

2023 Annual Implementation Plan

for improving student outcomes

The Lakes South Morang College (8846)



Submitted for review by Bill Panas (School Principal) on 06 April, 2023 at 02:25 PM

Endorsed by Anthony Simone (Senior Education Improvement Leader) on 06 April, 2023 at 03:44 PM

Endorsed by Amanda Farrelly (School Council President) on 19 April, 2023 at 08:28 AM

Self-evaluation Summary - 2023

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

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

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

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

Enter your reflective comments	To complete the self-evaluation we used responses and evidence obtained (through staff, student, parent/carer, community and DE feedback) throughout the School Review conducted in December 2022. Please see attached SSP and PRSE.
Considerations for 2023	STAFF-LEARNING INTENTION TO THE AIP GOALS 1. Begin the learning journey of a P-12 College as a united group of staff.

	<ol style="list-style-type: none"> 2. Use the positive climate for learning principles in FISO 2.0 as the framework to address the importance of developing our four pillars: academic rigour, high expectation, school pride and community connections. 3. Develop an understanding and build empathy amongst all staff to the various learning stages, cycles, transition points and expertise required to have learning success in a P-12 College. 4. Provide a sample template of what a great P-12 College looks, feels and act like using data informed evidence – official DE college performance data & individual student and cohort data. 5. Build teamwork through collegiate efficacy and a commitment to the philosophy of “learner agency”. 6. Begin our commitment to improve Numeracy across the College. <p>STAFF-SUCCESS CRITERIA TO THE AIP GOALS</p> <ol style="list-style-type: none"> a. Whole staff response to SOS, Workforce planning survey, DE mental health training participation & survey, successful completion of DE Ed-modules, and, understanding and commitment to College and DE T & L initiatives b. Our Terms of Reference: staff to lead the College narrative and be champions of our four key pillars-evidenced by improvements to relevant data in the AToSS & POS c. All staff to build their capacity and take a leading role in the key College transition points- evidenced by DE and College transition surveys, enrolment numbers and information days/evenings/showcase that reflect active participation by families. d. Active participation in the 3 x “positive climate for learning” sessions to be completed this year. e. Statement of Attestation: learner agency and development of self through PPD days, cohort and domain meetings, PLC training, participation in curriculum days and individual professional development plan focusing on personal growth.
<p>Documents that support this plan</p>	<p>The Lakes South Morang College (8846) - 2022-2025 - School Strategic Plan (1).docx (0.08 MB) The Lakes South Morang College (8846) - AssessmentFisoV2 (2).docx (0.18 MB)</p>

SSP Goals Targets and KIS

Goal 1	<p>2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.</p>
Target 1.1	Support for the 2023 Priorities
Key Improvement Strategy 1.a Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Key Improvement Strategy 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Goal 2	Optimise the learning growth for all students.
Target 2.1	<p>By 2026, increase the percentage of students achieving above NAPLAN Benchmark Growth in:</p> <ul style="list-style-type: none"> • Numeracy Years 3–5 from 16% (2021) to 22% • Numeracy Years 5–7 from 14% (2021) to 21% • Numeracy Years 7–9 from 3% (2021) to 12% • Writing Years 3–5 from 17% (2021) to 21% • Writing Years 5–7 from 32% (2021) to 36% • Writing Years 7–9 from 12% (2021) to 16%
Target 2.2	<p>By 2026, increase the VCE</p> <ul style="list-style-type: none"> • Median study score from 23 (2022) to 26

	<ul style="list-style-type: none"> • Percentage of English study scores at or above 30 from 18% (2022) to 25%
Target 2.3	<p>By 2026, On Track Data to show:</p> <ul style="list-style-type: none"> • Ninety per cent of students leaving the college to be engaged in employment or further education and training.
Target 2.4	<p>By 2026, increase the percentage of staff positive endorsement on the SSS for:</p> <ul style="list-style-type: none"> • Academic emphasis from 44% (2021) to 55% • Use data to inform curriculum planning from 62% (2021) to 70% • Plan differentiated learning activities from 43% (2021) to 50% • Use pedagogical model from 48% (2021) to 55%
Target 2.5	<p>By 2026, increase the percentage of positive endorsement on the AtoSS for:</p> <ul style="list-style-type: none"> • Students in Years 4–12 for Stimulating learning from 60% (2022) to 66% • Students in Years 4–12 for Differentiated learning challenge from 68% (2022) to 74% • Students in Years 4–12 for Effective teaching time from 70% (2022) to 76%
Key Improvement Strategy 2.a Activation of student voice and agency, including in leadership and learning, to	Build a culture of high expectations for learning with all staff, students and parents/carers.

strengthen students' participation and engagement in school	
Key Improvement Strategy 2.b Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Strengthen teacher data literacy.
Key Improvement Strategy 2.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Embed consistent teaching and learning instructional practices.
Key Improvement Strategy 2.d The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Strengthen senior secondary provision.
Goal 3	Optimise student wellbeing.
Target 3.1	By 2026, increase the percentage of staff positive endorsement on the SSS for: <ul style="list-style-type: none"> • Promote student ownership of learning from 52% (2021) to 60% • Collective efficacy from 50% (2021) to 55%

<p>Target 3.2</p>	<p>By 2026, increase the percentage of student positive endorsement on the AtoSS for:</p> <ul style="list-style-type: none"> • Students in Years 4–6 for Sense of connectedness from 75% (2022) to 79% • Students in Years 4–6 for Student voice and agency from 74% in (2022) to 78% • Students in Years 7–9 for Sense of connectedness from 46% (2022) to 55% • Students in Years 7–9 for Student voice and agency from 41% (2022) to 50% • Students in Years 10–12 for Student voice and agency from 50% (2022) to 60% • Students in Years 7–9 for Effort from 69% (2022) to 75%
<p>Target 3.3</p>	<p>By 2026, decrease student absence for:</p> <ul style="list-style-type: none"> • F–6 students from 25.4 days average per student (2021) to 22 days. • F–6 students with 20 or more absences days from 28% (2021) to 24% • Years 7–12 students from 15.6 days average per student (2021) to 12 days per student. • Years 7–12 students with 20 or more absences days from 24% (2021) to 20%
<p>Key Improvement Strategy 3.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	<p>Develop and embed a whole–school approach to learner agency.</p>
<p>Key Improvement Strategy 3.b Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	<p>Strengthen staff capacity to respond to the learning and wellbeing needs of all students.</p>

Goal 4	Optimise community partnerships.
Target 4.1	<p>By 2026, increase the percentage of staff positive endorsement on the SSS for:</p> <ul style="list-style-type: none"> • Staff trust in students and parents from 51% (2021) to 58% • Staff feeling positive about the school culture from 55% (2021) to 70%
Target 4.2	<p>By 2026, increase the percentage of student positive endorsement on the AtoSS for:</p> <ul style="list-style-type: none"> • Years 4–12 students for Sense of connectedness from 57% (2022) to 65% • Year 7–12 for Community connections from 44% (2022) to 55%
Target 4.3	<p>By 2026, increase on the POS:</p> <ul style="list-style-type: none"> • Parent overall general satisfaction from 65% (2021) to 75% • Participation rates from 9% (2022) to 30%
<p>Key Improvement Strategy 4.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	Strengthen community partnerships in both learning and wellbeing
<p>Key Improvement Strategy 4.b The strategic direction and deployment of resources to create and reflect shared</p>	Develop and embed a P–12 culture of learning

goals and values; high expectations; and a positive, safe and orderly learning environment

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
<p>2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.</p>	Yes	Support for the 2023 Priorities	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>Learning support will be provided to both those who need scaffolding and those who thrive to continue to extend their learning, especially in Numeracy.- Numeracy NAPLAN Years 3–5 from 16% (2021) to 18%- Numeracy NAPLAN Years 5–7 from 14% (2021) to 16%- Numeracy NAPLAN Years 7–9 from 3% (2021) to 6%The College will effectively mobilise available resources to support wellbeing, using a Tiered response model.Increase the percentage of student positive endorsement on the AToSS for:- Students in Years 4–6 for Sense of connectedness from 75% (2022) to 76%- Students in Years 7–9 for Sense of connectedness from 46% (2022) to 48%</p>
Optimise the learning growth for all students.	Yes	<p>By 2026, increase the percentage of students achieving above NAPLAN Benchmark Growth in:</p> <ul style="list-style-type: none"> • Numeracy Years 3–5 from 16% (2021) to 22% • Numeracy Years 5–7 from 14% (2021) to 21% • Numeracy Years 7–9 from 3% (2021) to 12% • Writing Years 3–5 from 17% (2021) to 21% • Writing Years 5–7 from 32% (2021) to 36% • Writing Years 7–9 from 12% (2021) to 16% 	<p>Increase the percentage of students achieving above NAPLAN Benchmark Growth in:- Numeracy Years 3–5 from 16% (2021) to 18%- Numeracy Years 5–7 from 14% (2021) to 16%- Numeracy Years 7–9 from 3% (2021) to 6%</p>

		<p>By 2026, increase the VCE</p> <ul style="list-style-type: none"> • Median study score from 23 (2022) to 26 • Percentage of English study scores at or above 30 from 18% (2022) to 25% 	<p>Increase the VCE:- Median study score from 23 (2022) to 24- Percentage of English study scores at or above 30 from 18% (2022) to 20%</p>
		<p>By 2026, On Track Data to show:</p> <ul style="list-style-type: none"> • Ninety per cent of students leaving the college to be engaged in employment or further education and training. 	<p>On Track Data to show:- 90% of students leaving the College to be engaged in employment or further education and training.</p>
		<p>By 2026, increase the percentage of staff positive endorsement on the SSS for:</p> <ul style="list-style-type: none"> • Academic emphasis from 44% (2021) to 55% • Use data to inform curriculum planning from 62% (2021) to 70% • Plan differentiated learning activities from 43% (2021) to 50% • Use pedagogical model from 48% (2021) to 55% 	<p>Increase the percentage of staff positive endorsement on the SSS for:- Academic emphasis from 44% (2021) to 48%- Use data to inform curriculum planning from 62% (2021) to 64%- Plan differentiated learning activities from 43% (2021) to 45%- Use pedagogical model from 48% (2021) to 50%</p>
		<p>By 2026, increase the percentage of positive endorsement on the AtoSS for:</p> <ul style="list-style-type: none"> • Students in Years 4–12 for Stimulating learning from 60% (2022) to 66% • Students in Years 4–12 for Differentiated learning challenge from 68% (2022) to 74% • Students in Years 4–12 for Effective teaching time from 70% (2022) to 76% 	<p>Increase the percentage of positive endorsement on the AToSS for:- Students in Years 4–12 for Stimulating learning from 60% (2022) to 62%- Students in Years 4–12 for Differentiated learning challenge from 68% (2022) to 70%- Students in Years 4–12 for Effective teaching time from 70% (2022) to 72%</p>
Optimise student wellbeing.	Yes	<p>By 2026, increase the percentage of staff positive endorsement on the SSS for:</p> <ul style="list-style-type: none"> • Promote student ownership of learning from 52% (2021) to 60% • Collective efficacy from 50% (2021) to 55% 	<p>Increase the percentage of staff positive endorsement on the SSS for:- Promote student ownership of learning from 52% (2021) to 54%- Collective efficacy from 50% (2021) to 51%</p>
		<p>By 2026, increase the percentage of student positive endorsement on the AtoSS for:</p>	<p>Increase the percentage of student positive endorsement on the AToSS for:- Students in</p>

		<ul style="list-style-type: none"> • Students in Years 4–6 for Sense of connectedness from 75% (2022) to 79% • Students in Years 4–6 for Student voice and agency from 74% in (2022) to 78% • Students in Years 7–9 for Sense of connectedness from 46% (2022) to 55% • Students in Years 7–9 for Student voice and agency from 41% (2022) to 50% • Students in Years 10–12 for Student voice and agency from 50% (2022) to 60% • Students in Years 7–9 for Effort from 69% (2022) to 75% 	<p>Years 4–6 for Sense of connectedness from 75% (2022) to 76%- Students in Years 4–6 for Student voice and agency from 74% in (2022) to 75%- Students in Years 7–9 for Sense of connectedness from 46% (2022) to 48%- Students in Years 7–9 for Student voice and agency from 41% (2022) to 43%- Students in Years 10–12 for Student voice and agency from 50% (2022) to 53%- Students in Years 7–9 for Effort from 69% (2022) to 71%</p>
		<p>By 2026, decrease student absence for:</p> <ul style="list-style-type: none"> • F–6 students from 25.4 days average per student (2021) to 22 days. • F–6 students with 20 or more absences days from 28% (2021) to 24% • Years 7–12 students from 15.6 days average per student (2021) to 12 days per student. • Years 7–12 students with 20 or more absences days from 24% (2021) to 20% 	<p>Decrease student absence for:- F–6 students from 25.4 days average per student (2021) to 24 days.- F–6 students with 20 or more absences days from 28% (2021) to 27%- Years 7–12 students from 15.6 days average per student (2021) to 14 days per student.- Years 7–12 students with 20 or more absences days from 24% (2021) to 23%</p>
<p>Optimise community partnerships.</p>	<p>Yes</p>	<p>By 2026, increase the percentage of staff positive endorsement on the SSS for:</p> <ul style="list-style-type: none"> • Staff trust in students and parents from 51% (2021) to 58% • Staff feeling positive about the school culture from 55% (2021) to 70% 	<p>Increase the percentage of staff positive endorsement on the SSS for:- Staff trust in students and parents from 51% (2021) to 53%- Staff feeling positive about the school culture from 55% (2021) to 59%</p>
		<p>By 2026, increase the percentage of student positive endorsement on the AtoSS for:</p> <ul style="list-style-type: none"> • Years 4–12 students for Sense of connectedness from 57% (2022) to 65% • Year 7–12 for Community connections from 44% (2022) to 55% 	<p>Increase the percentage of student positive endorsement on the AToSS for:- Years 4–12 students for Sense of connectedness from 57% (2022) to 59%- Year 7–12 for Community connections from 44% (2022) to 48%</p>

		By 2026, increase on the POS: <ul style="list-style-type: none"> • Parent overall general satisfaction from 65% (2021) to 75% • Participation rates from 9% (2022) to 30% 	Increase on the POS:- Parent overall general satisfaction from 65% (2021) to 68%- Participation rates from 9% (2022) to 20%
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Goal 1	2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.	
12 Month Target 1.1	Learning support will be provided to both those who need scaffolding and those who thrive to continue to extend their learning, especially in Numeracy. <ul style="list-style-type: none"> - Numeracy NAPLAN Years 3–5 from 16% (2021) to 18% - Numeracy NAPLAN Years 5–7 from 14% (2021) to 16% - Numeracy NAPLAN Years 7–9 from 3% (2021) to 6% <p>The College will effectively mobilise available resources to support wellbeing, using a Tiered response model.</p> Increase the percentage of student positive endorsement on the AToSS for: <ul style="list-style-type: none"> - Students in Years 4–6 for Sense of connectedness from 75% (2022) to 76% - Students in Years 7–9 for Sense of connectedness from 46% (2022) to 48% 	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1.a Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy	Yes
KIS 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable	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>Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2023.</p>	
<p>Goal 2</p>	<p>Optimise the learning growth for all students.</p>	
<p>12 Month Target 2.1</p>	<p>Increase the percentage of students achieving above NAPLAN Benchmark Growth in: - Numeracy Years 3–5 from 16% (2021) to 18% - Numeracy Years 5–7 from 14% (2021) to 16% - Numeracy Years 7–9 from 3% (2021) to 6%</p>	
<p>12 Month Target 2.2</p>	<p>Increase the VCE: - Median study score from 23 (2022) to 24 - Percentage of English study scores at or above 30 from 18% (2022) to 20%</p>	
<p>12 Month Target 2.3</p>	<p>On Track Data to show: - 90% of students leaving the College to be engaged in employment or further education and training.</p>	
<p>12 Month Target 2.4</p>	<p>Increase the percentage of staff positive endorsement on the SSS for: - Academic emphasis from 44% (2021) to 48% - Use data to inform curriculum planning from 62% (2021) to 64% - Plan differentiated learning activities from 43% (2021) to 45% - Use pedagogical model from 48% (2021) to 50%</p>	
<p>12 Month Target 2.5</p>	<p>Increase the percentage of positive endorsement on the AToSS for: - Students in Years 4–12 for Stimulating learning from 60% (2022) to 62% - Students in Years 4–12 for Differentiated learning challenge from 68% (2022) to 70% - Students in Years 4–12 for Effective teaching time from 70% (2022) to 72%</p>	
<p>Key Improvement Strategies</p>	<p>Is this KIS selected for focus this year?</p>	

<p>KIS 2.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	<p>Build a culture of high expectations for learning with all staff, students and parents/carers.</p>	<p>Yes</p>
<p>KIS 2.b Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities</p>	<p>Strengthen teacher data literacy.</p>	<p>Yes</p>
<p>KIS 2.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	<p>Embed consistent teaching and learning instructional practices.</p>	<p>Yes</p>
<p>KIS 2.d The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment</p>	<p>Strengthen senior secondary provision.</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>PLCs are the framework through which all of the KIS goals will be addressed in 2023. Our self-evaluation against the FISO Continua noted that we have significant work to do in the area of student assessment and data literacy. This finding was consistent with our School Staff Survey results reflecting a lack of teacher confidence in using data, feedback given by staff around moderation of student work samples, and our Panorama NAPLAN comparison to Teacher Judgement data. Selection of this KIS builds on our previous focus around developing and documenting a guaranteed and viable curriculum and assessment framework.</p> <p>ROLE OF TEACHERS/TEAMS:</p>	

	<ul style="list-style-type: none"> • Structured classes with role-modelled high expectations and the use of worked examples. Use of NAPLAN style questions as lesson starters, brain breaks, 'catch' to expose student to format, command/key words/vocab • Full implementation of the selected instructional teaching model across all year levels and domains • CAT timetables/outlines for students to support teaching and learning. All CATs (especially Years 9 & 10) focused on VCE subjects which will enhance VCE scores • PLC process implementation, including: revised meeting schedule with more allocated time for staff to meet and progress the PLC process, improved data analysis skills, targeted T&L strategies, ILP's • Student led goal- based improvement strategies co-designed with Learner Coaches, reviewed twice a term. These to incorporate the sharing of knowledge (student data) through Learner Coach sessions using relevant and streamlined technology SPA data service to increase student ownership/accountability of tracking own growth data • Clearly outlined processes for CAT's (due dates, policies for late/no work). For 7-10 introduce a redemption process for unfinished school work in line with policy (VCAA). CATs to include developmental rubrics that are consistent across subjects and the use of annotated work samples to assist student performance and teacher marking & gathering data • Clear communication and support to parents/carers about expectations so that we both work as a team to create a healthy learning culture for the students <p>ROLE OF PARENTS/CARERS:</p> <ul style="list-style-type: none"> • Provide a safe and engaging learning environment at home • Support and assist with individual student learning plans (ILPs), intermediate goal setting and reflection. Monitor student progress against individual student learning goals • Provide regular feedback to teachers regarding student progress at parent/carer-teacher interviews • Attend Information Evenings - particularly those at key transition points within the College - K-P, 5/6-7, 9/10, VCE • Support students with important VCAA & VTAC correspondence • Resource visits to careers days at further education providers • Resource students with essential learning requisites including laptops and all textbooks. Ensure they bring the right resources to school eg. technology • Respect increased study needs by being calm and being flexible at home • Proactively support their child's wellbeing. Contact teachers and welfare staff to assist with complex matters, or when the child may be experiencing difficulties at school • Check that their child is being challenged with their learning and program, and communicate this to the College • Support 21st Century learning skills: curiosity, collaboration, critical thinking and communication • Challenge their child to perform at their best every day • Be consistent with the language around school values and protocols so that high expectation is routine and promotes a high level of school pride
Goal 3	Optimise student wellbeing.

12 Month Target 3.1	Increase the percentage of staff positive endorsement on the SSS for: - Promote student ownership of learning from 52% (2021) to 54% - Collective efficacy from 50% (2021) to 51%	
12 Month Target 3.2	Increase the percentage of student positive endorsement on the AToSS for: - Students in Years 4–6 for Sense of connectedness from 75% (2022) to 76% - Students in Years 4–6 for Student voice and agency from 74% in (2022) to 75% - Students in Years 7–9 for Sense of connectedness from 46% (2022) to 48% - Students in Years 7–9 for Student voice and agency from 41% (2022) to 43% - Students in Years 10–12 for Student voice and agency from 50% (2022) to 53% - Students in Years 7–9 for Effort from 69% (2022) to 71%	
12 Month Target 3.3	Decrease student absence for: - F–6 students from 25.4 days average per student (2021) to 24 days. - F–6 students with 20 or more absences days from 28% (2021) to 27% - Years 7–12 students from 15.6 days average per student (2021) to 14 days per student. - Years 7–12 students with 20 or more absences days from 24% (2021) to 23%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 3.a Activation of student voice and agency, including in leadership and learning, to strengthen students’ participation and engagement in school	Develop and embed a whole–school approach to learner agency.	
KIS 3.b Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Strengthen staff capacity to respond to the learning and wellbeing needs of all students.	
		Yes
		Yes

Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.

The College intent is to build a culture of high expectations for learning with all “learners” so that learning and growth is a shared journey amongst all key College partners. Our students are central to the learning process, and as FISO 2. suggests, learning and wellbeing are of equal import. Curriculum planning and delivery at the College must be differentiated and targeted to engage, challenge, and excite learning. Students at the College should have a good understanding of their academic levels across domains and work with their teachers to facilitate the next challenge in their learning programs. 2023 will see students accepting more responsibility for directing their learning path and are becoming better informed through accurate and relevant performance data that is presented to them. Our aim is to fast track programs that will facilitate learning plans that are equipped with tools and personalised data that support the important step towards learner agency and growth. It is our goal that all students will develop and continue to refine Individual Learning Plans (ILPs) and accompanying Pathway Plans as they move into secondary education.

Our aim is to establish a culture where all learners are confidently challenging themselves and their peers to strive for personal excellence in a safe, risk-averse learning environment, where learners are equipped with the knowledge, tools and strategies that will unlock positive conversations that ultimately extend learning. Underpinning this goal will be an environment that provides all learners with opportunities to excite their passions, open their minds and be brave with their ambitions.

The College has developed and communicated a defined mental health plan using the three-tiered model in response to the mental health fund. This process was developed to coincide with the funding resource allocation and supported by our 2022 SEIL and NEMA wellbeing team. The roll out is across P-12 and focuses on the needs of cohorts and their emotional needs specific to the data presented in 2022.

ROLE OF TEACHERS/TEAMS:

- Educate staff on Learner Agency & how to lead, supported by the appointment of Amplify leaders across both campuses
- Setting learning goals for individual professional development & seek out PD's to respond to wellbeing & challenging behaviours
- Continue to embed SWPBS & School Pride within all aspects of College life
- Build rapport and relationships with ALL learners
- Re-establish a start-up program (beginning with meet and greet) across all P-12. Refocus the meet and greet sessions to have equal measures of wellbeing and learning foci
- Self-regulated learners
- Embed project based learning - practical tasks
- Incorporate student choice with activities that cater to different learning styles, including the way students present their learning
- Apply clear and consistent classroom roles & responsibilities
- Review and collect student wellbeing data, including NCCD data ahead of the Disability Inclusion Funding model, to be rolled out in 2024

	<ul style="list-style-type: none"> Attendance at whole-staff Wellbeing PD, and selected members of staff attending the Australia/New Zealand Child and Adolescent Mental Health Conference <p>ROLE OF PARENT/CARERS:</p> <ul style="list-style-type: none"> Work to build student independence and resilience Provide strategies that encourages student ownership of issues at school Build confidence in their child so that they proactively engage in their learning and wellbeing responsibilities Work in partnership with the school to problem solve and maximise student performance Attend Assemblies and other key College events to support their child's education Engage in College feedback forums held regularly at school Read the College Newsletter and other official accountability data Send through "Hot Topics" to School Council members for discussion Join our official social media pages on Instagram & Facebook Check, note and participate in upcoming school events on the Sentral calendar Actively support College policy and procedures Ensure their child attend's school each day and are punctual to school Provide a note for all absences and medical certificates where applicable Contact teachers for school work on Teams where their child is likely to have an extended school absence Follow up to make sure tasks at home are completed at the expected level for their child
Goal 4	Optimise community partnerships.
12 Month Target 4.1	<p>Increase the percentage of staff positive endorsement on the SSS for:</p> <ul style="list-style-type: none"> Staff trust in students and parents from 51% (2021) to 53% Staff feeling positive about the school culture from 55% (2021) to 59%
12 Month Target 4.2	<p>Increase the percentage of student positive endorsement on the AToSS for:</p> <ul style="list-style-type: none"> Years 4–12 students for Sense of connectedness from 57% (2022) to 59% Year 7–12 for Community connections from 44% (2022) to 48%
12 Month Target 4.3	<p>Increase on the POS:</p> <ul style="list-style-type: none"> Parent overall general satisfaction from 65% (2021) to 68% Participation rates from 9% (2022) to 20%
Key Improvement Strategies	Is this KIS selected for focus this year?

<p>KIS 4.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	<p>Strengthen community partnerships in both learning and wellbeing</p>	<p>Yes</p>
<p>KIS 4.b The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment</p>	<p>Develop and embed a P–12 culture of learning</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>Community partnerships are a key priority for the College. A great College must have strong community partners, and for the first time in 2022, our multi-intelligence awards were presented by a prominent community member, local business or long-standing College provider. The Lakes is committed to building our extended 'community family' because each connection enriches our curriculum resources, opportunities for exponential student experiences, increases our community profile and builds high levels of school pride. Their expertise and goodwill affirms that we are not alone in developing the next generation of wonderful citizens and leaders. The Lakes plans to continue to connect our College so that we expose our students to learning opportunities beyond the school grounds and simultaneously, promote our school brand and our virtues extrinsically and successfully.</p> <p>In 2023, our Curriculum days will have a clear focus on developing a positive culture for learning in a P-12 environment. The College has engaged a consultant, Phillip Whelan, to lead this collaboration by organising three sessions with all staff. The key intent of the programs are to:</p> <ol style="list-style-type: none"> 1. Begin the learning journey of a P-12 College as a united group of staff 2. Use the positive climate for learning principles in FISO 2.0 as the framework to address the 3 Cs 3. Develop an understanding and build empathy amongst all staff to the various learning stages, cycles, transition points and expertise required to have learning success in a P-12 College 4. Provide a sample of what a great P-12 College looks, feels and act like using data informed evidence 5. Build teamwork through “collegiate efficacy” <p>Building positive connections using defined communication structures and processes with our families is a key priority. The development of the "learner agency" narrative is with the deliberate intent of integrating our parents/carers as equals when it comes to their child's education and importance to College success. Specific information pertaining to the SSP and how the</p>	

parents/carers can support the vision has been articulated with toolbox strategies. Teaching & Learning leaders have communicated information on practical ways parents/carers should support learning at home, differentiated for ages, abilities and domains. The administration team has meeting schedules and dates for key information days/evening, events at the College, assessment & reporting timelines and pupil -free days to enhance parent/carer engagement. A dedicated transition program at the key points will be introduced to develop understanding around the advantages associated with a P-12 College. The College will introduce community sessions on children & adolescent health, relevant social issues including social media and opportunities for families to get together and network and use the College facilities after hours.

Our intention is to launch a College Alumni so that the faces, friendships and networks created through school days extends well into life. The influence past students can have on supporting the College with employment, social and networking circles is immeasurable. The ability to bring expertise back into the classroom, to mentor and contribute to fundraising and events, and extend the College name cannot be underestimated.

The co-location of a campus of the Collingwood English Language Centre at our College will begin in 2023. The campus has been endorsed and funded by the Education Minister, with the intent for full VRQA registration and operational by Day 1, Term 3, 2023. 2023 will see The Lakes continue this work with relevant stakeholders and the Principal at CELS to work on stage two: VRQA registration, building infrastructure, setting operational parameters, terms of the MOU and a commitment for sharing relevant curriculum, professional development opportunities and establishing a defined transition program for new enrolments from CELS to The Lakes. The Lakes is excited to see our community profile strengthened as our College expands to become a diverse educational precinct in the immediate community.

ROLE OF TEACHERS/TEAMS:

- Continue to explore and utilise community partners to enhance teaching and learning programs at The Lakes
- Seek feedback from students and parents/carers on their experiences within the College
- Explore and exploit the potential gains to the student experience that can result from a P-12 learning community
- Embrace, explore and exploit e potential gains to the student experience that can result from the CELS campus
- Continue to build partnerships that focus on key transitional points: Early Childhood providers, feeder primary schools, VET and VCE providers, tertiary providers, employment avenues for students
- Use existing networks to connect with Lakes Alumni to develop a vibrant connected community of past students and families

ROLE OF PARENT/CARERS:

- Provide opportunities for theirchild to grow socially and emotionally by encouraging participating in leader's programs, sports, performing and visual arts, lunchtime clubs, camps and excursions
- Complete the DE Annual Parent Opinion Survey
- Complete school-based surveys

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| | <ul style="list-style-type: none">• Join the new College Alumni• Attend school networking and social functions• Support, encourage and assist with volunteer work, community and part time/casual work placements• Support to enhance school programs using professional expertise• Promote the virtues and achievements of our College and students in the local and wider community• Participate in school improvement programs and fundraising to develop facilities and grounds |
|--|--|

Define Actions, Outcomes and Activities

Goal 1	2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.			
12 Month Target 1.1	Learning support will be provided to both those who need scaffolding and those who thrive to continue to extend their learning, especially in Numeracy. - Numeracy NAPLAN Years 3–5 from 16% (2021) to 18% - Numeracy NAPLAN Years 5–7 from 14% (2021) to 16% - Numeracy NAPLAN Years 7–9 from 3% (2021) to 6% The College will effectively mobilise available resources to support wellbeing, using a Tiered response model. Increase the percentage of student positive endorsement on the AToSS for: - Students in Years 4–6 for Sense of connectedness from 75% (2022) to 76% - Students in Years 7–9 for Sense of connectedness from 46% (2022) to 48%			
KIS 1.a Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy			
Actions	- Resource and implement with fidelity the TLI, MYLNS, VHAP and VIA programs across the College. - Invest in Numeracy Learning Coaches/Specialists/PD to build learner capacity (students and staff). - Create consistent teaching practice through the removal of the Maths Pathways program and the introduction and embedment of textbook style teaching and learning.			
Outcomes	Improved and consistent numeracy teaching and learning practices across the College, using the PLC framework. Greater consistency of data (Teacher Judgement - NAPLAN - 3rd party assessment formats)			
Success Indicators	- Numeracy NAPLAN Years 3–5 from 16% (2021) to 18% - Numeracy NAPLAN Years 5–7 from 14% (2021) to 16% - Numeracy NAPLAN Years 7–9 from 3% (2021) to 6%			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams

VHAP, MYLNS (Year 10) and TLI Program.	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$50,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Primary Numeracy coaches	<input checked="" type="checkbox"/> Numeracy Leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$30,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Secondary Numeracy LS	<input checked="" type="checkbox"/> Numeracy Leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$15,000.00 <input checked="" type="checkbox"/> Equity funding will be used

				<input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
KIS 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	<ul style="list-style-type: none"> - Resource and implement with fidelity the Mental Health Fund, using a tiered-response model. - Invest in Wellbeing staff/expertise to build learner capacity (students and staff). 			
Outcomes	Streamlined and targeted professional development, drawing from a tiered response model. <ul style="list-style-type: none"> - Universal PD for all staff conducted by the Student Wellbeing and Engagement team - Targeted PD for College Leadership team to drive wellbeing programs across the College. - Individual PD for select staff to build individual capacity in specific areas/programs. 			
Success Indicators	<ul style="list-style-type: none"> - AtoSS - Students in Years 4–6 for Sense of connectedness from 75% (2022) to 76% - AtoSS - Students in Years 7–9 for Sense of connectedness from 46% (2022) to 48% 			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Social Worker- Secondary (1.5 days) Education Support 1.3	<input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$30,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used

				<input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Wellbeing Strategy: 2 x Allied Youth Workers ES 1.3 (Primary/Secondary)	<input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$40,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Leading Teacher allocation (Primary/Secondary) for Wellbeing and Engagement	<input checked="" type="checkbox"/> Leading Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$70,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

Respectful Relationships Program	<input checked="" type="checkbox"/> Respectful Relationships Implementation Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Goal 2	Optimise the learning growth for all students.			
12 Month Target 2.1	Increase the percentage of students achieving above NAPLAN Benchmark Growth in: - Numeracy Years 3–5 from 16% (2021) to 18% - Numeracy Years 5–7 from 14% (2021) to 16% - Numeracy Years 7–9 from 3% (2021) to 6%			
12 Month Target 2.2	Increase the VCE: - Median study score from 23 (2022) to 24 - Percentage of English study scores at or above 30 from 18% (2022) to 20%			
12 Month Target 2.3	On Track Data to show: - 90% of students leaving the College to be engaged in employment or further education and training.			
12 Month Target 2.4	Increase the percentage of staff positive endorsement on the SSS for: - Academic emphasis from 44% (2021) to 48% - Use data to inform curriculum planning from 62% (2021) to 64% - Plan differentiated learning activities from 43% (2021) to 45% - Use pedagogical model from 48% (2021) to 50%			

12 Month Target 2.5	Increase the percentage of positive endorsement on the AToSS for: <ul style="list-style-type: none"> - Students in Years 4–12 for Stimulating learning from 60% (2022) to 62% - Students in Years 4–12 for Differentiated learning challenge from 68% (2022) to 70% - Students in Years 4–12 for Effective teaching time from 70% (2022) to 72% 			
KIS 2.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Build a culture of high expectations for learning with all staff, students and parents/carers.			
Actions	<ul style="list-style-type: none"> - Resource and implement with fidelity policies and procedures across the College to support high expectations. - Begin the process of data gathering through Learning/Observation walks undertaken by a range of stakeholders such as leadership and students. This will be achieved through initial professional development (Observing to Learn). Learning area leaders to work on reviewing past observation protocols in order to strengthen and embed the process. - Leadership led reflection meetings with focus groups on a semester basis (students, staff and parent/carers). - Secondary reporting provides parents/carers and students with timely, relevant and measurable results and areas for improvement. Markbook used to publish CAT results to parents/carers and students including raw score, percentage out of 100 and commentary. Semester reports to include a summary of student performance per subject undertaken. 			
Outcomes	<ul style="list-style-type: none"> - Development of homework policy, continuous assessment policy, progression policy and induction for new staff with relevant documents. - Parents/carers and students will have a clear understanding of how their learning is progressing through the reporting process. 			
Success Indicators	<ul style="list-style-type: none"> - SSS - Academic emphasis from 44% (2021) to 48% - Evidence collected through focus groups - Secondary reporting provides parents/carers and students with timely, relevant and measurable results and areas for improvement including total marks per assessment task, percentage mark out of 100 and commentary. 			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Leading Teacher allocation (Primary/Secondary) for Teaching and Learning	☑ Leading Teacher(s)	☑ PLP Priority	from: Term 1	\$70,000.00

			to: Term 4	<input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
VHAP coordinators	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$19,175.00 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
KIS 2.b Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Strengthen teacher data literacy.			

Actions	<ul style="list-style-type: none"> - Resource and implement with fidelity the PLC model, with a focus on teacher data literacy. - Continue to build staff capacity to use a wide range of assessment gathering and analysis tools. - Learning Coaches using SPA effectively to aid in goal setting with students. - Invest in PLC Leaders, in conjunction with NEMA PLC Managers to build learner capacity (staff). 			
Outcomes	<ul style="list-style-type: none"> - Embedded, effective and consistent PLC practices across the College. - Student goal setting documents are reflective of areas for improvement as evidenced by available data. 			
Success Indicators	<ul style="list-style-type: none"> - Each staff member to have participated in at least 2 PLC cycles - SSS - Use data to inform curriculum planning from 62% (2021) to 64% - SSS - Plan differentiated learning activities from 43% (2021) to 45% - Student goal setting documents contain relevant SMART goals that can be linked to improvements in learning outcomes. 			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
NEMA PLC Leadership / Curriculum Day Costs and Facility.	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
PLC Coordinators	<input checked="" type="checkbox"/> PLC Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$6,000.00 <input checked="" type="checkbox"/> Equity funding will be used

				<input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
KIS 2.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Embed consistent teaching and learning instructional practices.			
Actions	<ul style="list-style-type: none"> - Resource and implement with fidelity the Workshop Instructional model, with a focus on data informed practice. - Begin the process of data gathering through Learning/Observation walks undertaken by a range of stakeholders such as leadership and students. This will be achieved through initial professional development (Observing to Learn). Learning area leaders to work on reviewing past observation protocols in order to strengthen and embed the process. 			
Outcomes	<ul style="list-style-type: none"> - Embedded, effective and consistent Workshop Model used across the College. - Learning/Observation walks become a regular part of data gathering at The Lakes. - Establishment of feedback focus groups. 			
Success Indicators	<ul style="list-style-type: none"> - SSS - Use pedagogical model from 48% (2022) to 50% - Minimum of two Learning/Observation walks in Semester 2 with a focus on an aspect of the Workshop Instructional Model. 			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Implementation of the PLC model across the College	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> PLC Leaders	<input type="checkbox"/> PLP Priority	from: Term 1	\$5,000.00

			to: Term 4	<input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
KIS 2.d The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Strengthen senior secondary provision.			
Actions	<ul style="list-style-type: none"> - Resource and implement with fidelity a viable Senior Secondary Program. - A focus on retaining year 9 students for their senior years by organising subject selection as early as possible, enticing students to develop pathway plans with tasters and enhancement studies in VET and VCE. - Undertake staff feedback sessions to position the Senior Program on a range of VCE Continuaa. - Encourage PD for VCE staff including 'Meet the Examiners' and 'SAC writing' sessions - Staff analysis of data using VASS (VCE Data Service and School Statistics) 			
Outcomes	<ul style="list-style-type: none"> - Development of resources and facilities specific to the needs of Senior Secondary Provision. - Professional Development for staff new to VCE/VM/VPC. - Build professional connections with senior school providers in the Whittlesea region. - Identify areas for improvement in Teaching and Learning in the Senior school 			
Success Indicators	<ul style="list-style-type: none"> - 90% of students leaving the college to be engaged in employment or further education and training. - Increase the VCE Median study score from 23 (2022) to 24 - Percentage of English study scores at or above 30 from 18% (2022) to 20% - Staff feedback sessions undertaken across Semester 2 2023 involving all senior school teachers. 			

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Learning Specialist -Senior School Provision.	<input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$25,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Jobs, Skills & Pathways Coordination.	<input checked="" type="checkbox"/> Careers Leader/Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$37,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Student Engagement & Support: Elevate Education Senior Years Program and Teacher PD.	<input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$6,000.00

			to: Term 2	<input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Goal 3	Optimise student wellbeing.			
12 Month Target 3.1	Increase the percentage of staff positive endorsement on the SSS for: - Promote student ownership of learning from 52% (2021) to 54% - Collective efficacy from 50% (2021) to 51%			
12 Month Target 3.2	Increase the percentage of student positive endorsement on the AToSS for: - Students in Years 4–6 for Sense of connectedness from 75% (2022) to 76% - Students in Years 4–6 for Student voice and agency from 74% in (2022) to 75% - Students in Years 7–9 for Sense of connectedness from 46% (2022) to 48% - Students in Years 7–9 for Student voice and agency from 41% (2022) to 43% - Students in Years 10–12 for Student voice and agency from 50% (2022) to 53% - Students in Years 7–9 for Effort from 69% (2022) to 71%			
12 Month Target 3.3	Decrease student absence for: - F–6 students from 25.4 days average per student (2021) to 24 days. - F–6 students with 20 or more absences days from 28% (2021) to 27% - Years 7–12 students from 15.6 days average per student (2021) to 14 days per student. - Years 7–12 students with 20 or more absences days from 24% (2021) to 23%			
KIS 3.a Activation of student voice and agency, including in leadership and learning, to strengthen	Develop and embed a whole–school approach to learner agency.			

students' participation and engagement in school				
Actions	<ul style="list-style-type: none"> - Resource and implement with fidelity Individual Education Plans. - Invest in internal and external professionals to build learner capacity (staff) around the role of a learning coach. 			
Outcomes	<ul style="list-style-type: none"> - Each student to have SMART Student Learning Goals developed in collaboration with Learner Coaches. These will be reviewed in 5 week sprints throughout the year. - Learning Coaches engaging in deeper learning conversations with students to inform goal setting. 			
Success Indicators	<ul style="list-style-type: none"> - AToSS - Students in Years 4–6 for Student voice and agency from 74% in (2021) to 75% - AToSS - Students in Years 7–9 for Student voice and agency from 41% (2021) to 43% - Documented Student Learning Goals for each student in Sentral 			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Teaching & Learning: Professional learning contract through Ed Partnerships on developing IEPs through the analysis of student data.	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$6,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
KIS 3.b Responsive, tiered and contextualised approaches and	Strengthen staff capacity to respond to the learning and wellbeing needs of all students.			

strong relationships to support student learning, wellbeing and inclusion				
Actions	<ul style="list-style-type: none"> - Resource and implement with fidelity the Mental Health Fund, using a tiered-response model. - Invest in Wellbeing staff/expertise to build learner capacity (students and staff). 			
Outcomes	<p>Streamlined and targeted professional development, drawing from a tiered response model.</p> <ul style="list-style-type: none"> - Universal PD for all staff conducted by the Student Wellbeing and Engagement team - Targeted PD for College Leadership team to drive wellbeing programs across the College. - Individual PD for select staff to build individual capacity in specific areas/programs. 			
Success Indicators	<ul style="list-style-type: none"> - AToSS - Students in Years 4–6 for Sense of connectedness from 75% (2022) to 76% - AToSS - Students in Years 7–9 for Sense of connectedness from 46% (2022) to 48% 			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Wellbeing Strategy: Allied Health ES Staff (Primary/Secondary)	<input checked="" type="checkbox"/> Allied Health	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$57,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
ASD "I imagine" PD	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1	\$3,600.00

			to: Term 2	<input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Reach school workshops	<input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$4,300.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Child and Adolescent Mental Health Conference	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Wellbeing Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$6,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used

				<input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
EDUTECH Conference	<input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Information Technology Leader/Team <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 3	\$3,541.00 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Goal 4	Optimise community partnerships.			
12 Month Target 4.1	Increase the percentage of staff positive endorsement on the SSS for: - Staff trust in students and parents from 51% (2021) to 53% - Staff feeling positive about the school culture from 55% (2021) to 59%			
12 Month Target 4.2	Increase the percentage of student positive endorsement on the AToSS for: - Years 4–12 students for Sense of connectedness from 57% (2022) to 59% - Year 7–12 for Community connections from 44% (2022) to 48%			
12 Month Target 4.3	Increase on the POS: - Parent overall general satisfaction from 65% (2021) to 68% - Participation rates from 9% (2022) to 20%			
KIS 4.a	Strengthen community partnerships in both learning and wellbeing			

<p>Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>				
<p>Actions</p>	<ul style="list-style-type: none"> - Build 'The Lakes' brand/reputation with current families, feeder kindergartens, pre-schools and Primary schools to increase exposure and enrolments. - Implementation of DE attendance and absence policies, supported through the employment of attendance officers within the College. 			
<p>Outcomes</p>	<p>Increased parent/carer engagement and participation across the College operations. Decreased student unexplained attendance across the College.</p>			
<p>Success Indicators</p>	<ul style="list-style-type: none"> - POS - Parent overall general satisfaction from 65% (2021) to 68% - Participation rates in POS from 9% (2022) to 20% - 10% increased enrolments at kinder and Year 7 - 10% increased retention of students at key transition points, including Years 9-10 - F-6 students from 25.4 days average per student (2021) to 24 days. - F-6 students with 20 or more absences days from 28% (2021) to 27% - Years 7-12 students from 15.6 days average per student (2021) to 14 days per student. - Years 7-12 students with 20 or more absences days from 24% (2021) to 23% 			
<p>Activities and Milestones</p>	<p>People Responsible</p>	<p>Is this a PL Priority</p>	<p>When</p>	<p>Funding Streams</p>
<p>Social Disadvantage Allowance: 2 x ES Support Staff for administration and communications targeting attendance, punctuality and inclusion programs.</p>	<p><input checked="" type="checkbox"/> Education Support</p>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$42,000.00</p> <p><input checked="" type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input type="checkbox"/> Schools Mental Health Menu items</p>

				will be used which may include DET funded or free items
KIS 4.b The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Develop and embed a P–12 culture of learning			
Actions	<ul style="list-style-type: none"> - Invest in external expertise to support the learning journey of a P-12 College. - Develop an understanding and build empathy amongst all staff to the various learning stages, cycles, transition points and expertise required to have learning success in a P-12 College. 			
Outcomes	<ul style="list-style-type: none"> - Begin the learning journey of a P-12 College as a united group of staff. - Develop an understanding and build empathy of all staff to the various learning stages, cycles, transition points and expertise required to have learning success in a P-12 College - Create values congruency as per Strategic Plan (2022-2026) Goals – Learning, Teamwork, Leadership & Respect - Build and promote teamwork through collegiate efficacy and a commitment to the philosophy of 'learner agency.' - Promote actions to create a Positive School climate (as per FISO 2.0) with an emphasis on prioritising individual and collective staff wellbeing to enhance performance and create positive relationships with students and a positive classroom/school climate. 			
Success Indicators	<ul style="list-style-type: none"> - SSS - Staff feeling positive about the school culture from 55% (2022) to 59% - Active participation in the 3 x “positive climate for learning” sessions to be completed this year - Statement of Attestation: individual professional development plan focusing on personal growth aligned with P-12 priorities. 			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Positive Climate for Change/School Pride: Contract with Phillip Whelan Stride Ltd to deliver PD.	<input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 2	\$5,500.00

			to: Term 4	<input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
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Funding Planner

Summary of Budget and Allocated Funding

Summary of Budget	School's total funding (\$)	Funding Allocated in activities (\$)	Still available/shortfall
Equity Funding	\$310,479.13	\$310,439.00	\$40.13
Disability Inclusion Tier 2 Funding	\$0.00	\$0.00	\$0.00
Schools Mental Health Fund and Menu	\$78,860.71	\$78,899.00	-\$38.29
Total	\$389,339.84	\$389,338.00	\$1.84

Activities and Milestones – Total Budget

Activities and Milestones	Budget
VHAP, MYLNS (Year 10) and TLI Program.	\$50,000.00
Primary Numeracy coaches	\$30,000.00
Secondary Numeracy LS	\$15,000.00
Social Worker- Secondary (1.5 days) Education Support 1.3	\$30,000.00
Wellbeing Strategy: 2 x Allied Youth Workers ES 1.3 (Primary/Secondary)	\$40,000.00
Leading Teacher allocation (Primary/Secondary) for Wellbeing and Engagement	\$70,000.00
Respectful Relationships Program	\$5,000.00
Leading Teacher allocation (Primary/Secondary) for Teaching and Learning	\$70,000.00
VHAP coordinators	\$19,175.00

NEMA PLC Leadership / Curriculum Day Costs and Facility.	\$5,000.00
PLC Coordinators	\$6,000.00
Learning Specialist -Senior School Provision.	\$25,000.00
Jobs, Skills & Pathways Coordination.	\$37,000.00
Student Engagement & Support: Elevate Education Senior Years Program and Teacher PD.	\$6,000.00
Teaching & Learning: Professional learning contract through Ed Partnerships on developing IEPs through the analysis of student data.	\$6,000.00
Wellbeing Strategy: Allied Health ES Staff (Primary/Secondary)	\$57,000.00
ASD "I imagine" PD	\$3,600.00
Reach school workshops	\$4,300.00
Child and Adolescent Mental Health Conference	\$6,000.00
EDUTECH Conference	\$3,541.00
Social Disadvantage Allowance: 2 x ES Support Staff for administration and communications targeting attendance, punctuality and inclusion programs.	\$42,000.00
Positive Climate for Change/School Pride: Contract with Phillip Whelan Stride Ltd to deliver PD.	\$5,500.00
Totals	\$536,116.00

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
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VHAP, MYLNS (Year 10) and TLI Program.	from: Term 1 to: Term 4	\$40,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources
Primary Numeracy coaches	from: Term 1 to: Term 4	\$25,000.00	<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)
Secondary Numeracy LS	from: Term 1 to: Term 4	\$14,900.00	<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)
Wellbeing Strategy: 2 x Allied Youth Workers ES 1.3 (Primary/Secondary)	from: Term 1 to: Term 4	\$40,000.00	<input checked="" type="checkbox"/> School-based staffing
Leading Teacher allocation (Primary/Secondary) for Wellbeing and Engagement	from: Term 1 to: Term 4	\$50,000.00	<input checked="" type="checkbox"/> School-based staffing
Respectful Relationships Program	from: Term 1 to: Term 4	\$5,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
Leading Teacher allocation (Primary/Secondary) for Teaching and Learning	from: Term 1 to: Term 4	\$40,000.00	<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)
VHAP coordinators	from: Term 1		

	to: Term 4		
NEMA PLC Leadership / Curriculum Day Costs and Facility.	from: Term 1 to: Term 3	\$7,100.00	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
PLC Coordinators	from: Term 1 to: Term 4	\$6,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources
Learning Specialist -Senior School Provision.	from: Term 1 to: Term 4	\$20,000.00	<input checked="" type="checkbox"/> School-based staffing
Jobs, Skills & Pathways Coordination.	from: Term 1 to: Term 4	\$16,439.00	<input checked="" type="checkbox"/> School-based staffing
Student Engagement & Support: Elevate Education Senior Years Program and Teacher PD.	from: Term 1 to: Term 2	\$6,000.00	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
Teaching & Learning: Professional learning contract through Ed Partnerships on developing IEPs through the analysis of student data.	from: Term 1 to: Term 4	\$6,000.00	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
EDUTECH Conference	from: Term 3 to: Term 3	\$3,500.00	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)

Social Disadvantage Allowance: 2 x ES Support Staff for administration and communications targeting attendance, punctuality and inclusion programs.	from: Term 1 to: Term 4	\$25,000.00	<input checked="" type="checkbox"/> School-based staffing
Positive Climate for Change/School Pride: Contract with Phillip Whelan Stride Ltd to deliver PD.	from: Term 2 to: Term 4	\$5,500.00	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
Totals		\$310,439.00	

Activities and Milestones - Disability Inclusion Funding

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

Activities and Milestones - Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated (\$)	Category
Social Worker- Secondary (1.5 days) Education Support 1.3	from: Term 1 to: Term 4	\$7,999.00	<input checked="" type="checkbox"/> Employ allied health professional to provide Tier 1 tailored support for students
Wellbeing Strategy: Allied Health ES Staff (Primary/Secondary)	from: Term 1 to: Term 4	\$57,000.00	

ASD "I imagine" PD	from: Term 1 to: Term 2	\$3,600.00	
Reach school workshops	from: Term 1 to: Term 1	\$4,300.00	<input checked="" type="checkbox"/> Reach school workshops (Reach Foundation)
Child and Adolescent Mental Health Conference	from: Term 1 to: Term 1	\$6,000.00	
Totals		\$78,899.00	

Additional Funding Planner – Total Budget

Activities and Milestones	Budget
Totals	\$0.00

Additional Funding Planner – Equity Funding

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

Additional Funding Planner – Disability Inclusion Funding

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

Additional Funding Planner – Schools Mental Health Fund and Menu

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

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Primary Numeracy coaches	<input checked="" type="checkbox"/> Numeracy Leader	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Primary Mathematics and Science specialists	<input checked="" type="checkbox"/> On-site
Secondary Numeracy LS	<input checked="" type="checkbox"/> Numeracy Leader	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"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> VCAA Curriculum Specialist <input checked="" type="checkbox"/> Subject association <input checked="" type="checkbox"/> Academy program/course <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> On-site
Leading Teacher allocation (Primary/Secondary) for Wellbeing and Engagement	<input checked="" type="checkbox"/> Leading Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Individualised Reflection <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Lookout Centre/Designated Teacher	<input checked="" type="checkbox"/> On-site
Leading Teacher allocation (Primary/Secondary) for Teaching and Learning	<input checked="" type="checkbox"/> Leading Teacher(s)	from: Term 1	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Professional Practice Day	<input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site

		to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning	
NEMA PLC Leadership / Curriculum Day Costs and Facility.	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s)	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative	<input checked="" type="checkbox"/> Off-site AEU
PLC Coordinators	<input checked="" type="checkbox"/> PLC Leaders	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Departmental resources PLC Coaches	<input checked="" type="checkbox"/> On-site
Learning Specialist -Senior School Provision.	<input checked="" type="checkbox"/> Learning Specialist(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"/> Network Professional Learning <input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> School improvement partnerships	<input checked="" type="checkbox"/> On-site
Jobs, Skills & Pathways Coordination.	<input checked="" type="checkbox"/> Careers Leader/Team	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"/> Timetabled Planning Day	<input checked="" type="checkbox"/> School improvement partnerships	<input checked="" type="checkbox"/> On-site

Student Engagement & Support: Elevate Education Senior Years Program and Teacher PD.	<input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Individualised Reflection <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> School improvement partnerships	<input checked="" type="checkbox"/> On-site
Teaching & Learning: Professional learning contract through Ed Partnerships on developing IEPs through the analysis of student data.	<input checked="" type="checkbox"/> Curriculum Co-ordinator (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"/> External consultants Ed partnerships	<input checked="" type="checkbox"/> On-site
Wellbeing Strategy: Allied Health ES Staff (Primary/Secondary)	<input checked="" type="checkbox"/> Allied Health	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Network Professional Learning	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resources SSS	<input checked="" type="checkbox"/> On-site
Child and Adolescent Mental Health Conference	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Regional Leadership Conferences	<input checked="" type="checkbox"/> External consultants Child and Adolescent Mental Health Conference	<input checked="" type="checkbox"/> Off-site Royal Pines Resort Gold Coast
Social Disadvantage Allowance: 2 x ES Support Staff for administration and communications targeting attendance, punctuality and inclusion programs.	<input checked="" type="checkbox"/> Education Support	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Network Professional Learning <input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Positive Climate for Change/School Pride: Contract with Phillip Whelan Stride Ltd to deliver PD.	<input checked="" type="checkbox"/> Principal	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> Off-site Phillip Whelan -

				<input checked="" type="checkbox"/> Professional Practice Day		Stride Limited
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