

2023 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 19 February, 2023 at 03:53 PM
Endorsed by Anne Fox (Senior Education Improvement Leader) on 19 February, 2023 at 08:15 PM
Endorsed by Grant Fawcett (School Council President) on 08 March, 2023 at 03:43 PM

Self-evaluation Summary - 2023

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

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

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

Support	Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	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	The college has undertaken significant changes and progress in the last Strategic Plan and AIP to ensure that there is a whole school focus with student learning and wellbeing at the centre consistent with the FISO 2.0 dimensions. This has led to most areas commencing 2023 at the 'Evolving' column in the FISO continua due to all the disruptions that have still played out in 2022.
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Considerations for 2023	A focus will be on further using our TLSC Learner Model to support improvements in learning and wellbeing for all students across the college.
Documents that support this plan	Learner Model _ Final.pdf (2.84 MB)

SSP Goals Targets and KIS

Goal 1	2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.
Target 1.1	Support for the 2023 Priorities
Key Improvement Strategy 1.a Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Key Improvement Strategy 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Goal 2	To improve student achievement for all students in all subjects across the curriculum.
Target 2.1	By 2025, to increase the VCE median study score from 27.04 (2020) to 30.0 (2025).
Target 2.2	By 2025, to increase the percentage of VCE study scores which are 37 or more from three per cent (2019) to eight per cent (2025).
Target 2.3	By 2025, to increase the percentage of Year 9 students who achieve results in the top 2 bands of NAPLAN from:

	<p>(a) 16% (2019) to 23% (2025) in Reading.</p> <p>(b) 7% (2019) to 15% (2025) in Writing.</p> <p>(c) 11% (2019) to 18% (2025) in Numeracy.</p>
<p>Target 2.4</p>	<p>By 2025, to decrease the percentage of Year 9 students who achieve results in the bottom 2 bands of NAPLAN from:</p> <p>(a) 27% (2019) to 20% (2025) in Reading.</p> <p>(b) 43% (2019) to 30% (2025) in Writing.</p> <p>(c) 20% (2019) to 15% (2025) in Numeracy.</p>
<p>Target 2.5</p>	<p>By 2025, to increase the percentage positive response on the SSS from:</p> <p>(a) 42% (2019) to 52% (2025) for Collective efficacy.</p> <p>(b) 34% (2019) to 50% (2025) for Academic emphasis.</p> <p>(c) 31% (2019) to 50% (2025) for Teacher collaboration.</p>

Key Improvement Strategy 2.a Curriculum planning and assessment	Develop and implement an assessment and feedback model consistently across the college.
Key Improvement Strategy 2.b Building practice excellence	Build further consistency in the application of the instructional model across the college.
Key Improvement Strategy 2.c Building practice excellence	Further embed a culture of academic rigour and growth, effort and high expectations.
Key Improvement Strategy 2.d Instructional and shared leadership	Build the instructional and shared leadership capacity of all staff.
Goal 3	To improve student engagement in their learning and student connectedness to school.
Target 3.1	By 2025, to increase the percentage positive response on the AToSS from: (a) 45% (2019) to 60% (2025) for Student voice and agency. (b) 67% (2019) to 75% (2025) for Self–regulation and goal setting. (c) 54% (2019) to 65% (2025) for Sense of connectedness. (d) 54% (2019) to 65% (2025) for Stimulated learning.
Target 3.2	By 2025, to increase the percentile rank for the POS from:

	<p>(a) 64% (2019) to 75% (2025) for Student agency and voice.</p> <p>(b) 84% (2019) to 90% (2025) for School connectedness.</p>
Target 3.3	By 2025, to decrease the number of days absent per student per year from 22 days (2019) to 19 days (2025).
Target 3.4	By 2025, to decrease the number of unexplained days absent per student per year from 5.8 days (2019) to 3.0 days (2025).
Key Improvement Strategy 3.a Empowering students and building school pride	Develop and implement a student voice and agency strategy across the college.
Key Improvement Strategy 3.b Building practice excellence	Further develop the capacity of staff to create and implement an engaging learning environment.
Key Improvement Strategy 3.c Evidence-based high-impact teaching strategies	Further support and build teacher capacity to utilise data to teach to a student's point of learning.
Key Improvement Strategy 3.d Empowering students and building school pride	Develop initiatives and opportunities designed to support student connectedness to school.
Goal 4	To improve student wellbeing.

<p>Target 4.1</p>	<p>By 2025, to increase the percentage positive response on the AToSS from:</p> <ul style="list-style-type: none"> (a) 58% (2019) to 65% (2025) for Effective classroom behaviour. (b) 65% (2019) to 75% (2025) for Resilience. (c) 46% (2019) to 56% (2025) for Respect for diversity.
<p>Target 4.2</p>	<p>By 2025, to increase the percentage positive response on the SSS from a baseline determined in the 2021 SSS to:</p> <ul style="list-style-type: none"> (a) 60% in 2025 for Staff psychological health (b) 60% in 2025 for Staff support and wellbeing consultation and participation.
<p>Target 4.3</p>	<p>On the school-based resilience survey:</p> <ul style="list-style-type: none"> (a) By 2025, to increase the percentage of students who are “Ready to Learn” from 44% (2021) to 60% (2025) (b) By 2025, to increase the percentage of students who provide a positive response to having a "teacher at school who cares" from 54% (2021) to 64% (2025).

Key Improvement Strategy 4.a Health and wellbeing	To further develop and implement a consistent whole school wellbeing and student management strategy.
Key Improvement Strategy 4.b Health and wellbeing	Further support and build the capacity of staff to respond to the health and wellbeing needs of students.

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
<p>2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.</p>	Yes	Support for the 2023 Priorities	.Support for the 2023 Priorities
To improve student achievement for all students in all subjects across the curriculum.	Yes	By 2025, to increase the VCE median study score from 27.04 (2020) to 30.0 (2025).	VCE median score 27.5.
		By 2025, to increase the percentage of VCE study scores which are 37 or more from three per cent (2019) to eight per cent (2025).	VCE study scores >37 7%
		By 2025, to increase the percentage of Year 9 students who achieve results in the top 2 bands of NAPLAN from: (a) 16% (2019) to 23% (2025) in Reading. (b) 7% (2019) to 15% (2025) in Writing. (c) 11% (2019) to 18% (2025) in Numeracy.	Reading 17%Writing 14%Numeracy 15%
		By 2025, to decrease the percentage of Year 9 students who achieve results in the bottom 2 bands of NAPLAN from:	Numeracy 23%Writing 35%Reading 24%

		<p>(a) 27% (2019) to 20% (2025) in Reading. (b) 43% (2019) to 30% (2025) in Writing. (c) 20% (2019) to 15% (2025) in Numeracy.</p>	
		<p>By 2025, to increase the percentage positive response on the SSS from: (a) 42% (2019) to 52% (2025) for Collective efficacy. (b) 34% (2019) to 50% (2025) for Academic emphasis. (c) 31% (2019) to 50% (2025) for Teacher collaboration.</p>	<p>Collective efficacy 41% Academic emphasis 42% Teacher collaboration 48%</p>
To improve student engagement in their learning and student connectedness to school.	Yes	<p>By 2025, to increase the percentage positive response on the AToSS from: (a) 45% (2019) to 60% (2025) for Student voice and agency. (b) 67% (2019) to 75% (2025) for Self-regulation and goal setting. (c) 54% (2019) to 65% (2025) for Sense of connectedness. (d) 54% (2019) to 65% (2025) for Stimulated learning.</p>	<p>Increase the percentage positive response on the AToSS. (a) Student voice and agency to 48% (b) Self-regulation and goal setting to 68% (c) Sense of connectedness to 55% (d) Stimulated learning to 57%</p>
		<p>By 2025, to increase the percentile rank for the POS from: (a) 64% (2019) to 75% (2025) for Student agency and voice. (b) 84% (2019) to 90% (2025) for School connectedness.</p>	<p>Increase the percentile rank for the Parent Opinion Survey (a) Student agency and voice to 68% (b) School connectedness to 85%</p>
		<p>By 2025, to decrease the number of days absent per student per year from 22 days (2019) to 19 days (2025).</p>	<p>To decrease the number of days absent per student per year from to 21 days in 2023.</p>
		<p>By 2025, to decrease the number of unexplained days absent per student per year from 5.8 days (2019) to 3.0 days (2025).</p>	<p>To decrease the number of unexplained days absent per student per year to 5.</p>
To improve student wellbeing.	Yes	<p>By 2025, to increase the percentage positive response on the AToSS from: (a) 58% (2019) to 65% (2025) for Effective classroom behaviour.</p>	<p>Increase the percentage positive response on the AToSS from: (a) Effective classroom</p>

	<p>(b) 65% (2019) to 75% (2025) for Resilience. (c) 46% (2019) to 56% (2025) for Respect for diversity.</p>	behaviour to 60% (b) Resilience to 71%(c) Respect for diversity to 50%
	<p>By 2025, to increase the percentage positive response on the SSS from a baseline determined in the 2021 SSS to: (a) 60% in 2025 for Staff psychological health (b) 60% in 2025 for Staff support and wellbeing consultation and participation.</p>	Increase the percentage positive response on the SSS from a baseline determined in the 2021 SSS to:(a) Staff psychological health to 45%(b) Staff support and wellbeing consultation and participation to 45%.
	<p>On the school-based resilience survey: (a) By 2025, to increase the percentage of students who are "Ready to Learn" from 44% (2021) to 60% (2025) (b) By 2025, to increase the percentage of students who provide a positive response to having a "teacher at school who cares" from 54% (2021) to 64% (2025).</p>	On the school-based resilience survey:(a) Increase "Ready to Learn" to 51%(b) Increase the percentage of students who provide a positive response to having a "teacher at school who cares" to 58%

Goal 1	2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.	
12 Month Target 1.1	.Support for the 2023 Priorities	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1.a Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy	Yes

KIS 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2023.	
Goal 2	To improve student achievement for all students in all subjects across the curriculum.	
12 Month Target 2.1	VCE median score 27.5.	
12 Month Target 2.2	VCE study scores >37.7%	
12 Month Target 2.3	Reading 17% Writing 14% Numeracy 15%	
12 Month Target 2.4	Numeracy 23% Writing 35% Reading 24%	
12 Month Target 2.5	Collective efficacy 41% Academic emphasis 42% Teacher collaboration 48%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 2.a Curriculum planning and assessment	Develop and implement an assessment and feedback model consistently across the college.	Yes
KIS 2.b	Build further consistency in the application of the instructional model across the college.	Yes

Building practice excellence		
KIS 2.c Building practice excellence	Further embed a culture of academic rigour and growth, effort and high expectations.	Yes
KIS 2.d Instructional and shared leadership	Build the instructional and shared leadership capacity of all staff.	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	<p>The priority continues 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 and implementation of learning walks. 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.</p> <p>This is supported by the continued implementation of the newly developed 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. A priority will be the implementation of the TLSC Assessment, Feedback and Reporting Model which will have a focus on implementation of developmental rubrics.</p>	
Goal 3	To improve student engagement in their learning and student connectedness to school.	
12 Month Target 3.1	<p>Increase the percentage positive response on the AToSS.</p> <p>(a) Student voice and agency to 48%</p> <p>(b) Self-regulation and goal setting to 68%</p> <p>(c) Sense of connectedness to 55%</p> <p>(d) Stimulated learning to 57%</p>	

12 Month Target 3.2	Increase the percentile rank for the Parent Opinion Survey (a) Student agency and voice to 68% (b) School connectedness to 85%	
12 Month Target 3.3	To decrease the number of days absent per student per year from to 21 days in 2023.	
12 Month Target 3.4	To decrease the number of unexplained days absent per student per year to 5.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 3.a Empowering students and building school pride	Develop and implement a student voice and agency strategy across the college.	Yes
KIS 3.b Building practice excellence	Further develop the capacity of staff to create and implement an engaging learning environment.	Yes
KIS 3.c Evidence-based high-impact teaching strategies	Further support and build teacher capacity to utilise data to teach to a student's point of learning.	Yes
KIS 3.d Empowering students and building school pride	Develop initiatives and opportunities designed to support student connectedness to school.	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	The College is continuing to prioritise the development of student and staff capacity in the areas of supporting student connectedness and student's point of learning. 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 a range of initiatives in response to data trends and student need. The team will continue to 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.	
Goal 4	To improve student wellbeing.	
12 Month Target 4.1	Increase the percentage positive response on the AToSS from: (a) Effective classroom behaviour to 60% (b) Resilience to 71% (c) Respect for diversity to 50%	
12 Month Target 4.2	Increase the percentage positive response on the SSS from a baseline determined in the 2021 SSS to: (a) Staff psychological health to 45% (b) Staff support and wellbeing consultation and participation to 45%.	
12 Month Target 4.3	On the school-based resilience survey: (a) Increase "Ready to Learn" to 51% (b) Increase the percentage of students who provide a positive response to having a "teacher at school who cares" to 58%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 4.a Health and wellbeing	To further develop and implement a consistent whole school wellbeing and student management strategy.	Yes

KIS 4.b Health and wellbeing	Further support and build the capacity of staff to respond to the health and wellbeing needs of students.	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	.The College's Leaner Model will be central to making the link between student learning and wellbeing. The College will continue to develop and implement consistent student management strategies to support effective instruction and learning as well as a continue to implement consistent approaches to dealing with minor behaviours. This work will be supported through the implementation of Berry Street trauma informed practices as well as other health and wellbeing strategies in response to student data.	

Define Actions, Outcomes and Activities

Goal 1	2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.			
12 Month Target 1.1	.Support for the 2023 Priorities			
KIS 1.a Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy			
Actions	<ul style="list-style-type: none"> * Regular and ongoing PAT testing * Identification of students in need of intervention programs * TLI * MYLNS 			
Outcomes	<ul style="list-style-type: none"> * Students setting improvement goals * Staff supporting identified students * Staff discussing support strategies in PLTs * Student conferences in English and Maths classes 			
Success Indicators	<ul style="list-style-type: none"> * Student Reflection/Goal Setting sheets * Minutes from PLT meetings 			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
MYLNS and TLI Implementation	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Numeracy Leader 	<ul style="list-style-type: none"> <input type="checkbox"/> PLP Priority 	from: Term 1 to: Term 4	\$300,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used

				<input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
KIS 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	* Regular communications by Health Promotions Nurse * Conduct Youth Resilience Survey			
Outcomes	* Youth Resilience Survey data collated and evaluated * Data shared with Sub School Teams * Sub School Teams organising events/assemblies/other to support improvement of key trend data			
Success Indicators	* Resilience Youth Survey data comparisons against benchmark data			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Youth Resilience Survey and Subsequent Actions	<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	from: Term 1 to: Term 4	\$8,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

Goal 2	To improve student achievement for all students in all subjects across the curriculum.
12 Month Target 2.1	VCE median score 27.5.
12 Month Target 2.2	VCE study scores >37 7%
12 Month Target 2.3	Reading 17% Writing 14% Numeracy 15%
12 Month Target 2.4	Numeracy 23% Writing 35% Reading 24%
12 Month Target 2.5	Collective efficacy 41% Academic emphasis 42% Teacher collaboration 48%
KIS 2.a Curriculum planning and assessment	Develop and implement an assessment and feedback model consistently across the college.
Actions	Developmental rubrics implemented Data conferencing Moderation implemented consistently Student reflection and goal setting processes/tools implemented Student focus groups to help evaluate impact/effectiveness of conferencing Student perception surveys Newly revised Assessment, Feedback and Reporting Policy implemented VCE improvement strategies
Outcomes	Students taking more ownership of their learning Students understand the next steps in their learning Teachers promoting greater differentiation in the classroom Teachers providing more accurate and constructive feedback Teachers providing opportunities for students to reflect on feedback and set goals for improvement

Success Indicators	Student goal setting templates Conferencing			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Teachers using developmental rubrics	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Numeracy Leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <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
Data conferencing	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Numeracy Leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <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.b Building practice excellence	Build further consistency in the application of the instructional model across the college.			
Actions	Workshops to support aspects of the TLSC Learner Model Workshops based on data/feedback from Learning Walks Learning Walks and Peer Observations Learning Area PLTs Processes to identify, track and support students with literacy and numeracy needs VCE improvement strategies Workshops to support teachers in developing, implementing and evaluating deep learning tasks			
Outcomes	Students talking about their learning to other teachers as part of Learning Walks Students able to identify implementation of e5 within their own classes Teachers participating in Learning Walks and Peer Observations Teachers implementing the inquiry cycle in PLTs Teachers purposefully planning to support the TLSC Learner Model in their classrooms			
Success Indicators	Learning Walks data PLT Minutes Tracking of top and bottom 2 band student progress in Literacy and Numeracy			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Learning Walks implemented throughout the school	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which

				may include DET funded or free items
KIS 2.c Building practice excellence	Further embed a culture of academic rigour and growth, effort and high expectations.			
Actions	Newly revised Assessment, Feedback and Reporting Policy implemented VCE Assessment Process implemented VCE improvement strategies Independent reading program re-introduced at Years 7-9 Implement 10-15 minute Mathspace check in sessions			
Outcomes	Students reflecting on feedback and setting individual improvement goals Teachers providing accurate, timely and constructive feedback to support learning growth			
Success Indicators	PLTs tracking and monitoring student progress data Student goal setting documentation			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Changes to GPA rubrics	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$3,000.00 <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.d Instructional and shared leadership	Build the instructional and shared leadership capacity of all staff.				
Actions	Building capacity of LA Leaders to implement all facets of the TLSC Learner Model VCE improvement strategies NAPLAN preparation and support materials				
Outcomes	Middle Leaders participating in PD Middle Leaders leading moderation of tasks, including deep learning Learning Walks led by combination of Leadership and Middle Leaders				
Success Indicators	Learning Walks observation and reflection documentation				
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams	
Middle Leaders PL	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Curriculum Co-ordinator (s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items	
Goal 3	To improve student engagement in their learning and student connectedness to school.				
12 Month Target 3.1	Increase the percentage positive response on the AToSS.				

	<p>(a) Student voice and agency to 48%</p> <p>(b) Self-regulation and goal setting to 68%</p> <p>(c) Sense of connectedness to 55%</p> <p>(d) Stimulated learning to 57%</p>
12 Month Target 3.2	<p>Increase the percentile rank for the Parent Opinion Survey</p> <p>(a) Student agency and voice to 68%</p> <p>(b) School connectedness to 85%</p>
12 Month Target 3.3	To decrease the number of days absent per student per year from to 21 days in 2023.
12 Month Target 3.4	To decrease the number of unexplained days absent per student per year to 5.
KIS 3.a Empowering students and building school pride	Develop and implement a student voice and agency strategy across the college.
Actions	<p>Administer termly surveys and pulse checks through Compass Insights</p> <p>Focus groups - unpack and explore survey responses further (RYS and AToSS)</p> <p>Review Student Leadership Program structure and implementation to broaden student representation and voice</p> <p>Launch and foster Peer Support Program</p>
Outcomes	<p>Student voice will inform and drive policy and school initiatives</p> <p>Teaching staff will respond to student surveys and refine practice in line with cohort needs</p> <p>Improved connectedness between peers across year levels</p>
Success Indicators	Focus group data

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Seek student feedback through focus groups, pulse checks and surveys	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Sub School Leader/s	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$3,000.00 <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
Review of Student Leadership Program	<input checked="" type="checkbox"/> Sub School Leader/s	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$5,000.00 <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
Peer Support Program trial	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Sub School Leader/s	<input type="checkbox"/> PLP Priority	from: Term 1	\$5,000.00

			to: Term 4	<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 3.b Building practice excellence	Further develop the capacity of staff to create and implement an engaging learning environment.			
Actions	Focus on utilising the 3rd teacher resources in classrooms			
Outcomes	Teachers mindfully developing support resources for display in classrooms			
Success Indicators	Students utilising resources within the classroom to support learning			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
3rd teacher resources in classrooms	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <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 3.c Evidence-based high-impact teaching strategies	Further support and build teacher capacity to utilise data to teach to a student's point of learning.			
Actions	Data conferencing Student reflection and goal setting Teacher assessment reflection			
Outcomes	Students reflecting on feedback and setting learning goals Teachers reflecting on assessment data to inform next steps in practice Teachers discussing assessment data in PLTs			
Success Indicators	Student goal setting templates documentation PLT Minutes			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Student goal setting templates and processes	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <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 3.d Empowering students and building school pride	Develop initiatives and opportunities designed to support student connectedness to school.			
Actions	<ul style="list-style-type: none"> * Launch new AM Home Group Program - Mentor Group and redefine role of Home Group Teacher - Mentor Teacher (will need ongoing PL for staff) * Consolidation of HG themes in line with student needs (taking into account RYS, AToSS and focus groups). Filter into HG days, events and initiatives. Internal and external organisations. * Further development of Applied Learning programs * Excursions and camps 			
Outcomes	<ul style="list-style-type: none"> * Improved student attendance * Students driving initiatives and activities * Consolidation of Programs such as HOL and Coffee Club, and the development of new Applied Learning Programs * Capacity of Mentor Teachers * Improved rapport between students and staff, and connections between Mentor Teachers, their students and families 			
Success Indicators	<ul style="list-style-type: none"> * Mentor teachers taking ownership of role - connecting with students and families * Students more connected to Mentor Teacher (measured through pulse checks) * Less low-level Compass entries for Sub-School follow up (Mentor Teachers working through with their students) 			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Redevelopment of morning Home Group - shift to 'Mentor Groups'	<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	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which

				may include DET funded or free items
Activities developed for each cohort in line with College data	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Sub School Leader/s <input checked="" type="checkbox"/> Wellbeing Team <input checked="" type="checkbox"/> Year Level Co-ordinator(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Goal 4	To improve student wellbeing.			
12 Month Target 4.1	Increase the percentage positive response on the AToSS from: (a) Effective classroom behaviour to 60% (b) Resilience to 71% (c) Respect for diversity to 50%			
12 Month Target 4.2	Increase the percentage positive response on the SSS from a baseline determined in the 2021 SSS to: (a) Staff psychological health to 45% (b) Staff support and wellbeing consultation and participation to 45%.			
12 Month Target 4.3	On the school-based resilience survey:			

	(a) Increase "Ready to Learn" to 51%			
	(b) Increase the percentage of students who provide a positive response to having a "teacher at school who cares" to 58%			
KIS 4.a Health and wellbeing	To further develop and implement a consistent whole school wellbeing and student management strategy.			
Actions	<ul style="list-style-type: none"> * Revise Home Group Program at Year 7, 8, 9 and 12 * Implement updated Consistent Response to Behaviour Framework to better address discrimination and harassment in a consistent manner * Address diversity of cohorts through celebration days, activities and communications * Improve student access to wellbeing resources through Teams * Develop and implement programs for students at risk * Develop and implement targeted activities and sessions to address wellbeing needs of specific cohort groups 			
Outcomes	<ul style="list-style-type: none"> * Sub-schools responding to behaviours consistently across sub-schools * Student safe spaces created * Students accessing wellbeing resources online * Student participation and engagement in activities celebrating diversity * Improved attendance data * At risk students identified and engaging in tailored programs and activities 			
Success Indicators	<ul style="list-style-type: none"> * Celebration days, posts and activities held * Improved student attendance data 			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Redevelopment of Home Group Programs (curriculum)	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Sub School Leader/s 	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00 <input checked="" type="checkbox"/> Equity funding will be used

				<input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Update and implementation of Consistent Responses to Behaviour Framework	<input checked="" type="checkbox"/> Assistant 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 <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
Address diversity of cohorts through celebration days, activities and communications	<input checked="" type="checkbox"/> Assistant Principal <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	from: Term 1 to: Term 4	\$5,000.00 <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
Explore, develop and implement programs to engage students identified as at risk	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Sub School Leader/s	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$200,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Develop and implement targeted activities and sessions to address wellbeing needs of specific cohort groups (eg gaming, body image etc.)	<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	from: Term 1 to: Term 4	\$5,000.00 <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 4.b Health and wellbeing	Further support and build the capacity of staff to respond to the health and wellbeing needs of students.			

Actions	<ul style="list-style-type: none"> * Form Berry Street Implementation Team * Berry Street Implementation Plan to be developed * Provide further Berry Street PL for Implementation Team * Attend Berry Street Masterclass * A few strategies from Berry Street Domain selected for implementation across the school * Unpack 'middle ring' of Learner Model - Wellbeing - and develop a common language for staff * Short PLT cycle around agreed specific Berry Street strategy * Explicitly teach Berry Street concepts and strategies to students in Home Group Program * Build capacity of Year Level Leaders to support health and wellbeing of students - Berry Street * Build capacity of Year Level Leaders to support and Lead Mentor Group teachers - Victorian Academy of Teaching and Learning Course and time release every term for internal PL 			
Outcomes	<ul style="list-style-type: none"> * Staff better equipped to work with students to de-escalate and co-regulate, thereby reducing challenging behaviours * Students able to better recognise triggers, de-escalate, self-regulate and co-regulate * Consistency of care and connectedness 			
Success Indicators	<ul style="list-style-type: none"> * At least two Berry Street strategies to be entrenched in the whole school's practice. Monitored through Learning Walks * Less mid-level (amber) Compass posts documented/less exits * More students can nominate a teacher who cares 			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Berry Street Implementation Team formation and development of Implementation Plan	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Sub School Leader/s <input checked="" type="checkbox"/> Wellbeing Team 	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$20,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which

				may include DET funded or free items
Berry Street Model roll-out across school in line with the School Learner Model	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Sub School Leader/s <input checked="" type="checkbox"/> Wellbeing Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$15,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Build capacity of Year Level Leaders to support student health and wellbeing needs	<input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Sub School Leader/s	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$15,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

Funding Planner

Summary of Budget and Allocated Funding

Summary of Budget	School's total funding (\$)	Funding Allocated in activities (\$)	Still available/shortfall
Equity Funding	\$672,303.15	\$608,000.00	\$64,303.15
Disability Inclusion Tier 2 Funding	\$0.00	\$0.00	\$0.00
Schools Mental Health Fund and Menu	\$132,374.37	\$130,000.00	\$2,374.37
Total	\$804,677.52	\$738,000.00	\$66,677.52

Activities and Milestones – Total Budget

Activities and Milestones	Budget
MYLNS and TLI Implementation	\$300,000.00
Youth Resilience Survey and Subsequent Actions	\$8,000.00
Learning Walks implemented throughout the school	\$20,000.00
Middle Leaders PL	\$20,000.00
Redevelopment of morning Home Group - shift to 'Mentor Groups'	\$5,000.00
Activities developed for each cohort in line with College data	\$20,000.00
Redevelopment of Home Group Programs (curriculum)	\$20,000.00
Explore, develop and implement programs to engage students identified as at risk	\$200,000.00
Berry Street Implementation Team formation and development of Implementation Plan	\$20,000.00

Berry Street Model roll-out across school in line with the School Learner Model	\$15,000.00
Build capacity of Year Level Leaders to support student health and wellbeing needs	\$15,000.00
Totals	\$643,000.00

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
MYLNS and TLI Implementation	from: Term 1 to: Term 4	\$300,000.00	<input checked="" type="checkbox"/> School-based staffing
Youth Resilience Survey and Subsequent Actions	from: Term 1 to: Term 4	\$3,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Support services
Learning Walks implemented throughout the school	from: Term 1 to: Term 4	\$20,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT <input checked="" type="checkbox"/> Support services
Middle Leaders PL	from: Term 1 to: Term 4	\$20,000.00	<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"/> CRT

Redevelopment of morning Home Group - shift to 'Mentor Groups'	from: Term 1 to: Term 4	\$5,000.00	<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"/> CRT
Activities developed for each cohort in line with College data	from: Term 1 to: Term 4	\$20,000.00	<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"/> CRT <input checked="" type="checkbox"/> Support services
Redevelopment of Home Group Programs (curriculum)	from: Term 1 to: Term 4	\$20,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
Explore, develop and implement programs to engage students identified as at risk	from: Term 1 to: Term 4	\$200,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> Other Student Pathways/MIPS Leader Additional Wellbeing Leader Attendance Improvement
Berry Street Implementation Team formation and development of Implementation Plan	from: Term 1 to: Term 2	\$10,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT
Berry Street Model roll-out across school in line with the School Learner Model	from: Term 1 to: Term 4	\$5,000.00	<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"/> CRT <input checked="" type="checkbox"/> Support services

Build capacity of Year Level Leaders to support student health and wellbeing needs	from: Term 1 to: Term 4	\$5,000.00	<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"/> CRT
Totals		\$608,000.00	

Activities and Milestones - Disability Inclusion Funding

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

Activities and Milestones - Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated (\$)	Category
Youth Resilience Survey and Subsequent Actions	from: Term 1 to: Term 4	\$5,000.00	<input checked="" type="checkbox"/> Seasons for Growth (MacKillop Family Services)
Berry Street Implementation Team formation and development of Implementation Plan	from: Term 1 to: Term 2	\$10,000.00	<input checked="" type="checkbox"/> Berry Street Education Model (BSEM)
Berry Street Model roll-out across school in line with the School Learner Model	from: Term 1 to: Term 4	\$10,000.00	<input checked="" type="checkbox"/> Berry Street Education Model (BSEM)

Build capacity of Year Level Leaders to support student health and wellbeing needs	from: Term 1 to: Term 4	\$10,000.00	<input checked="" type="checkbox"/> Berry Street Education Model (BSEM)
Totals		\$35,000.00	

Additional Funding Planner – Total Budget

Activities and Milestones	Budget
Staffing for Student Support Services - counselling/mental health	\$145,000.00
Totals	\$145,000.00

Additional Funding Planner – Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Staffing for Student Support Services - counselling/mental health	from: Term 1 to: Term 4		
Totals		\$0.00	

Additional Funding Planner – Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
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Staffing for Student Support Services - counselling/mental health	from: Term 1 to: Term 4		
Totals		\$0.00	

Additional Funding Planner – Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated (\$)	Category
Staffing for Student Support Services - counselling/mental health	from: Term 1 to: Term 4	\$95,000.00	<input checked="" type="checkbox"/> Brief interventions in youth mental health (BIT)(Orygen)
Totals		\$95,000.00	

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Teachers using developmental rubrics	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Numeracy Leader	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
Learning Walks implemented throughout the school	<input checked="" type="checkbox"/> Leadership Team	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"/> Individualised Reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Middle Leaders PL	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Curriculum Co-ordinator (s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> Academy program/course	<input checked="" type="checkbox"/> Off-site Bastow and Internal PL

Berry Street Implementation Team formation and development of Implementation Plan	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Sub School Leader/s <input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> External consultants Berry Street	<input checked="" type="checkbox"/> Off-site Berry Street
Berry Street Model roll-out across school in line with the School Learner Model	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Sub School Leader/s <input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Build capacity of Year Level Leaders to support student health and wellbeing needs	<input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Sub School Leader/s	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> School improvement partnerships	<input checked="" type="checkbox"/> On-site