

2021 Annual Implementation Plan

for improving student outcomes

Taylors Lakes Secondary College (8787)



Taylors Lakes
SECONDARY COLLEGE

Submitted for review by Danny Dedes (School Principal) on 17 December, 2020 at 04:10 PM
Endorsed by Anne Fox (Senior Education Improvement Leader) on 21 December, 2020 at 09:39 AM
Endorsed by Paul Lorimer (School Council President) on 23 December, 2020 at 10:33 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	Evolving moving towards Embedding
	Curriculum planning and assessment	Evolving
	Evidence-based high-impact teaching strategies	Evolving
	Evaluating impact on learning	Evolving
Professional leadership	Building leadership teams	Embedding
	Instructional and shared leadership	Evolving
	Strategic resource management	Embedding
	Vision, values and culture	Evolving moving towards Embedding

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

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

Enter your reflective comments	Professional learning has been centred on instructional practice and growth of the new leadership team. Participation in DET's PLC modules has driven the work of the PLTs and the rollout of the new Sub-School model is enhancing key transitions through the College and an agreed understanding of student needs. 2020 and remote learning has served as the springboard for a range of new processes, practices and approaches to student engagement, student monitoring and tracking, and staff collaboration.
Considerations for 2021	Considerations for 2021 have been explicitly stated in the AIP.
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 Building communities	Happy, active and healthy kids priority
Key Improvement Strategy 1.c Empowering students and building school pride	Connected schools priority
Goal 2	To deliver high quality curriculum, instruction and assessment to improve the growth and achievement of every student.
Target 2.1	<p>By 2021 the percentage of Year 9 students in the top two NAPLAN bands to be at or above the state average for numeracy, reading and writing.</p> <p>By 2021 the percentage of students achieving high benchmark growth to be at or above the state average for numeracy, reading and writing.</p>

Target 2.2	<p>By 2021 the VCE all-study average to be 30 or higher.</p> <p>By 2021 the percentage of students with scores above 37 or more to be at or above 12%.</p>
Target 2.3	<p>At least 95% successful completion of Year 12 VCAL certificates or transition to further full time employment and training.</p>
Key Improvement Strategy 2.a Building practice excellence	<p>Further development and consistent implementation of the school model for curriculum, instruction and assessment.</p>
Goal 3	<p>To create a differentiated learning environment in which students are intellectually engaged and have active student voice.</p>
Target 3.1	<p>By 2021 average days student absence across Years 7 to 12 to be at or below 15 days.</p> <p>By 2021 average days unapproved student absence across Years 7 to 12 to be at or below 5 days.</p>
Target 3.2	<p>By 2021 the mean factors for Student Attitudes to School survey data will be:</p> <ul style="list-style-type: none"> • Differentiated Learning Challenge - 50th percentile or above • Stimulated Learning - 40th percentile or above • Learning Confidence - 75th percentile or above • Student Voice/Agency - 55th percentile or above • Student Safety (Respect for Diversity) - 50th percentile or above

<p>Key Improvement Strategy 3.a Intellectual engagement and self-awareness</p>	<p>To develop the capacity of students and staff to improve teaching and learning, with an emphasis on authentic learning, deep learning and feedback.</p>
<p>Goal 4</p>	<p>To create a culture in which the health and wellbeing of students is central to the learning success of students.</p>
<p>Target 4.1</p>	<p>By 2021 the mean factor scores for Staff Opinion Survey will be:</p> <ul style="list-style-type: none"> • Collective Efficacy - 70th percentile or above • Collective Responsibility - 80th percentile or above • Teacher Collaboration - 68th percentile or above • Academic Emphasis - 65th percentile or above • Instructional Leadership - 70th percentile or above <p>By 2021 the mean factor scores for the Parent Opinion Survey will be:</p> <ul style="list-style-type: none"> • High Expectations - 50th percentile or above • Physical Environment - 45th percentile or above • School Pride and Confidence - 65th percentile or above • Promoting Positive Behaviour - 70th percentile or above
<p>Key Improvement Strategy 4.a Health and wellbeing</p>	<p>Further development and consistent implementation of the school health and wellbeing model across all aspects of the school community.</p>

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	Support for the 2021 Priorities.
To deliver high quality curriculum, instruction and assessment to improve the growth and achievement of every student.	Yes	<p>By 2021 the percentage of Year 9 students in the top two NAPLAN bands to be at or above the state average for numeracy, reading and writing.</p> <p>By 2021 the percentage of students achieving high benchmark growth to be at or above the state average for numeracy, reading and writing.</p>	<p>Year 7 NAPLAN - based on Year 7 historical data in the absence of matched cohort data from Year 5:</p> <ul style="list-style-type: none"> * Increase % Year 7 students in top two bands in Reading from 25% (2019) to 26% * Decrease % Year 7 students in bottom two bands in Reading from 9% (2019) to 8% * Increase % Year 7 students in top two bands in Writing from 18% (2019) to 19% * Decrease % Year 7 students in bottom two bands in Writing from 24% (2019) to 23% * Increase % Year 7 students in top two bands in Numeracy from 35% (2019) to 37% * Decrease % Year 7 students in bottom two bands in Numeracy from 12% (2019) to 10% <p>YEAR 9 NAPLAN - based on matched cohort data</p> <ul style="list-style-type: none"> * Increase % Year 9 students in top two

			<p>bands in Reading from 16% (2019) to 25%</p> <ul style="list-style-type: none"> * Decrease % Year 9 students in bottom two bands in Reading from 28% (2019) to 15% * Increase % Year 9 students in top two bands in Writing from 7% (2019) to 18% * Decrease % Year 9 students in bottom two bands in Writing from 44% (2019) to 23% * Increase % Year 9 students in top two bands in Numeracy from 11% (2019) to 16% * Decrease % Year 9 students in bottom two bands in Numeracy from 21% (2019) to 16% <p>YEAR 7 NAPLAN BENCHMARK GROWTH</p> <ul style="list-style-type: none"> * Increase % high growth in Reading from 20% (2019) to 21% * Increase % high growth in Writing from 25% (2019) to 29% * Increase % high growth in Numeracy from 28% (2019) to 30% * Decrease % low growth in Reading from 36% (2019) to 25% * Decrease % low growth in Writing 21% (2019) to 20% * Decrease % low growth in Numeracy 17% (2019) to 15% <p>YEAR 9 NAPLAN BENCHMARK GROWTH</p> <ul style="list-style-type: none"> * Increase % high growth in Reading from 22% (2019) to 23% * Increase % high growth in Writing from
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			<p>13% (2019) to 23%</p> <ul style="list-style-type: none"> * Increase % high growth in Numeracy from 12% (2019) to 17% * Decrease % low growth in Reading from 28% (2019) to 19% * Decrease % low growth in Writing 32% (2019) to 24% * Decrease % low growth in Numeracy 36% (2019) to 31%
		<p>By 2021 the VCE all-study average to be 30 or higher.</p> <p>By 2021 the percentage of students with scores above 37 or more to be at or above 12%.</p>	<ul style="list-style-type: none"> * To improve the VCE all-study average to be 28 or higher * To improve the scores above 37 to be 10% or higher
		<p>At least 95% successful completion of Year 12 VCAL certificates or transition to further full time employment and training.</p>	<ul style="list-style-type: none"> * Successful completion of Year 12 VCAL certificates or transition to further full time employment and training to be 95%
<p>To create a differentiated learning environment in which students are intellectually engaged and have active student voice.</p>	<p>Yes</p>	<p>By 2021 average days student absence across Years 7 to 12 to be at or below 15 days.</p> <p>By 2021 average days unapproved student absence across Years 7 to 12 to be at or below 5 days.</p>	<p>To reduce total days absent by 2 days in comparison to 2019 data</p> <p>To reduce student unapproved absences in comparison to 2019 data</p>
		<p>By 2021 the mean factors for Student Attitudes to School survey data will be:</p>	<ul style="list-style-type: none"> • Differentiated Learning Challenge - 50th percentile or above • Stimulated Learning - 45th percentile or

		<ul style="list-style-type: none"> • Differentiated Learning Challenge - 50th percentile or above • Stimulated Learning - 40th percentile or above • Learning Confidence - 75th percentile or above • Student Voice/Agency - 55th percentile or above • Student Safety (Respect for Diversity) - 50th percentile or above 	<p>above</p> <ul style="list-style-type: none"> • Learning Confidence - 75th percentile or above • Student Voice/Agency - 55th percentile or above
<p>To create a culture in which the health and wellbeing of students is central to the learning success of students.</p>	<p>Yes</p>	<p>By 2021 the mean factor scores for Staff Opinion Survey will be:</p> <ul style="list-style-type: none"> • Collective Efficacy - 70th percentile or above • Collective Responsibility - 80th percentile or above • Teacher Collaboration - 68th percentile or above • Academic Emphasis - 65th percentile or above • Instructional Leadership - 70th percentile or above <p>By 2021 the mean factor scores for the Parent Opinion Survey will be:</p> <ul style="list-style-type: none"> • High Expectations - 50th percentile or above • Physical Environment - 45th percentile or above • School Pride and Confidence - 65th percentile or above • Promoting Positive Behaviour - 70th percentile or above 	<ul style="list-style-type: none"> • Collective Efficacy - 70th percentile or above • Collective Responsibility - 80th percentile or above • Teacher Collaboration - 70th percentile or above • Academic Emphasis - 65th percentile or above • Instructional Leadership - 70th percentile or above <p>Parent Opinion:</p> <ul style="list-style-type: none"> • High Expectations - 50th percentile or above • Physical Environment - 45th percentile or above • School Pride and Confidence - 65th percentile or above • Promoting Positive Behaviour - 70th percentile or above

Goal 1	2021 Priorities Goal	
12 Month Target 1.1	Support for the 2021 Priorities.	
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 Building communities	Happy, active and healthy kids priority	Yes
KIS 3 Empowering students and building school pride	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	To deliver high quality curriculum, instruction and assessment to improve the growth and achievement of every student.	
12 Month Target 2.1	Year 7 NAPLAN - based on Year 7 historical data in the absence of matched cohort data from Year 5: * Increase % Year 7 students in top two bands in Reading from 25% (2019) to 26% * Decrease % Year 7 students in bottom two bands in Reading from 9% (2019) to 8% * Increase % Year 7 students in top two bands in Writing from 18% (2019) to 19% * Decrease % Year 7 students in bottom two bands in Writing from 24% (2019) to 23% * Increase % Year 7 students in top two bands in Numeracy from 35% (2019) to 37% * Decrease % Year 7 students in bottom two bands in Numeracy from 12% (2019) to 10%	

	<p>YEAR 9 NAPLAN - based on matched cohort data</p> <ul style="list-style-type: none"> * Increase % Year 9 students in top two bands in Reading from 16% (2019) to 25% * Decrease % Year 9 students in bottom two bands in Reading from 28% (2019) to 15% * Increase % Year 9 students in top two bands in Writing from 7% (2019) to 18% * Decrease % Year 9 students in bottom two bands in Writing from 44% (2019) to 23% * Increase % Year 9 students in top two bands in Numeracy from 11% (2019) to 16% * Decrease % Year 9 students in bottom two bands in Numeracy from 21% (2019) to 16% <p>YEAR 7 NAPLAN BENCHMARK GROWTH</p> <ul style="list-style-type: none"> * Increase % high growth in Reading from 20% (2019) to 21% * Increase % high growth in Writing from 25% (2019) to 29% * Increase % high growth in Numeracy from 28% (2019) to 30% * Decrease % low growth in Reading from 36% (2019) to 25% * Decrease % low growth in Writing 21% (2019) to 20% * Decrease % low growth in Numeracy 17% (2019) to 15% <p>YEAR 9 NAPLAN BENCHMARK GROWTH</p> <ul style="list-style-type: none"> * Increase % high growth in Reading from 22% (2019) to 23% * Increase % high growth in Writing from 13% (2019) to 23% * Increase % high growth in Numeracy from 12% (2019) to 17% * Decrease % low growth in Reading from 28% (2019) to 19% * Decrease % low growth in Writing 32% (2019) to 24% * Decrease % low growth in Numeracy 36% (2019) to 31% 	
12 Month Target 2.2	<ul style="list-style-type: none"> * To improve the VCE all-study average to be 28 or higher * To improve the scores above 37 to be 10% or higher 	
12 Month Target 2.3	<ul style="list-style-type: none"> * Successful completion of Year 12 VCAL certificates or transition to further full time employment and training to be 95% 	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Building practice excellence	Further development and consistent implementation of the school model for curriculum, instruction and assessment.	Yes

<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>The priority remains to further implement and embed our TLSC Curriculum, Instruction and Assessment (CIA) Framework as the main strategy towards improving a range of school data sets by continuing to have a focus on improving teaching and learning and classroom practice. This will continue to be further supported by our ongoing commitment to coaching. The College is continuing to improve the delivery of high quality curriculum, instruction and assessment in every classroom to improve the growth and achievement of every student. The focus is on creating a differentiated learning environment in which students are intellectually engaged and have active student voice, in a culture in which the health and wellbeing of students is central to the learning success of students. This will be supported by the newly created TLSC Learner Model. The College is aiming to further embed a professional learning community approach to the further development and documentation of a sequential curriculum and assessment plan across the college, within the learning areas and capabilities, within year levels and for student cohorts and individual students. This is important so teaching teams continually evaluate and modify teaching practice, establishing agreed processes, to enable greater consistency in teacher judgements of student learning based on a range of evidence together with formative assessments showing planned progressions in depth and breadth of learning for all students. This is also important so teachers design challenging activities that involve student voice and choice and deep understanding as well as modifying and adapting instruction to each student's ability and providing feedback to assist all learners to continually challenge their learning. Specific improvement and growth in Reading, Writing and Numeracy remains a priority for the College across the Strategic Plan.</p>	
<p>Goal 3</p>	<p>To create a differentiated learning environment in which students are intellectually engaged and have active student voice.</p>	
<p>12 Month Target 3.1</p>	<p>To reduce total days absent by 2 days in comparison to 2019 data To reduce student unapproved absences in comparison to 2019 data</p>	
<p>12 Month Target 3.2</p>	<ul style="list-style-type: none"> • Differentiated Learning Challenge - 50th percentile or above • Stimulated Learning - 45th percentile or above • Learning Confidence - 75th percentile or above • Student Voice/Agency - 55th percentile or above 	
<p>Key Improvement Strategies</p>		<p>Is this KIS selected for focus this year?</p>
<p>KIS 1 Intellectual engagement and self-awareness</p>	<p>To develop the capacity of students and staff to improve teaching and learning, with an emphasis on authentic learning, deep learning and feedback.</p>	<p>Yes</p>

<p>Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.</p>	<p>The College is continuing to prioritise the development of student and staff capacity in the areas of authentic learning, deep learning and feedback. The 6Cs will sit at the centre of this work. Each Sub School will take a lead role in building the understanding, development and implementation of specific competencies across the school. The College is committed to providing students with authentic learning experiences across the curriculum, as well as through targeted intervention and support programs for our most disengaged learners. A priority is also to have student absences and student misbehaviour minimised by actively promoting and prioritising inclusion and engagement through the introduction of initiatives and programs, including the SWPBS Framework, as well as cohort-based initiatives, in response to data trends and student need. The team will make attendance policies and processes more rigorous and embed greater role division and clarity across the College. Teachers will be supported in designing challenging activities that involve student voice and choice and deep understanding as well as modifying and adapting instruction to each student's ability and providing feedback to assist all learners to continually challenge their learning.</p>	
<p>Goal 4</p>	<p>To create a culture in which the health and wellbeing of students is central to the learning success of students.</p>	
<p>12 Month Target 4.1</p>	<ul style="list-style-type: none"> • Collective Efficacy - 70th percentile or above • Collective Responsibility - 80th percentile or above • Teacher Collaboration - 70th percentile or above • Academic Emphasis - 65th percentile or above • Instructional Leadership - 70th percentile or above <p>Parent Opinion:</p> <ul style="list-style-type: none"> High Expectations - 50th percentile or above •Physical Environment - 45th percentile or above •School Pride and Confidence - 65th percentile or above •Promoting Positive Behaviour - 70th percentile or above 	
<p>Key Improvement Strategies</p>		<p>Is this KIS selected for focus this year?</p>
<p>KIS 1 Health and wellbeing</p>	<p>Further development and consistent implementation of the school health and wellbeing model across all aspects of the school community.</p>	<p>Yes</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.

A lot of work was done in 2020 in this area and due to disruptions in 2020 a lot of this work was not advanced. However, this year all necessitated the development and implementation of other strategies to support student wellbeing. In light of this and in line with DET priorities to engage learners and focus on wellbeing this KIS will remain a focus.

Define Actions, Outcomes and Activities

Goal 1	2021 Priorities Goal
12 Month Target 1.1	Support for the 2021 Priorities.
KIS 1 Curriculum planning and assessment	Learning, catch-up and extension priority
Actions	<p>Whole School Level</p> <ul style="list-style-type: none"> • Develop data literacy of teachers and education support staff to inform understanding of student needs and progress, and identify students requiring additional support • Re-establish and maintain PLCs structures to support teacher collaboration and reflection of strengthen teaching practice <p>Classroom Level</p> <ul style="list-style-type: none"> • Embed approaches to formative assessment utilising, observations, feedback and re-teaching strategies • Use PLCs for staff to collaboratively plan units of work with a focus on differentiation • Establish/Support staff to embed the use of data for reading and writing to inform targeted planning <p>Individual and tailored Level</p> <ul style="list-style-type: none"> • With staff input, establish a targeted support program for students in literacy and numeracy • Establish a small group tutoring program • Implement additional supports for students outside of school hours • Plan whole school professional learning on differentiation • Prioritise time for teachers to discuss and adapt strategies working for individual students
Outcomes	<p>Whole School Level</p> <ul style="list-style-type: none"> • Teachers will confidently and accurately identify student learning needs of their students • PLCs will meet to engage in reflective practice, evaluate and plan curriculum, assessments, lessons <p>Classroom Level</p> <ul style="list-style-type: none"> • Teachers will develop an understanding of curriculum essentials to ensure mastery • Teachers will use the assessment schedule and reflective the practices to differentiate for the students. • Teachers and leaders will regularly update data • Teachers will provide students with the opportunity to work at their level using differentiated resources <p>Individual and tailored Level</p> <ul style="list-style-type: none"> • Students in need of targeted academic support or intervention and/or extension will be identified and supported • Nominated or relevant teachers and leaders will establish intervention/small group tutoring/before and after school programs

Success Indicators	<p>Whole School Level</p> <ul style="list-style-type: none"> Teachers' formative assessment data and teacher judgement data Teacher records and observations of student progress <p>Classroom Level</p> <ul style="list-style-type: none"> Documentation and data from formative assessments A documented assessment schedule and evidence of teachers inputting data and moderating assessments Data indicating clearly student progress Engagement data from Compass/MS Teams <p>Individual and tailored Level</p> <ul style="list-style-type: none"> Data used to identify students for tailored supports Differentiated resources used in tailored supports Assessment data and student feedback from intervention 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
<p>Whole School Level</p> <ul style="list-style-type: none"> Schedule and organise professional learning on formative assessment and collecting, analysing, responding to and monitoring data throughout the year. Document plans for coaching/mentoring/observation Maintain 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"/> Leadership Team 	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00 <input type="checkbox"/> Equity funding will be used
<p>Classroom Level</p> <ul style="list-style-type: none"> Continue to implement an agreed assessment schedule in collaboration with staff 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Leadership Team 	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$500.00 <input type="checkbox"/> Equity funding will be used
<p>Individual and tailored Level</p> <ul style="list-style-type: none"> Establish resourcing for individual and tailored support programs Establish criteria for identifying students requiring individual and tailored support 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> School Leadership Team 	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$500.00 <input type="checkbox"/> Equity funding will be used

<ul style="list-style-type: none"> Engage with parents/carers to ensure appropriate supports Schedule times for individual and tailored support to occur 				
KIS 2 Building communities	Happy, active and healthy kids priority			
Actions	<p>Whole School Level</p> <ul style="list-style-type: none"> Refine whole school approach to wellbeing to consider actions at the leadership, teacher and student levels Consolidate school processes and expectations and revisit these regularly <p>Classroom Level</p> <ul style="list-style-type: none"> Reinforce our agreed approach to monitoring and responding to student wellbeing concerns Build staff capacity to collect, analyse, monitor and respond to student engagement data Conduct regular check-ins/conferencing with students in homegroup <p>Individual and tailored Level</p> <ul style="list-style-type: none"> Target counselling for individual students Continue to build relationships and engage with families of at-risk students Conduct regular check-ins with at-risk students. Ensure all students know there is someone who cares about them 			
Outcomes	<p>Whole School Level</p> <ul style="list-style-type: none"> Teachers will model and are consistent in agreed routines Teachers, leaders and the school community will share a common understanding of the whole school approach to wellbeing Leaders will strengthen engagement with regional and external support agencies <p>Classroom Level</p> <ul style="list-style-type: none"> Teachers and leaders will further refine agreed monitoring processes and leaders will ensure these are visible for staff use Relevant teachers and leaders will implement a homegroup wellbeing program Students will play an active role in contributing to a strong classroom culture At-risk students will be identified and receive targeted support in a timely manner <p>Individual and tailored Level</p> <ul style="list-style-type: none"> Students will receive individualised support with regular monitoring and student support group meetings (with parents) where appropriate Families of at-risk students will receive regular communication and support from the school Students and families will be referred to allied health and mental health services, as needed 			
Success Indicators	<p>Whole School Level</p> <ul style="list-style-type: none"> Observations of changes to classroom practices Documentation of frameworks, policies or programs Internal and external professional learning attendance and shared readings for staff documented and shared 			

	<ul style="list-style-type: none"> Curriculum documentation reflecting social and emotional learning <p>Classroom Level</p> <ul style="list-style-type: none"> Students engagement in wellbeing programs (feedback, participation, classroom observations) Documentation of resources for wellbeing programs Documentation of referrals and communication processes regarding monitoring and escalating wellbeing concerns Teacher reports of student wellbeing concerns <p>Individual and tailored Level</p> <ul style="list-style-type: none"> Data used to identify students in need of targeted support Documentation of strategies students will use in classes and at school Student engagement and assessment data from regular classes 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
<p>Whole School Level</p> <ul style="list-style-type: none"> Develop curriculum units collaboratively with wellbeing team members Refine curriculum resources which reflect wellbeing and social-emotional learning focus 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> School Leadership Team <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Wellbeing Team 	<input type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$2,000.00</p> <input type="checkbox"/> Equity funding will be used
<p>Classroom Level</p> <ul style="list-style-type: none"> Consult with staff on monitoring and referral processes Provide clarity of roles and responsibility of teachers, education support staff and middle leaders Refine documentation for wellbeing programs Hold professional learning for teachers implementing wellbeing programs 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Allied Health <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Sub School Leader/s <input checked="" type="checkbox"/> Wellbeing Team 	<input type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 2</p>	<p>\$1,000.00</p> <input type="checkbox"/> Equity funding will be used
<p>Individual and tailored Level</p> <ul style="list-style-type: none"> Establish regular times for the Wellbeing Team to speak with staff Maintain clear referral processes Establish regular check-ins with families of at-risk students 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Allied Health <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Wellbeing Team 	<input type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$500.00</p> <input type="checkbox"/> Equity funding will be used

KIS 3 Empowering students and building school pride	Connected schools priority			
Actions	<p>Whole School Level</p> <ul style="list-style-type: none"> • Strengthen engagement in regional and network communities of practice • Strengthen and embed the school-wide approach to communication with Community • Strengthen and adapt the school-wide approach to digital learning and policies regarding digital access and devices • Build staff capability to integrate digital learning • Continually plan for school facilities and grounds works that will mean every school is a great place to learn • Create opportunities for more meetings using digital technologies between parents/carers/kin and teachers <p>Classroom Level</p> <ul style="list-style-type: none"> • Use Compass and MS Teams of communication to provide updates on student learning programs • Strengthen and embed the use of Compass and MS Teams in classes • Engage in PLCs to foster collaboration, build collective efficacy and build digital learning pedagogy <p>Individual and tailored Level</p> <ul style="list-style-type: none"> • Continue to ensure the benefits of digital learning continue to be available to every student • Investigate the opportunities and potential needs for off-site learning for students 			
Outcomes	<p>Whole School Level</p> <ul style="list-style-type: none"> • Leaders will continue to prioritise time for staff to communicate and build relationships with families • Teachers will have strong relationships with students and families • The wider community will continue to feel welcome in the school and regularly use school facilities <p>Classroom Level</p> <ul style="list-style-type: none"> • Teachers will be confident in integrating digital learning pedagogy • Teachers will have foster stronger relationships with students and families • Students will feel connected to their school and have positive attitudes to attendance <p>Individual and tailored Level</p> <ul style="list-style-type: none"> • Teachers and support staff will build stronger relationships with families of at-risk students • All students will be connected to resources and learning opportunities • Teachers can regularly connect with the families of all students 			
Success Indicators	<p>Whole School Level</p> <ul style="list-style-type: none"> • Documentation of acceptable use policy 			

	<ul style="list-style-type: none"> • Whole school surveys (SSS, AToSS) • Compass Parent Log in Data <p>Classroom Level</p> <ul style="list-style-type: none"> • Class participation data Eg. GPA Data • Positive student survey data (Pivot, AToSS) • Attendance <p>Individual and tailored Level</p> <ul style="list-style-type: none"> • Frequency of communications with families • Student perception and survey data 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
<p>Whole School Level</p> <ul style="list-style-type: none"> • Plan for on-going professional development on integrating digital learning • Continue to strengthen relationships with external support networks and agencies and feeder schools • Enhance the use of the school grounds and facilities as a community hub • Maintain community access to school newsletters, social media, and information sessions 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Leadership Team 	<input type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$2,000.00</p> <p><input type="checkbox"/> Equity funding will be used</p>
<p>Classroom Level</p> <ul style="list-style-type: none"> • Prioritise collaboration time in PLCs and share effective digital learning and relationship building strategies • Continue to document engagements with families and follow up when difficult situations arise • Identify digital tools that were successful for monitoring during flexible and remote learning and how they can continue to be implemented 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> School Leadership Team 	<input type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$2,000.00</p> <p><input type="checkbox"/> Equity funding will be used</p>
<p>Individual and tailored Level</p> <ul style="list-style-type: none"> • Routinely prioritise time in staff meetings to review engagement data and identify students and families at risk of disengagement 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> School Leadership Team 	<input type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$1,000.00</p> <p><input type="checkbox"/> Equity funding will be used</p>

<ul style="list-style-type: none"> • Provide access to and promote information in appropriate community languages and engage translation services 				
Goal 2	To deliver high quality curriculum, instruction and assessment to improve the growth and achievement of every student.			
12 Month Target 2.1	<p>Year 7 NAPLAN - based on Year 7 historical data in the absence of matched cohort data from Year 5:</p> <ul style="list-style-type: none"> * Increase % Year 7 students in top two bands in Reading from 25% (2019) to 26% * Decrease % Year 7 students in bottom two bands in Reading from 9% (2019) to 8% * Increase % Year 7 students in top two bands in Writing from 18% (2019) to 19% * Decrease % Year 7 students in bottom two bands in Writing from 24% (2019) to 23% * Increase % Year 7 students in top two bands in Numeracy from 35% (2019) to 37% * Decrease % Year 7 students in bottom two bands in Numeracy from 12% (2019) to 10% <p>YEAR 9 NAPLAN - based on matched cohort data</p> <ul style="list-style-type: none"> * Increase % Year 9 students in top two bands in Reading from 16% (2019) to 25% * Decrease % Year 9 students in bottom two bands in Reading from 28% (2019) to 15% * Increase % Year 9 students in top two bands in Writing from 7% (2019) to 18% * Decrease % Year 9 students in bottom two bands in Writing from 44% (2019) to 23% * Increase % Year 9 students in top two bands in Numeracy from 11% (2019) to 16% * Decrease % Year 9 students in bottom two bands in Numeracy from 21% (2019) to 16% <p>YEAR 7 NAPLAN BENCHMARK GROWTH</p> <ul style="list-style-type: none"> * Increase % high growth in Reading from 20% (2019) to 21% * Increase % high growth in Writing from 25% (2019) to 29% * Increase % high growth in Numeracy from 28% (2019) to 30% * Decrease % low growth in Reading from 36% (2019) to 25% * Decrease % low growth in Writing 21% (2019) to 20% * Decrease % low growth in Numeracy 17% (2019) to 15% <p>YEAR 9 NAPLAN BENCHMARK GROWTH</p> <ul style="list-style-type: none"> * Increase % high growth in Reading from 22% (2019) to 23% * Increase % high growth in Writing from 13% (2019) to 23% * Increase % high growth in Numeracy from 12% (2019) to 17% * Decrease % low growth in Reading from 28% (2019) to 19% * Decrease % low growth in Writing 32% (2019) to 24% * Decrease % low growth in Numeracy 36% (2019) to 31% 			

12 Month Target 2.2	<ul style="list-style-type: none"> * To improve the VCE all-study average to be 28 or higher * To improve the scores above 37 to be 10% or higher
12 Month Target 2.3	<ul style="list-style-type: none"> * Successful completion of Year 12 VCAL certificates or transition to further full time employment and training to be 95%
KIS 1 Building practice excellence	Further development and consistent implementation of the school model for curriculum, instruction and assessment.
Actions	<p>2.1</p> <ul style="list-style-type: none"> * Year 7-9 English teachers identify areas of deficit in current NAPLAN data. Literacy: Synthesis of information involving comparison, Knowledge of Informational texts, Interpretation of factual information, Sequential reasoning. * To explicitly teach students by goal setting to improve in areas of deficit. Teachers use data with students to set goals and act in building student understanding in literacy. * To ensure English LA is fully abiding by the TLSC Literacy Policy. Continued work in MYLNS * Year 7-9 Mathematics teachers implementing lesson structure to facilitate conferencing in order to improve student outcomes. Numeracy: Number skills, critical thinking, decimals and multi-step questions. * Build teacher capacity to identify and teach numeracy demands in respective units. * Develop data literacy capacity of PLC & LA Leaders. Improve student outcomes through collaborative planning, assessment practices and moderation. Develop and implement a PLC meeting schedule incorporating the Inquiry Cycle. * Meeting calendar to allow for one PLT meeting per week. LA Leaders external PL for the PLT Inquiry Cycle – supported by IP on-site * Identify 20 students in top band and 20 students in bottom band (NAPLAN) for monitoring within a PLT cycle <p>2.2</p> <ul style="list-style-type: none"> * To support staff in specific VCE improvement strategies including: * Moderation * Network support * Coaching cycle / PDP * Data analysis * Modelling of high achieving work * Pivot * Investigate extra support boost classes * Learning Walks * LA Leaders trained in data analysis and provided with historical VCE data to identify problems of practice and work towards addressing. * Changes to VCE processes to reduce N results and improved student achievement * Staff who work as examiners share their learning through the LA. <p>2.3</p> <p>Regular monitoring of VCAL academic progress and transition data</p>
Outcomes	<p>STUDENTS:</p> <ul style="list-style-type: none"> * Held accountable for actively working towards their goals related to NAPLAN, reading and writing and numeracy

	<ul style="list-style-type: none"> * Using literacy scaffolds to support the application of retrieving explicit information from texts * Show understanding of lesson structures and use consistent language of e5 * Make use of Microsoft Office software to support learning <p>TEACHERS:</p> <ul style="list-style-type: none"> * Year 7, 8 & 9 Maths & English teachers implementing data based conferencing strategies and implement recommended coaching strategies * Year 7-10 Maths & English teachers adhere to PAT, On-Demand and Checkpoints assessment schedules * All teachers able to identify and teach numeracy demands in their respective units * Make use of the differentiation diamond to plan for and monitor student growth * Utilise Microsoft Office software in lessons to promote collaboration and assist in student growth * Meet in organic PLT sessions every week to collaborate around a problem of practice relevant to the teaching and learning currently taking place in their classrooms * Staff teaching any top or bottom band students must select them as one of the three students they monitor for the duration of a PLT cycle <p>LEADERS:</p> <ul style="list-style-type: none"> * Curriculum & Assessment Leader supporting the role of coursework, Pivot and processes as a means of improving VCE outcomes * Provide PL for LA leaders in data analysis, LA goal setting/implementation and evaluation using the data suite * Targeted coaching of staff teaching VCE subjects with historically low or downward trending data * Provide PL in Microsoft Office software in areas of collaboration and streamlining administrative tasks * Provide at least one PLT meeting per week 			
Success Indicators	<p>NAPLAN PAT-R PAT-M Teacher judgements Staff Survey Attitudes to School Survey</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
LA leaders supported in developing Learning Area goals based on extensive data analysis	<input checked="" type="checkbox"/> Assessment & Reporting Coordinator <input checked="" type="checkbox"/> Assistant Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$5,000.00

	<input checked="" type="checkbox"/> Leading Teacher(s)			<input type="checkbox"/> Equity funding will be used
Assessment schedule implemented to support NAPLAN preparation	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Numeracy Leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
Further develop the PLT structure to support improved student outcomes	<input checked="" type="checkbox"/> PLC Leaders	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$2,000.00 <input type="checkbox"/> Equity funding will be used
Build capacity of LA Leaders to support and lead staff in developing and using the IP model and PLT cycle	<input checked="" type="checkbox"/> Assessment & Reporting Coordinator <input checked="" type="checkbox"/> PLC Leaders	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <input type="checkbox"/> Equity funding will be used
Providing time and support to VCE teachers to implement targeted improvement strategies.	<input checked="" type="checkbox"/> Assessment & Reporting Coordinator <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Sub School Leader/s	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input type="checkbox"/> Equity funding will be used
Goal 3	To create a differentiated learning environment in which students are intellectually engaged and have active student voice.			
12 Month Target 3.1	To reduce total days absent by 2 days in comparison to 2019 data To reduce student unapproved absences in comparison to 2019 data			

12 Month Target 3.2	<ul style="list-style-type: none"> • Differentiated Learning Challenge - 50th percentile or above • Stimulated Learning - 45th percentile or above • Learning Confidence - 75th percentile or above • Student Voice/Agency - 55th percentile or above
KIS 1 Intellectual engagement and self-awareness	To develop the capacity of students and staff to improve teaching and learning, with an emphasis on authentic learning, deep learning and feedback.
Actions	<p>3.2 Further PL in the instructional model Unpack what deep learning looks like – models and exemplars Learning walks Use of Pivot and other data sets to inform coaching and targeted PL TLSC Deep Learning Continuum directs the planning, support and implementation of DL across the school Assessment Moderation Frame PL through the lens of the TLSC Learner Model</p>
Outcomes	<p>STUDENTS:</p> <ul style="list-style-type: none"> * experience one deep learning task within year 7 to 10 in each Learning Area and in VCAL * unpacking 6Cs during assemblies and other forums * Top tier engaged in specialist programs designed to promote engagement and connectedness * Students set differentiated and high ability goals with teachers to develop their learning and meet identified growth goals <p>TEACHERS:</p> <ul style="list-style-type: none"> * collaborate to trial and reflect on deep learning experiences within their Learning Areas * build the capacity of Leadership and the Learning Area Leaders to unpack and lead staff in the deep learning, through designing for, moderating, assessing and evaluation deep learning experiences across Year 7-10 and VCAL * Teachers will conference with students to set individual or small group goals based on differentiated and high ability learning needs and these will be recorded in assessment and reporting * Make use of the TLSC Learner Model in preparing teaching and learning * Use Microsoft Office software to create differentiated activities <p>LEADERS:</p>

	<ul style="list-style-type: none"> * build the capacity of leaders to mentor and coach staff in all aspects of deep learning * facilitate application of deep learning experiences * moderation of deep learning tasks to improve capacity to support others in the work * Leaders will support staff in building their capacity to differentiate student goals to focus on growing students, including in the area of high abilities * Refer to the TLSC Learner Model when delivering PL. Highlight links between wellbeing and instruction 			
Success Indicators	Pivot data Student Attitudes to School data Attendance data Participation data			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Build capacity of LA Leaders as instructional leaders to unpack what deep learning should look like in their respective areas	<input checked="" type="checkbox"/> Assessment & Reporting Coordinator <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <input type="checkbox"/> Equity funding will be used
Pivot cycles and PL based on data	<input checked="" type="checkbox"/> Assessment & Reporting Coordinator <input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <input type="checkbox"/> Equity funding will be used
Capacity Building of Leaders in Deep Learning and capabilities	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <input type="checkbox"/> Equity funding will be used
Development and moderation of Deep Learning Tasks	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1	\$2,000.00

			to: Term 4	<input type="checkbox"/> Equity funding will be used
Development of leadership capacity to coach staff in deep learning	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <input type="checkbox"/> Equity funding will be used
Goal 4	To create a culture in which the health and wellbeing of students is central to the learning success of students.			
12 Month Target 4.1	<ul style="list-style-type: none"> • Collective Efficacy - 70th percentile or above • Collective Responsibility - 80th percentile or above • Teacher Collaboration - 70th percentile or above • Academic Emphasis - 65th percentile or above • Instructional Leadership - 70th percentile or above <p>Parent Opinion:</p> <ul style="list-style-type: none"> • High Expectations - 50th percentile or above • Physical Environment - 45th percentile or above • School Pride and Confidence - 65th percentile or above • Promoting Positive Behaviour - 70th percentile or above 			
KIS 1 Health and wellbeing	Further development and consistent implementation of the school health and wellbeing model across all aspects of the school community.			
Actions	<ul style="list-style-type: none"> • Continue to develop and implement Consistent Consequences and process for follow up in line with Berry Street Model/SWPBS. • Implementation of PL for all staff around Berry Street Model and SWPBS. • Investigate Restorative Justice Program • Develop a case management and tracking process across years 7-12 			

	<ul style="list-style-type: none"> • Explore, develop and implement programs to engage at risk students. • Investigate Peer Support programs and potential trial. • Map and develop program of events to ensure they are addressing the needs of each year level. • Review and implement updated Homegroup program. <p>- Further development and consistent implementation of the TLSC Learner Model with a focus on the 6 Cs.</p> <p>- Build staff capacity, through Professional Learning, to identify and respond to students who present with adversity/mental health issues.</p> <p>- Development and implementation of the Student Wellbeing Profile.</p>			
Outcomes	<p>More consistency demonstrated across staff in dealing with students who present disengaged or behaviorally challenging. Staff feel more confident in identifying and supporting students at risk. Students feel more supported by their teachers and better connected to school.</p>			
Success Indicators	<p>Reduction in consequences such as suspensions and detentions. Attitudes to school survey data (percentage positive endorsement to be at or above):</p> <ul style="list-style-type: none"> - Sense of connectedness:60 - Classroom behaviour:65 - Teacher concern: 50 - Resilience: 70 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
SS and IP teams to collaborate and set routine and structure to begin lesson (within Engage phase of e5 Model) to allow for teacher-student conferencing and goal setting in line with HITS.	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <input type="checkbox"/> Equity funding will be used

Build staff capacity, through Professional Learning, to identify and respond to students who present with adversity/mental health issues.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Sub School Leader/s <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$3,000.00 <input type="checkbox"/> Equity funding will be used
Development, consultation and implementation of consistent consequences document in line with SWPBS and Berry Street.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Sub School Leader/s <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Investigate Restorative Justice Program	<input checked="" type="checkbox"/> Sub School Leader/s	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$500.00 <input type="checkbox"/> Equity funding will be used
Develop a case management and tracking process across years 7-12	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Sub School Leader/s <input checked="" type="checkbox"/> Year Level Co-ordinator(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$500.00 <input type="checkbox"/> Equity funding will be used
Explore, develop and implement programs to engage at risk students.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Sub School Leader/s <input checked="" type="checkbox"/> Year Level Co-ordinator(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$3,000.00 <input type="checkbox"/> Equity funding will be used

Review and implement Home Group Program	<input checked="" type="checkbox"/> Sub School Leader/s <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <input type="checkbox"/> Equity funding will be used
Continue to develop and implement Consistent Consequences and process for follow up in line with Berry Street Model/SWPBS.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Sub School Leader/s <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$1,000.00 <input type="checkbox"/> Equity funding will be used

Equity Funding Planner

Equity Spending Totals

Category	Total proposed budget (\$)	Spend (\$)
Equity funding associated with Activities and Milestones	\$20,000.00	\$20,000.00
Additional Equity funding	\$0.00	\$0.00
Grand Total	\$20,000.00	\$20,000.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Development, consultation and implementation of consistent consequences document in line with SWPBS and Berry Street.	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) <input checked="" type="checkbox"/> Support services	\$20,000.00	\$20,000.00
Totals			\$20,000.00	\$20,000.00

Additional Equity spend

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

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
LA leaders supported in developing Learning Area goals based on extensive data analysis	<input checked="" type="checkbox"/> Assessment & Reporting Coordinator <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s)	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site