

2019 Annual Implementation Plan

for improving student outcomes

Kew High School (7950)



Submitted for review by Clare Entwisle (School Principal) on 20 November, 2018 at 07:58 AM
Endorsed by Irene Harding (Senior Education Improvement Leader) on 21 December, 2018 at 10:56 AM
Awaiting endorsement by School Council President

Self-evaluation Summary - 2019

	FISO Improvement Model Dimensions The 6 High-impact Improvement Initiatives are highlighted below in red.	Self-evaluation Level
Excellence in teaching and learning	Building practice excellence	Evolving moving towards Embedding
	Curriculum planning and assessment	Evolving
	Evidence-based high-impact teaching strategies	Embedding
	Evaluating impact on learning	Evolving
Professional leadership	Building leadership teams	Evolving moving towards Embedding
	Instructional and shared leadership	Embedding
	Strategic resource management	Embedding
	Vision, values and culture	Embedding

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

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

Enter your reflective comments	Teachers PDP process linked to school goals and targets. Links made to data. Data is analysed. teachers plan and work together. The curriculum is documented. There is an accepted instructional framework. Teachers plan and refine a repertoire of high impact strategies. Teachers design high quality summative and formative assessments. Leadership roles are aligned to the AIP. Leadership team models respectful engagement. Leaders clearly articulate the school vision and work with staff to design policies, processes and programs. Positive and productive relationships are valued. Student achievements are celebrated. There are high expectations around student behaviour. Lessons are developed with different student abilities in mind. Community partnerships are explored.
Considerations for 2019	Develop the whole school Professional learning plan. Need to structure mentoring and coaching There is more to be done in facilitating interconnections and globalisation and developing the school capability. The focus will be more on students applying metacognitive strategies .
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	<ul style="list-style-type: none"> To maximise every student's achievement and learning growth across all curriculum areas and year levels, including those of local and overseas students
Target 1.1	<p>NAPLAN Relative Growth The numbers of students in the medium to high growth bands across all domains increases each year so that 80 per cent of students are achieving in the medium to high growth bands by 2020. Victorian Curriculum teacher judgement data Years 7–10: Allocation of A's and B's increases each year over the period of the SSP; tracking student growth—ensure an average of one Victorian Curriculum level per year for one year's input for every student. VCE: Study scores—All Study and individual studies to meet or exceed State mean levels; an improving trend in the number of scores over 40. The whole-school percentage endorsement of and Teacher Collaboration and Guaranteed and Viable Curriculum, in the School Climate module of the Staff Opinion Survey (SO Survey), to reach 80 per cent by 2020. The whole-school percentage endorsement of and Leading Change and Instructional Leadership, in the School Leadership module of the SO Survey, to reach 80 per cent or better by 2020. The whole-school percentage endorsement of and Active Participation and Feedback, in the Professional Learning module of the SO Survey, to reach 80 per cent or better by 2020.</p>
Key Improvement Strategy 1.a Building practice excellence	<p>Enhance teacher capacity to effectively analyse data to ensure the curriculum is differentiated across all domains and levels to better target every individual's learning needs (including the needs of females and males, local and overseas) so that every student is challenged and achieves progress</p>
Key Improvement Strategy 1.b Building practice excellence	<p>Consistently employ evidence-based, high impact teaching strategies based on an agreed Kew HS instructional model/teaching and learning framework</p>
Key Improvement Strategy 1.c Building practice excellence	<p>Challenge and extend students in their thinking and their responses, so that there is a focus on deeper learning for students whose abilities require such an approach</p>

Key Improvement Strategy 1.d Building practice excellence	Build teacher capacity for making more consistent assessment judgements in order to accurately measure the impact of their teaching and for giving and receiving feedback • greater use of formative assessment, common assessment tasks, shared criteria, rubrics, cross marking, and moderation.
Key Improvement Strategy 1.e Building practice excellence	Develop a shared understanding of how to modify and extend on the basis of data.
Key Improvement Strategy 1.f Building practice excellence	Ensure all teachers understand their role as teachers of literacy and strengthen the capacity of all teachers to improve, in particular, writing outcomes for all students at all levels of ability.
Key Improvement Strategy 1.g Building practice excellence	Continue to build a community of reflective practitioners focused on continuous school improvement ensuring teacher practice is focused on growing students' learning through the PDP processes , collaboration, observation and collective responsibility
Key Improvement Strategy 1.h Building practice excellence	Enhance the school's leadership capacity by enabling all the school's leaders to lead change and contribute their full potential to school improvement efforts and lead improved instructional practice through observation, coaching, mentoring, feedback
Goal 2	To create a stimulating learning environment with increased opportunities for higher levels of student cognitive engagement, where students are encouraged to take responsibility for their own learning by becoming more independent, self-aware and have the ability to assess and monitor their learning
Target 2.1	School means for the ATS Survey measures of Stimulating Learning and Teacher Effectiveness to improve steadily, reaching the fourth quartile by 2020. School means for the ATS Survey measures of Learning Confidence and Student Motivation of girls to improve steadily, reaching the fourth quartile by 2020. That the response rate for completion of the PO survey is 75 per cent by 2020. School means for the PO Survey of Parent Input, Stimulating Learning, Learning Focus and School Connectedness be 80% or better by 2020. School staff survey, safety and wellbeing module staff psychological safety to improve from 62.55 in 2016 (49.4% School staff survey, safety and wellbeing module consultation and participation to improve from 64.68 (51.7%) School staff survey, safety and wellbeing module Staff Professional safety to improve from 62.55 in 2016 (48.6%) Redress the downward trend in the staff opinion survey, staff and wellbeing module Improve the staff survey school climate module Academic emphasis from 68.6 or 54.1% in 2016

Key Improvement Strategy 2.a Empowering students and building school pride	Develop a structure and process to ensure learning is 'visible' for students and increase opportunities for higher levels of student cognitive engagement
Key Improvement Strategy 2.b Empowering students and building school pride	Develop higher levels of decision making, efficacy and accountability for their own learning by becoming more independent, self-aware and have the ability to analyse their own learning
Key Improvement Strategy 2.c Empowering students and building school pride	Develop a 'growth' mindset, practice 'good learning behaviours' and be actively involved in their learning
Key Improvement Strategy 2.d Empowering students and building school pride	Consistently and regularly establish meaningful learning goals and reflective practices and be involved in self and peer assessment
Key Improvement Strategy 2.e Empowering students and building school pride	Provide a process where students regularly provide feedback to their teachers about what they are learning and how they are learning
Key Improvement Strategy 2.f Empowering students and building school pride	Embed every teacher's capacity to create positive, respectful relationships to promote student engagement in learning
Key Improvement Strategy 2.g Empowering students and building school pride	Build every teacher's pedagogical capacity about how to increase student cognitive engagement and participation in learning by embedding student-centred approaches to teaching and learning
Key Improvement Strategy 2.h Empowering students and building school pride	Provide more feedback to students about their opinion in the ATS Surveys and establish student action teams to seek their input into ways to improve their opinion
Key Improvement Strategy 2.i	Investigate and implement strategies to improve the outcomes for girls within the school.

Empowering students and building school pride	
Key Improvement Strategy 2.j Empowering students and building school pride	Increase parent and broader community engagement with the school by continuing to foster productive partnerships and relationships.
Key Improvement Strategy 2.k Empowering students and building school pride	Ensure the needs of overseas students are sought and considered and that these students are specifically catered for

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
<ul style="list-style-type: none"> To maximise every student's achievement and learning growth across all curriculum areas and year levels, including those of local and overseas students 	Yes	<p>NAPLAN Relative Growth The numbers of students in the medium to high growth bands across all domains increases each year so that 80 per cent of students are achieving in the medium to high growth bands by 2020. Victorian Curriculum teacher judgement data Years 7–10: Allocation of A's and B's increases each year over the period of the SSP; tracking student growth—ensure an average of one Victorian Curriculum level per year for one year's input for every student. VCE: Study scores—All Study and individual studies to meet or exceed State mean levels; an improving trend in the number of scores over 40. The whole-school percentage endorsement of and Teacher Collaboration and Guaranteed and Viable Curriculum, in the School Climate module of the Staff Opinion Survey (SO Survey), to reach 80 per cent by 2020. The whole-school percentage endorsement of and Leading Change and Instructional Leadership, in the School Leadership module of the SO Survey, to reach 80 per cent or better by 2020. The whole-school percentage endorsement of and Active Participation and Feedback, in the Professional Learning module of the SO Survey, to reach 80 per cent or better by 2020.</p>	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>75% of students achieving in medium to high bands. 12% of students well above. 80% Of study scores above state mean 60% endorsement on teacher collaboration 74% endorsement of guaranteed and and viable curriculum. 70% endorsement of Leading change and instructional leadership</p>

<p>To create a stimulating learning environment with increased opportunities for higher levels of student cognitive engagement, where students are encouraged to take responsibility for their own learning by becoming more independent, self-aware and have the ability to assess and monitor their learning</p>	<p>Yes</p>	<p>School means for the ATS Survey measures of Stimulating Learning and Teacher Effectiveness to improve steadily, reaching the fourth quartile by 2020. School means for the ATS Survey measures of Learning Confidence and Student Motivation of girls to improve steadily, reaching the fourth quartile by 2020. That the response rate for completion of the PO survey is 75 per cent by 2020. School means for the PO Survey of Parent Input, Stimulating Learning, Learning Focus and School Connectedness be 80% or better by 2020. School staff survey, safety and wellbeing module staff psychological safety to improve from 62.55 in 2016 (49.4%) School staff survey, safety and wellbeing module consultation and participation to improve from 64.68 (51.7%) School staff survey, safety and wellbeing module Staff Professional safety to improve from 62.55 in 2016 (48.6%) Redress the downward trend in the staff opinion survey, staff and wellbeing module Improve the staff survey school climate module Academic emphasis from 68.6 or 54.1% in 2016</p>	<p>Stimulating learning at 3.40 Sense of confidence and motivation and interest new titles. increase participation on parent survey to 50%. Maintain the stimulating learning, learning focus and school connectedness at 85% Psychological safety to improve to 64% Professional safety to improve to 63% Improve academic emphasis to 72%</p>
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<p>Goal 1</p>	<ul style="list-style-type: none"> To maximise every student's achievement and learning growth across all curriculum areas and year levels, including those of local and overseas students 	
<p>12 Month Target 1.1</p>	<p>75% of students achieving in medium to high bands. 12% of students well above. 80% Of study scores above state mean 60% endorsement on teacher collaboration 74% endorsement of guaranteed and viable curriculum. 70% endorsement of Leading change and instructional leadership</p>	
<p>Key Improvement Strategies</p>	<p>Is this KIS selected for focus this year?</p>	

KIS 1 Building practice excellence	Enhance teacher capacity to effectively analyse data to ensure the curriculum is differentiated across all domains and levels to better target every individual's learning needs (including the needs of females and males, local and overseas) so that every student is challenged and achieves progress	Yes
KIS 2 Building practice excellence	Consistently employ evidence-based, high impact teaching strategies based on an agreed Kew HS instructional model/teaching and learning framework	Yes
KIS 3 Building practice excellence	Challenge and extend students in their thinking and their responses, so that there is a focus on deeper learning for students whose abilities require such an approach	Yes
KIS 4 Building practice excellence	Build teacher capacity for making more consistent assessment judgements in order to accurately measure the impact of their teaching and for giving and receiving feedback • greater use of formative assessment, common assessment tasks, shared criteria, rubrics, cross marking, and moderation.	Yes
KIS 5 Building practice excellence	Develop a shared understanding of how to modify and extend on the basis of data.	Yes
KIS 6 Building practice excellence	Ensure all teachers understand their role as teachers of literacy and strengthen the capacity of all teachers to improve, in particular, writing outcomes for all students at all levels of ability.	Yes
KIS 7 Building practice excellence	Continue to build a community of reflective practitioners focused on continuous school improvement ensuring teacher practice is focused on growing students' learning through the PDP processes , collaboration, observation and collective responsibility	Yes
KIS 8 Building practice excellence	Enhance the school's leadership capacity by enabling all the school's leaders to lead change and contribute their full potential to school improvement efforts and lead improved instructional practice through observation, coaching, mentoring, feedback	Yes

<p>Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.</p>	<p>In the school review it was highlighted that the school should continue to focus on teacher excellence in terms of both building practice excellence and curriculum planning and assessment. There is a need to further challenge our high achievers and further empower the girls. Staff focus on improved capacity using HITS and the analysis of data. Need to ensure the scope and sequence documents are fully reviewed and developed.</p> <p>Student motivation and interest is at 63% in year 8-10 Stimulated learning is at 64% overall. Differentiated learning challenges at 64% overall Students have high expectations for success Staff are positive in relation to collective efficacy,(69%) guaranteed and viable curriculum (72%) collective focus on learning (78%) Parent and community involvement is at 62% positive teachers believe evaluating impact improves practice (88%0. They monitor effectiveness using data (83%) and believe professional learning improves practice (84%) They use evidence to improve practice (83%) Staff use HITs (88%) They collaborate to scaffold learning(86%)</p>	
<p>Goal 2</p>	<p>To create a stimulating learning environment with increased opportunities for higher levels of student cognitive engagement, where students are encouraged to take responsibility for their own learning by becoming more independent, self-aware and have the ability to assess and monitor their learning</p>	
<p>12 Month Target 2.1</p>	<p>Stimulating learning at 3.40 Sense of confidence and motivation and interest new titles. increase participation on parent survey to 50%. Maintain the stimulating learning, learning focus and school connectedness at 85% Psychological safety to improve to 64% Professional safety to improve to 63% Improve academic emphasis to 72%</p>	
<p>Key Improvement Strategies</p>		<p>Is this KIS selected for focus this year?</p>
<p>KIS 1 Empowering students and building school pride</p>	<p>Develop a structure and process to ensure learning is 'visible' for students and increase opportunities for higher levels of student cognitive engagement</p>	<p>Yes</p>

KIS 2 Empowering students and building school pride	Develop higher levels of decision making, efficacy and accountability for their own learning by becoming more independent, self-aware and have the ability to analyse their own learning	Yes
KIS 3 Empowering students and building school pride	Develop a 'growth' mindset, practice 'good learning behaviours' and be actively involved in their learning	Yes
KIS 4 Empowering students and building school pride	Consistently and regularly establish meaningful learning goals and reflective practices and be involved in self and peer assessment	Yes
KIS 5 Empowering students and building school pride	Provide a process where students regularly provide feedback to their teachers about what they are learning and how they are learning	Yes
KIS 6 Empowering students and building school pride	Embed every teacher's capacity to create positive, respectful relationships to promote student engagement in learning	Yes
KIS 7 Empowering students and building school pride	Build every teacher's pedagogical capacity about how to increase student cognitive engagement and participation in learning by embedding student-centred approaches to teaching and learning	Yes
KIS 8 Empowering students and building school pride	Provide more feedback to students about their opinion in the ATS Surveys and establish student action teams to seek their input into ways to improve their opinion	Yes
KIS 9 Empowering students and building school pride	Investigate and implement strategies to improve the outcomes for girls within the school.	Yes

<p>KIS 10 Empowering students and building school pride</p>	<p>Increase parent and broader community engagement with the school by continuing to foster productive partnerships and relationships.</p>	<p>Yes</p>
<p>KIS 11 Empowering students and building school pride</p>	<p>Ensure the needs of overseas students are sought and considered and that these students are specifically catered for</p>	<p>Yes</p>
<p>Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.</p>	<p>Through involvement in the AMPLIFY pilot there is a realisation that we need to shift to focus on the student lens and ensure there is increased student leadership, voice and agency. There is a need for students to be more involved in their own learning.</p> <p>Data on student voice and agency was at 45% and especially low in Year 8-10 School connectedness and belonging at 59% Respect for diversity falls to 40+% in some levels Self regulation and goal setting is at 65% in year 8 Students expressed that there is an advocate at school- ranging from 65-70% Student learning confidence is at is at above 70% except at year 10 Students in Year 7 and 8 state that the teachers do not know if something is bothering them Staff use student feedback to improve practice (76%) Staff believe student engagement is the key (95%)</p>	

Define Actions, Outcomes and Activities

Goal 1	<ul style="list-style-type: none"> To maximise every student's achievement and learning growth across all curriculum areas and year levels, including those of local and overseas students
12 Month Target 1.1	<p>75% of students achieving in medium to high bands. 12% of students well above. 80% Of study scores above state mean 60% endorsement on teacher collaboration 74% endorsement of guaranteed and viable curriculum. 70% endorsement of Leading change and instructional leadership</p>
KIS 1 Building practice excellence	<p>Enhance teacher capacity to effectively analyse data to ensure the curriculum is differentiated across all domains and levels to better target every individual's learning needs (including the needs of females and males, local and overseas) so that every student is challenged and achieves progress</p>
Actions	<p>Professional learning on the analysis of data. Scope and sequence documents evaluated Increase teacher understanding of differentiation and embed a process where teachers adapt and share evidence based differentiated teaching strategies Build teachers capability to enhance differentiated teaching strategies so that they personalise their teaching to suit learning needs and styles of each student as identified by the data. Embed the practice where teachers effectively diagnose individual abilities in order to tailor differentiated strategies and approaches and design appropriate assessment Embed a timeline for staff to look at macro and micro data Unpack survey results. Of concern 81.8 % teachers routinely use student learning data. Further upskill staff.. Focus on needs of girls Focus on student agency 53% positive on student survey Evaluate the Overseas program and analyse results of overseas students Appoint a Vietnamese aide to assist Vietnamese students</p>
Outcomes	<p>Staff regularly using micro and macro data to analyse student learning and the impact of their strategies Staff use data in classrooms to differentiate. Staff use SPA data</p>

	<p>More discussion about differentiation of tasks. Teachers sharing high impact strategies. Differentiated curriculum developed Teachers access data and are given time for this at the start of the year. Teachers differentiate according to need Teachers provided with a wealth of data and are given time to access this. They use On demand and Naplan to diagnose individual strengths Evidence of teacher use of data to modify and extend students CATs allow for different levels of achievement Focus on student lens</p>			
Success Indicators	<p>Staff and student data in relation to stimulated learning, differentiated learning, academic emphasis, teaching excellence and the use of data, Staff are collaborating with courses. Staff time spent on use of data. Students reporting that there is differentiated learning (64%) 59% currently say teachers give different work depending on ability 84% of teachers state that they regularly plan differentiated learning activities Staff survey related to data use and data skills- monitor effectiveness using data. Skills to measure impact. Understand how to analyse data. use evidence to inform teaching practice Data on differentiation, plan differentiated activities, knowledge of high impact strategies, use of high impact strategies Staff data on guaranteed and viable curriculum, use data for curriculum planning</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
<p>Professional learning on data analysis Teachers continue to develop assessment tasks which allow for different ability and to challenge all students with an emphasis on high achieving students Evidence of teacher skills and use of data.</p>	<input checked="" type="checkbox"/> Leading Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$1.00 <input type="checkbox"/> Equity funding will be used</p>
KIS 2 Building practice excellence	Consistently employ evidence-based, high impact teaching strategies based on an agreed Kew HS instructional model/teaching and learning framework			

Actions	<p>Teachers work in collaborative groups with a focus on high impact strategies using action research and incorporating student feedback on the impact on learning and developing and sharing resources for staff.</p> <p>Involvement in Bastow PLC program</p> <p>Teachers understand and able to explain the criteria for excellence in teaching</p> <p>Focus and extend the 6Cs and incorporate into teaching framework and into assessment of student outcomes</p> <p>Teachers provided with time to share resources and strategies through LA and PDP process</p> <p>Review and further embed ICT framework</p> <p>Time in meetings to further look at HITs and practice principles</p> <p>Facilitate teacher observations</p>			
Outcomes	<p>All staff involved in action research through PDP process.</p> <p>Process further developed and documented</p> <p>Staff survey academic emphasis improved from mean 68.49.</p> <p>Parent survey stimulating learning improved from 67% positive</p> <p>Framework for ICT reviewed and embedded</p> <p>6Cs incorporated and evaluated</p> <p>Teachers further upskilled. 69% state that staff believe they have the necessary skills, expertise and resources to successfully educate students</p> <p>Teachers need to use student feedback to a greater degree. 76.6% teachers use student feedback to inform teaching</p> <p>More peer observation. 71.4% regularly engage in professional learning through peer observation</p>			
Success Indicators	<p>Staff using data.</p> <p>Staff using HITS</p> <p>(88.3%) Staff stating teachers use evidence based high impact strategies.</p> <p>(93%0 The school provides opportunities for teachers to build knowledge and skills in HITs.</p> <p>(88.3%) Teachers believe evaluating the impact of their teaching can improve performance</p> <p>(96.1%) Teachers in this school have a genuine interest in improving their practice.</p> <p>increase in teachers using peer observation and using student feedback to inform teaching</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
<p>HITS further unpacked</p> <p>Increased staff knowledge of HITS</p> <p>Development of strategy to use 6cs</p>	<p><input checked="" type="checkbox"/> Leading Teacher(s)</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$1.00</p>

				<input type="checkbox"/> Equity funding will be used
KIS 3 Building practice excellence	Challenge and extend students in their thinking and their responses, so that there is a focus on deeper learning for students whose abilities require such an approach			
Actions	<p>The school will empower the students to set high expectations for themselves and their peers by developing a process for goal setting and the demonstration of high expectations.</p> <p>Build teacher capability to challenge and extend students in their thinking and their responses so that there is a focus on deeper learning</p> <p>Establish a process to identify high achievers and enable them to study at VCE</p> <p>Monitor growth of high achievers.</p> <p>Develop consistent learning protocols to enable students to be successful in the 21st century including a process to incorporate STEM</p> <p>Explicitly teach metacognitive skills</p> <p>Empower students to take responsibility for understanding, owning and monitoring their learning and engagement data, to enable them to set personal learning and career goals.</p> <p>Curriculum documents include activities for extension</p> <p>Staff analysis of data</p>			
Outcomes	<p>Opportunities for high achievers.</p> <p>High achiever students identified</p> <p>Extension activities monitored</p> <p>Demonstrate growth of high achievers</p> <p>Targeted students involved in enrichment and extension programs</p> <p>Data analysis</p> <p>Curriculum documents include activities for extension</p>			
Success Indicators	<p>High achiever growth</p> <p>Staff are reflecting on rubrics and criteria and developing clearer rubrics.</p> <p>Establish benchmarking as the norm.</p> <p>Extension activities embedded</p>			

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Extension and enrichment activities identified High achievers identified Curriculum documents evaluated	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1.00 <input type="checkbox"/> Equity funding will be used
KIS 4 Building practice excellence	Build teacher capacity for making more consistent assessment judgements in order to accurately measure the impact of their teaching and for giving and receiving feedback • greater use of formative assessment, common assessment tasks, shared criteria, rubrics, cross marking, and moderation.			
Actions	Embed and improve the current assessment process through differentiating assessment tasks, validation and moderation of assessment, implementing effective feedback and the continuous use of formative assessment linked to improved learning Provide PL for staff on giving and receiving feedback Ensure challenging goals are used to extend and deepen student learning Embed the moderation process evaluate and improve rubrics			
Outcomes	Staff are moderating tasks especially at VCE. Use of established protocols Professional learning provided on Feedback. Process agreed for setting student goals. Linked to high expectations and independent learning. Staff are reflecting on rubrics and criteria and developing clearer rubrics. Establish benchmarking as the norm. Time has been provided for staff to undertake moderation activities. In the PDP process staff seek student feedback. Through the PDP process staff are involved in peer observation and feedback. Learning areas have a focus on rubrics and CATs.			
Success Indicators	Time has been provided for staff to undertake moderation activities. In the PDP process staff seek and evaluate student feedback. Through the PDP process staff are involved in peer observation and feedback. Learning areas have a focus on rubrics and CATs. 76% of teachers work together to moderate student assessment.			

	<p>79.2% feel they have a deep understanding of how to use formative assessment Students generally feel positive about the provision of teacher feedback- teachers provide feedback and it helps the students to understand how to improve Assessment reviewed to ensure higher expectations of work submitted Staff presentations on high achievers and extension. PD on creative thinkers, gifted and talented. Literacy and metacognitive presentations to staff</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
<p>Moderation protocols developed Rubrics evaluated and improved Professional learning for staff on peer and self assessment</p>	<input checked="" type="checkbox"/> Leading Teacher(s)	<input type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$1.00 <input type="checkbox"/> Equity funding will be used</p>
<p>KIS 5 Building practice excellence</p>	<p>Develop a shared understanding of how to modify and extend on the basis of data.</p>			
<p>Actions</p>	<p>More professional learning on extending top students Opportunities for staff sharing on extension More data analysis provided</p>			
<p>Outcomes</p>	<p>Curriculum differentiated on the basis of data High achieving students challenged and extended More staff believe they have a deep understanding of how to analyse data. Provision of PD. Develop school cycle of review of data .. Identify key times Identify instructional gaps to improve learning and teaching. Look at data in LAs. Increase responsibility here. Look at spread of results. Further analyse VCE data Link data to moderation process. Comparison of classes. Provision of more professional learning. Use of SPA data</p>			

Success Indicators	85.7% staff feel teachers collaborate to scaffold student learning 88.3% believe evaluating the impact of their teaching can improve practice and 83.1 % use evidence to inform decision about their practice and monitor the effectiveness of their teaching practice through analysis of student learning data. 76.6% use student feedback. Maths have introduced On Demand in 2018. Staff use On Demand results. Subschoools analyse data and identify students underperforming or achieving above the standard PD provided on SWANS, literacy, use of data, high achievers. Clearer structure with data and the demonstration of growth.			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
High achievers identified and tracked Evidence of differentiated curriculum especially challenging high achievers Students underperforming identified	<input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1.00 <input type="checkbox"/> Equity funding will be used
KIS 6 Building practice excellence	Ensure all teachers understand their role as teachers of literacy and strengthen the capacity of all teachers to improve, in particular, writing outcomes for all students at all levels of ability.			
Actions	Continue to evaluate the current whole school literacy plan Publish plan for the year Evaluate the literacy program Incorporate a framework for whole school approach to improved writing Support students through literacy program			
Outcomes	Literacy program evaluated Growth in writing data Staff sharing of strategies Staff sharing best practice Literacy strategies included in curriculum documentation.			

	<p>Writing Naplan data is of concern with smaller numbers in the top bands in year 9 With the DET focus there will be a re evaluation of our process. Need to unpack the literacy strategy documents and develop a further plan. Revisit the literacy strategies in the curriculum documents. Work in LA groups with a literacy focus.</p>			
Success Indicators	<p>All scope and sequence documents have a literacy component. Staff professional learning has been provided for staff on literacy strategies. There has been a whole school focus each term. Literacy support has been provided to assist identified students. LA leaders focus on literacy strategies. LA leaders PD in Education. Sharing of success. Modelling successful strategies. Literacy library.</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
<p>DET resources and strategies unpacked. Teachers trialling literacy strategies. Literacy program evaluated. Staff training. Literacy groups</p>	<p><input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Teacher(s)</p>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$20,000.00 <input checked="" type="checkbox"/> Equity funding will be used</p>
KIS 7 Building practice excellence	Continue to build a community of reflective practitioners focused on continuous school improvement ensuring teacher practice is focused on growing students' learning through the PDP processes , collaboration, observation and collective responsibility			
Actions	<p>Evaluate the current PDP process and include observation, capturing and sharing best practice and focus on student growth Increase staff capacity through coaching and mentoring and involvement in action research Develop a process and protocols to enable staff to film their practice Improve cycle of observation and feedback. Develop resources, protocols and processes Use of Learning Specialists in the role of mentoring and coaching. Involvement in Bastow program for PLC</p>			

Outcomes	<p>PDP process continually improved. Evidence of observation included- Encouragement for staff to film . More emphasis on demonstration of impact and growth More professional learning on mentoring and coaching Range 2 teachers continue to trial filming. Emphasis on filming of only short sessions of a class by most staff with the focus on high impact strategies. Only 58.2% of teachers state that they seek advice from colleagues and participate in collaborative discussion to improve learning and teaching. There is a need to focus more on the peer observation and feedback, the development of protocols and processes. Need to measure the impact on teaching practice. Need more time devoted to teachers sharing pedagogical content and knowledge 64.9% of teachers positive about this element Unpacking how we can best assist each other with teaching practice. Sharing best practice in LA at the start of meetings. Development of tool boxes for HITs. Shift in LA between operational and strategies for teaching and learning and sharing practice Stress importance of collaboration and collective responsibility in PDP process Learning specialists role to focus on observation and feedback. Coaching and mentoring increased. Staff involved in PLTs through Bastow program</p>			
Success Indicators	<p>The PDP process includes the requirement that staff participate in peer observation. There is a focus on HITs. There is a whole school focus on teaching and learning with 77% stating that all the school activities are organised to promote student learning. 86.3% of teachers view the success of all students as their shared responsibility. 76.6% use student feedback to inform teaching. 77.9% believe peer feedback can improve practice. 75.3% seek regular feedback from colleagues to develop their teaching practice. Templates in PDP on measurement of growth. Observation focused on a HIT and impact</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
<p>New PDP process with increased filming of practice Protocols and practices for staff observation learning Specialists involved in mentoring</p>	<p><input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Teacher(s)</p>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$1.00 <input type="checkbox"/> Equity funding will be used</p>

KIS 8 Building practice excellence	Enhance the school's leadership capacity by enabling all the school's leaders to lead change and contribute their full potential to school improvement efforts and lead improved instructional practice through observation, coaching, mentoring, feedback			
Actions	Use materials and discuss with leadership. Identify staff at different levels of leadership. Establish process YLC suicide prevention PD provided Staff presentations by LTs and other staff			
Outcomes	Aspirant leaders program developed using Bastow resources. Implement the processes and protocols with the leadership team to identify and mentor leaders in the school.			
Success Indicators	Use of the High potential leaders framework Staff mentored Leaders lead PDP process			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
High Potential Leaders framework in use Mentoring process in place Evaluation of process	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1.00 <input type="checkbox"/> Equity funding will be used
Goal 2	To create a stimulating learning environment with increased opportunities for higher levels of student cognitive engagement, where students are encouraged to take responsibility for their own learning by becoming more independent, self-aware and have the ability to assess and monitor their learning			
12 Month Target 2.1	Stimulating learning at 3.40 Sense of confidence and motivation and interest new titles. increase participation on parent survey to 50%. Maintain the stimulating learning, learning focus and school connectedness at 85% Psychological safety to improve to 64%			

	Professional safety to improve to 63% Improve academic emphasis to 72%			
KIS 1 Empowering students and building school pride	Develop a structure and process to ensure learning is 'visible' for students and increase opportunities for higher levels of student cognitive engagement			
Actions	Explicitly teach metacognition. Develop a culture where students voice is encouraged inside the classroom and in all aspects of the school Increase student agency through the focus on the student lens Learning to learn program implemented			
Outcomes	Staff seeking ways to increase student agency in curriculum Increased student assessment and feedback Student voice encouraged through SRC. More to occur in the classroom with voice and choice. Learning to Learn program to be introduced in 2019 Further involvement in Amplify, development and trailing of prototypes and resources.			
Success Indicators	There has been some discussion of Metacognition as a HIT. More PD for staff SRC students involved in activities. Student forums embedded in practice Student members of School Council actively involved Involvement in Amplify pilot. LT responsible for Student empowerment developing a vision and involving staff Survey re resilient mindsets. Provided to Andrew Fuller and pedagogy team. Some trial with student agency through the use of rubrics Increase in positive response by students in student agency			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Staff professional learning provided on metacognition and increasing student voice Involvement in AMPLIFY	<input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Leading Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$1.00

student forums professional learning by Andrew Fuller	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)		to: Term 3	<input type="checkbox"/> Equity funding will be used
KIS 2 Empowering students and building school pride	Develop higher levels of decision making, efficacy and accountability for their own learning by becoming more independent, self-aware and have the ability to analyse their own learning			
Actions	Student program developed. Students set goals Explicit teaching of metacognition Improved process for allowing student voice and choice Students provided with the opportunity to give feedback in a variety of ways			
Outcomes	Students setting goals Learning norms in evidence Student feedback sought and responded to Learning to learn program to be developed. More focus on HIT- metacognition. Further involvement of students in their own learning. Careers pathway process. Teachers using data to have students evaluate their progress and set goals. Research best practice in student goal setting			
Success Indicators	Some focus on metacognition. Some goal setting. Currently they do not seem to set learning goals Self regulation and goal setting at average 655+ Opportunity for student voice. Students do not rate their ability to be involved very highly in terms of deciding events and activities, or having a voice in the school. . 72.7% of teachers believe they promote student ownership of learning goals and learning progress Student data states that they are confident in their learning (70%) Student self regulation and goal setting at average 65+%			
Activities and Milestones	Who	Is this a PL Priority	When	Budget

Improved feedback process Increased setting of learning goals	<input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$1.00 <input type="checkbox"/> Equity funding will be used
KIS 3 Empowering students and building school pride	Develop a 'growth' mindset, practice 'good learning behaviours' and be actively involved in their learning			
Actions	Develop a culture of positive, personal relationship building across the school with a focus on growth mindsets Provide professional learning for teachers to help them develop strategies for students whose learning and engagement behaviours are particularly challenging through a restorative practices approach. Development of learning protocols PD on I Can for autistic students Investigate the positive behaviours framework			
Outcomes	Professional learning provided for new staff annually. Student data is not positive. The data on bullying is of concern when looking at the school dealing fairly with bullying. In the area of respect for diversity there is data of concern. There is a low incidence of bullying however. Pride in the school appears low. Teacher concern in students survey from 45%. Teacher interested in my wellbeing also low. Need to have focus groups to unpack the data. Re evaluation of positive language and behaviours to build relationships. What does it mean to be a proactive school?			
Success Indicators	There is still a focus on Restorative practices. Connect program continues to be in place. 84.4% of teachers believe that teachers work together to support the growth and learning of the whole students. In advocacy there is above 70% agreement that there is someone to advocate for a student. PD Tyrone Smoger.Follow up Wellbeing team presentation to students. Effective learning behaviours sharing staff and students. Classroom norms posters revisited Students generally resilient (average 65%)			
Activities and Milestones	Who	Is this a PL Priority	When	Budget

Focus on respectful relationships Investigate positive behaviours framework	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$1.00 <input type="checkbox"/> Equity funding will be used
KIS 4 Empowering students and building school pride	Consistently and regularly establish meaningful learning goals and reflective practices and be involved in self and peer assessment			
Actions	Develop an agreed set of skills and abilities our students will have when they leave PD for staff on self and peer assessment Teachers use self and peer evaluation. Sharing of best practice.			
Outcomes	Surveys conducted in relation to effect of 6Cs Skills and abilities in evidence Focus on skills required by students in the future. Upwards of 50% of students believe the school is preparing them to make decisions about their future and that the things they are learning will help them with their adult life. students confident of achieving their goals after finishing school Further focus on learning intentions and success criteria.			
Success Indicators	Students regularly involved in peer and self evaluation Upward of 65% feel they are confident of achieving their goals after finishing school Further focus on learning intentions and success criteria. Student self regulation and goal setting at average 65+% 72.7% of teachers believe they promote student ownership of learning goals and learning progress Student survey data.. This school is preparing me to make decisions about my life.			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Teachers incorporate self and peer assessment	<input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Leading Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$1.00

				<input type="checkbox"/> Equity funding will be used
KIS 5 Empowering students and building school pride	Provide a process where students regularly provide feedback to their teachers about what they are learning and how they are learning			
Actions	Develop a feedback model incorporating students and staff where students set their own learning goals, self reflect and evaluate and share feedback with teachers, their peers and where all teachers support students to set personal, academic and career goals.			
Outcomes	Model developed. Teachers actively seeking student feedback Students more aware of how they learn Ensure this is part of the PDP process. Ensure it is in the LA discussions Consistent classroom practice to ensure student voice and agency New IEP process			
Success Indicators	Consistency of practice Feedback model in evidence. Student survey data- Teachers incorporate student ideas into activities			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Students more able to provide feedback to teachers about their learning progress Student ideas incorporated into classes	<input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$1.00 <input type="checkbox"/> Equity funding will be used
KIS 6 Empowering students and building school pride	Embed every teacher's capacity to create positive. respectful relationships to promote student engagement in learning			

Actions	Continued focus on wellbeing, with a focus on restorative practice and empowering girls and respectful relationships Development of positive wide framework Evaluation of Connect			
Outcomes	Continued focus on values, respect. Connect sessions emphasis on relationships. Restorative Practices continued Student feedback is positive Increased student leadership Reorganisation of SRC Further focus on student connectedness. Focus groups and unpacking of data			
Success Indicators	Of concern is the data relating to school connectedness and pride in the school , a sense of belonging as well as students looking forward to going to school. ATS connectedness to peers 63% (3.99) Parent opinion survey school connectedness improved from 67.6 percentile and mean of 3.73 Student survey on connectedness and pride in the school Data on respect and diversity improved Development of classroom norms Data on teacher concern- advocate at school			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Connect program continually refined SRC reorganised Evaluation of positive wide framework	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$1.00 <input type="checkbox"/> Equity funding will be used
KIS 7 Empowering students and building school pride	Build every teacher's pedagogical capacity about how to increase student cognitive engagement and participation in learning by embedding student-centred approaches to teaching and learning			

Actions	Focus on HITS. Observation of classes and use of data to measure impact through the PDP process Using the agreed instructional model and HITs , provide opportunities for students to be engaged in their own learning Look through the student lens Use of e5			
Outcomes	All teachers increase knowledge of the impact of their strategies. Feedback from students is positive Evidence of increased student engagement through improved teachers' use of HITs Continue to focus on HITs.			
Success Indicators	Student and staff feedback Staff are using HITs. as evidenced by staff opinion survey Students need to be more involved in learning. Self regulation and goal setting sitting at 65%-75% Student data- motivation and interest Student data learning confidence Staff survey academic emphasis, collective focus on student learning Teacher survey data knowledge of HITs			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Shift to student lens with HITs and e5	<input checked="" type="checkbox"/> Leading Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$1.00 <input type="checkbox"/> Equity funding will be used
KIS 8 Empowering students and building school pride	Provide more feedback to students about their opinion in the ATS Surveys and establish student action teams to seek their input into ways to improve their opinion			

Actions	Embed a process where students focus groups and the SRC are regularly involved in the analysis of data and the provision of advice for the future Process for eliciting feedback embedded			
Outcomes	Focus groups to be regularly formed and consulted. Process and timeline set Develop a process where groups are set up each term. Student voice emphasised.			
Success Indicators	Student focus groups held. Data used for discussion. Formal process in place Students respond to Attitude to Schooling data and unpack the survey results Student data on student agency			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Clear timetable for focus group meetings	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$1.00 <input type="checkbox"/> Equity funding will be used
KIS 9 Empowering students and building school pride	Investigate and implement strategies to improve the outcomes for girls within the school.			
Actions	In partnership with the SRC develop processes to actively empower girls and improve their connectedness and engagement Focus on respectful relationships with boys			
Outcomes	International Women's day activities held. Girls surveyed. Girls' stem day held. Focus groups discuss girls empowerment in the classroom Activities to increase focus on respectful relationships More formal unpacking of girls responses to the attitude to schooling survey especially in relation to their learning needs to be			

	<p>undertaken. Implementation of tangible LA based strategies. Increase student voice through focus groups.</p>			
Success Indicators	<p>The Leading Teacher responsible for student learning \developed activities in relation to girls and the empowerment of girls. Girl In Stem program. Girls focus groups. LA groups. Girls PE. Health classes separated in year 9. Girls only self awareness classes</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Evaluation of activities and events that empower girls	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$1.00 <input type="checkbox"/> Equity funding will be used
KIS 10 Empowering students and building school pride	<p>Increase parent and broader community engagement with the school by continuing to foster productive partnerships and relationships.</p>			
Actions	<p>The school establishes networks and Partnerships which assist in improving student outcomes including in STEM The school is globally engaged and establishes and maintains international partnerships that provide students with a deep understanding of the world and involves global citizenship The school works with the families and community to develop students social and emotional growth, support individuals, and build partnerships Work in partnership with the QNetwork Support alumni activities Chaplaincy partnership</p>			
Outcomes	<p>Active Stem group. School regularly communicates with parents through COMPASS. Teachers encouraged to communicate with parents. Information</p>			

	<p>sessions held. Values emphasised. Restorative practices the basis of actions and conversations. Respectful relationships in evidence Alumni information gathered by archivist. Alumni information around the school. Past students invited into the school for events. Process developed to induct alumni Opportunities for further partnerships investigated. Parent participation and involvement rated at 52% positive. However the response rate by parents was only 18%</p>			
Success Indicators	<p>The STEM group on School Council has been particularly active. International partnerships continue with the overseas students Parent participation and involvement rated at 52% positive. However the response rate by parents was only 18%</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Evidence of increased STEM activities Parent network activities	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$1.00 <input type="checkbox"/> Equity funding will be used
KIS 11 Empowering students and building school pride	Ensure the needs of overseas students are sought and considered and that these students are specifically catered for			
Actions	Annual budget for the program is entered with a resources plan Long term planning in relation to recruitment, numbers and marketing developed Document overseas program at the school Reports to School Council on an annual basis Analyse the data of Overseas student outcomes at VCE and in Language Centre Monitor Language Centre program Accreditation by DET Monitor Homestays			

	<p>Ensure staff are aware of EAL needs of overseas students Develop connectedness of OS students Ensure the OSS are involved and engaged and connected to the school Continue to develop sister school partnerships</p>			
Outcomes	<p>Reports completed Budget completed Evaluation of ELC Analysis of overseas results Further analyse student data. Continue to develop connectedness to peers and the school. Continue partnerships with overseas agents</p>			
Success Indicators	<p>Student VCE outcomes are analysed. Long term planning occurs in terms of numbers of students and location. Homestays are regularly monitored. Language Centre program is monitored. Sister school partnerships maintained. OSS activities undertaken to connect these students more to their peers and the school. Budget prepared and reports provided</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
<p>ELC program evaluated OSS program documented OSS data analysed</p>	<p><input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Teacher(s)</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$1.00 <input type="checkbox"/> Equity funding will be used</p>

Equity Funding Planner

Equity Spending Totals

Category	Total proposed budget (\$)	Spend (\$)
Equity funding associated with Activities and Milestones	\$20,000.00	0.00
Additional Equity funding	\$47,000.00	\$47,000.00
Grand Total	\$67,000.00	\$47,000.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
DET resources and strategies unpacked. Teachers trialling literacy strategies. Literacy program evaluated. Staff training. Literacy groups	from: Term 1 to: Term 4		\$20,000.00	
Totals			\$20,000.00	

Additional Equity spend

Outline here any additional Equity spend for 2019	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Support for students through wellbeing programs and literacy support	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Support services	\$47,000.00	\$47,000.00
Totals			\$47,000.00	\$47,000.00

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Professional learning on data analysis Teachers continue to develop assessment tasks which allow for different ability and to challenge all students with an emphasis on high achieving students Evidence of teacher skills and use of data.	<input checked="" type="checkbox"/> Leading Teacher(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"/> Internal staff	<input checked="" type="checkbox"/> On-site
DET resources and strategies unpacked. Teachers trialling literacy strategies. Literacy program evaluated. Staff training. Literacy groups	<input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Literacy expertise	<input checked="" type="checkbox"/> On-site
New PDP process with increased filming of practice Protocols and practices for staff observation learning Specialists involved in mentoring	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <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"/> Internal staff	<input checked="" type="checkbox"/> On-site

<p>Staff professional learning provided on metacognition and increasing student voice Involvement in AMPLIFY student forums professional learning by Andrew Fuller</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s) 	<p>from: Term 1 to: Term 3</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <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 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Internal staff 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site
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