

# 2021 Annual Implementation Plan

## for improving student outcomes

Croydon Community School (7757)



Submitted for review by Bronwyn Harcourt (School Principal) on 21 February, 2021 at 01:11 PM  
Endorsed by Kerrie Anderson (Senior Education Improvement Leader) on 02 March, 2021 at 08:24 PM  
Endorsed by Leanne Haley (School Council President) on 22 March, 2021 at 03:21 PM

## Self-evaluation Summary - 2021

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

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

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

## SSP Goals Targets and KIS

<b>Goal 1</b>	2021 Priorities Goal
<b>Target 1.1</b>	Support for the 2021 Priorities
<b>Key Improvement Strategy 1.a</b> Curriculum planning and assessment	Learning, catch-up and extension priority
<b>Key Improvement Strategy 1.b</b> Health and wellbeing	Happy, active and healthy kids priority
<b>Key Improvement Strategy 1.c</b> Building communities	Connected schools priority
<b>Goal 2</b>	To optimise and accelerate the learning growth of every student in literacy and numeracy
<b>Target 2.1</b>	<p>By 2023, Year 7-10 students assessed against the Victorian Curriculum (VC) Levels 1-10 in English and Mathematics will achieve the following:</p> <p>Increase the percentage of students at or above their age appropriate level of learning in:</p> <ul style="list-style-type: none"> <li>• English from 38 per cent (average across 3 domains), to 65 per cent</li> <li>• Mathematics from 15 per cent (average across 3 strands), to 50 per cent</li> </ul>

<b>Target 2.2</b>	<p>By 2023, the percentage of Year 9 students assessed as making at or above benchmark learning gain in NAPLAN Reading will increase:</p> <ul style="list-style-type: none"> <li>• from 53 per cent (2019) to 75 per cent in Reading</li> <li>• from 60 per cent (2019) to 75 per cent in Numeracy</li> </ul>
<b>Target 2.3</b>	<p>By 2023, increase the percentage of Year 9 students assessed above the National Minimum Standard to:</p> <ul style="list-style-type: none"> <li>• Reading—from a 2017-19 average of 29 per cent to 40 per cent</li> <li>• Writing—from a 2017-19 average of 8 per cent to 20 per cent</li> <li>• Numeracy—from a 2017-19 average of 42 per cent to 50 per cent</li> </ul>
<b>Target 2.4</b>	<p>By 2023, decrease the percentage of students in the VCAL eligible but did not complete category from 35% to zero per cent.</p>
<b>Target 2.5</b>	<p>Increase the percentage of students making one VC Level of learning progress in each school year from 2020 to 2023</p> <ul style="list-style-type: none"> <li>• English from 27 per cent to 75 per cent</li> <li>• Mathematics from 22 per cent to 75 per cent</li> </ul>
<b>Key Improvement Strategy 2.a</b> Building practice excellence	Develop a whole school approach to the inquiry learning model
<b>Key Improvement Strategy 2.b</b> Curriculum planning and assessment	Develop a Guaranteed & Viable curriculum
<b>Key Improvement Strategy 2.c</b> Curriculum planning and assessment	Deepen and embed teacher capacity to use rigorous & multiple forms of assessment and feedback to inform teaching & learning practices

<b>Goal 3</b>	To improve student voice & agency in learning
<b>Target 3.1</b>	<p>By 2023 increase the percentage of positive endorsement for the Social Engagement factors of student agency and voice, sense confidence, stimulating learning and self-regulation and goal setting on the Student Attitudes to School Survey by 5 per cent (from 2019 baseline scores)</p> <p>2019 baseline scores:</p> <ul style="list-style-type: none"> <li>• Student voice &amp; agency (62 per cent)</li> <li>• Sense of confidence (53 per cent)</li> <li>• Stimulated Learning (62 per cent)</li> <li>• Self-regulation &amp; goal setting (62 per cent)</li> </ul>
<b>Target 3.2</b>	By 2023 increase the percentage of positive endorsement for the parent community engagement factors on the Parent Opinion Survey to be 90 per cent or higher (90% in 2019)
<b>Target 3.3</b>	<p>The school will achieve "excelling" status in all dimensions of FISO priority area "Positive climate for learning".</p> <p>By 2023 increase the percentage of positive endorsement for all School Climate factors (Staff survey) from 59% in 2019 including specifically:</p> <p>Collective efficacy from 51% (2019) to 60% (2023)</p> <p>Academic emphasis from 55% (2019) to 60% (2023)</p> <p>Guaranteed &amp; viable curriculum 52% (2019) to 60% (2023)</p>

<b>Key Improvement Strategy 3.a</b> Intellectual engagement and self-awareness	Embed a consistent understanding of critical and creative systems of thinking
<b>Key Improvement Strategy 3.b</b> Intellectual engagement and self-awareness	Build capacity of staff and students to have a consistent understanding of student engagement, agency and voice in learning
<b>Goal 4</b>	To improve student resilience and wellbeing
<b>Target 4.1</b>	<p>By 2023 maintain or increase the percentage of positive endorsement for the Wellbeing factors of on the Student Attitudes to School Survey by 5 percentage points (from 2019 baseline scores):</p> <ul style="list-style-type: none"> <li>• Managing Bullying, from 61 per cent to 66 per cent</li> <li>• Respect for Diversity, from 60 per cent to 65 per cent</li> <li>• Advocate at School, from 60 per cent to 65 per cent</li> <li>• Resilience, from 53 per cent to 58 per cent</li> <li>• Sense of connectedness, from 63 per cent to 68 per cent</li> <li>• Attitude to attendance, from 58 per cent to 63 per cent</li> </ul>
<b>Target 4.2</b>	By 2023 maintain the percentage of positive endorsement for the student development factor of confidence and resiliency skills, on the Parent Opinion Survey to be 95 per cent or higher
<b>Target 4.3</b>	By 2023, decrease the percentage of unapproved absence rates from 10 per cent (2018 Year 7-12 average) to 7 per cent Years 7-12
<b>Target 4.4</b>	<p>By 2023, decrease the percentage of days absent per student from</p> <ul style="list-style-type: none"> <li>• Year 7                      24.52 (2019)                      18.39 (2023)</li> <li>• Year 8                      42.13 (2019)                      29.5 (2023)</li> </ul>

	<ul style="list-style-type: none"> <li>• Year 9                    43.49 (2019)                    30.45 (2023)</li> <li>• Year 10                  44.66 (2019)                    31.27 (2023)</li> <li>• Year 11                  31.7 (2019)                    23.78 (2023)</li> <li>• Year 12                  45.23 (2019)                    31.66 (2023)</li> </ul>
<b>Key Improvement Strategy 4.a</b> Setting expectations and promoting inclusion	Embed a school wide approach to improving students' resilience
<b>Key Improvement Strategy 4.b</b> Health and wellbeing	Deepen and embed a a school wide approach to student health, wellbeing and inclusion



## 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>Learning growth of all students in personal and social capabilities of a minimum of 2 years for all students. Learning growth of a minimum of 1 year for all students in literacy and numeracy measured according to ACER Compass/KTEA assessment and a minimum of 2 years for all students supported by MYLNS or tutor programs</p>
To optimise and accelerate the learning growth of every student in literacy and numeracy	Yes	<p>By 2023, Year 7-10 students assessed against the Victorian Curriculum (VC) Levels 1-10 in English and Mathematics will achieve the following:</p> <p>Increase the percentage of students at or above their age-appropriate level of learning in:</p> <ul style="list-style-type: none"> <li>• English from 38 per cent (average across 3 domains), to 65 per cent</li> <li>• Mathematics from 15 per cent (average across 3 strands), to 50 per cent</li> </ul>	At or above level is not an appropriate measure for our student cohort. Instead, we will focus on the growth targets below.

		<p>By 2023, the percentage of Year 9 students assessed as making at or above benchmark learning gain in NAPLAN Reading will increase:</p> <ul style="list-style-type: none"> <li>• from 53 per cent (2019) to 75 per cent in Reading</li> <li>• from 60 per cent (2019) to 75 per cent in Numeracy</li> </ul>	<p>Learning Gain to be a minimum of one year in literacy and numeracy, and two-years for students supported by tutoring and MYLNS.</p> <p>Will be measured with triangulated data of ACER COMPASS, KTEA and teacher judgements, and stored on Edapt for analysis.</p>
		<p>By 2023, increase the percentage of Year 9 students assessed above the National Minimum Standard to:</p> <ul style="list-style-type: none"> <li>• Reading—from a 2017-19 average of 29 per cent to 40 per cent</li> <li>• Writing—from a 2017-19 average of 8 per cent to 20 per cent</li> <li>• Numeracy—from a 2017-19 average of 42 per cent to 50 per cent</li> </ul>	<p>Targets set in SSP are unrealistic and unachievable unless the school changes its enrolment focus. Learning growth goal above to be used instead. Year level at enrolment affects these targets, and every year CCS enrolls new students in Years 8 &amp; 9. Maximum growth and highest of expectations for learning will continue to be the school's goal.</p>
		<p>By 2023, decrease the percentage of students in the VCAL eligible but did not complete category from 35% to zero per cent.</p>	<p>With the phasing out of VCAL at a state level, the school focus will be on the International Big Picture Learning Profile, along with micro credentialing, senior thesis, graduation portfolios and successful progression in post compulsory pathways. This work is being led by Melbourne University and CCS has had involvement for more than 3 years now. It was piloted in NSW in 2020 and of the 12 students involved, all gained a portfolio entry to the course of their choice at a university.</p>

		<p>Increase the percentage of students making one VC Level of learning progress in each school year from 2020 to 2023</p> <ul style="list-style-type: none"> <li>• English from 27 per cent to 75 per cent</li> <li>• Mathematics from 22 per cent to 75 per cent</li> </ul>	<p>Learning Gain to be a minimum of one year in literacy and numeracy, and two-years for students supported by tutoring and MYLNS.</p> <p>Will be measured with triangulated data of ACER COMPASS, KTEA and teacher judgements, and stored on Edapt for analysis.</p>
To improve student voice & agency in learning	No	<p>By 2023 increase the percentage of positive endorsement for the Social Engagement factors of student agency and voice, sense confidence, stimulating learning and self-regulation and goal setting on the Student Attitudes to School Survey by 5 per cent (from 2019 baseline scores)</p> <p>2019 baseline scores:</p> <ul style="list-style-type: none"> <li>• Student voice &amp; agency (62 per cent)</li> <li>• Sense of confidence (53 per cent)</li> <li>• Stimulated Learning (62 per cent)</li> <li>• Self-regulation &amp; goal setting (62 per cent)</li> </ul>	
		<p>By 2023 increase the percentage of positive endorsement for the parent community engagement factors on the Parent Opinion Survey to be 90 per cent or higher (90% in 2019)</p>	
		<p>The school will achieve "excelling" status in all dimensions of FISO priority area "Positive climate for learning".</p>	

		<p>By 2023 increase the percentage of positive endorsement for all School Climate factors (Staff survey) from 59 % in 2019 including specifically:</p> <p>Collective efficacy from 51% (2019) to 60% (2023)</p> <p>Academic emphasis from 55% (2019) to 60% (2023)</p> <p>Guaranteed &amp; viable curriculum 52% (2019) to 60% (2023)</p>	
To improve student resilience and wellbeing	No	<p>By 2023 maintain or increase the percentage of positive endorsement for the Wellbeing factors of on the Student Attitudes to School Survey by 5 percentage points (from 2019 baseline scores):</p> <ul style="list-style-type: none"> <li>• Managing Bullying, from 61 per cent to 66 per cent</li> <li>• Respect for Diversity, from 60 per cent to 65 per cent</li> <li>• Advocate at School, from 60 per cent to 65 per cent</li> <li>• Resilience, from 53 per cent to 58 per cent</li> <li>• Sense of connectedness, from 63 per cent to 68 per cent</li> <li>• Attitude to attendance, from 58 per cent to 63 per cent</li> </ul>	
		<p>By 2023 maintain the percentage of positive endorsement for the student development factor of confidence and resiliency skills, on the Parent Opinion Survey to be 95 per cent or higher.</p>	

		<p>By 2023, decrease the percentage of unapproved absence rates from 10 per cent (2018 Year 7-12 average) to 7 per cent Years 7-12</p>	
		<p>By 2023, decrease the percentage of days absent per student from</p> <ul style="list-style-type: none"> <li>• Year 7                      24.52 (2019)                      18.39 (2023)</li> <li>• Year 8                      42.13 (2019)                      29.5 (2023)</li> <li>• Year 9                      43.49 (2019)                      30.45 (2023)</li> <li>• Year 10                      44.66 (2019)                      31.27 (2023)</li> <li>• Year 11                      31.7 (2019)                      23.78 (2023)</li> <li>• Year 12                      45.23 (2019)                      31.66 (2023)</li> </ul>	

<b>Goal 1</b>	2021 Priorities Goal	
<b>12 Month Target 1.1</b>	Learning growth of all students in personal and social capabilities of a minimum of 2 years for all students. Learning growth of a minimum of 1 year for all students in literacy and numeracy measured according to ACER Compass/KTEA assessment and a minimum of 2 years for all students supported by MYLNS or tutor programs	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> Curriculum planning and assessment	Learning, catch-up and extension priority	Yes
<b>KIS 2</b> Health and wellbeing	Happy, active and healthy kids priority	Yes
<b>KIS 3</b> Building communities	Connected schools priority	Yes
Explain why the school has selected this KIS as a focus for this year. Please refer 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.	
<b>Goal 2</b>	To optimise and accelerate the learning growth of every student in literacy and numeracy	
<b>12 Month Target 2.1</b>	At or above level is not an appropriate measure for our student cohort. Instead we will focus on the growth targets below.	
<b>12 Month Target 2.2</b>	Learning Gain to be a minimum of one year in literacy and numeracy, and two-years for students supported by tutoring and MYLNS. Will be measured with triangulated data of ACER COMPASS, KTEA and teacher judgements, and stored on Edapt for analysis.	

<b>12 Month Target 2.3</b>	Targets set in SSP are unrealistic and unachievable unless the school changes its enrolment focus. Learning growth goal above to be used instead. Year level at enrolment affects these targets, and every year CCS enrolls new students in Years 8 & 9. Maximum growth and highest of expectations for learning will continue to be the school's goal.	
<b>12 Month Target 2.4</b>	With the phasing out of VCAL at a state level, the school focus will be on the International Big Picture Learning Profile, along with micro credentialing, senior thesis, graduation portfolios and successful progression in post compulsory pathways. This work is being led by Melbourne University and CCS has had involvement for more than 3 years now. It was piloted in NSW in 2020 and of the 12 students involved, all gained a portfolio entry to the course of their choice at a university.	
<b>12 Month Target 2.5</b>	Learning Gain to be a minimum of one year in literacy and numeracy, and two-years for students supported by tutoring and MYLNS. Will be measured with triangulated data of ACER COMPASS, KTEA and teacher judgements, and stored on Edapt for analysis.	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> Building practice excellence	Develop a whole school approach to the inquiry learning model	No
<b>KIS 2</b> Curriculum planning and assessment	Develop a Guaranteed & Viable curriculum	Yes
<b>KIS 3</b> Curriculum planning and assessment	Deepen and embed teacher capacity to use rigorous & multiple forms of assessment and feedback to inform teaching & learning practices	Yes
Explain why the school has selected this KIS as a focus for this year. Please refer to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Guaranteed and Viable curriculum mapped to both Victorian Curriculum and the school's philosophy of individualised learning programs was not demonstrated at the school review in 2019. Documentation previously commenced was not completed nor presented as evidence - this work will continue. The school cannot know the learning, previous attainment, personal and trauma-based characteristics of our students and deliver a traditional model of education and school. It would not be ethical or logical to do this. The VCAA F-10 curriculum framework encourages schools to deliver concepts across traditional areas and to open their timetables. Within this direction, Croydon CS will develop teacher understanding and use of Vic Curric tools to establish where each student's entry to learning will be, and then how to scaffold the next steps of learning from a passion-base into project-focused learning. Significant and regular PL will be required in 2021. New teaching staff are a Learning Specialists, two graduate teachers in their first year of teaching, and two associates from the Teach for Australia program. Use	

of relevant assessments that accurately inform the school of both student achievement and student growth will be essential. Completing the assessments is pointless if the information is not used to scaffold next steps in learning.

## Define Actions, Outcomes and Activities

<b>Goal 1</b>	2021 Priorities Goal
<b>12 Month Target 1.1</b>	Learning growth of all students in personal and social capabilities of a minimum of 2 years for all students. Learning growth of a minimum of 1 year for all students in literacy and numeracy measured according to ACER Compass/KTEA assessment and a minimum of 2 years for all students supported by MYLNS or tutor programs
<b>KIS 1</b> Curriculum planning and assessment	Learning, catch-up and extension priority
<b>Actions</b>	KIS1a - Build teacher capacity to deliver targeted student support in literacy and numeracy.  Croydon CS has 2 x first year graduates and 2 x Teach for Australia Associates joining the staff team in 2021. The new school build will also bring the OPTIONS re-engagement campus onsite with Croydon in mid-2022. The school has therefore chosen to focus on building teacher capacity to achieve student growth in literacy and numeracy
<b>Outcomes</b>	MYLNS and tutor students will achieve the minimum growth of two years in literacy and numeracy. All teachers will be able to plot every student accurately on Vic Curric Learning Progressions All teachers will be able to plan effectively and accurately for next steps in learning for all students
<b>Success Indicators</b>	KTEA test results will indicate growth of a minimum of 2 years for all MYLNS and Tutor students Teachers will consistently and effectively implement MYLNS and tutor programs.



	<p>All staff will support students with the right scaffolds in literacy, numeracy, personal and social capabilities  Rich and accurate teacher judgements are being made,  Teachers use formative assessment and use it to improve quality of their judgements.  Students have a collection of their learning tasks and can reflect effectively on their personal learning growth, and next steps in their learning</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
ACER COMPASS testing is used to assess all students at both CCS and O@B. Data from these tests is being used to finalise MYLNS and Tutor participants.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Improvement Teacher <input checked="" type="checkbox"/> Numeracy Improvement Teacher <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$15,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Complete and implement three-tiered model of ALL learning supports and interventions across the school. Includes Wellbeing, literacy, numeracy.	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$500.00  <input type="checkbox"/> Equity funding will be used
Delivery of tutoring program. Minimum of two-year's growth for all tutored students in literacy and numeracy grade levels when assessed using KTEA	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Support	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$60,000.00  <input checked="" type="checkbox"/> Equity funding will be used

	<input checked="" type="checkbox"/> Numeracy Support <input checked="" type="checkbox"/> School Leadership Team <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)			
FastForWord neuroplasticity program completed by all students in Years 7-10. initially at CCS campus but explore opportunities to introduce at O@B	<input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Student(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$8,000.00  <input checked="" type="checkbox"/> Equity funding will be used
High level staff understanding and use of moderation by 100% of all teachers to determine quality of ILPs, IEPs, teacher judgements of student learning and teacher use of HITS	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00  <input type="checkbox"/> Equity funding will be used
Writers Workshop used consistently in all advisories at least once every week.	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Improvement Teacher <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$1,500.00  <input type="checkbox"/> Equity funding will be used
80% students in Year 9-12 linked to mentors - both workplace-based and academic	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

	<input checked="" type="checkbox"/> Managed Individual Pathways Coordinator <input checked="" type="checkbox"/> Student(s)		to: Term 4	<input type="checkbox"/> Equity funding will be used
Develop understanding of formative assessment to improve quality of teacher judgements.	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> School Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00  <input type="checkbox"/> Equity funding will be used
Improve quality of feedback given to students on their work content and future focus.	<input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> School Leadership Team <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00  <input type="checkbox"/> Equity funding will be used
Develop professional conversations to build understanding for staff of the difference between personal vs professional	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Review numeracy and literacy interventions currently used at O@B. Determine if they remain effective tools. Review quality of delivery and methods of student placement into both courses.	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$1,000.00  <input type="checkbox"/> Equity funding will be used

<b>KIS 2</b> Health and wellbeing	Happy, active and healthy kids priority			
<b>Actions</b>	KIS1b - Refine whole school approach to wellbeing to consider actions at the leadership, teacher and student level.			
<b>Outcomes</b>	Students will know their character strengths and use them to extend their learning and assist others Students will know how to self-soothe in preparation for learning. All staff will consistently and constantly use a trauma-informed approach in all interactions with students and families.			
<b>Success Indicators</b>	Student attitude to school survey, separate advisory surveys, Maroondah Wellbeing survey, mapping to Vic Curric capabilities - Personal and Social capabilities, attendance, suspension and wellbeing referral data, staff opinion survey, frequency and quality of Compass entries, Smiles and laughter. Wellbeing reports re: self-soothing. OT reports and data. Flourishing students, flourishing staff, flourishing classrooms, flourishing school - as defined by Pos Ed and PERMAH			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Rotation classes timetabled and taught with high quality outcomes in the areas of social justice, global issues, media bias, indigenous studies, and other cultures. Critical and creative thinking strategies will be used to implement these studies.	<input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$4,000.00  <input type="checkbox"/> Equity funding will be used
A range of activity options available at every recess and lunch break. Informal activities that students are assisted to run without the need for constant teacher involvement.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00  <input type="checkbox"/> Equity funding will be used
Student-led activities and events being held daily	<input checked="" type="checkbox"/> Student Leadership Coordinator <input checked="" type="checkbox"/> Student(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$3,000.00

	<input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Wellbeing Team			<input type="checkbox"/> Equity funding will be used
Explicit teaching of Personal and Social capabilities is occurring in every class on a daily basis. This must include incidental teaching moments as events occur and present the opportunities for it.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Wellbeing Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00  <input type="checkbox"/> Equity funding will be used
Re-introduction of school therapy dog and Dogs for Life program as a tool for: - re-engagement and to build connectedness to school and peers, - as skill development and knowledge in how behaviour affect others - as a therapy for highly anxious students	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$25,000.00  <input type="checkbox"/> Equity funding will be used
Design and printing of t-shirts with "Class of ....." future dated to match expected completion of Year 12.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Student(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$5,000.00  <input type="checkbox"/> Equity funding will be used
Regular low-impact exercise groups which include both students and staff. Eg walking, yoga, stretching.	<input checked="" type="checkbox"/> Student Leadership Coordinator <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	\$13,000.00  <input type="checkbox"/> Equity funding will be used

Student Action Team will meet weekly and report to both the school and School Council.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Student Leadership Coordinator <input checked="" type="checkbox"/> Student(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$500.00  <input type="checkbox"/> Equity funding will be used
Health classes in sleep, diet, mindfulness, meditation.	<input checked="" type="checkbox"/> Allied Health <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00  <input type="checkbox"/> Equity funding will be used
Students and staff know their character strengths and use tiny habits to build new ones.	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00  <input type="checkbox"/> Equity funding will be used
PERMAH wellbeing model (Positive Emotions, Engagement, Relationships, Meaning, Accomplishment, Health) used as the measure of staff wellbeing and health	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00  <input type="checkbox"/> Equity funding will be used
Health, Positive Education and UR Strong curriculum effectively delivered every week	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$6,000.00  <input type="checkbox"/> Equity funding will be used
If successful in funding application, implement 8-week program for staff through Brendan Zitschke and Balanced Success	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 2	\$8,000.00

			to: Term 3	<input type="checkbox"/> Equity funding will be used
<b>KIS 3</b> Building communities	Connected schools priority			
<b>Actions</b>	KIS1c - Strengthen and embed the school-wide approach to communication and engagement with parents, incorporating the new ways in which the school connected which remains constant during onsite, remote and flexible learning			
<b>Outcomes</b>	Students take leadership of activities and events Growth in literacy, numeracy and personal and social capabilities for all students Families participate in the setting of goals every term and attend Exhibitions of student's work Staff are happier than in 2020			
<b>Success Indicators</b>	2-year growth in Personal and Social Capabilities Shared understanding across all staff of the school's philosophy, policies and practices Minimum 1-yr's growth in literacy and numeracy capabilities (minimum 2-years for MYLNS and tutoring students) IEP, ILP and Exhibitions are EACH attended by minimum of 90% of families at CCS and 80% families and/or significant others at O@B Parent groups organised 2/term and attended by one or both parents for connection and sharing. A minimum of 80% attendance for 70% of students at CCS			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Town Hall and Ciao held every week at CCS.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Student(s) <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
Advisories share leadership of Town Hall every week	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

	<input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)		to: Term 4	<input type="checkbox"/> Equity funding will be used
Random Acts of Kindness demonstrated across the school and in the community by students at both CCS and O@B	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Student(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00  <input type="checkbox"/> Equity funding will be used
Minimum 1-yr's growth in literacy and numeracy capabilities (minimum 2-years for MYLNS and tutoring students)	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Family events attended by minimum 50% families	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Student Leadership Coordinator <input checked="" type="checkbox"/> Student(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00  <input type="checkbox"/> Equity funding will be used
Parent groups organised 2/term and attended by a minimum of 10 families for connection and sharing.	<input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Student(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$1,000.00  <input type="checkbox"/> Equity funding will be used
Explicit teaching in personal and social capabilities.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Wellbeing Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00  <input type="checkbox"/> Equity funding will be used



School-wide focus on the 'CCS way' - shared language, understanding and actions.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> School Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,500.00  <input type="checkbox"/> Equity funding will be used
Develop staff understanding and implementation of the tiered intervention approach	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Principal  <input checked="" type="checkbox"/> Student Wellbeing Coordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$1,000.00  <input type="checkbox"/> Equity funding will be used
Minimum 2 year's growth in personal and social capabilities for all students	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Allied Health  <input checked="" type="checkbox"/> Student(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
<b>Goal 2</b>	To optimise and accelerate the learning growth of every student in literacy and numeracy			
<b>12 Month Target 2.1</b>	At or above level is not an appropriate measure for our student cohort. Instead we will focus on the growth targets below.			
<b>12 Month Target 2.2</b>	Learning Gain to be a minimum of one year in literacy and numeracy, and two-years for students supported by tutoring and MYLNS. Will be measured with triangulated data of ACER COMPASS, KTEA and teacher judgements, and stored on Edapt for analysis.			
<b>12 Month Target 2.3</b>	Targets set in SSP are unrealistic and unachievable unless the school changes its enrolment focus. Learning growth goal above to be used instead. Year level at enrolment affects these targets, and every year CCS enrolls new students in Years 8 & 9. Maximum growth and highest of expectations for learning will continue to be the school's goal.			
<b>12 Month Target 2.4</b>	With the phasing out of VCAL at a state level, the school focus will be on the International Big Picture Learning Profile, along with micro credentialing, senior thesis, graduation portfolios and successful progression in post compulsory pathways. This work is being led by Melbourne University and CCS has had involvement for more than 3 years now. It was piloted in NSW in 2020 and of the 12 students involved, all gained a portfolio entry to the course of their choice at a university.			

<b>12 Month Target 2.5</b>	Learning Gain to be a minimum of one year in literacy and numeracy, and two-years for students supported by tutoring and MYLNS. Will be measured with triangulated data of ACER COMPASS, KTEA and teacher judgements, and stored on Edapt for analysis.			
<b>KIS 1</b> Curriculum planning and assessment	Develop a Guaranteed & Viable curriculum			
<b>Actions</b>	Develop continuum mapping tool to illustrate the links between Vic Curric and Big Picture Learning Develop documented alignment of Vic Curric Learning Area and Big Picture Individual Learning Plan Develop tools to record student stages of learning and growth that cross reference to BP Learning Establish mentor at VCAA to review and monitor progress Establish the exact nature of what VCAA regards as missing from the school's program			
<b>Outcomes</b>	School meets VCAA requirements of a Guaranteed and Viable curriculum from years 7-12			
<b>Success Indicators</b>	Documented achievement of VCAA review that school meets requirements of Guaranteed and Viable Curriculum Documented links between Vic Curric and Big Picture to justify school's choice of BP as its pedagogical model			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Develop continuum mapping tool to illustrate the links between Vic Curric and Big Picture Learning	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00  <input type="checkbox"/> Equity funding will be used
Develop documented alignment of Vic Curric Learning Area and Big Picture Individual Learning Plan	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$0.00  <input type="checkbox"/> Equity funding will be used

Develop tools to record student stages of learning and growth that cross reference to BP Learning	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$0.00  <input type="checkbox"/> Equity funding will be used
Establish mentor at VCAA to review and monitor progress	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00  <input type="checkbox"/> Equity funding will be used
Establish the exact nature of what VCAA regards as missing from the school's program	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00  <input type="checkbox"/> Equity funding will be used
<b>KIS 2</b> Curriculum planning and assessment	Deepen and embed teacher capacity to use rigorous & multiple forms of assessment and feedback to inform teaching & learning practices			
<b>Actions</b>	Inclusion of regular and stepped PL in assessment Development of data literacy in teachers and classroom ES PL in moderation and scheduling of staff use of moderation in teams PL in effective feedback to students			
<b>Outcomes</b>	Use of student data by teachers to establish learning entry points SMART goals used with all students to set next steps in learning Use of multiple forms of formal assessments by teachers Moderation of student work Staff teams meet to moderate			

<b>Success Indicators</b>	<p>Staff establishment of learning entry points will result in learning growth          Use of multiple forms of data will result in more accurate scaffolding for student learning          Moderation of student work will result in greater consistency in teacher judgements and aspirational targets for student achievement          Moderation in cross-advisory staff teams will build consistency in program delivery, shared planning, increased staff knowledge of subject materials and available resources          High quality SMART goals used for all students</p>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Appropriate individual learning goals set for every student every term	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Multiple forms of data will be used to assess student learning growth	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Students will know and understand their next steps in learning	<input checked="" type="checkbox"/> Student(s) <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

Students will be scaffolded to achieve next steps in learning	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00  <input type="checkbox"/> Equity funding will be used
Students will focus on learning growth and celebrate it when it is achieved	<input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00  <input type="checkbox"/> Equity funding will be used
High quality SMART goals used for all students	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Moderation in learning teams occurring a minimum of fortnightly	<input checked="" type="checkbox"/> Learning Specialist(s) <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
Cross-advisory staff teams planning together	<input checked="" type="checkbox"/> Leadership Team <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
High quality and relevant resources shared on SharePoint for future use	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used

## Equity Funding Planner

### Equity Spending Totals

Category	Total proposed budget (\$)	Spend (\$)
Equity funding associated with Activities and Milestones	\$93,000.00	\$30,000.00
Additional Equity funding	\$31,200.00	\$15,000.00
<b>Grand Total</b>	<b>\$124,200.00</b>	<b>\$45,000.00</b>

### Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
ACER COMPASS testing is used to assess all students at both CCS and O@B. Data from these tests is being used to finalise MYLNS and Tutor participants.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources	\$15,000.00	\$15,000.00
Delivery of tutoring program. Minimum of two-year's growth for all tutored students in literacy and numeracy grade levels when assessed using KTEA	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$60,000.00	\$5,000.00
FastForWord neuroplasticity program completed by all students in Years 7-10. initially at CCS campus but explore opportunities to introduce at O@B	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Assets	\$8,000.00	\$5,000.00
Minimum 1-yr's growth in literacy and numeracy capabilities (minimum 2-years for MYLNS and tutoring	from: Term 1	<input checked="" type="checkbox"/> Teaching and learning programs and resources	\$10,000.00	\$5,000.00

students)	to: Term 4	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT		
<b>Totals</b>			\$93,000.00	\$30,000.00

### Additional Equity spend

Outline here any additional Equity spend for 2021	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Assessment tools yet to be determined (due to continued research of appropriate tools)	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources	\$5,000.00	\$3,500.00
Writers Workshop	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Teaching and learning programs and resources	\$1,200.00	\$600.00
Coaching for teachers in developing individual learning goals at student point of learning	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$10,000.00	\$7,500.00
Support -A - Writer program	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$15,000.00	\$3,400.00
<b>Totals</b>			\$31,200.00	\$15,000.00

## Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Delivery of tutoring program. Minimum of two-year's growth for all tutored students in literacy and numeracy grade levels when assessed using KTEA	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> All Staff</li> <li><input checked="" type="checkbox"/> Education Support</li> <li><input checked="" type="checkbox"/> Learning Specialist(s)</li> <li><input checked="" type="checkbox"/> Literacy Support</li> <li><input checked="" type="checkbox"/> Numeracy Support</li> <li><input checked="" type="checkbox"/> School Leadership Team</li> <li><input checked="" type="checkbox"/> Student(s)</li> <li><input checked="" type="checkbox"/> Teacher(s)</li> </ul>	from: Term 1 to: Term 4	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Planning</li> <li><input checked="" type="checkbox"/> Preparation</li> <li><input checked="" type="checkbox"/> Curriculum development</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Professional Practice Day</li> <li><input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> School improvement partnerships</li> <li><input checked="" type="checkbox"/> Internal staff</li> <li><input checked="" type="checkbox"/> Learning Specialist</li> <li><input checked="" type="checkbox"/> Literacy Leaders</li> <li><input checked="" type="checkbox"/> Maths/Sci Specialist</li> <li><input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)</li> <li><input checked="" type="checkbox"/> Student Achievement Manager</li> <li><input checked="" type="checkbox"/> MYLNS initiative professional learning</li> <li><input checked="" type="checkbox"/> Numeracy leader</li> <li><input checked="" type="checkbox"/> MYLYNS Improvement teacher</li> </ul>	<input checked="" type="checkbox"/> On-site
High level staff understanding and use of moderation by 100% of all teachers to determine quality of ILPs, IEPs, teacher judgements of student learning and teacher use of HITS	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> All Staff</li> <li><input checked="" type="checkbox"/> Assistant Principal</li> <li><input checked="" type="checkbox"/> Learning Specialist(s)</li> <li><input checked="" type="checkbox"/> Principal</li> </ul>	from: Term 1 to: Term 4	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Planning</li> <li><input checked="" type="checkbox"/> Moderated assessment of student learning</li> <li><input checked="" type="checkbox"/> Formalised PLC/PLTs</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Whole School Pupil Free Day</li> <li><input checked="" type="checkbox"/> Professional Practice Day</li> <li><input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> PLC Initiative</li> <li><input checked="" type="checkbox"/> School improvement partnerships</li> <li><input checked="" type="checkbox"/> Learning Specialist</li> <li><input checked="" type="checkbox"/> External consultants</li> <li>BP Coaching to observe teachers and provide</li> </ul>	<input checked="" type="checkbox"/> On-site



				<input checked="" type="checkbox"/> PLC/PLT Meeting	feedback to whole school on where inconsistencies exist and assist in developing the way forward.  <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	
Writers Workshop used consistently in all advisories at least once every week.	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Improvement Teacher  <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Peer observation including feedback and reflection  <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions  <input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)  <input checked="" type="checkbox"/> MYLYNS Improvement teacher	<input checked="" type="checkbox"/> On-site
Develop understanding of formative assessment to improve quality of teacher judgements.	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> School Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation  <input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Professional Practice Day  <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)  <input checked="" type="checkbox"/> MYLYNS Improvement teacher	<input checked="" type="checkbox"/> On-site
Improve quality of feedback given to students on their	<input checked="" type="checkbox"/> Education Support	from: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Professional Practice Day	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Leadership partners	<input checked="" type="checkbox"/> On-site

work content and future focus.	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> School Leadership Team <input checked="" type="checkbox"/> Teacher(s)	to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	
Develop professional conversations to build understanding for staff of the difference between personal vs professional	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Peer observation including feedback and reflection. <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Bastow program/course <input checked="" type="checkbox"/> External consultants  External leadership and teams consultant to present to staff. Possibly use Pos Ed Network staff	<input checked="" type="checkbox"/> On-site
Explicit teaching of Personal and Social capabilities is occurring in every class on a daily basis. This must include incidental teaching moments as events occur and present the opportunities for it.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Moderated assessment of student learning <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"/> VCAA Curriculum Specialist <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Students and staff know their character strengths and use tiny habits to build new ones.	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants  Pos Ed resources	<input checked="" type="checkbox"/> On-site

				<input checked="" type="checkbox"/> Timetabled Planning Day		
PERMAH wellbeing model (Positive Emotions, Engagement, Relationships, Meaning, Accomplishment, Health) used as the measure of staff wellbeing and health	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Individualised Reflection <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> External consultants Pos Ed. Brendan Zischke - Balanced Success	<input checked="" type="checkbox"/> On-site
Health, Positive Education and UR Strong curriculum delivered effectively every week	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Minimum 1-yr's growth in literacy and numeracy capabilities (minimum 2-years for MYLNS and tutoring students)	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> VCAA Curriculum Specialist <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) <input checked="" type="checkbox"/> Student Achievement Manager <input checked="" type="checkbox"/> MYLNS initiative professional learning <input checked="" type="checkbox"/> MYLYNS Improvement teacher	<input checked="" type="checkbox"/> On-site

Explicit teaching in personal and social capabilities.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Wellbeing Team	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"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> VCAA Curriculum Specialist <input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
School-wide focus on the 'CCS way' - shared language, understanding and actions.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> School Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants BP coaches and PL opportunities	<input checked="" type="checkbox"/> On-site
Minimum 2 year's growth in personal and social capabilities for all students	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Allied Health <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 4	<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"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Appropriate individual learning goals set for every student every term	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal	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"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resources Numeracy Birth-10; DET web resources etc	<input checked="" type="checkbox"/> On-site

	<input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)					
Multiple forms of data will be used to assess student learning growth	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants consultant yet TBD but plan to bring expertise into the school <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) <input checked="" type="checkbox"/> MYLYNS Improvement teacher <input checked="" type="checkbox"/> MYLYNS Network teacher	<input checked="" type="checkbox"/> On-site
Students will be scaffolded to achieve next steps in learning	<input checked="" type="checkbox"/> Learning Specialist(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"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> VCAA Curriculum Specialist <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) <input checked="" type="checkbox"/> MYLYNS Improvement teacher <input checked="" type="checkbox"/> MYLYNS Network teacher	<input checked="" type="checkbox"/> On-site

High quality SMART goals used for all students	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Student(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"/> Individualised Reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
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