

2022 Annual Implementation Plan

for improving student outcomes

Heathmont College (8816)



Submitted for review by Kerryn Sandford (School Principal) on 09 February, 2022 at 07:50 PM
Endorsed by Kerrie Anderson (Senior Education Improvement Leader) on 11 March, 2022 at 01:29 PM
Awaiting endorsement by School Council President

Self-evaluation Summary - 2022

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

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

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

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

Enter your reflective comments	<p>Ongoing COVID restrictions, lockdowns and periods of remote learning continued to have impact on student learning, wellbeing and other outcomes across 2021. Despite this, the school identified areas of improvement and success in many areas of the college.</p> <p>Evaluation of the 2021 AIP provided some good feedback on where the school has made progress against its goals as well as identifying where further improvement is required. The School Improvement, Leadership Team, Staff and School Council were all involved at some point in providing feedback on the AIP and key findings are identified as:</p> <ul style="list-style-type: none"> - Steps taken to more actively involve student and community voice and perspectives have been well received
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	<ul style="list-style-type: none"> - Improved clarity around roles and responsibilities has been noted by staff - Communication processes becoming more formalised and consistent - Improved availability of studnet achievement data and use of data to inform practice beginning to take hold - Strong positive response to the Professional Learning Community model and approach taken in 2021 - Analysis of our NAPLAN data suggests that whilst the school is doing well to support struggling learners in Numeracy, there is a need to further extend and stretch students in the middle and higher bands of achievement to achieve higher levels of growth. Literacy data is variable with Reading data showing the greatest need for improvement but with the opposite trend to Numeracy in that students with lower levels of achievement are making less growth than their middle / high band peers. Writing has shown strong improvement and this reflects the focus that the school has placed in this area in recent years. <p>Attitudes to School Survey data suggests a need for further work around stimulated learning and differentiation. Staff survey identifies a need for greater focus on teacher efficacy. Parent survey is similar to previous years with some improvement</p>
<p>Considerations for 2022</p>	<p>In 2022, the school will look to prioritise the successful return to onsite learning for students through a range of strategies. Mostly, it will be looking to improve teaching and learning practices (curriculum documentation, assessment and pedagogy) as there is evidence that there is a need for more engaging and consistent teaching practice. The school is also looking to proactively support staff and student wellbeing alongside learning, and to aim to mitigate as much as possible against both the academic and social / emotional impacts experienced after two years of the pandemic.</p> <p>Academic foci will include a focus on meeting the needs of all students through effective differentiation practices, diagnostic assessment and catch up tutoring support and provision. For wellbeing, our key focus will centre on the idea of connectedness and community which ties in nicely with the launch of our new school values - Curiosity, Compassion, Community.</p> <p>Heathmont College will also be looking to further build on its staff development program through continuation of the PLC model and the addition of targeted professional learning workshops built in to the regular schedule.</p> <p>Disability Inclusion Funding will be utilised to support a greater emphasis on meeting the needs of students in classrooms with a focus on teacher learning in the area of special needs and disability inclusion. In addition, there will be a specific emphasis on improving how we incorporate and teach Aboriginal and Torres Strait Islander perspectives and knowledge across the curriculum and in our school.</p>
<p>Documents that support this plan</p>	

SSP Goals Targets and KIS

Goal 1	<p>2022 Priorities Goal</p> <p>Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.</p>
Target 1.1	<p>Support for the 2022 Priorities</p>
Key Improvement Strategy 1.a Priority 2022 Dimension	<p>Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy</p>
Key Improvement Strategy 1.b Priority 2022 Dimension	<p>Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable</p>
Goal 2	<p>To improve student achievement.</p>
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	<p><i>By 2021, increase the mean VCE study score to 30.</i></p>

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
<p>2022 Priorities Goal</p> <p>Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.</p>	Yes	Support for the 2022 Priorities	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>By the end of 2022, no fewer than 200 students across the college will have been engaged in our Learning Support Program or our Student Success Plan coaching program.</p>
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>	

		<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>	
		<i>By 2021, increase the mean VCE study score to 30.</i>	
		<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>	
To improve student engagement in learning	No	<i>By 2021, increase the AToSS result for Student Voice and Agency from 61 per cent to 75 per cent.</i>	
		<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>	
		<i>By 2021, decrease the student absence rate to from 24.1 days per year to below the state average for secondary schools.</i>	

Goal 1	<p>2022 Priorities Goal
 Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.</p>	
12 Month Target 1.1	<p>By the end of 2022, no fewer than 200 students across the college will have been engaged in our Learning Support Program or our Student Success Plan coaching program.</p>	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy	Yes
KIS 2 Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2022.	

Define Actions, Outcomes and Activities

Goal 1	2022 Priorities Goal Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.			
12 Month Target 1.1	By the end of 2022, no fewer than 200 students across the college will have been engaged in our Learning Support Program or our Student Success Plan coaching program.			
KIS 1 Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy			
Actions	The focus in 2022 will be on developing the capacity of all staff to identify student learning needs in and out of the classroom and to then design and implement strategies to support each student. The college will focus specifically on implementing a coaching approach and coaching program, more effective differentiation practices through more effective diagnosis and use of formative assessment and supporting all students to demonstrate high levels of growth in their learning - despite their starting point.			
Outcomes	Increased student confidence to ask for support and help within and beyond the classroom. Teachers more accurately and confidently identifying student learning needs and implementing strategies to meet these needs as part of their regular programing. High ability students indicating that they feel challenged and extended through student perception data.			
Success Indicators	Student perception data through the use of surveys (e.g. PIVOT). Data tracking of Learning Support Program (Quicksmart, TLI and MULNS) students using AAS, PAT and DAL testing processes. Coaching conversation data and monitoring across literacy and numeracy.			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Quicksmart program to continue for Literacy / Reading	<input checked="" type="checkbox"/> Disability Inclusion Coordinator <input checked="" type="checkbox"/> Literacy Support	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$80,000.00

				<input type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Quicksmart Numeracy and Numeracy Catch up programs to begin	<input checked="" type="checkbox"/> Disability Inclusion Coordinator <input checked="" type="checkbox"/> Numeracy Support	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$80,000.00 <input type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Coaching program to begin for all English / Mathematics teams in Years 7 - 10.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Improvement Teacher	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$100,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used

	<input checked="" type="checkbox"/> Numeracy Improvement Teacher			<input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Modifications to Excellence and Enrichment program to be developed and trialed to enhance performance of high ability students	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Principal <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 <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
Continuation of TL and MYLNs support programs under the banner of the Learning Support Program.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Disability Inclusion Coordinator <input checked="" type="checkbox"/> Leading Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$300,000.00 <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 Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	In 2022, the college is investing significantly to support student wellbeing and engagement through a range of programs and strategies. The majority of these strategies involve the addition of leadership roles and positions to support strategic leadership and management of the design and implementation of improvement strategies. The School Wide Positive Behaviour Strategies and Respectful Relationships programs will continue to be rolled out, additional professional learning for staff and students on wellbeing will be implemented and new models for student management will take effect.			
Outcomes	Greater levels of consistency of practice between year levels and houses with regard to student management. Improved attendance across the school but especially for students with 80-90% attendance. Reduction in reports of serious misbehaviour, suspensions and detentions. Reduction in students reporting significant mental health concerns and greater levels of confidence of staff to implement preventative strategies to support improved mental health.			
Success Indicators	Student Pulse survey (tracks student wellbeing indicators) being implemented in 2022 Staff wellbeing survey also being implemented in 2022 Attendance data Compass data Wellbeing use monitoring to being in 2022			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Introduction of a new model for student management adding Year Level Coordinators for each cohort.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$100,000.00 <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
Addition of an Assistant Principal Role to oversee student management and wellbeing strategies	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$130,000.00 <input type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Support for staff wellbeing through professional learning including the NESLI staff wellbeing toolkit program	<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 <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
Addition of a Leading Teacher position to focus specifically on building relationships with families and community and supporting student and staff connectedness.	<input checked="" type="checkbox"/> Leading Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1	\$100,000.00

	<input checked="" type="checkbox"/> Lookout Centre/Designated Teacher <input checked="" type="checkbox"/> Wellbeing Team		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
Further development and refinement of the Respectful Relationships program at the college.	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Respectful Relationships Implementation Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00 <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
Continued implementation of the School Wide Positive Behaviours framework, building on the work completed in 2021 to establish new school values.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Wellbeing Team <input checked="" type="checkbox"/> Year Level Co-ordinator(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used

				<input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Continued engagement with the Maroondah Positive Education Network.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Wellbeing Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Appointment of an additional counsellor to support Priority Cohort students including Integration students, ATSI students and OoHC students.	<input checked="" type="checkbox"/> Principal <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 <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

Funding Planner

Summary of Budget and Allocated Funding

Summary of Budget	School's total funding (\$)	Funding Allocated in activities (\$)	Still available/shortfall
Equity Funding	\$191,195.99	\$171,195.99	\$20,000.00
Disability Inclusion Tier 2 Funding	\$240,863.31	\$240,863.31	\$0.00
Schools Mental Health Fund and Menu	\$0.00	\$0.00	\$0.00
Total	\$432,059.30	\$412,059.30	\$20,000.00

Activities and Milestones – Total Budget

Activities and Milestones	Budget
Quicksmart program to continue for Literacy / Reading	\$80,000.00
Quicksmart Numeracy and Numeracy Catch up programs to begin	\$80,000.00
Coaching program to begin for all English / Mathematics teams in Years 7 - 10.	\$100,000.00
Introduction of a new model for student management adding Year Level Coordinators for each cohort.	\$100,000.00
Addition of an Assistant Principal Role to oversee student management and wellbeing strategies	\$130,000.00
Appointment of an additional counsellor to support Priority Cohort students including Integration students, ATSI students and OoHC students.	\$60,000.00
Totals	\$550,000.00

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Coaching program to begin for all English / Mathematics teams in Years 7 - 10.	from: Term 1 to: Term 4	\$100,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
Introduction of a new model for student management adding Year Level Coordinators for each cohort.	from: Term 1 to: Term 4	\$71,195.99	<input checked="" type="checkbox"/> School-based staffing
Totals		\$171,195.99	

Activities and Milestones - Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Quicksmart program to continue for Literacy / Reading	from: Term 1 to: Term 4	\$40,000.00	
Quicksmart Numeracy and Numeracy Catch up programs to begin	from: Term 1 to: Term 4	\$20,000.00	
Addition of an Assistant Principal Role to oversee student management and wellbeing strategies	from: Term 1	\$120,863.31	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> • Disability Inclusion Coordinator

	to: Term 4		
Appointment of an additional counsellor to support Priority Cohort students including Integration students, ATSI students and OoHC students.	from: Term 1 to: Term 4	\$60,000.00	<input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> • Education Support Staff
Totals		\$240,863.31	

Activities and Milestones - Schools Mental Health Fund and Menu

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

Additional Funding Planner – Total Budget

Activities and Milestones	Budget
Totals	\$0.00

Additional Funding Planner – Equity Funding

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

Additional Funding Planner – Disability Inclusion Funding

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

Additional Funding Planner – Schools Mental Health Fund and Menu

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

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Coaching program to begin for all English / Mathematics teams in Years 7 - 10.	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Improvement Teacher <input checked="" type="checkbox"/> Numeracy Improvement Teacher 	from: Term 1 to: Term 4	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Peer observation including feedback and reflection 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Communities of Practice <input checked="" type="checkbox"/> PLC/PLT Meeting 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) 	<input checked="" type="checkbox"/> On-site
Modifications to Excellence and Enrichment program to be developed and trialed to enhance performance of high ability students	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s) 	from: Term 1 to: Term 4	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Individualised Reflection <input checked="" type="checkbox"/> Student voice, including input and feedback 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Communities of Practice 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resources High Ability Practice Leader and toolkit 	<input checked="" type="checkbox"/> On-site
Continuation of TL and MYLNs support programs	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal 	from: Term 1	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Design of formative assessments 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Internal staff 	<input checked="" type="checkbox"/> On-site

under the banner of the Learning Support Program.	<input checked="" type="checkbox"/> Disability Inclusion Coordinator <input checked="" type="checkbox"/> Leading Teacher(s)	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"/> Network Professional Learning <input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> Student Achievement Manager	
Support for staff wellbeing through professional learning including the NESLI staff wellbeing toolkit program	<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"/> Individualised Reflection	<input checked="" type="checkbox"/> Network Professional Learning <input checked="" type="checkbox"/> Communities of Practice <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Further development and refinement of the Respectful Relationships program at the college.	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Respectful Relationships Implementation Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Continued implementation of the School Wide Positive Behaviours framework, building on the work completed in 2021 to establish new school values.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Communities of Practice <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resources SWPBS	<input checked="" type="checkbox"/> On-site

	<input checked="" type="checkbox"/> Year Level Co-ordinator(s)					
Continued engagement with the Maroondah Positive Education Network.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Network Professional Learning	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resources MPEN resources	<input checked="" type="checkbox"/> On-site