p>Parent participation and involvement—to 68 or above Teacher communication—to 64 or above</p>
To improve student achievement and learning growth of all students across all learning areas and pathways.	Yes	<p>NAPLAN Year 7–9 Benchmark Growth</p> <p>By 2024, increase the percentage of students meeting or above benchmark NAPLAN Growth:</p> <ul style="list-style-type: none"> • Reading to 80 or above (from 73 in 2019) • Writing to 70 or above (from 63 in 2019) • Numeracy to 85 or above (from 81 in 2019) 	<p>By 2022, increase the percentage of students meeting or above benchmark NAPLAN Growth:</p> <p>Reading to 63 or above Writing to 65 or above Numeracy to 83 or above</p>
		<p>NAPLAN Year 9</p> <p>By 2024, increase the percentage of Year 9 students in the top 2 NAPLAN bands for:</p> <ul style="list-style-type: none"> • Reading to 17 or above (from 11 in 2019) • Writing to 11 or above (from 5 in 2019) 	<p>At the end of 2022, increase the percentage of Year 9 students in the top 2 NAPLAN bands for:</p> <p>Reading to 12 or above Writing to 7 or above Numeracy to 8 or above</p> <p>By the end of 2022 decrease the</p>

		<ul style="list-style-type: none"> • Numeracy to 13 or above (from 7 in 2019) <p>By 2024, decrease the percentage of Year 9 students in the bottom 2 and exempt NAPLAN bands for:</p> <ul style="list-style-type: none"> • Reading to 25 or below (from 38 in 2019) • Writing to 40 or below (from 50 in 2019) • Numeracy to 18 or below (from 24 in 2019) 	<p>percentage of Year 9 students in the bottom 2 and exempt NAPLAN bands for:</p> <p>Reading to 30 or below Writing to 40 or below Numeracy to 20 or below</p>
		<p>Staff opinion as shown in the SSS</p> <p>By 2024, the percent positive endorsement on the SSS will be:</p> <ul style="list-style-type: none"> • Academic emphasis—to 45 or above (from 27 in 2020) • Collective efficacy—to 50 or above (from 33 in 2020) • Understand how to analyse data—to 55 or above (from 21 in 2020) 	<p>Staff opinion as shown in the SSS</p> <p>By the end of 2022, the percent positive endorsement on the SSS will be:</p> <p>Academic emphasis—to 32 or above Collective efficacy—to 38 or above Understand how to analyse data—to 35 or above</p>
<p>To improve the connections of students to their learning, their college and the community.</p>	<p>No</p>	<p>Student opinion as shown in the AToSS</p> <p>By 2024, the percent positive responses score on the AToSS for Years 7–12 will be:</p> <ul style="list-style-type: none"> • Student voice and agency—to 65 or above (from 32 in 2020) 	

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<p>To improve each student’s sense of health and wellbeing, inclusive of their ability to form positive relationships.</p>	<p>No</p>	<p>Student opinion as shown on the AToSS</p> <p>By 2024, the percent positive endorsement on the AToSS for Years 7–12 will be:</p> <ul style="list-style-type: none"> • Teacher concern—60 or above (from 38 in 2020) • Respect for diversity—60 or above (from 38 in 2020) • Sense of confidence—65 or above (from 42 in 2020) 	
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Goal 1	<p>2022 Priorities Goal
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12 Month Target 1.1	<p>At the end of 2022, increase the percentage of students meeting or above benchmark NAPLAN Growth:</p> <p>Numeracy to 83 or above</p> <p>At the end of 2022, increase the percentage of Year 9 students in the top 2 NAPLAN bands for:</p> <p>Numeracy to 8 or above</p> <p>By the end of 2022 decrease the percentage of Year 9 students in the bottom 2 and exempt NAPLAN bands for:</p> <p>Numeracy to 20 or below</p> <p>Student opinion as shown in the AToSS</p> <p>By the end of 2022, the percent positive responses score on the AToSS for Years 7–12 will be:</p> <p>Student voice and agency—to 42 or above Stimulated learning—to 53 or above</p>

	<p>Sense of connectedness—to 56 or above Differentiated learning challenge—to 58 or above</p> <p>Student attendance</p> <p>By the end of 2022, the percentage of students with 20 or more absence days will reduce from 47% (2020) to 38% or lower. By 2022, the average absence days per full-time equivalent (FTE) student will reduce from 36.4 days in 2020 to 32 days or less.</p> <p>Parent opinion as shown in the POS</p> <p>By the end of 2022, the percent positive endorsement on the POS will be:</p> <p>Student motivation and support—to 62 or above Stimulating learning environment—to 73 or above Effective teaching to 72 or above</p> <p>By the end of 2022, the percent positive endorsement on the AToSS for Years 7–12 will be:</p> <p>Teacher concern—47 or above Respect for diversity—48 or above Sense of confidence—56 or above</p> <p>By the end of 2022, the percent positive endorsement on SSS will be:</p> <p>Trust in students and parents—to 33 or above Parent and community involvement—to 59 or above</p> <p>Parent opinion as shown on the POS</p> <p>By the end of 2022, the percent positive endorsement on the POS will be:</p> <p>Parent participation and involvement—to 68 or above Teacher communication—to 64 or above</p>	
<p>Key Improvement Strategies</p>	<p>Is this KIS selected for focus this year?</p>	

KIS 1 Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy	Yes
KIS 2 Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2022.	
Goal 2	To improve student achievement and learning growth of all students across all learning areas and pathways.	
12 Month Target 2.1	By 2022, increase the percentage of students meeting or above benchmark NAPLAN Growth: Reading to 63 or above Writing to 65 or above Numeracy to 83 or above	
12 Month Target 2.2	At the end of 2022, increase the percentage of Year 9 students in the top 2 NAPLAN bands for: Reading to 12 or above Writing to 7 or above Numeracy to 8 or above By the end of 2022 decrease the percentage of Year 9 students in the bottom 2 and exempt NAPLAN bands for: Reading to 30 or below Writing to 40 or below Numeracy to 20 or below	
12 Month Target 2.3	Staff opinion as shown in the SSS	

	<p>By the end of 2022, the percent positive endorsement on the SSS will be:</p> <p>Academic emphasis—to 32 or above Collective efficacy—to 38 or above Understand how to analyse data—to 35 or above</p>	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Evaluating impact on learning	Build teacher capacity to use individual and cohort data and evidence to facilitate a differentiated and stimulated curriculum that targets each student at their point of need and supports learning growth.	Yes
KIS 2 Evaluating impact on learning	Build teacher capability to differentiate learning, engage in moderation and provide feedback.	Yes
KIS 3 Building practice excellence	Embed the agreed college instructional model, integrating the use of high impact teaching strategies (HITS) to enable high quality instruction in every classroom.	No
KIS 4 Instructional and shared leadership	Build the instructional leadership capability of all in leadership roles to build high levels of consistency and shared accountability for improving student achievement and learning growth.	No
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 rationale is the same as identified as a statewide focus for 2022 - with a focus on reading as well as numeracy	

Define Actions, Outcomes and Activities

<p>Goal 1</p>	<p>2022 Priorities Goal Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.</p>
<p>12 Month Target 1.1</p>	<p>At the end of 2022, increase the percentage of students meeting or above benchmark NAPLAN Growth:</p> <p>Numeracy to 83 or above</p> <p>At the end of 2022, increase the percentage of Year 9 students in the top 2 NAPLAN bands for:</p> <p>Numeracy to 8 or above</p> <p>By the end of 2022 decrease the percentage of Year 9 students in the bottom 2 and exempt NAPLAN bands for:</p> <p>Numeracy to 20 or below</p> <p>Student opinion as shown in the AToSS</p> <p>By the end of 2022, the percent positive responses score on the AToSS for Years 7–12 will be:</p> <p>Student voice and agency—to 42 or above Stimulated learning—to 53 or above Sense of connectedness—to 56 or above Differentiated learning challenge—to 58 or above</p> <p>Student attendance</p> <p>By the end of 2022, the percentage of students with 20 or more absence days will reduce from 47% (2020) to 38% or lower. By 2022, the average absence days per full-time equivalent (FTE) student will reduce from 36.4 days in 2020 to 32 days or less.</p>

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<p>KIS 1 Priority 2022 Dimension</p>	<p>Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy</p>
<p>Actions</p>	<ul style="list-style-type: none"> • Strengthen staff capacity in assessment and the utilisation of data to provide a differentiated curriculum to meet student’s learning needs • Embed targeted support systems for students and teachers
<p>Outcomes</p>	<ul style="list-style-type: none"> • Leaders will support teaching staff to build whole school assessment and differentiation practices with a focus on Numeracy • Teachers will confidently and accurately identify student learning needs through the use of data and other resources

	<ul style="list-style-type: none"> Teachers and tutors will plan for differentiation based on student learning data Teachers will implement targeted differentiated teaching and learning to meet individual student needs Students in need of targeted academic support or intervention will be identified and supported Students with disabilities will be provided with the necessary adjustments that respond to their specific learning needs Students will know what their next steps are to progress their learning 			
Success Indicators	<ul style="list-style-type: none"> Curriculum documentation will show plans for differentiation Notes from TLI meetings will show plans to support individual students' learning needs Formative and summative assessment rubrics will show student learning growth Student IEP's will describe adjustments to meet their needs, and implementation, monitoring and evaluation will be observed. Teachers' utilising formative assessment data and teacher judgement data Teacher records and observations of student progress Classroom observations and learning walks demonstrating take up of professional learning strategies Student feedback on differentiation, the instructional model, and use of common strategies 			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
<ul style="list-style-type: none"> Continue to schedule and organise professional learning on differentiated teaching through knowledge building of formative assessment and collecting, analysing, responding to and monitoring data throughout the year. Document plans for Modelling/Coaching/ mentoring and observation Continue PLC focus on assessment and differentiation Establish processes/structures for collecting and monitoring school-wide data 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Learning Specialist(s) 	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$200,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

<ul style="list-style-type: none"> • Implement Disability Inclusion Team • Implement professional learning on inclusive education to strengthen teachers' and education support staff capacity to supports students with disability • Review and update IEPs for students with disability and high ability students and other identified vulnerable students • Allocate resources to support teaching and learning of students with disability <p>Options for funding</p> <ul style="list-style-type: none"> • Observations as part of the allotment • Professional development with a precise focus • CRT coverage from college allocated PPD time • Learning Specialist/MYLNLS / HAPL/ TLI positions of responsibility • Teaching and learning programs and resources 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Numeracy Support 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLP Priority 	<p>from: Term 1 to: Term 4</p>	<p>\$168,000.00</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<p>KIS 2 Priority 2022 Dimension</p>	<p>Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable</p>			
<p>Actions</p>	<ul style="list-style-type: none"> • Develop a whole school approach in respectful relationships and positive mental health approaches • Continue whole-school professional learning on trauma-informed practice and how this translates into the classroom and supports differentiated teaching • PSD/Tier 3 students will have comprehensive education plans with goals and targets in consultation with families • Encourage all students to engage in extracurricular activities across the curriculum to support/re-engage connectivity <p>Options for funding</p> <ul style="list-style-type: none"> • Observations as part of the allotment • Professional development with a precise focus • CRT coverage from college allocated PPD time • Learning Specialist/MYLNLS / HAPL/ TLI positions of responsibility • Teaching and learning programs and resources 			

Outcomes	<ul style="list-style-type: none"> Teachers will be able to recognise, respond to, and refer students' mental health needs Student leaders will be able to recognise, respond to, and refer mental health concerns Students will be able to explain what positive mental health means and where they can seek support at school Wellbeing team will directly support students' mental health and/or provide referrals 			
Success Indicators	<ul style="list-style-type: none"> Policies and programs will show documentation of whole-school approach Curriculum documentation will show plans for social and emotional learning Notes from learning walks and peer observation will show how staff are embedding social and emotional learning Student support resources displayed around the college will show how students can seek support PSD students learning progress can be tracked at an increased level Parents can see the learning growth in PSD students Students are showing a greater level of engagement both inside and outside of the classroom 			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
<ul style="list-style-type: none"> Establish a team for the development and implementation of Respectful Relationships Schedule professional learning on Respectful Relationships for the working party 	<input checked="" type="checkbox"/> Wellbeing 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"/> 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
Schedule training for all staff and student leaders Schedule trauma informed practice training for staff	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 3	\$1,000.00

			to: Term 3	<input checked="" type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Develop policies and programs that will show documentation of the whole-school approach	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Goal 2	To improve student achievement and learning growth of all students across all learning areas and pathways.			
12 Month Target 2.1	By 2022, increase the percentage of students meeting or above benchmark NAPLAN Growth: Reading to 63 or above Writing to 65 or above Numeracy to 83 or above			

<p>12 Month Target 2.2</p>	<p>At the end of 2022, increase the percentage of Year 9 students in the top 2 NAPLAN bands for:</p> <p>Reading to 12 or above Writing to 7 or above Numeracy to 8 or above</p> <p>By the end of 2022 decrease the percentage of Year 9 students in the bottom 2 and exempt NAPLAN bands for:</p> <p>Reading to 30 or below Writing to 40 or below Numeracy to 20 or below</p>
<p>12 Month Target 2.3</p>	<p>Staff opinion as shown in the SSS</p> <p>By the end of 2022, the percent positive endorsement on the SSS will be:</p> <p>Academic emphasis—to 32 or above Collective efficacy—to 38 or above Understand how to analyse data—to 35 or above</p>
<p>KIS 1 Evaluating impact on learning</p>	<p>Build teacher capacity to use individual and cohort data and evidence to facilitate a differentiated and stimulated curriculum that targets each student at their point of need and supports learning growth.</p>
<p>Actions</p>	<ul style="list-style-type: none"> • Strengthen staff capacity in assessment and differentiation to identify and meet student's learning needs • Embed targeted support systems for students
<p>Outcomes</p>	<ul style="list-style-type: none"> • Leaders will support teaching staff to build whole school assessment and differentiation practices with a focus on Literacy(reading) • Teachers will confidently and accurately identify student learning needs through the use of data and other resources • Teachers and tutors will plan for differentiation based on student learning data • Teachers will implement targeted differentiated teaching and learning to meet individual student needs • Students in need of targeted academic support or intervention will be identified and supported • Students with disabilities will be provided with the necessary adjustments that respond to their specific learning needs • Students will know what their next steps are to progress their learning

Success Indicators	<ul style="list-style-type: none"> • Curriculum documentation will show plans for differentiation • Notes from TLI meetings will show plans to support individual students' learning needs • Formative and summative assessment rubrics will show student learning growth • Student IEP's will describe adjustments to meet their needs, and implementation, monitoring and evaluation will be observed. • Teachers' utilising formative assessment data and teacher judgement data • Teacher records and observations of student progress • Classroom observations and learning walks demonstrating take up of professional learning strategies • Student feedback on differentiation, the instructional model, and use of common strategies 			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
<ul style="list-style-type: none"> • Continue to schedule and organise professional learning on differentiated teaching through knowledge building of formative assessment and collecting, analysing, responding to and monitoring data throughout the year. • Document plans for Modelling/Coaching/ mentoring and observation • Continue PLC focus on assessment and differentiation • Establish processes/structures for collecting and monitoring school-wide data 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assessment & Reporting Coordinator <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> PLC Leaders 	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<ul style="list-style-type: none"> • Implement Disability Inclusion Team • Implement professional learning on inclusive education to strengthen teachers' and education support staff capacity to supports students with disability • Review and update IEPs for students with disability and high ability students and other identified vulnerable students • Allocate resources to support teaching and learning of students with disability 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Learning Specialist(s) 	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1.00 <input type="checkbox"/> Equity funding will be used

				<input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
KIS 2 Evaluating impact on learning	Build teacher capability to differentiate learning, engage in moderation and provide feedback.			
Actions	<ul style="list-style-type: none"> Strengthen staff capacity in assessment and differentiation to identify and meet student's learning needs Embed targeted support systems for students 			
Outcomes	<ul style="list-style-type: none"> Leaders will support teaching staff to build whole school assessment and differentiation practices with a focus on Literacy(reading) and Numeracy Teachers will confidently and accurately identify student learning needs through the use of data and other resources Teachers and tutors will plan for differentiation based on student learning data Teachers will implement targeted differentiated teaching and learning to meet individual student needs Students in need of targeted academic support or intervention will be identified and supported Students with disabilities will be provided with the necessary adjustments that respond to their specific learning needs Students will know what their next steps are to progress their learning 			
Success Indicators	<ul style="list-style-type: none"> Curriculum documentation will show plans for differentiation Notes from TLI meetings will show plans to support individual students' learning needs Formative and summative assessment rubrics will show student learning growth Student IEP's will describe adjustments to meet their needs, and implementation, monitoring and evaluation will be observed. Teachers' utilising formative assessment data and teacher judgment data Teacher records and observations of student progress Classroom observations and learning walks demonstrating take-up of professional learning strategies Student feedback on differentiation, the instructional model, and use of common strategies 			

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
<ul style="list-style-type: none"> Continue to schedule and organise professional learning on differentiated teaching through knowledge building of formative assessment and collecting, analysing, responding to, and monitoring data throughout the year. Document plans for Modelling/Coaching/ mentoring and observation Continue PLC focuses on assessment and differentiation Establish processes/structures for collecting and monitoring school-wide data 	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
<ul style="list-style-type: none"> Implement Disability Inclusion Team Implement professional learning on inclusive education to strengthen teachers' and education support staff capacity to support students with disability Review and update IEPs for students with disabilities and high ability students and other identified vulnerable students Allocate resources to support teaching and learning of students with disability <p>Options for funding</p> <ul style="list-style-type: none"> Observations as part of the allotment Professional development with a precise focus CRT coverage from college allocated PPD time Learning Specialist/MYLNLS / HAPL/ TLI positions of responsibility Teaching and learning programs and resources 	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1.00 <input type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

Funding Planner

Summary of Budget and Allocated Funding

Summary of Budget	School's total funding (\$)	Funding Allocated in activities (\$)	Still available/shortfall
Equity Funding	\$192,073.00	\$192,073.00	\$0.00
Disability Inclusion Tier 2 Funding	\$138,000.00	\$138,000.00	\$0.00
Schools Mental Health Fund and Menu	\$0.00	\$0.00	\$0.00
Total	\$330,073.00	\$330,073.00	\$0.00

Activities and Milestones – Total Budget

Activities and Milestones	Budget
<ul style="list-style-type: none"> Continue to schedule and organise professional learning on differentiated teaching through knowledge building of formative assessment and collecting, analysing, responding to and monitoring data throughout the year. Document plans for Modelling/Coaching/ mentoring and observation Continue PLC focus on assessment and differentiation Establish processes/structures for collecting and monitoring school-wide data 	\$200,000.00
<ul style="list-style-type: none"> Implement Disability Inclusion Team Implement professional learning on inclusive education to strengthen teachers' and education support staff capacity to supports students with disability Review and update IEPs for students with disability and high ability students and other identified vulnerable students Allocate resources to support teaching and learning 	\$168,000.00

<p>of students with disability</p> <p>Options for funding</p> <ul style="list-style-type: none"> • Observations as part of the allotment • Professional development with a precise focus • CRT coverage from college allocated PPD time • Learning Specialist/MYLNLS / HAPL/ TLI positions <p>of responsibility</p> <ul style="list-style-type: none"> • Teaching and learning programs and resources 	
<ul style="list-style-type: none"> • Establish a team for the development and implementation of Respectful Relationships • Schedule professional learning on Respectful Relationships for the working party • 	\$10,000.00
<p>Schedule training for all staff and student leaders</p> <p>Schedule trauma informed practice training for staff</p>	\$1,000.00
<ul style="list-style-type: none"> • Implement Disability Inclusion Team • Implement professional learning on inclusive education to strengthen teachers' and education support staff capacity to support students with disability • Review and update IEPs for students with disabilities and high ability students and other identified vulnerable students • Allocate resources to support teaching and learning of students with disability <p>Options for funding</p> <ul style="list-style-type: none"> • Observations as part of the allotment • Professional development with a precise focus • CRT coverage from college allocated PPD time • Learning Specialist/MYLNLS / HAPL/ TLI positions <p>of responsibility</p>	\$1.00

• Teaching and learning programs and resources	
Totals	\$379,001.00

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
<ul style="list-style-type: none"> Continue to schedule and organise professional learning on differentiated teaching through knowledge building of formative assessment and collecting, analysing, responding to and monitoring data throughout the year. Document plans for Modelling/Coaching/ mentoring and observation Continue PLC focus on assessment and differentiation Establish processes/structures for collecting and monitoring school-wide data 	from: Term 1 to: Term 4	\$37,500.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources
<ul style="list-style-type: none"> Implement Disability Inclusion Team Implement professional learning on inclusive education to strengthen teachers' and education support staff capacity to supports students with disability Review and update IEPs for students with disability and high 	from: Term 1 to: Term 4	\$143,073.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)

<p>ability students and other identified vulnerable students</p> <ul style="list-style-type: none"> • Allocate resources to support teaching and learning of students with disability <p>Options for funding</p> <ul style="list-style-type: none"> • Observations as part of the allotment • Professional development with a precise focus • CRT coverage from college allocated PPD time • Learning Specialist/MYLN / HAPL/ TLI positions of responsibility • Teaching and learning programs and resources 			
<ul style="list-style-type: none"> • Establish a team for the development and implementation of Respectful Relationships • Schedule professional learning on Respectful Relationships for the working party • 	<p>from: Term 1 to: Term 4</p>	<p>\$5,000.00</p>	<p><input checked="" type="checkbox"/> Teaching and learning programs and resources</p>
<p>Schedule training for all staff and student leaders</p> <p>Schedule trauma informed practice training for staff</p>	<p>from: Term 3 to: Term 3</p>	<p>\$6,500.00</p>	<p><input checked="" type="checkbox"/> School-based staffing</p> <p><input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)</p>
<p>Totals</p>		<p>\$192,073.00</p>	

Activities and Milestones - Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
<ul style="list-style-type: none"> • Continue to schedule and organise professional learning on differentiated teaching through knowledge building of formative assessment and collecting, analysing, responding to and monitoring data throughout the year. • Document plans for Modelling/Coaching/ mentoring and observation • Continue PLC focus on assessment and differentiation • Establish processes/structures for collecting and monitoring school-wide data 	from: Term 1 to: Term 4	\$137,000.00	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none"> • <input checked="" type="checkbox"/> Equipment, adaptive technology, devices, or materials to support learning <ul style="list-style-type: none"> • <input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> •
<ul style="list-style-type: none"> • Implement Disability Inclusion Team • Implement professional learning on inclusive education to strengthen teachers' and education support staff capacity to supports students with disability • Review and update IEPs for students with disability and high ability students and other identified vulnerable students • Allocate resources to support teaching and learning of students with disability Options for funding <ul style="list-style-type: none"> • Observations as part of the 	from: Term 1 to: Term 4	\$0.00	

allotment <ul style="list-style-type: none"> Professional development with a precise focus CRT coverage from college allocated PPD time Learning Specialist/MYLN / HAPL/ TLI positions of responsibility Teaching and learning programs and resources 			
<ul style="list-style-type: none"> Establish a team for the development and implementation of Respectful Relationships Schedule professional learning on Respectful Relationships for the working party 	from: Term 1 to: Term 4	\$500.00	<input checked="" type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none">
Schedule training for all staff and student leaders Schedule trauma informed practice training for staff	from: Term 3 to: Term 3	\$500.00	
<ul style="list-style-type: none"> Implement Disability Inclusion Team Implement professional learning on inclusive education to strengthen teachers' and education support staff capacity to support students with disability Review and update IEPs for students with disabilities and high ability students and other identified vulnerable students Allocate resources to 	from: Term 1 to: Term 4	\$0.00	

support teaching and learning of students with disability Options for funding <ul style="list-style-type: none"> • Observations as part of the allotment • Professional development with a precise focus • CRT coverage from college allocated PPD time • Learning Specialist/MYLNS / HAPL/ TLI positions of responsibility • Teaching and learning programs and resources 			
Totals		\$138,000.00	

Activities and Milestones - Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated (\$)	Category
<ul style="list-style-type: none"> • Establish a team for the development and implementation of Respectful Relationships • Schedule professional learning on Respectful Relationships for the working party • 	from: Term 1 to: Term 4	\$0.00	<input checked="" type="checkbox"/> Tier 3/Category: Counselling services
Schedule training for all staff and student leaders	from: Term 3	\$0.00	

Schedule trauma informed practice training for staff	to: Term 3		
<ul style="list-style-type: none"> • Implement Disability Inclusion Team • Implement professional learning on inclusive education to strengthen teachers' and education support staff capacity to support students with disability • Review and update IEPs for students with disabilities and high ability students and other identified vulnerable students • Allocate resources to support teaching and learning of students with disability <p>Options for funding</p> <ul style="list-style-type: none"> • Observations as part of the allotment • Professional development with a precise focus • CRT coverage from college allocated PPD time • Learning Specialist/MYLNS / HAPL/ TLI positions of responsibility • Teaching and learning programs and resources 	from: Term 1 to: Term 4	\$0.00	
Totals		\$0.00	

Additional Funding Planner – Total Budget

Activities and Milestones	Budget
Totals	\$0.00

Additional Funding Planner – Equity Funding

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

Additional Funding Planner – Disability Inclusion Funding

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

Additional Funding Planner – Schools Mental Health Fund and Menu

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

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
<ul style="list-style-type: none"> Continue to schedule and organise professional learning on differentiated teaching through knowledge building of formative assessment and collecting, analysing, responding to and monitoring data throughout the year. Document plans for Modelling/Coaching/mentoring and observation Continue PLC focus on assessment and differentiation Establish processes/structures for collecting and monitoring school-wide data 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Learning Specialist(s) 	from: Term 1 to: Term 4	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Student voice, including input and feedback 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Network Professional Learning <input checked="" type="checkbox"/> PLC/PLT Meeting 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Subject association <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Departmental resources TLI <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> Student Achievement Manager <input checked="" type="checkbox"/> MYLNS initiative professional learning <input checked="" type="checkbox"/> MYLYNS Improvement teacher 	<input checked="" type="checkbox"/> On-site
<ul style="list-style-type: none"> Implement Disability Inclusion Team Implement professional learning on inclusive education to strengthen teachers' and education support staff capacity to supports students 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Numeracy Support 	from: Term 1 to: Term 4	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Demonstration lessons 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> PLC/PLT Meeting 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Numeracy leader 	<input checked="" type="checkbox"/> On-site

<p>with disability</p> <ul style="list-style-type: none"> Review and update IEPs for students with disability and high ability students and other identified vulnerable students Allocate resources to support teaching and learning of students with disability <p>Options for funding</p> <ul style="list-style-type: none"> Observations as part of the allotment Professional development with a precise focus CRT coverage from college allocated PPD time Learning Specialist/MYLNS / HAPL/ TLI positions of responsibility Teaching and learning programs and resources 						
<ul style="list-style-type: none"> Establish a team for the development and implementation of Respectful Relationships Schedule professional learning on Respectful Relationships for the working party 	<input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site

<ul style="list-style-type: none"> Continue to schedule and organise professional learning on differentiated teaching through knowledge building of formative assessment and collecting, analysing, responding to and monitoring data throughout the year. Document plans for Modelling/Coaching/mentoring and observation Continue PLC focus on assessment and differentiation Establish processes/structures for collecting and monitoring school-wide data 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assessment & Reporting Coordinator <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> PLC Leaders 	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Demonstration lessons 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> PLC/PLT Meeting 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Student Achievement Manager <input checked="" type="checkbox"/> MYLNS initiative professional learning <input checked="" type="checkbox"/> MYLYNS Improvement teacher 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site
<ul style="list-style-type: none"> Implement Disability Inclusion Team Implement professional learning on inclusive education to strengthen teachers' and education support staff capacity to supports students with disability Review and update IEPs for students with disability and high ability students and other identified vulnerable students Allocate resources to 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Learning Specialist(s) 	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Demonstration lessons 	<ul style="list-style-type: none"> <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 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site

support teaching and learning of students with disability						
<ul style="list-style-type: none"> Continue to schedule and organise professional learning on differentiated teaching through knowledge building of formative assessment and collecting, analysing, responding to, and monitoring data throughout the year. Document plans for Modelling/Coaching/mentoring and observation Continue PLC focuses on assessment and differentiation Establish processes/structures for collecting and monitoring school-wide data 	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> MYLNS initiative professional learning <input checked="" type="checkbox"/> MYLYNS Improvement teacher <input checked="" type="checkbox"/> MYLYNS Network teacher	<input checked="" type="checkbox"/> On-site
<ul style="list-style-type: none"> Implement Disability Inclusion Team Implement professional learning on inclusive education to strengthen teachers' and education support staff capacity to support students with disability Review and update IEPs for students with disabilities and high ability students and other identified 	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Moderated assessment of student learning <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"/> PLC Initiative <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> MYLNS initiative professional learning	<input checked="" type="checkbox"/> On-site

<p>vulnerable students</p> <ul style="list-style-type: none"> • Allocate resources to support teaching and learning of students with disability <p>Options for funding</p> <ul style="list-style-type: none"> • Observations as part of the allotment • Professional development with a precise focus • CRT coverage from college allocated PPD time • Learning Specialist/MYLNS / HAPL/ TLI positions of responsibility • Teaching and learning programs and resources 						
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