

2021 Annual Implementation Plan

for improving student outcomes

Heathmont College (8816)



Submitted for review by Kerryn Sandford (School Principal) on 14 February, 2021 at 01:48 PM
Endorsed by Mary Azer (Senior Education Improvement Leader) on 16 February, 2021 at 12:53 PM
Endorsed by Henk Westerveld (School Council President) on 02 March, 2021 at 02:25 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
	Curriculum planning and assessment	Evolving
	Evidence-based high-impact teaching strategies	Evolving
	Evaluating impact on learning	Evolving
Professional leadership	Building leadership teams	Evolving
	Instructional and shared leadership	Evolving moving towards Embedding
	Strategic resource management	Embedding
	Vision, values and culture	Evolving

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

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

Enter your reflective comments	<p>This reflection is largely based around the experiences of term 4 due to starting in the role as a new principal at this time. Clearly the impacts of COVID-19 have been significant for the school but the additional stress and disruption due to shifting leadership had an additional impact on school functioning and improvement.</p> <p>The experience of remote teaching and learning did appear to have both positive and negative impacts with one of the positive impacts the introduction of a standard template for lesson tracking on Compass which was retained once learning resumed on site.</p> <p>Conducting the self reflection with staff around the AIP/SSP was a good learning experience and highlighted the lack of progress made over the year against the specified AIP goals. this comes as no surprise though as many of these goals were significantly impeded by COVID19.</p>
Considerations for 2021	<p>student voice and amplify strategy</p> <p>vision, values and the SWPBS process to address school wide approach to learning behaviours</p> <p>Positive education strategies and incorporating these into formal PL process</p> <p>data use and analysis to be strengthened through a case management approach to support house system of pastoral care</p>

	whole school literacy and numeracy professional learning Learning Support Program to provide catch and support to students struggling to engage and achieve in these areas Mental health practitioner supports for students identifying mental health concerns
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	2021 Priorities Goal
Target 1.1	Support for the 2021 Priorities
Key Improvement Strategy 1.a Curriculum planning and assessment	Learning, catch-up and extension priority
Key Improvement Strategy 1.b Health and wellbeing	Happy, active and healthy kids priority
Key Improvement Strategy 1.c Building communities	Connected schools priority
Goal 2	To improve student achievement.
Target 2.1	<p><i>By 2021, decrease the percentage of low growth in all areas of NAPLAN to below 25 percent.</i></p> <p><i>By 2021, increase the percentage of high growth in all areas of NAPLAN to above 25 percent.</i></p> <p><i>By 2021 to have the number of students in the top two bands of all areas in NAPLAN to be 15 percent of students at Year 7 and Year 9.</i></p>
Target 2.2	<i>By 2021, increase the mean VCE study score to 30.</i>

Target 2.3	<i>By 2021, decrease the percentage of students below the expected level in teacher judgements to less than 20 per cent in all subject areas from Year 7 to 10.</i>
Key Improvement Strategy 2.a Vision, values and culture	Development of a vision for the College using collaborative processes involving students, staff and parents.
Key Improvement Strategy 2.b Building leadership teams	Development and implementation of a strategy to create a cohesive leadership team focused on consistency of practice and improving student achievement.
Key Improvement Strategy 2.c Building practice excellence	Consistent Implementation of the College instructional model and the embedding of high impact teaching strategies, including differentiation techniques and the use of data to inform teaching.
Goal 3	To improve student engagement in learning
Target 3.1	<i>By 2021, increase the AToSS result for Student Voice and Agency from 61 per cent to 75 per cent.</i>
Target 3.2	<i>By 2021, increase the AToSS result for Differentiated Curriculum from 45 per cent to 60 per cent and Self Regulation and Goal Setting from 50 per cent to 75 per cent.</i>
Target 3.3	<i>By 2021, decrease the student absence rate to from 24.1 days per year to below the state average for secondary schools.</i>
Key Improvement Strategy 3.a Empowering students and building school pride	Development and implementation of a strategy to build the capacity of staff members to implement student voice in every classroom across the College, focusing on goal setting and feedback processes.

Key Improvement Strategy 3.b Curriculum planning and assessment	Development and implementation of curriculum documentation that incorporates a range of tasks designed to engage students.
Key Improvement Strategy 3.c Intellectual engagement and self-awareness	Development and implementation of programs that enhance student engagement and wellbeing inside and outside the classroom.

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	The 12 month target is an incremental step towards meeting the 4-year target, using the same data set. By 2022, no less than 150 students to receive targeted support as part of the Learning Support Program. Students involved in this program to demonstrate improved engagement with learning and wellbeing outcomes.
To improve student achievement.	No	<p><i>By 2021, decrease the percentage of low growth in all areas of NAPLAN to below 25 percent.</i></p> <p><i>By 2021, increase the percentage of high growth in all areas of NAPLAN to above 25 percent.</i></p> <p><i>By 2021 to have the number of students in the top two bands of all areas in NAPLAN to be 15 percent of students at Year 7 and Year 9.</i></p>	
		<p><i>By 2021, increase the mean VCE study score to 30.</i></p>	
		<p><i>By 2021, decrease the percentage of students below the expected level in teacher judgements to less than 20 per cent in all subject areas from Year 7 to 10.</i></p>	

To improve student engagement in learning	Yes	<i>By 2021, increase the AToSS result for Student Voice and Agency from 61 per cent to 75 per cent.</i>	By 2022, increase the AToSS result for Student Voice and Agency from 61 percent, to 75 percent.
		<i>By 2021, increase the AToSS result for Differentiated Curriculum from 45 per cent to 60 per cent and Self Regulation and Goal Setting from 50 per cent to 75 per cent.</i>	By 2022, increase the AToSS result for Differentiated Curriculum from 45 per cent to 60 per cent and Self Regulation and Goal Setting from 50 per cent to 75 per cent.
		<i>By 2021, decrease the student absence rate to from 24.1 days per year to below the state average for secondary schools.</i>	By 2022, decrease the student absence rate to from 24.1 days per year to below the state average for secondary schools.

Goal 1	2021 Priorities Goal	
12 Month Target 1.1	By 2022, no less than 150 students to receive targeted support as part of the Learning Support Program. Students involved in this program to demonstrate improved engagement with learning and wellbeing outcomes.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Curriculum planning and assessment	Learning, catch-up and extension priority	Yes
KIS 2 Health and wellbeing	Happy, active and healthy kids priority	Yes

KIS 3 Building communities	Connected schools priority	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2021.	
Goal 2	To improve student engagement in learning	
12 Month Target 2.1	By 2022, increase the AToSS result for Student Voice and Agency from 61 percent, to 75 percent.	
12 Month Target 2.2	By 2022, increase the AToSS result for Differentiated Curriculum from 45 per cent to 60 per cent and Self Regulation and Goal Setting from 50 per cent to 75 per cent.	
12 Month Target 2.3	By 2022, decrease the student absence rate to from 24.1 days per year to below the state average for secondary schools.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Empowering students and building school pride	Development and implementation of a strategy to build the capacity of staff members to implement student voice in every classroom across the College, focusing on goal setting and feedback processes.	Yes
KIS 2 Curriculum planning and assessment	Development and implementation of curriculum documentation that incorporates a range of tasks designed to engage students.	Yes
KIS 3 Intellectual engagement and self-awareness	Development and implementation of programs that enhance student engagement and wellbeing inside and outside the classroom.	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.

In 2021, the college will continue to work to all of these KIS area as there has been little to no movement of these targets over the past 12 months. The college is still quite a way off meeting the targets that have been set as part of the School Strategic Plan.

The curriculum is not well documented and engaging task design is not evident in whole school documentation.

We are making progress in developing and implementing programs to enhance student engagement and wellbeing in and out of the classroom and we would like to continue this work in 2021.

Define Actions, Outcomes and Activities

Goal 1	2021 Priorities Goal			
12 Month Target 1.1	By 2022, no less than 150 students to receive targeted support as part of the Learning Support Program. Students involved in this program to demonstrate improved engagement with learning and wellbeing outcomes.			
KIS 1 Curriculum planning and assessment	Learning, catch-up and extension priority			
Actions	Development of a Learning Support Program that will support the identification of students requiring catch up or extension and provide targeted supports to enable these students to catch up in their learning.			
Outcomes	<p>Student confidence and self awareness of their individual strengths and areas for improvement will improve and this will have a positive impact on their learning growth and achievement.</p> <p>Teacher practice and knowledge around meeting students 'where they are at' will improve.</p> <p>Leaders will regularly monitor the impacts of the learning support program and provide feedback on strategies for improvement.</p> <p>The community will recognise and provide feedback regarding the support provided for student learning.</p>			
Success Indicators	Student growth through this intervention will be measured through the use of individual education plans (IEPs) and ongoing formative and summative assessments. Feedback from students, staff and parents will be collected throughout the year to inform next steps and to ensure that we are meeting our aims.			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Whole school professional learning focus on literacy and numeracy (cross disciplinary).	<input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Introduction of diagnostic assessment tools including Pearson's numeracy diagnostic tools and the Academic Assessment Services test.	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$15,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Continue the Quicksmart intervention program for literacy.	<input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Literacy Support	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$106,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Implement coaching program to improve teacher practice in differentiation and student support in class.	<input checked="" type="checkbox"/> Assistant Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Development and management of the Learning Support Program that will incorporate the MYLNs program and the Tutor Learning Initiative.	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Literacy Improvement Teacher <input checked="" type="checkbox"/> Literacy Support <input checked="" type="checkbox"/> Numeracy Improvement Teacher <input checked="" type="checkbox"/> Numeracy Support	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$352,000.00 <input type="checkbox"/> Equity funding will be used
KIS 2 Health and wellbeing	Happy, active and healthy kids priority			
Actions	Continued school wide focus on the principles of Positive Education and the implementation of these in the classroom. Sports academy and 9Life program. Continue to implement and evaluate targeted programs for student engagement such as 9Life, Sports Academy, Excellence and Enrichment Program and the Mental Health Practitioner Initiative.			

Outcomes	<p>Students will be supported to engage in high levels of physical activity and to develop skills and knowledge in maintaining wellbeing across a number of domains.</p> <p>Teachers will demonstrate sound knowledge of wellbeing research and pedagogy with teaching practice to explicitly incorporate the pillars of the PERMAH framework. All staff to consider these as PDP goals.</p> <p>Leaders will model supportive wellbeing management practices for staff and students.</p> <p>The community will demonstrate improved knowledge around general wellbeing and positive education.</p>			
Success Indicators	Improvement in AToSS data on measures of school connectedness, teacher concern, self regulation and goal setting as well as improved measures of positive psychological development (high levels of resilience).			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Focus on the PERMAH pillars (Positive Education principles) for Professional Learning Communities to support the implementation of Positive Education into the classroom.	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Develop and implement house activities to build house connection and increase student activity levels.	<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
Continue to support additional Social worker in the wellbeing area	<input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$45,000.00 <input checked="" type="checkbox"/> Equity funding will be used
KIS 3 Building communities	Connected schools priority			
Actions	Continue to develop and implement the college wide 'house system' to build student and staff connectedness and implement the Amplify strategy with a focus on student voice.			

Outcomes	<p>Students will demonstrate strong connection to the staff and students in their houses. Teachers will actively engage with house activities and demonstrate a strong connection to staff and students in their allocated house. Leaders will support the further development of a positive house system and engage more proactively with the wider community through regular communications such as Compass posts and newsletters. The community will clearly identify student house connections.</p>			
Success Indicators	<p>Student AToSS data to improve on measures of school connectedness and student voice. Attendance data from mentor group. Feedback data from students, staff and parents across many elements of school decision making.</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Develop student voice teams in each house to guide house spirit activities and program	<input checked="" type="checkbox"/> Sub School Leader/s	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Further define the mentor role and support mentor group teachers to develop strong connections with and between students.	<input checked="" type="checkbox"/> Sub School Leader/s	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Implement a case management approach in house meetings to support staff to develop greater knowledge of the students in their houses and strategies to meet their needs.	<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	\$0.00 <input type="checkbox"/> Equity funding will be used
Goal 2	To improve student engagement in learning			
12 Month Target 2.1	By 2022, increase the AToSS result for Student Voice and Agency from 61 percent, to 75 percent.			

12 Month Target 2.2	By 2022, increase the AToSS result for Differentiated Curriculum from 45 per cent to 60 per cent and Self Regulation and Goal Setting from 50 per cent to 75 per cent.			
12 Month Target 2.3	By 2022, decrease the student absence rate to from 24.1 days per year to below the state average for secondary schools.			
KIS 1 Empowering students and building school pride	Development and implementation of a strategy to build the capacity of staff members to implement student voice in every classroom across the College, focusing on goal setting and feedback processes.			
Actions	All staff to investigate the AMPLIFY strategy and trial implementation in classrooms			
Outcomes	Students will demonstrate increased engagement in learning and class and school decision making. Teachers will include elements of student voice in their planning for their classes. Leaders will include student and staff voice in their planning for school improvement. The community will recognise the active engagement of students across the school.			
Success Indicators	AToSS data for student voice and agency to improve.			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Whole staff Professional learning on the AMPLIFY strategy to form key focus for PLC teams	<input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input type="checkbox"/> Equity funding will be used
Development and trial of a student perception tool regarding teacher classroom practice	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Houses and other areas of the college to develop student focus groups to gain feedback from students to drive improvements to house system	<input checked="" type="checkbox"/> Sub School Leader/s	<input type="checkbox"/> PLP Priority	from: Term 1	\$10,000.00

			to: Term 4	<input type="checkbox"/> Equity funding will be used
KIS 2 Curriculum planning and assessment	Development and implementation of curriculum documentation that incorporates a range of tasks designed to engage students.			
Actions	Audit the current curriculum offerings to identify assessment strategies and instructional techniques in practice, identify gaps and develop new documentation to fill these gaps.			
Outcomes	Students will demonstrate increased engagement in learning and knowledge of curriculum. Teachers will demonstrate knowledge and understanding of the HITs (with a focus on differentiation) and will actively seek student feedback to inform the development of tasks and activities that are engaging for students. Leaders will work with teachers to demonstrate greater understanding of what makes for more engaging curriculum. The community will have a clearer understanding of the curriculum through greater access to curriculum documentation.			
Success Indicators	Student reports for 'stimulating teaching and learning' will increase increased levels of student attendance. Documentation of school curriculum to be published and available in various formats for students, staff and the wider community.			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Develop and publish an assessment schedule that maps all assessments conducted at the college.	<input checked="" type="checkbox"/> Leading Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input type="checkbox"/> Equity funding will be used
Curriculum Areas to incorporate whole school professional learning (literacy / numeracy / AMPLIFY / Pos Ed) in to their documentation and instructional practice.	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Individual student goal setting to occur in mentor groups and to be included in semester reports	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Sub School Leader/s <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
KIS 3 Intellectual engagement and self-awareness	Development and implementation of programs that enhance student engagement and wellbeing inside and outside the classroom.			
Actions	Continue to implement and evaluate targeted programs for student engagement such as 9Life, Sports Academy, Excellence and Enrichment Program and the Mental Health Practitioner Initiative. Continued school wide focus on the principles of Positive Education and the implementation of these in the classroom.			
Outcomes	Students demonstrate higher levels of engagement with wider community and higher measures of Positive Psychological Development (high levels of resilience). Teachers demonstrate knowledge of how to maintain their own wellbeing and that of their students. Leaders will support teachers and students to maintain their own wellbeing. Community will have a greater understanding and knowledge of principles of Positive Education.			
Success Indicators	Staff and students report greater levels of wellbeing according to self report surveys including the annual staff opinion survey and the Student Attitude to School Survey Student perception data collected specifically about targeted programs to demonstrate impact.			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Evaluation of 9Life program including attendance evaluation.	<input checked="" type="checkbox"/> Leading Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$5,000.00 <input type="checkbox"/> Equity funding will be used
Further develop and implement strategies and structures to support impact of targeted programs such as 9Life, Excellence and Enrichment Program, Sports Academy	<input checked="" type="checkbox"/> Leading Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1	\$5,000.00

			to: Term 4	<input type="checkbox"/> Equity funding will be used
Mental Health Practitioner engaged to develop school wide wellbeing program and resources drawing on the Be You resources from the region.	<input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$60,000.00 <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	\$166,000.00	\$166,000.00
Additional Equity funding	\$0.00	\$0.00
Grand Total	\$166,000.00	\$166,000.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Introduction of diagnostic assessment tools including Pearson's numeracy diagnostic tools and the Academic Assessment Services test.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources	\$15,000.00	\$15,000.00
Continue the Quicksmart intervention program for literacy.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources	\$106,000.00	\$106,000.00
Continue to support additional Social worker in the wellbeing area	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$45,000.00	\$45,000.00
Totals			\$166,000.00	\$166,000.00

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
Whole school professional learning focus on literacy and numeracy (cross disciplinary).	<input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Departmental resources Numeracy across the curriculum resources and VCAA resources Literacy teaching toolkit Mathematics teaching toolkit <input checked="" type="checkbox"/> Numeracy leader <input checked="" type="checkbox"/> MYLYNS Improvement teacher	<input checked="" type="checkbox"/> On-site
Implement coaching program to improve teacher practice in differentiation and student support in class.	<input checked="" type="checkbox"/> Assistant Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resources peer observation resources	<input checked="" type="checkbox"/> On-site
Focus on the PERMAH pillars (Positive Education principles) for Professional	<input checked="" type="checkbox"/> Leadership Team	from: Term 1	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

Learning Communities to support the implementation of Positive Education into the classroom.		to: Term 4	<input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Individualised Reflection			
Further define the mentor role and support mentor group teachers to develop strong connections with and between students.	<input checked="" type="checkbox"/> Sub School Leader/s	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Whole staff Professional learning on the AMPLIFY strategy to form key focus for PLC teams	<input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resources AMPLIFY strategy <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Curriculum Areas to incorporate whole school professional learning (literacy / numeracy / AMPLIFY / Pos Ed) in to their documentation and instructional practice.	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Design of formative assessments	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Individual student goal setting to occur in mentor groups and to be included in semester reports	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Sub School Leader/s <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

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