

2021 Annual Implementation Plan

for improving student outcomes

St Albans Secondary College (8330)



ST ALBANS
SECONDARY COLLEGE

Submitted for review by Craig Jennings (School Principal) on 08 December, 2020 at 04:48 PM
Endorsed by Anne Fox (Senior Education Improvement Leader) on 14 December, 2020 at 06:18 PM
Endorsed by Tracy Nero (School Council President) on 14 December, 2020 at 07:06 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	Excelling
	Curriculum planning and assessment	Embedding
	Evidence-based high-impact teaching strategies	Embedding
	Evaluating impact on learning	Embedding
Professional leadership	Building leadership teams	Evolving moving towards Embedding
	Instructional and shared leadership	Embedding moving towards Excelling
	Strategic resource management	Embedding moving towards Excelling
	Vision, values and culture	Embedding moving towards Excelling

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

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

Enter your reflective comments	In evaluating our practice this year, we have been able to point to evidence of improvement in a range of areas; although we also noted that a direct comparison with previous evaluations is difficult given changes to the Continua of Practice descriptors. Areas identified here for further growth were also highlighted in the Staff Survey responses, for example, refocusing on the learning cycle and the high impact teaching strategies, use of data to identify students' point of need, differentiation and formative assessment. Similarly, we need to strengthen our work on Connect, Protect, Respect as a framework and language for student and staff wellbeing and inclusion. Student surveys conducted on their return to school this term, whilst generally very positive, showed that students do not always feel that there is someone who is advocating for them at school; and staff trust in colleagues for some groups is not strong. 360 surveys undertaken by a volunteer group of staff new to leadership positions showed that developing the capacity of leaders to 'find their leadership voice' and to develop others as leaders should be a focus of work in building leadership capacity in 2021.
Considerations for 2021	Areas for action for 2021: Learning catch up and extension: - strengthening the whole school strategies for literacy and numeracy, including through the Tutoring program

	<ul style="list-style-type: none"> - continuing implementation of a whole school model for differentiation - building the capacity of students to set learning goals and to drive their own learning <p>Happy, healthy, active kids:</p> <ul style="list-style-type: none"> - building the resilience of all students <p>Connected schools:</p> <ul style="list-style-type: none"> - strengthening the engagement of families in their child's education
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 in all areas of learning at all year levels
Target 2.1	By 2023, to increase the percentage of students in the top two bands in Year 9 NAPLAN for: <ul style="list-style-type: none"> • reading from 16% to 25% • writing from 15% to 25% • numeracy from 21% to 25%
Target 2.2	By 2023, to increase the percentage of students with medium and high relative growth in NAPLAN for: <ul style="list-style-type: none"> • reading from 82% to 85% • writing from 81% to 85% • numeracy from 65% to 85%

Target 2.3	By 2023, to increase the mean all study VCE score from 30.15 (2018) to 32
Target 2.4	By 2023, to have all VCE subjects achieve a mean score greater than the score predicted by the GAT.
Key Improvement Strategy 2.a Curriculum planning and assessment	Develop and implement a whole-school plan for literacy and numeracy
Key Improvement Strategy 2.b Building practice excellence	Develop and integrate a whole-school approach to differentiation within the context of the college's instructional model.
Key Improvement Strategy 2.c Intellectual engagement and self-awareness	Build the capacity of students to use thinking skills
Goal 3	To develop the capacity of students to be active learners and citizens
Target 3.1	By 2023, to increase the percentile results on the AToSS for: <ul style="list-style-type: none"> • Motivation and interest from 57.8% to 75% • Self-regulation and goal setting from 23.7% to 75% • Student voice and agency from 42.8% to 75%

Target 3.2	<p>By 2023, to reduce the difference between the percentile ranks for males and females on the AToSS to less than 10 percent for:</p> <ul style="list-style-type: none"> • Effort (2019 difference 31.2%) • High expectations for success (2019 difference 26.6%) • Teacher concern (2019 difference 30.8%)
Target 3.3	By 2023 to increase Senior Secondary completion rates from 88.4% to 95%
Target 3.4	By 2023 to reduce student absence from 12 days to 10.5 days
Key Improvement Strategy 3.a Building practice excellence	Develop staff capacity to activate student voice and agency in every classroom
Key Improvement Strategy 3.b Intellectual engagement and self-awareness	Build the capacity of students to set learning goals and to drive their own learning
Key Improvement Strategy 3.c Curriculum planning and assessment	Develop and integrate real world applications into the curriculum
Goal 4	To enhance the extent to which all students feel connected, protected and respected within and beyond the college

Target 4.1	<p>By 2023, to increase the percentile results on the AToSS for:</p> <ul style="list-style-type: none"> • Resilience from 33.8% to 60% • School connectedness from 37.2% to 75% • Advocate at school from 20.6% to 60% • Respect for diversity from 62.2% to 75%
Target 4.2	<p>By 2023, to reduce the difference between the percentile ranks for males and females on the AToSS to less than 10 percent for:</p> <ul style="list-style-type: none"> • Sense of confidence (2019 difference 29.1%) • Sense of connectedness (2019 difference 20.7%) • Advocate at school (2019 difference 26.5%)
Target 4.3	<p>By 2023, to increase the percentage positive response on the Parent participation and support scale of the POS from 68 per cent in 2019 to 75 per cent.</p>
Key Improvement Strategy 4.a Empowering students and building school pride	Build the resilience of all students
Key Improvement Strategy 4.b Parents and carers as partners	Further improve the engagement of families in the education of their children

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	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>To increase the percentage of students making high or medium growth to be at least 70% as measured by PAT R and PAT M for Year 7, 8 and 9.</p> <p>To increase the percentile results on the AToSS for:</p> <ul style="list-style-type: none"> • Resilience from 33.8% to 45% • School connectedness from 37.2% to 47% • Advocate at school from 20.6% to 30% • Respect for diversity from 62.2% to 66% <p>To increase the percentage positive response on the Parent participation and involvement scale of the POS from 68 per cent in 2020 to 70 per cent.</p>
To improve student achievement in all areas of learning at all year levels	Yes	<p>By 2023, to increase the percentage of students in the top two bands in Year 9 NAPLAN for:</p> <ul style="list-style-type: none"> • reading from 16% to 25% • writing from 15% to 25% • numeracy from 21% to 25% 	<p>To increase the percentage of students in the top two bands in Year 9 NAPLAN for:</p> <ul style="list-style-type: none"> • reading from 16% to 18% • writing from 15% to 18% • numeracy from 21% to 22%

		<p>By 2023, to increase the percentage of students with medium and high relative growth in NAPLAN for:</p> <ul style="list-style-type: none"> • reading from 82% to 85% • writing from 81% to 85% • numeracy from 65% to 85% 	<p>To increase the percentage of students with medium and high relative growth in NAPLAN for:</p> <ul style="list-style-type: none"> • reading from 82% to 83% • writing from 81% to 82% • numeracy from 65% to 70%
		<p>By 2023, to increase the mean all study VCE score from 30.15 (2018) to 32</p>	<p>To increase the mean all study VCE score from 29.67 (2019) to 30.5</p>
		<p>By 2023, to have all VCE subjects achieve a mean score greater than the score predicted by the GAT.</p>	<p>To have all VCE subjects achieve a mean score greater than the score predicted by the GAT.</p>
To develop the capacity of students to be active learners and citizens	Yes	<p>By 2023, to increase the percentile results on the AToSS for:</p> <ul style="list-style-type: none"> • Motivation and interest from 57.8% to 75% • Self-regulation and goal setting from 23.7% to 75% • Student voice and agency from 42.8% to 75% 	<p>To increase the percentile results on the AToSS for:</p> <ul style="list-style-type: none"> • Motivation and interest from 57.8% to 62% • Self-regulation and goal setting from 23.7% to 35% • Student voice and agency from 42.8% to 50%
		<p>By 2023, to reduce the difference between the percentile ranks for males and females on the AToSS to less than 10 percent for:</p>	<p>To reduce the difference between the percentile ranks for males and females on the AToSS to less than 20 percent for:</p> <ul style="list-style-type: none"> • Effort (2019 difference 31.2%) • High expectations for success (2019

		<ul style="list-style-type: none"> • Effort (2019 difference 31.2%) • High expectations for success (2019 difference 26.6%) • Teacher concern (2019 difference 30.8%) 	difference 26.6%) <ul style="list-style-type: none"> • Teacher concern (2019 difference 30.8%)
		By 2023 to increase Senior Secondary completion rates from 88.4% to 95%	To increase Senior Secondary completion rates from 90% to 95%
		By 2023 to reduce student absence from 12 days to 10.5 days	To reduce student absence from 12 days to 11 days
To enhance the extent to which all students feel connected, protected and respected within and beyond the college	Yes	By 2023, to increase the percentile results on the AToSS for: <ul style="list-style-type: none"> • Resilience from 33.8% to 60% • School connectedness from 37.2% to 75% • Advocate at school from 20.6% to 60% • Respect for diversity from 62.2% to 75% 	To increase the percentile results on the AToSS for: <ul style="list-style-type: none"> • Resilience from 33.8% to 45% • School connectedness from 37.2% to 47% • Advocate at school from 20.6% to 30% • Respect for diversity from 62.2% to 66%

		<p>By 2023, to reduce the difference between the percentile ranks for males and females on the AToSS to less than 10 percent for:</p> <ul style="list-style-type: none"> • Sense of confidence (2019 difference 29.1%) • Sense of connectedness (2019 difference 20.7%) • Advocate at school (2019 difference 26.5%) 	<p>To reduce the difference between the percentile ranks for males and females on the AToSS to less than 20 percent for:</p> <ul style="list-style-type: none"> • Sense of confidence (2019 difference 29.1%) • Sense of connectedness (2019 difference 20.7%) • Advocate at school (2019 difference 26.5%)
		<p>By 2023, to increase the percentage positive response on the Parent participation and support scale of the POS from 68 per cent in 2019 to 75 per cent.</p>	<p>To increase the percentage positive response on the Parent participation and involvement scale of the POS from 68 per cent in 2020 to 70 per cent.</p>

Goal 1	2021 Priorities Goal	
12 Month Target 1.1	<p>To increase the percentage of students making high or medium growth to be at least 70% as measured by PAT R and PAT M for Year 7, 8 and 9.</p> <p>To increase the percentile results on the AToSS for:</p> <ul style="list-style-type: none"> • Resilience from 33.8% to 45% • School connectedness from 37.2% to 47% • Advocate at school from 20.6% to 30% • Respect for diversity from 62.2% to 66% <p>To increase the percentage positive response on the Parent participation and involvement scale of the POS from 68 per cent in 2020 to 70 per cent.</p>	
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 achievement in all areas of learning at all year levels	
12 Month Target 2.1	To increase the percentage of students in the top two bands in Year 9 NAPLAN for: <ul style="list-style-type: none"> • reading from 16% to 18% • writing from 15% to 18% • numeracy from 21% to 22% 	
12 Month Target 2.2	To increase the percentage of students with medium and high relative growth in NAPLAN for: <ul style="list-style-type: none"> • reading from 82% to 83% • writing from 81% to 82% • numeracy from 65% to 70% 	
12 Month Target 2.3	To increase the mean all study VCE score from 29.67 (2019) to 30.5	
12 Month Target 2.4	To have all VCE subjects achieve a mean score greater than the score predicted by the GAT.	

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Curriculum planning and assessment	Develop and implement a whole-school plan for literacy and numeracy	Yes
KIS 2 Building practice excellence	Develop and integrate a whole-school approach to differentiation within the context of the college's instructional model.	Yes
KIS 3 Intellectual engagement and self-awareness	Build the capacity of students to use thinking skills	No
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	<p>Literacy has been a strong and sustained focus over the previous SSP through English, EAL and Literate Practices programs. Whilst we have seen improvements in relative growth in reading and writing over the last two years, retaining students in the top two bands remains a challenge. The Panel was aware of the fact that the college had worked to improve literacy results over recent years and this had been effective in obtaining an overall improvement from 2016 to 2019 in both reading and writing. In numeracy, however, it was noted that there had been a gradual decline in relative growth results and the percentage of students in the top 2 bands from 2016–19. The appointment of a Numeracy Learning Specialist to support a review of curriculum and teaching approaches in Maths, and the introduction of a whole school numeracy strategy will be essential in driving this improvement.</p> <p>In relation to differentiation, a key area in the instructional model, the Review Panel noted that, in many classes, it was not used extensively. There was evidence of differentiation in a number of classes, but the Panel noted that staff and students indicated that differentiation was not used in many classes and that many teachers found differentiation to be difficult to implement. The Panel noted that the college had appointed a learning specialist in differentiation and saw this as a very important area of development.</p>	
Goal 3	To develop the capacity of students to be active learners and citizens	
12 Month Target 3.1	To increase the percentile results on the AToSS for: <ul style="list-style-type: none"> • Motivation and interest from 57.8% to 62% • Self-regulation and goal setting from 23.7% to 35% • Student voice and agency from 42.8% to 50% 	

12 Month Target 3.2	To reduce the difference between the percentile ranks for males and females on the AToSS to less than 20 percent for: <ul style="list-style-type: none"> • Effort (2019 difference 31.2)% • High expectations for success (2019 difference 26.6%) • Teacher concern (2019 difference 30.8%) 	
12 Month Target 3.3	To increase Senior Secondary completion rates from 90% to 95%	
12 Month Target 3.4	To reduce student absence from 12 days to 11 days	
Key Improvement Strategies	Is this KIS selected for focus this year?	
KIS 1 Building practice excellence	Develop staff capacity to activate student voice and agency in every classroom	No
KIS 2 Intellectual engagement and self-awareness	Build the capacity of students to set learning goals and to drive their own learning	Yes
KIS 3 Curriculum planning and assessment	Develop and integrate real world applications into the curriculum	No
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	The Review Panel noted that the AToSS scale of Student voice and agency had decreased from the 79.6th percentile to the 42.8th percentile between 2017 and 2019. Students indicated in focus groups that student voice and agency was generally focused on student leadership positions, and the SRC. It was noted that both of these areas of student voice were effectively implemented. The Panel noted that implementation of student voice and agency in the classroom was a challenge, and that it was not consistent across the college. Students indicated that there was “not much room for them to have their say” in classes. Students indicated in focus groups that some teachers asked students to set their own learning goals in class but that, often, these goals were not referred to again. There has been a structure in place for this to happen at years 7 to 9, but it is inconsistently implemented. Developmental rubrics, the school's new effort rubric and the focus on differentiation were seen as initial ways into this work.	
Goal 4	To enhance the extent to which all students feel connected, protected and respected within and beyond the college	
12 Month Target 4.1	To increase the percentile results on the AToSS for: <ul style="list-style-type: none"> • Resilience from 33.8% to 45% 	

	<ul style="list-style-type: none"> • School connectedness from 37.2% to 47% • Advocate at school from 20.6% to 30% • Respect for diversity from 62.2% to 66% 	
12 Month Target 4.2	<p>To reduce the difference between the percentile ranks for males and females on the AToSS to less than 20 percent for:</p> <ul style="list-style-type: none"> • Sense of confidence (2019 difference 29.1%) • Sense of connectedness (2019 difference 20.7%) • Advocate at school (2019 difference 26.5%) 	
12 Month Target 4.3	To increase the percentage positive response on the Parent participation and involvement scale of the POS from 68 per cent in 2020 to 70 per cent.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Empowering students and building school pride	Build the resilience of all students	Yes
KIS 2 Parents and carers as partners	Further improve the engagement of families in the education of their children	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.	It was the view of the Review Panel that continued work related to student wellbeing, resilience and engagement will enhance student connectedness to school, their learning confidence, and their achievement. AToS data indicates a need to particularly focus on understanding and addressing the gender issues in relation to the experiences of learning and wellbeing for girls at our school.	

Define Actions, Outcomes and Activities

Goal 1	2021 Priorities Goal
12 Month Target 1.1	<p>To increase the percentage of students making high or medium growth to be at least 70% as measured by PAT R and PAT M for Year 7, 8 and 9.</p> <p>To increase the percentile results on the AToSS for:</p> <ul style="list-style-type: none"> • Resilience from 33.8% to 45% • School connectedness from 37.2% to 47% • Advocate at school from 20.6% to 30% • Respect for diversity from 62.2% to 66% <p>To increase the percentage positive response on the Parent participation and involvement scale of the POS from 68 per cent in 2020 to 70 per cent.</p>
KIS 1 Curriculum planning and assessment	Learning, catch-up and extension priority
Actions	<p>Develop and implement a structured tutoring program in Literacy, Numeracy and VCE to support students to catch up and extend their learning</p> <p>Refer to Goal 2 KIS 2.a Develop and implement a whole–school plan for literacy and numeracy</p> <p>Refer to Goal 2 KIS 2.b Develop and integrate a whole–school approach to differentiation within the context of the college’s instructional model.</p> <p>Refer to Goal 3 KIS 3.a Build the capacity of students to set learning goals and to drive their own learning</p>
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> - apply identified numeracy and literacy strategies within their work - be able to apply mathematical and literacy skills to unfamiliar problems and texts - be better prepared to apply new learning in VCE studies <p>Tutors will:</p> <ul style="list-style-type: none"> - understand and explicitly use identified numeracy and literacy teaching strategies

	<ul style="list-style-type: none"> - regularly assess students to determine point of need and growth - make connections in numeracy and literacy across disciplines - front load new learning in VCE classes across a range of identified subjects <p>Program coordinators will:</p> <ul style="list-style-type: none"> - co lead the implementation of the tutoring program - co develop approaches for monitoring and evaluation of direct support for students <p>Refer to Goal 2 KIS 2.a Develop and implement a whole–school plan for literacy and numeracy Refer to Goal 2 KIS 2.b Develop and integrate a whole–school approach to differentiation within the context of the college’s instructional model. Refer to Goal 3 KIS 3.a Build the capacity of students to set learning goals and to drive their own learning</p>			
<p>Success Indicators</p>	<p>Students:</p> <ul style="list-style-type: none"> - student work samples - increased learning growth <p>Tutors:</p> <ul style="list-style-type: none"> - moderated assessment samples - pre- and post- testing and formative assessment data - lesson and unit plans <p>Program Coordinator:</p> <ul style="list-style-type: none"> - monitoring of student learning growth <p>Refer to Goal 2 KIS 2.a Develop and implement a whole–school plan for literacy and numeracy Refer to Goal 2 KIS 2.b Develop and integrate a whole–school approach to differentiation within the context of the college’s instructional model. Refer to Goal 3 KIS 3.a Build the capacity of students to set learning goals and to drive their own learning</p>			
<p>Activities and Milestones</p>	<p>Who</p>	<p>Is this a PL Priority</p>	<p>When</p>	<p>Budget</p>
<p>Develop a structure and model for the literacy and numeracy tutoring program</p>	<p><input checked="" type="checkbox"/> Assistant Principal</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 1</p>	<p>\$0.00</p> <p><input type="checkbox"/> Equity funding will be used</p>

Develop and implement a coherent approach to assessing literacy and numeracy to monitor growth	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Develop and implement a tutoring program for selected Unit 3 and 4 VCE subjects	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
KIS 2 Health and wellbeing	Happy, active and healthy kids priority			
Actions	Refer to Goal 4 KIS 4.a Build the resilience of all students			
Outcomes	Refer to Goal 4 KIS 4.a Build the resilience of all students			
Success Indicators	Refer to Goal 4 KIS 4.a Build the resilience of all students			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Implement the activities and milestones as outlined in Goal 3 KIS 4.a	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
KIS 3 Building communities	Connected schools priority			
Actions	Refer to Goal 4 KIS 4.b Further improve the engagement of families in the education of their children			

Outcomes	Refer to Goal 4 KIS 4.b Further improve the engagement of families in the education of their children			
Success Indicators	Refer to Goal 4 KIS 4.b Further improve the engagement of families in the education of their children			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Implement the activities and milestones as outlined in Goal 4 KIS 4.b	<input checked="" type="checkbox"/> Assistant Principal	<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 achievement in all areas of learning at all year levels			
12 Month Target 2.1	To increase the percentage of students in the top two bands in Year 9 NAPLAN for: <ul style="list-style-type: none"> • reading from 16% to 18% • writing from 15% to 18% • numeracy from 21% to 22% 			
12 Month Target 2.2	To increase the percentage of students with medium and high relative growth in NAPLAN for: <ul style="list-style-type: none"> • reading from 82% to 83% • writing from 81% to 82% • numeracy from 65% to 70% 			
12 Month Target 2.3	To increase the mean all study VCE score from 29.67 (2019) to 30.5			
12 Month Target 2.4	To have all VCE subjects achieve a mean score greater than the score predicted by the GAT.			
KIS 1 Curriculum planning and assessment	Develop and implement a whole-school plan for literacy and numeracy			
Actions	Maths Curriculum (MC) - Continue to create and implement the revised curriculum in Maths			

	<ul style="list-style-type: none"> - Embed a range of assessment types into the Maths curriculum at all levels - Ensure that Maths lessons are structured to reflect LATAR with a focus on time for application and review <p>Numeracy Plan (NP)</p> <ul style="list-style-type: none"> - Develop and commence implementation of a 4 year whole school Numeracy Plan <p>Literacy Plan (LP)</p> <ul style="list-style-type: none"> -Implement the whole school Literacy Strategy Plan
Outcomes	<p>Maths Curriculum (MC)</p> <p>Students will:</p> <ul style="list-style-type: none"> - Be able to articulate their learning in terms of mathematical language - Be able to demonstrate and be assessed on their knowledge, skills and understanding in a range of ways - Demonstrate improved learning growth in numeracy - Report improved engagement in maths (PIVOT) - Have time to apply and review their learning in relation to the learning intention through the use of LATAR <p>Numeracy Plan (NP)</p> <p>Students will:</p> <ul style="list-style-type: none"> - Understand where numeracy is present in subjects other than mathematics - Be able to articulate and apply real life examples of numeracy <p>Literacy Plan (LP)</p> <p>Students will:</p> <ul style="list-style-type: none"> - Identify increased explicit teaching of word, sentence and text-level reading and writing skills in the classroom - Identify and apply a range of literacy strategies in their reading and writing - Set meaningful goals for their reading and writing (in literacy programs) <p>For TEACHER and LEADER Outcomes, see https://tinyurl.com/yyv6n6lw</p>
Success Indicators	<p>Maths Curriculum (MC)</p> <p>Leaders:</p> <ul style="list-style-type: none"> - Documentation of revised Maths curriculum and assessment is available on T-drive - Professional learning provided on assessment writing, problem solving, lesson structure, differentiation, and use of data and

moderation

Teachers:

- Curriculum planners showing evidence of a range of resources and assessment types, including problem solving and investigations, differentiation, and relevant mathematical language
- Explicit teaching and use of mathematical language
- Lessons structured according to LATAR
- Use of data to impact teaching and learning
- Participation in professional learning, moderation and open classrooms

Students:

- Workbooks and assessments show evidence of a range of differentiated activities and assessments, use of mathematical language, and of LATAR
- Improvement in engagement data regarding Maths via the PIVOT survey
- Improvement in NAPLAN Numeracy relative growth data

Numeracy Plan (NP)

Leaders:

- Development and presentation of a whole school Numeracy strategy
- Professional Learning developed and delivered to whole staff

Teachers:

- Professional learning to support understanding of numeracy
- Inclusion of numeracy skills in Semester 2 KUDs

Students:

- Evidence of numerical process in student workbooks which is consistent between subjects

Literacy Plan (LP)

Literacy data processes

- Updated data schedule for literacy testing
- Master spreadsheet for literacy and numeracy data
- Differentiation diamonds filled in by teachers based on literacy data in the data reference sheets
- Lesson/unit plans that show evidence of differentiation to address students' literacy needs

Whole-school literacy

- Curriculum Planners (including KUDs) that include literacy demands (for one unit per subject per term)
- Lesson/unit plans that show evidence of addressing relevant literacy demands

Literacy programs

- Updated curriculum for SPELD, MYLNS, Year 7 Lit Prac, Year 7/8 English/EAL reading periods, and Year 8/9 LEP

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Maths Curriculum (MC) Refine current curriculum documentation (Curriculum Planner) to include: <ul style="list-style-type: none"> - detailed, specific KUDs - mathematical language for each unit - resources that are differentiated - a variety of differentiated assessment types at all year levels - sample lessons structured according to LATAR 	<input checked="" type="checkbox"/> KLA Leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
MC Run assessment writing PL with Maths KLA to support teachers to design and implement varied, differentiated assessments	<input checked="" type="checkbox"/> KLA Leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used
MC Continue to support the Numeracy Teams in using and interpreting data to plan for differentiation in teaching and assessment	<input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Numeracy Leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
MC Establish and implement a moderation calendar, protocols and marking schemes to support staff in moderation of assessments for Maths.	<input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Numeracy Leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
MC Run PL for maths KLA on the effective use of LATAR to design and teach lessons	<input checked="" type="checkbox"/> KLA Leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Numeracy Plan (NP) Distribute data reference sheets to all staff and brief staff on whole school approach to use of numeracy data	<input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
NP Undertake an audit of the numeracy demands across the KLAs	<input checked="" type="checkbox"/> Numeracy Leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
NP Develop the whole school Numeracy Plan, and launch it at a Staff Meeting, focusing on the numeracy demands across the KLAs and the importance of numeracy in life	<input checked="" type="checkbox"/> Numeracy Leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$0.00 <input type="checkbox"/> Equity funding will be used
NP Develop and provide professional learning to each KLA to support them to identify and include relevant numeracy skills in their curriculum planning and teaching	<input checked="" type="checkbox"/> Numeracy Leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
Literacy Plan (LP) Maintain the master spreadsheet with literacy data and facilitate access for all staff	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
LP Finalise updated data schedule for literacy testing	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used

LP Distribute literacy data reference sheets to all staff	<input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
LP Brief staff on whole-school approach to literacy data	<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 1	\$0.00 <input type="checkbox"/> Equity funding will be used
LP Continue to provide targeted support for Literacy Teams in using data in planning for differentiation in reading and writing	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
LP Conduct data conversations with all KLA leaders	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
LP Conduct a pilot for embedding literacy demands in curriculum planning and explicitly teaching literacy skills in Year 9 English/EAL pilot	<input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Literacy Support <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used
LP Launch whole-school literacy framework and run PL for staff on whole-school literacy strategies	<input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Literacy Support	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used

LP Support KLA staff to embed strategies into next relevant unit plans	<input checked="" type="checkbox"/> Literacy Leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
LP Provide appropriate resources and coaching to support staff implementing their unit plan	<input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Literacy Support	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used
LP Finalise term planners for Year 7 Lit Prac, Year 7/8 English/EAL reading periods, and Year 8/9 LEP	<input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Literacy Support	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
LP Create supporting resources for Year 7 Lit Prac, Year 7/8 English/EAL reading periods, and Year 8/9 LEP	<input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
LP Review SPELD and MYLNS curriculum to ensure consistency	<input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Literacy Support	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
KIS 2 Building practice excellence	Develop and integrate a whole-school approach to differentiation within the context of the college's instructional model.			
Actions	Continue implementation of the whole-school 4-year strategy to support differentiation			

<p>Outcomes</p>	<p>Leaders will:</p> <ul style="list-style-type: none"> - Be able to clearly articulate the differentiation framework at St Albans Secondary College - Provide structured ongoing support for staff through observation, mentoring, coaching, and professional learning - Provide direction for differentiation focus in literacy and numeracy teams - Monitor and evaluate the implementation of the differentiation framework - Provide support to increase data and digital literacy <p>Teachers will:</p> <ul style="list-style-type: none"> - Be able to clearly articulate the differentiation framework at St Albans Secondary College - Use the differentiation framework in aspects of their classroom practice, including through the use of digital technologies - Plan curriculum, assessments, resources, and teaching approaches which show evidence of differentiation - Use goal-setting tools including KUDs and developmental rubrics to analyse learning progress - Use goal-setting tools including KUDs and developmental rubric to support students to set learning goals - Undertake moderation of key pieces of student work across each semester - Use a range of data to monitor students learning growth and develop interventions and responsive differentiated teaching practice - Be able to measure their progress in differentiation professional learning using the expertise pathway <p>Students will:</p> <ul style="list-style-type: none"> - Identify increased differentiation within the classroom - Set learning goals and measure their progress
<p>Success Indicators</p>	<p>Leaders:</p> <p>PDP goals, observation and coaching notes including the expertise pathway, participation rate in professional learning, staff survey and forum data, student survey and forum data, meeting minutes of differentiation leadership team, differentiation is a regular agenda item in staff, KLA, literacy and numeracy team, and leadership meetings, digital and data are agenda items in staff, KLA, literacy and numeracy team, and leadership meetings</p> <p>Teachers:</p> <p>PDP goals, lesson plans, curriculum, resources and assessments showing evidence of differentiation, moderated student work samples, differentiation diamonds, completed KUDs, completed Curriculum Planners, student learning data records and analysis, observation and coaching notes including the expertise pathway, participation rate in professional learning, staff survey and forum data, student survey and forum data</p> <p>Students:</p> <p>Student survey and forum data, student workbooks, completed assessments, and KUDs and learning goals</p>

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Deliver professional learning on differentiation framework at curriculum day/s	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Staff Development Coordinator <input checked="" type="checkbox"/> Teaching and Learning Coordinator	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Conduct differentiated learning sprint/s on differentiation	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Staff Development Coordinator <input checked="" type="checkbox"/> Teaching and Learning Coordinator	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$0.00 <input type="checkbox"/> Equity funding will be used
Design, trial, and implement a systematic approach to support staff through modelling, observations, and mentoring and coaching using the expertise pathway	<input checked="" type="checkbox"/> Leading Teacher(s) <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
Develop practice champions in all KLAs to spread out differentiation expertise	<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

Support teaching teams and PLTs to develop curriculum, assessments, resources, and teaching approaches which support differentiation	<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
Provide direction and support for staff to address differentiation through their PDP goals	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Staff Development Coordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Support the development and implementation of a whole school approach to setting and monitoring learning goals	<input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Collect professional learning resources and examples of differentiation work as a central (digital) resource to aid differentiated professional learning	<input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Provide digital and data support to increase digital and data literacy with KLAs, to support the work on differentiation	<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
Support staff to use a range of data to monitor student learning growth, develop interventions, and inform responsive differentiated teaching practice	<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

Promote differentiation work across the school through open classrooms, presentations in KLA, teaching teams, and whole staff meetings	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Staff Development Coordinator <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Teaching and Learning Coordinator	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Implement moderation plan in each KLA to inform responsive differentiated teaching practice	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Teaching and Learning Coordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Conduct curriculum quality review	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teaching and Learning Coordinator	<input type="checkbox"/> PLP Priority	from: Term 4 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Evaluate progress of the work on differentiation through PIVOT survey data, staff and student forums, and staff and student surveys	<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"/> Staff Development Coordinator <input checked="" type="checkbox"/> Teaching and Learning Coordinator	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Evaluate mentoring and coaching program using staff survey and staff forums	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Staff Development Coordinator	<input type="checkbox"/> PLP Priority	from: Term 4 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Evaluate Student Attitudes to School Survey, PIVOT results, and student forum data on differentiation focused questions	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 4 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Goal 3	To develop the capacity of students to be active learners and citizens			
12 Month Target 3.1	To increase the percentile results on the AToSS for: <ul style="list-style-type: none"> • Motivation and interest from 57.8% to 62% • Self-regulation and goal setting from 23.7% to 35% • Student voice and agency from 42.8% to 50% 			
12 Month Target 3.2	To reduce the difference between the percentile ranks for males and females on the AToSS to less than 20 percent for: <ul style="list-style-type: none"> • Effort (2019 difference 31.2%) • High expectations for success (2019 difference 26.6%) • Teacher concern (2019 difference 30.8%) 			
12 Month Target 3.3	To increase Senior Secondary completion rates from 90% to 95%			
12 Month Target 3.4	To reduce student absence from 12 days to 11 days			
KIS 1 Intellectual engagement and self-awareness	Build the capacity of students to set learning goals and to drive their own learning			
Actions	Action 1: Implement the revised protocols for setting effort goals in Years 7 - 12			

	Action 2: Design and commence implementation of a systematic, school-wide approach to students implementing and reviewing learning goals
Outcomes	<p>Leaders will:</p> <ul style="list-style-type: none"> • Provide professional development on setting effort and learning goals • Develop supporting tools for using Compass to record, monitor and evaluate effort and learning goals <p>Effort Goals</p> <ul style="list-style-type: none"> • Providing professional learning and support for the implementation of the revised protocols for setting effort goals <p>Learning Goals</p> <ul style="list-style-type: none"> • Develop the processes and protocols for students setting, monitoring and reviewing learning goals at Years 7-12. • Providing professional learning and support for the implementation of the revised protocols for setting learning goals <p>Teachers will:</p> <p>Effort Goals</p> <ul style="list-style-type: none"> • Support students to set, monitor and evaluate their effort goals as per the protocols. • Guide students in the process of recording their effort goals on Compass (Learning Managers) <p>Learning Goals</p> <ul style="list-style-type: none"> • Provide input into the development of protocols and processes for setting, monitoring and evaluating learning goals • Support students in setting, monitoring and evaluating learning goals as per the protocols • Guide students in the process of recording their learning goals on Compass (Learning Managers) <p>Students will:</p> <ul style="list-style-type: none"> • Set, monitor and evaluate their progress against their effort goals and learning goals (semester two) according to the protocols. • Be able to articulate the impact of their goals through reflections and forums
Success Indicators	<p>Leaders:</p> <ul style="list-style-type: none"> - Protocols for goal setting - Student forum data - Goals on Compass <p>Teachers:</p> <ul style="list-style-type: none"> - Records of goals set (Compass), - Student forum data <p>Students:</p>

	<ul style="list-style-type: none"> - Self-evaluation using the effort rubric - Records of goals set (Compass) - Student forum data, 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Present to Years 7-12 students on the importance and behaviours associated with effort, and renew emphasis on the Effort Rubric with students and staff	<input checked="" type="checkbox"/> Teaching and Learning Coordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Conduct goal setting and self-regulation professional learning including the use of Compass to record goals	<input checked="" type="checkbox"/> Teaching and Learning Coordinator	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Implement the Goal Setting protocols for Years 7-12 students	<input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Teaching and Learning Coordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Present Semester 1 effort data and analysis to staff at a Teaching Staff meeting	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teaching and Learning Coordinator	<input checked="" type="checkbox"/> PLP Priority	from: Term 3 to: Term 3	\$0.00 <input type="checkbox"/> Equity funding will be used
Develop protocols for setting, monitoring and evaluating learning goals	<input checked="" type="checkbox"/> Teaching and Learning Coordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00

				<input type="checkbox"/> Equity funding will be used
Organise pilot groups to trial learning goal protocols	<input checked="" type="checkbox"/> Teaching and Learning Coordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
Implement Learning Goal protocols	<input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Teaching and Learning Coordinator	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Coordinate and facilitate the Student Learning Action Team	<input checked="" type="checkbox"/> Teaching and Learning Coordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Evaluate Learning Goal process and protocols as per the 2020 Effort Goal evaluation	<input checked="" type="checkbox"/> Teaching and Learning Coordinator	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Develop supporting tools for using Compass to record, monitor and evaluate Effort and Learning Goals	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teaching and Learning Coordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Make effort goals a focus of the Year 7 Parent Information evening (Year 7 Learning Managers)	<input checked="" type="checkbox"/> Teaching and Learning Coordinator	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			to: Term 3	<input type="checkbox"/> Equity funding will be used
Goal 4	To enhance the extent to which all students feel connected, protected and respected within and beyond the college			
12 Month Target 4.1	To increase the percentile results on the AToSS for: <ul style="list-style-type: none"> • Resilience from 33.8% to 45% • School connectedness from 37.2% to 47% • Advocate at school from 20.6% to 30% • Respect for diversity from 62.2% to 66% 			
12 Month Target 4.2	To reduce the difference between the percentile ranks for males and females on the AToSS to less than 20 percent for: <ul style="list-style-type: none"> • Sense of confidence (2019 difference 29.1%) • Sense of connectedness (2019 difference 20.7%) • Advocate at school (2019 difference 26.5%) 			
12 Month Target 4.3	To increase the percentage positive response on the Parent participation and involvement scale of the POS from 68 per cent in 2020 to 70 per cent.			
KIS 1 Empowering students and building school pride	Build the resilience of all students			
Actions	Action 1. Further embed the language and strategies of resilient mindsets and self-care (CPR) including SAFEminds across the College. Action 2. Conduct research on the experiences of girls in relation to learning, wellbeing and engagement and integrate strategies that specifically target their needs.			
Outcomes	Action 1 - CPR Leaders will: - be able to articulate the language and strategies of resilient mindsets and self-care (CPR) that they have implemented across their portfolio/team - promote and integrate the language and strategies of resilient mindsets and self-care (CPR) across their position of responsibility Wellbeing (WB) and Sub School staff will:			

	<ul style="list-style-type: none"> - complete SAFEminds training. - use the language and tools of SAFE minds across their work. For example, use of the NIP it in the bud model and POOCH problem-solving model. <p>Teachers will:</p> <ul style="list-style-type: none"> - deepen their knowledge in relation to the language and strategies of resilient mindsets and self-care (CPR) - articulate and utilise the language and strategies of resilient mindsets and self-care (CPR) in their practice <p>Students will:</p> <ul style="list-style-type: none"> - use the language and strategies of resilient mindsets and self-care (CPR) - identify higher levels of teacher concern, advocacy, and resilience - know who their student leaders are and engage in the student voice processes at the College <p>Action 2 - Girls' education</p> <p>Leaders will:</p> <ul style="list-style-type: none"> - deepen their knowledge of the experience of girls at the College and how to best support them in their learning - lead the implementation of the recommendations from the research group <p>Students will</p> <ul style="list-style-type: none"> - take a lead role and participate in action research
<p>Success Indicators</p>	<p>Action 1</p> <p>Leaders: PDP goals, class observation notes, participation rate in professional learning, staff survey data, student survey and forum data, meeting minutes of the SWCM, wellbeing is a regular agenda item in leadership team meetings, subschool data in relation to student management, assembly agendas, student evaluation of proactive programs</p> <p>Teachers: PDP goals, class observation notes, participation rate in a range of professional learning, staff survey data, student survey and forum data, records of classroom visits, PIVOT data,</p> <p>Students: student survey and forum data, student diaries, wellbeing department data, records of classroom visits.</p> <p>WB and Sub School staff: Training records, meeting minutes, observations</p> <p>Action 2</p>

	<p>Leaders: Research recommendations and action plan implementation</p> <p>Students: Records of student participation</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Action 1 - Develop a wellbeing framework that unifies the College vision/values and articulates the connections between existing wellbeing policies, processes, and language of CPR and SAFEminds.	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Action 1 - Review and strengthen the formal student leadership and voice processes at the College	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Student Leadership Coordinator <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Sub School Leader/s <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Year Level Co-ordinator(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Action 1 - Organise mindfulness training for staff and develop a plan for implementation.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Staff Development Coordinator <input checked="" type="checkbox"/> Wellbeing Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input checked="" type="checkbox"/> Equity funding will be used

Action 1 - Continue the work of the CPR Committee to deliver professional learning and develop term by term foci and strategies that provide practical suggestions for teachers and staff.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s) <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
Action 1 - Facilitate SAFEminds training for all wellbeing and sub school staff	<input checked="" type="checkbox"/> Sub School Leader/s <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 2	\$0.00 <input type="checkbox"/> Equity funding will be used
Action 2: Establish an action group to conduct research on the experience of girls at the College and use the data to develop a list of recommendations.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
KIS 2 Parents and carers as partners	Further improve the engagement of families in the education of their children			
Actions	Action 1 - Further develop the work of the Student and Family Engagement (SaFE) Program to develop more productive partnerships with targeted families. Action 2 - Create additional opportunities for parent and family engagement at the College.			
Outcomes	Action 1 - Improved outcomes for students engaged in the student and family engagement program - Parents report feeling supported as a result of this work. Action 2 - Targeted families will report greater engagement and support from the College.			

	<ul style="list-style-type: none"> - Increased parent engagement at parent nights. - Increase in parent satisfaction on parent surveys 			
Success Indicators	Parent survey/s, observations, records of events and evaluations.			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Action 1 - Organise a parent forum and develop a list of recommendations for consideration by the Student Wellbeing Committee and Leadership Team - (SaFE officer)	<input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
Action 1 - Formalise the referral process and evaluation model for the Student and Family Engagement (SaFE) program	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$0.00 <input type="checkbox"/> Equity funding will be used
Action 2 - Conduct a follow-up survey with parents on specific factors from the 2020 parent survey and develop and implement recommendations.	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
Action 2 - Conduct an evaluation of each parent event held at the school.	<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
Action 2 - Deliver at least 2 parent information sessions to support families to engage in the education of their child.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00

				<input type="checkbox"/> Equity funding will be used
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Equity Funding Planner

Equity Spending Totals

Category	Total proposed budget (\$)	Spend (\$)
Equity funding associated with Activities and Milestones	\$25,000.00	0.00
Additional Equity funding	\$2,775,572.00	\$2,775,572.00
Grand Total	\$2,800,572.00	\$2,775,572.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
MC Run assessment writing PL with Maths KLA to support teachers to design and implement varied, differentiated assessments	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Other Consultant	\$5,000.00	\$5,000.00
LP Conduct a pilot for embedding literacy demands in curriculum planning and explicitly teaching literacy skills in Year 9 English/EAL pilot	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Other Consultant	\$5,000.00	\$5,000.00
LP Launch whole-school literacy framework and run PL for staff on whole-school literacy strategies	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Other Consultant	\$5,000.00	\$5,000.00
LP Provide appropriate resources and coaching to support staff implementing their unit plan	from: Term 1	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Other	\$5,000.00	\$5,000.00

	to: Term 4	Consultant		
Deliver professional learning on differentiation framework at curriculum day/s	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Other Consultant	\$5,000.00	\$5,000.00
Action 1 - Organise mindfulness training for staff and develop a plan for implementation.	from: Term 1 to: Term 2		\$0.00	
Totals			\$25,000.00	

Additional Equity spend

Outline here any additional Equity spend for 2021	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Time allowance to support Literacy and Numeracy Teams	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$200,000.00	\$200,000.00
GRIN Numeracy Program	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$50,000.00	\$50,000.00
Literate Practices Program	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$150,000.00	\$150,000.00
Admin support - NAPLAN/TESTING ES1-2 0.20	from: Term 1	<input checked="" type="checkbox"/> School-based staffing	\$14,715.00	\$14,715.00

	to: Term 4			
SPELD Program ES1-1	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$43,583.00	\$43,583.00
Wellbeing support: including Social work, Program officer, Breakfast club, SSR, Life Skills mentor, Sub School Structure, careers and library support staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$696,324.00	\$696,324.00
Reduced class sizes -Lit enrich program, senior blocks	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$152,000.00	\$152,000.00
Programs provided by Sub Schools, wellbeing, interact, Teaching and learning,VCE learning	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources	\$103,750.00	\$103,750.00
Staffing	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources	\$915,200.00	\$915,200.00
Teaching and Learning, homework program, consultants, LT and LS time allowances	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$450,000.00	\$450,000.00
Totals			\$2,775,572.00	\$2,775,572.00

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
MC Run assessment writing PL with Maths KLA to support teachers to design and implement varied, differentiated assessments	<input checked="" type="checkbox"/> KLA Leader	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Maths/Sci Specialist <input checked="" type="checkbox"/> External consultants Numeracy Consultant	<input checked="" type="checkbox"/> On-site
MC Run PL for maths KLA on the effective use of LATAR to design and teach lessons	<input checked="" type="checkbox"/> KLA Leader	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Maths/Sci Specialist	<input checked="" type="checkbox"/> On-site
Numeracy Plan (NP) Distribute data reference sheets to all staff and brief staff on whole school approach to use of numeracy data	<input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
NP Develop the whole school Numeracy Plan, and launch it at a Staff Meeting, focusing on the numeracy demands across the KLAs and the importance of numeracy in life	<input checked="" type="checkbox"/> Numeracy Leader	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site

NP Develop and provide professional learning to each KLA to support them to identify and include relevant numeracy skills in their curriculum planning and teaching	<input checked="" type="checkbox"/> Numeracy Leader	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
LP Brief staff on whole-school approach to literacy data	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Numeracy Leader	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
LP Conduct a pilot for embedding literacy demands in curriculum planning and explicitly teaching literacy skills in Year 9 English/EAL pilot	<input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Literacy Support <input checked="" type="checkbox"/> Teacher(s)	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"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
LP Launch whole-school literacy framework and run PL for staff on whole-school literacy strategies	<input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Literacy Support	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site

LP Provide appropriate resources and coaching to support staff implementing their unit plan	<input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Literacy Support	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
Deliver professional learning on differentiation framework at curriculum day/s	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Staff Development Coordinator <input checked="" type="checkbox"/> Teaching and Learning Coordinator	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Conduct differentiated learning sprint/s on differentiation	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Staff Development Coordinator <input checked="" type="checkbox"/> Teaching and Learning Coordinator	from: Term 2 to: Term 3	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site

Design, trial, and implement a systematic approach to support staff through modelling, observations, and mentoring and coaching using the expertise pathway	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s)	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"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Develop practice champions in all KLAs to spread out differentiation expertise	<input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Support teaching teams and PLTs to develop curriculum, assessments, resources, and teaching approaches which support differentiation	<input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Provide digital and data support to increase digital and data literacy with KLAs, to support the work on differentiation	<input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Design of formative assessments	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Support staff to use a range of data to monitor student learning growth, develop interventions, and inform responsive differentiated teaching practice	<input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Promote differentiation work across the school through open classrooms, presentations in KLA,	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s)	from: Term 2 to: Term 4	<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"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site

teaching teams, and whole staff meetings	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Staff Development Coordinator <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Teaching and Learning Coordinator		<input checked="" type="checkbox"/> Demonstration lessons			
Conduct goal setting and self-regulation professional learning including the use of Compass to record goals	<input checked="" type="checkbox"/> Teaching and Learning Coordinator	from: Term 1 to: Term 1	<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
Present Semester 1 effort data and analysis to staff at a Teaching Staff meeting	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teaching and Learning Coordinator	from: Term 3 to: Term 3	<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
Action 1 - Organise mindfulness training for staff and develop a plan for implementation.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Staff Development Coordinator <input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Individualised Reflection <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> External consultants Smiling Mind - TBC	<input checked="" type="checkbox"/> On-site

<p>Action 1 - Continue the work of the CPR Committee to deliver professional learning and develop term by term foci and strategies that provide practical suggestions for teachers and staff.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Wellbeing Team 	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Individualised Reflection <input checked="" type="checkbox"/> Demonstration lessons 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants <p>Chris Daicos</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site
<p>Action 1 - Facilitate SAFEminds training for all wellbeing and sub school staff</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Sub School Leader/s <input checked="" type="checkbox"/> Wellbeing Team <input checked="" type="checkbox"/> Year Level Co-ordinator(s) 	<p>from: Term 1 to: Term 2</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Individualised Reflection 	<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"/> External consultants <p>Headspace</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Off-site <p>Online learning or offsite TBC</p>