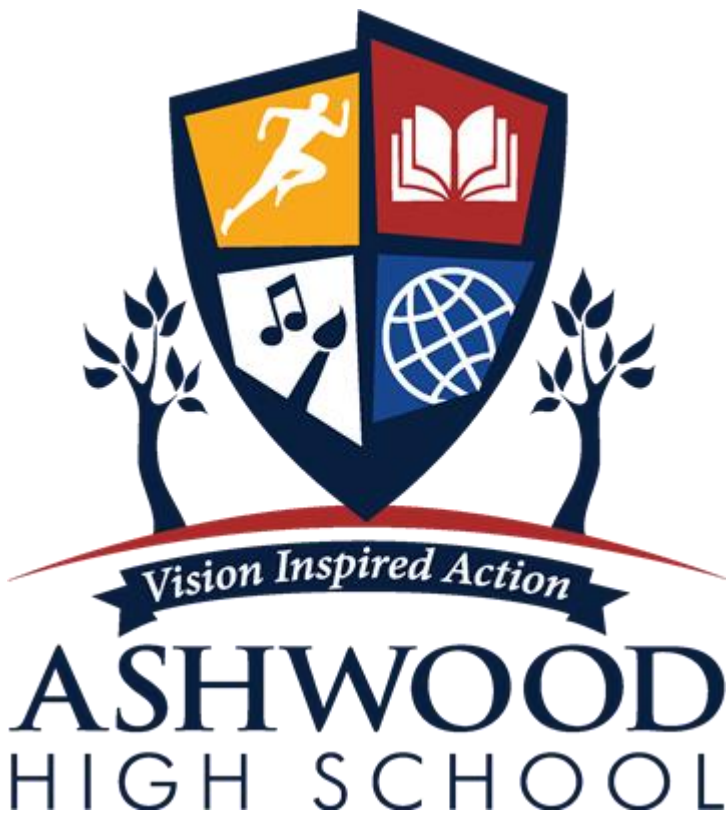


2023 Annual Implementation Plan

for improving student outcomes

Ashwood High School (8743)



Submitted for review by Brett Moore (School Principal) on 10 November, 2022 at 03:29 PM
Endorsed by Eva McMaster (Senior Education Improvement Leader) on 10 November, 2022 at 04:15 PM
Endorsed by Nicola Dear (School Council President) on 13 November, 2022 at 08:16 PM

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	Embedding
	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.	Evolving
	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	Excelling
	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	<p>The School excels in the area of Leadership. School leadership has used proven educational theory and research data, combined with a collaborative leadership approach, to transform an underperforming school into a high-performing learning community. The transformation of Ashwood High School has resulted from the school leadership's focus on:</p> <ul style="list-style-type: none"> • evidenced-based practice and an ability to develop and implement clear, evidenced-informed improvement plans, policies, and initiatives • a clear moral purpose centred on curiosity that drives innovation, change, and delivers high quality educational outcomes for all students
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	<ul style="list-style-type: none"> developing and communicating a school improvement narrative that makes a compelling case for change. <p>Across all Learning Areas, our teachers deliver engaging lessons using evidence-based explicit curriculum. Our teachers are committed to building practice excellence through curriculum planning, testing, research, and review. The school-wide teaching and learning model, PIVOT (Planning, Implementation, Voice, Optimise, Transform) was developed by an action research team of teachers, informed by current best practice, evidence, and research. PIVOT strengthens the capacity of teachers and students to build positive relationships and work together on protocols to ensure effective and individualised teaching and learning. PIVOT reflects the school's agreed principles on teaching and learning including the use of learning intentions and success criteria in every classroom.</p> <p>In 2023, the school will continue to strengthen its assessment practices to support staff's differentiated and rigorous pedagogical practices and enhance opportunities for feedback - to student and teacher. The school will also continue to streamline communication systems and digital access to key documentation for all members of the school community - students, staff and parents/families.</p>
Considerations for 2023	<p>PIVOT Unit Plans will be the area of focus for Communities of Practice. Teachers will work in Teaching Teams to evaluate the quality of unit plans completed to date, a consistent template, and analyse the alignment of the unit plan with the PIVOT lesson plans, curriculum links, and Learning Intentions and Success Criteria. Common Assessment Tasks will be reviewed to ensure suitability of the assessment, including their rigour. Learning Areas will evaluate the quality of their rubrics, and be professionally developed to construct developmental rubrics. This will support the move to continuous reporting in 2024 as well as improve the quality of learning feedback.</p> <p>The school will work with Middle Level Leaders to professionally develop and empower Position of Responsibility Holders (e.g., Learning Area Coordinators) to facilitate collaboration amongst their teacher teams. Peer Observations and Learning Walks will be fully implemented in 2023, with Continua of Practice used to support teachers to give and receive feedback to improve teacher practice and enhance collaboration in the following two areas: Setting Goals (HITS 1) and Structuring Lessons (HITS 2).</p> <p>The Tutor and Form Group Curricula will be analysed, based on evidence, and further refinements will be implemented to support students' holistic development.</p> <p>The delegation of key priorities and documentation of procedure and process will also be the focus in 2023 in Leading Teacher Portfolios. Assistant Principals will work with their reports of Leading Teachers to document their work into policy and handbooks. This will assist the progression of sustainable practices for the future planning of the school.</p>
Documents that support this plan	

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	To maximise achievement for all students
Target 2.1	To increase mean VCE score from 33 (2021) to 34 (2026)
Target 2.2	To increase the percentage of VCE scores above 40 from 10% (2021) to 12% (2026)
Target 2.3	To increase VCE completion rate from 98% (2021) to 100% (2026)
Target 2.4	To increase the percentage of Year 9 students with above Benchmark NAPLAN growth in:

	<ul style="list-style-type: none"> • Reading from 26% (2021) to 30% (2026) • Writing from 19% (2021) to 25% (2026) • Numeracy from 17% (2021) to 25% (2026)
Target 2.5	<p>To increase the percentage of Year 9 students in the top 2 NAPLAN bands:</p> <ul style="list-style-type: none"> • Numeracy from 39% (2022) to 41% (2026) • Writing from 16% (2022) to 25% (2026) • Reading from 34% (2022) to 36% (2026)
Target 2.6	<p>To increase the percentage of positive responses in the School Staff Survey factors:</p> <ul style="list-style-type: none"> • <i>Teacher collaboration</i> from 51% (2021) to 70% (2026) • <i>Instructional leadership</i> from 57% (2021) to 70% (2026) • <i>Intellectual stimulation</i> from 53% (2021) to 65% (2026)
Key Improvement Strategy 2.a Documented teaching and learning program based on the Victorian Curriculum	Implement and embed the consistent use of an instructional model

<p>and senior secondary pathways, incorporating extra-curricula programs</p>	
<p>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</p>	<p>Build collective teacher and student capacity to give and receive feedback to improve student learning growth</p>
<p>Key Improvement Strategy 2.c 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 culture of teacher collaboration</p>
<p>Goal 3</p>	<p>To enhance student voice and agency in their learning</p>
<p>Target 3.1</p>	<p>To increase the percentage positive response on the AtoSS factors:</p> <p><i>Differentiated learning challenge</i></p> <ul style="list-style-type: none"> • Year 7-9 from 68% (2022) to 75% (2026) • Year 10-12 from 72% (2022) to 75% (2026) <p><i>Stimulated learning</i></p> <ul style="list-style-type: none"> • Year 7-9 from 63% (2022) to 75% (2026) • Year 10-12 from 74% (2022) to 78% (2026) <p><i>Student voice and agency</i></p> <ul style="list-style-type: none"> • Year 7-9 from 48% (2022) to 65% (2026)

	<ul style="list-style-type: none"> • Year 10-12 from 60% (2022) to 70% (2026) <p><i>Effort</i></p> <ul style="list-style-type: none"> • Year 7-9 from 75% (2022) to 85% (2026) • Year 10-12 from 78% (2022) to 80% (2026)
Target 3.2	To reduce the percentage of students with >20 days absence from 22% (2021) to 15% (2026)
Target 3.3	To increase the percentage of positive responses on the School Staff Survey factors: <ul style="list-style-type: none"> • <i>Promoting student ownership of their learning goals</i> from 67% (2021) to 75% (2026) • <i>Supporting growth and learning of the whole child</i> from 70% (2021) to 75% (2026)
Target 3.4	To increase the percentage of positive responses in the Parent Opinion Survey factor <i>Student voice and agency</i> from 83% (2021) to 90% (2026)
Key Improvement Strategy 3.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Develop and embed school community knowledge around student voice and agency
Key Improvement Strategy 3.b	Develop student capacity to monitor their own learning

Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	
Key Improvement Strategy 3.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Develop and implement practices to promote student metacognition and high order thinking
Key Improvement Strategy 3.d Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Develop school-based processes for collecting student opinion data
Goal 4	To improve student wellbeing and holistic learning growth for all students
Target 4.1	To increase real retention from 27.1% (2021) to 50% (2026)
Target 4.2	To increase the percentage of positive responses to the AtoSS factors: <i>Sense of connectedness</i> <ul style="list-style-type: none"> • Year 7-9 from 57% (2022) to 65% (2026) • Year 10-12 from 61% (2022) to 65% (2026) <i>Advocate at school</i> <ul style="list-style-type: none"> • Year 7-9 from 71% (2022) to 80% (2026)

	<ul style="list-style-type: none"> • Year 10-12 from 73% (2022) to 80% (2026) <p><i>Perseverance</i></p> <ul style="list-style-type: none"> • Year 7-9 from 61% (2022) to 70% (2026) • Year 10-12 from 69% (2022) to 75% (2026) <p><i>Respect for diversity</i></p> <ul style="list-style-type: none"> • Year 7-9 from 55% (2022) to 70% (2026) • Year 10-12 from 63% (2022) to 75% (2026) <p><i>Teacher concern</i></p> <ul style="list-style-type: none"> • Year 7-9 from 33% (2022) to 55% (2026) • Year 10-12 from 53% (2022) to 60% (2026)
Target 4.3	<p>To increase the percentage positive response on the Parent Opinion Survey factors:</p> <ul style="list-style-type: none"> • <i>Student motivation & support</i> from 82% (2021) to 90% (2026) • <i>My child enjoys the learning they do at school</i> from 85% (2021) to 90% (2026)
<p>Key Improvement Strategy 4.a Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	<p>Develop staff capacity and knowledge in relation to student wellbeing and inclusion</p>
<p>Key Improvement Strategy 4.b</p>	<p>Develop a whole school approach to student wellbeing</p>

<p>Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	
<p>Key Improvement Strategy 4.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	<p>Enhance student learning dispositions</p>
<p>Key Improvement Strategy 4.d Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	<p>Increase opportunities for participation for all students</p>

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</p> <p>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>	<p>Yes</p>	<p>Support for the 2023 Priorities</p>	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>0.1 Using various data points including NAPLAN, PAT and OnDemand, assess, identify, and continue to work with those students who need additional support in numeracy and literacy to regain and enhance their learning outcomes. The Intensive English and Intensive Maths (MYLNS) and DAL will form part of this strategy along with the use of the Learning Mentor (Tutor) Program.</p> <p>0.2 Monitor student learning growth through the use of NAPLAN, PAT, OnDemand, and reporting data, to support students to regain their expected level of engagement and academic achievement.</p> <p>0.3 To support teachers to enhance their capacity to plan differentiated learning for every student. This will be facilitated via Communities of Practice (COPs) - with the 2023 focus on the evaluation of Unit Planning (including differentiation and assessments) for all levels of learners.</p> <p>0.4 Reduce absenteeism through a comprehensive approach - including support from Coordinators and the Wellbeing Team - to hold Student</p>

			<p>Support Group meetings and devise Individual Education Plans (IEPs) and Attendance Support Plans to be reviewed on a semesterly basis.</p> <p>0.5 Tiered supports will be strategised via the School Psychologist and Mental Health Practitioner and enacted by Tutor Groups/Form Groups/1:1 supports for Year 12 students/Wellbeing Team to improve student engagement and support student wellbeing.</p> <p>0.6 Continue to build and grow opportunities for co-curricular engagement of students - to enable each student to feel connected to school and experience belonging and success.</p>
To maximise achievement for all students	Yes	To increase mean VCE score from 33 (2021) to 34 (2026)	<p>1.1 Maintain the school VCE mean study score to at least 31 (33 in 2021*).</p> <p>1.2 Maintain the school VCE English study score to at least 30 (33.17 in 2021*).</p> <p>*2022 data not yet available.</p>
		To increase the percentage of VCE scores above 40 from 10% (2021) to 12% (2026)	<p>1.3 Maintain the percentage of VCE English study scores of 37 or more at 25% (25% in 2021).</p> <p>*2022 data not yet available</p>
		To increase VCE completion rate from 98% (2021) to 100% (2026)	<p>1.4 Maintain successful VCE completion at 100% (100% in 2021)</p> <p>1.5 Obtain successful VCAL (VCE VM) completion at 100% (81% in 2021)</p> <p>*2022 data not yet available</p>

		<p>To increase the percentage of Year 9 students with above Benchmark NAPLAN growth in:</p> <ul style="list-style-type: none"> • Reading from 26% (2021) to 30% (2026) • Writing from 19% (2021) to 25% (2026) • Numeracy from 17% (2021) to 25% (2026) 	<p>1.6 Increase the proportion of Year 9 student results with above Benchmark NAPLAN growth to:</p> <ul style="list-style-type: none"> - Reading—27% (26% in 2021) - Writing—21% (19% in 2021) - Numeracy - 19% (17% in 2021) <p>*2022 data not yet available</p>
		<p>To increase the percentage of Year 9 students in the top 2 NAPLAN bands:</p> <ul style="list-style-type: none"> • Numeracy from 39% (2022) to 41% (2026) • Writing from 16% (2022) to 25% (2026) • Reading from 34% (2022) to 36% (2026) 	<p>1.7 Increase/Maintain the proportion of Year 9 student results in the top 2 NAPLAN to:</p> <ul style="list-style-type: none"> - Numeracy - 39% (39% in 2022) - Writing—18% (16% in 2022) - Reading—34% (34% in 2022) <p>1.8 Deploy resources to work with English Learning Area to make improvements in student writing</p> <p>1.9 Enhance Literacy strategies across all subjects</p>
		<p>To increase the percentage of positive responses in the School Staff Survey factors:</p> <ul style="list-style-type: none"> • <i>Teacher collaboration</i> from 51% (2021) to 70% (2026) • <i>Instructional leadership</i> from 57% (2021) to 70% (2026) • <i>Intellectual stimulation</i> from 53% (2021) to 65% (2026) 	<p>1.10 To increase the percentage of positive responses in the School Staff Survey factors:</p> <ul style="list-style-type: none"> - Teacher collaboration to 54% (51% in 2021*) - Instructional leadership to 60% (57% in 2021*) - Intellectual stimulation to 56% (53% in 2021*) <p>*2022 data not yet available</p>

			<p>1.11 Support Leadership Team, Learning Area Coordinators and House/Year Level Coordinators in their middle level leadership through the provision of targeted PL</p> <p>1.12 Elicit discussions within teams regarding collaboration vs. cooperation vs delegation - and make agreed actions that support teams to work collaboratively</p> <p>1.13 Deploy resources to support the analysis and presentation of school data - and present at each meeting of the school's Leadership Team</p> <p>1.14 Make a PL Policy and Handbook that support's the school's main priorities - and a timeline to support the building of key knowledge and skills</p> <p>1.15 Undertake Leadership Team meetings to support a delegated model - providing the opportunity for each member to deliver PL and strategic planning to the Leadership Team as per individual leader's portfolio</p>
To enhance student voice and agency in their learning	Yes	<p>To increase the percentage positive response on the AtoSS factors:</p> <p><i>Differentiated learning challenge</i></p> <ul style="list-style-type: none"> • Year 7-9 from 68% (2022) to 75% (2026) • Year 10-12 from 72% (2022) to 75% (2026) 	<p>2.1 Increase the percentage positive response on the AtoSS factors:</p> <ul style="list-style-type: none"> - Differentiated learning challenge in Years 7-9 to 70% (68% in 2022) and Years 10-12 to 73% (72% in 2022) - Stimulated learning in Years 7-9 to 66% (63% in 2022) and Years 10-12 to 75% (74% in 2022)

		<p><i>Stimulated learning</i></p> <ul style="list-style-type: none"> • Year 7-9 from 63% (2022) to 75% (2026) • Year 10-12 from 74% (2022) to 78% (2026) <p><i>Student voice and agency</i></p> <ul style="list-style-type: none"> • Year 7-9 from 48% (2022) to 65% (2026) • Year 10-12 from 60% (2022) to 70% (2026) <p><i>Effort</i></p> <ul style="list-style-type: none"> • Year 7-9 from 75% (2022) to 85% (2026) • Year 10-12 from 78% (2022) to 80% (2026) 	<ul style="list-style-type: none"> - Student voice and agency in Years 7-9 to 52% (48% in 2022) and Years 10-12 to 63% (60% in 2022) - Effort in Years 7-9 to 78% (75% in 2022) and Years 10-12 to 79% (78% in 2022)
		<p>To reduce the percentage of students with >20 days absence from 22% (2021) to 15% (2026)</p>	<p>2.2 Reduce the percentage of students with >20 days absence to 19% (22% in 2021) *2022 data not yet available</p>
		<p>To increase the percentage of positive responses on the School Staff Survey factors:</p> <ul style="list-style-type: none"> • <i>Promoting student ownership of their learning goals</i> from 67% (2021) to 75% (2026) • <i>Supporting growth and learning of the whole child</i> from 70% (2021) to 75% (2026) 	<p>2.3 Increase the percentage of positive responses on the School Staff Survey in the following factors:</p> <ul style="list-style-type: none"> - Promoting student ownership of their learning goals to 70% (67% in 2021*) - Supporting growth and learning of the whole child to 72% (70% in 2021*) <p>*2022 data not yet available</p>

		To increase the percentage of positive responses in the Parent Opinion Survey factor <i>Student voice and agency</i> from 83% (2021) to 90% (2026)	2.4 Increase the percentage of positive responses in the Parent Opinion Survey Factor titled Student voice and agency to 85% (83% in 2021*) *2022 data not yet available
To improve student wellbeing and holistic learning growth for all students	Yes	To increase real retention from 27.1% (2021) to 50% (2026)	3.1 Increase real retention to 35% (27.1% in 2021*) 3.2 Continue to enhance opportunities for student pathways via Senior School reforms and the provision of greater choice at VCE - enabled by increased student numbers 3.3 Continue to build and grow the co-curricular program on offer at Ashwood High School. 2023 areas of focus include: sporting excellence and sustainability 3.4 Ensure individual pathway supports are in place for students in their Senior years of schooling *2022 data not yet available
		To increase the percentage of positive responses to the AtoSS factors: <i>Sense of connectedness</i> <ul style="list-style-type: none"> • Year 7-9 from 57% (2022) to 65% (2026) • Year 10-12 from 61% (2022) to 65% (2026) <i>Advocate at school</i>	3.5 Increase the percentage of positive responses to the AtoSS factors: - Sense of Connectedness in Years 7-9 to 60% (57% in 2022) and Years 10-12 to 63% (61% in 2022) - Advocate at School in Years 7-9

		<ul style="list-style-type: none"> • Year 7-9 from 71% (2022) to 80% (2026) • Year 10-12 from 73% (2022) to 80% (2026) <p><i>Perseverance</i></p> <ul style="list-style-type: none"> • Year 7-9 from 61% (2022) to 70% (2026) • Year 10-12 from 69% (2022) to 75% (2026) <p><i>Respect for diversity</i></p> <ul style="list-style-type: none"> • Year 7-9 from 55% (2022) to 70% (2026) • Year 10-12 from 63% (2022) to 75% (2026) <p><i>Teacher concern</i></p> <ul style="list-style-type: none"> • Year 7-9 from 33% (2022) to 55% (2026) • Year 10-12 from 53% (2022) to 60% (2026) 	<p>to 73% (71% in 2022) and Years 10-12 to 75% (73% in 2022)</p> <p>- Perseverance in Years 7-9 to 63% (61% in 2022) and Years 10-12 to 71% (69% in 2022)</p> <p>- Respect for diversity in Years 7-9 to 58% (55% in 2022) and Years 10-12 to 66% (63% in 2022)</p> <p>- Teacher concern in Years 7-9 to 58% (55% in 2022) and Years 10-12 to 56% (53% in 2022)</p> <p>3.6 Devise strategies to support staff with more consistent practices for positive behaviour management and restorative practice - including conveying expectations of uniform standards</p> <p>3.7 Make changes to Tutor/Form Groups to better empower Tutor Group Teachers as the 'significant other' of students in their Tutor/Form Group - see 3.8, 3.9, 3.10</p> <p>3.8 Create structural conditions to ensure Tutor Group teachers are also subject teachers for the majority of students in the Tutor Group</p> <p>3.9 Develop Tutor Group Handbook to detail the philosophy, objectives, and</p>
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			strategies of Tutor Group 3.10 Develop and implement PL for Tutor Group teachers
		<p>To increase the percentage positive response on the Parent Opinion Survey factors:</p> <ul style="list-style-type: none"> • <i>Student motivation & support</i> from 82% (2021) to 90% (2026) • <i>My child enjoys the learning they do at school</i> from 85% (2021) to 90% (2026) 	<p>3.11 Increase the percentage of positive responses on the Parent Opinion Survey to:</p> <ul style="list-style-type: none"> -Student motivation & support to 85% (82% in 2021*) - My child enjoys the learning they do at school to 87% (85% in 2021*) <p>*2022 data not yet available</p> <p>3.12 Enhance communication structures via Compass to better support parents to be involved in their child's secondary schooling with clear and coherent information about school processes and events</p>

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>
12 Month Target 1.1	<p>0.1 Using various data points including NAPLAN, PAT and OnDemand, assess, identify, and continue to work with those students who need additional support in numeracy and literacy to regain and enhance their learning outcomes. The Intensive English and Intensive Maths (MYLNS) and DAL will form part of this strategy along with the use of the Learning Mentor (Tutor) Program.</p> <p>0.2 Monitor student learning growth through the use of NAPLAN, PAT, OnDemand, and reporting data, to support students to regain their expected level of engagement and academic achievement.</p> <p>0.3 To support teachers to enhance their capacity to plan differentiated learning for every student. This will be facilitated via</p>

	<p>Communities of Practice (COPs) - with the 2023 focus on the evaluation of Unit Planning (including differentiation and assessments) for all levels of learners.</p> <p>0.4 Reduce absenteeism through a comprehensive approach - including support from Coordinators and the Wellbeing Team - to hold Student Support Group meetings and devise Individual Education Plans (IEPs) and Attendance Support Plans to be reviewed on a semesterly basis.</p> <p>0.5 Tiered supports will be strategised via the School Psychologist and Mental Health Practitioner and enacted by Tutor Groups/Form Groups/1:1 supports for Year 12 students/Wellbeing Team to improve student engagement and support student wellbeing.</p> <p>0.6 Continue to build and grow opportunities for co-curricular engagement of students - to enable each student to feel connected to school and experience belonging and success.</p>	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 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 2 Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2023.	
Goal 2	To maximise achievement for all students	
12 Month Target 2.1	<p>1.1 Maintain the school VCE mean study score to at least 31 (33 in 2021*).</p> <p>1.2 Maintain the school VCE English study score to at least 30 (33.17 in 2021*).</p> <p>*2022 data not yet available.</p>	

<p>12 Month Target 2.2</p>	<p>1.3 Maintain the percentage of VCE English study scores of 37 or more at 25% (25% in 2021). *2022 data not yet available</p>
<p>12 Month Target 2.3</p>	<p>1.4 Maintain successful VCE completion at 100% (100% in 2021) 1.5 Obtain successful VCAL (VCE VM) completion at 100% (81% in 2021) *2022 data not yet available</p>
<p>12 Month Target 2.4</p>	<p>1.6 Increase the proportion of Year 9 student results with above Benchmark NAPLAN growth to: <ul style="list-style-type: none"> - Reading—27% (26% in 2021) - Writing—21% (19% in 2021) - Numeracy - 19% (17% in 2021) *2022 data not yet available</p>
<p>12 Month Target 2.5</p>	<p>1.7 Increase/Maintain the proportion of Year 9 student results in the top 2 NAPLAN to: <ul style="list-style-type: none"> - Numeracy - 39% (39% in 2022) - Writing—18% (16% in 2022) - Reading—34% (34% in 2022) 1.8 Deploy resources to work with English Learning Area to make improvements in student writing 1.9 Enhance Literacy strategies across all subjects</p>
<p>12 Month Target 2.6</p>	<p>1.10 To increase the percentage of positive responses in the School Staff Survey factors: <ul style="list-style-type: none"> - Teacher collaboration to 54% (51% in 2021*) - Instructional leadership to 60% (57% in 2021*) - Intellectual stimulation to 56% (53% in 2021*) *2022 data not yet available 1.11 Support Leadership Team, Learning Area Coordinators and House/Year Level Coordinators in their middle level leadership through the provision of targeted PL 1.12 Elicit discussions within teams regarding collaboration vs. cooperation vs delegation - and make agreed actions that support teams to work collaboratively</p>

	<p>1.13 Deploy resources to support the analysis and presentation of school data - and present at each meeting of the school's Leadership Team</p> <p>1.14 Make a PL Policy and Handbook that support's the school's main priorities - and a timeline to support the building of key knowledge and skills</p> <p>1.15 Undertake Leadership Team meetings to support a delegated model - providing the opportunity for each member to deliver PL and strategic planning to the Leadership Team as per individual leader's portfolio</p>	
Key Improvement Strategies		Is this KIS selected for focus this year?
<p>KIS 1 Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	Implement and embed the consistent use of an instructional model	Yes
<p>KIS 2 Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities</p>	Build collective teacher and student capacity to give and receive feedback to improve student learning growth	No
<p>KIS 3 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>	Develop and embed a culture of teacher collaboration	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>The school will continue to support teachers to improve their pedagogical practice, and this is a continuation of the core work completed in 2022. Teachers will need to continue to work together to collaborate impactfully to support greater rigour of lesson planning and delivery - via the use of High Impact Teaching Strategies, including better use of differentiation and assessment to support student learning at all levels.</p>
<p>Goal 3</p>	<p>To enhance student voice and agency in their learning</p>
<p>12 Month Target 3.1</p>	<p>2.1 Increase the percentage positive response on the AtoSS factors:</p> <ul style="list-style-type: none"> - Differentiated learning challenge in Years 7-9 to 70% (68% in 2022) and Years 10-12 to 73% (72% in 2022) - Stimulated learning in Years 7-9 to 66% (63% in 2022) and Years 10-12 to 75% (74% in 2022) - Student voice and agency in Years 7-9 to 52% (48% in 2022) and Years 10-12 to 63% (60% in 2022) - Effort in Years 7-9 to 78% (75% in 2022) and Years 10-12 to 79% (78% in 2022)
<p>12 Month Target 3.2</p>	<p>2.2 Reduce the percentage of students with >20 days absence to 19% (22% in 2021) *2022 data not yet available</p>
<p>12 Month Target 3.3</p>	<p>2.3 Increase the percentage of positive responses on the School Staff Survey in the following factors:</p> <ul style="list-style-type: none"> - Promoting student ownership of their learning goals to 70% (67% in 2021*) - Supporting growth and learning of the whole child to 72% (70% in 2021*) <p>*2022 data not yet available</p>
<p>12 Month Target 3.4</p>	<p>2.4 Increase the percentage of positive responses in the Parent Opinion Survey Factor titled Student voice and agency to 85% (83% in 2021*) *2022 data not yet available</p>

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Develop and embed school community knowledge around student voice and agency	Yes
KIS 2 Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Develop student capacity to monitor their own learning	No
KIS 3 Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Develop and implement practices to promote student metacognition and high order thinking	No
KIS 4 Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Develop school-based processes for collecting student opinion data	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 school has employed a new Leading Teacher to the position of Director of Student Voice, Inclusion and Agency. The job of the person in this position is to evaluate how curriculum is experience by students in the classroom. This will be facilitated by capturing student learning data. The person in this role will also work to construct the learner side of the PIVOT Lesson Plan.	

Goal 4	To improve student wellbeing and holistic learning growth for all students
12 Month Target 4.1	<p>3.1 Increase real retention to 35% (27.1% in 2021*)</p> <p>3.2 Continue to enhance opportunities for student pathways via Senior School reforms and the provision of greater choice at VCE - enabled by increased student numbers</p> <p>3.3 Continue to build and grow the co-curricular program on offer at Ashwood High School. 2023 areas of focus include: sporting excellence and sustainability</p> <p>3.4 Ensure individual pathway supports are in place for students in their Senior years of schooling</p> <p>*2022 data not yet available</p>
12 Month Target 4.2	<p>3.5 Increase the percentage of positive responses to the AtoSS factors:</p> <ul style="list-style-type: none"> - Sense of Connectedness in Years 7-9 to 60% (57% in 2022) and Years 10-12 to 63% (61% in 2022) - Advocate at School in Years 7-9 to 73% (71% in 2022) and Years 10-12 to 75% (73% in 2022) - Perseverance in Years 7-9 to 63% (61% in 2022) and Years 10-12 to 71% (69% in 2022) - Respect for diversity in Years 7-9 to 58% (55% in 2022) and Years 10-12 to 66% (63% in 2022) - Teacher concern in Years 7-9 to 58% (55% in 2022) and Years 10-12 to 56% (53% in 2022) <p>3.6 Devise strategies to support staff with more consistent practices for positive behaviour management and restorative practice - including conveying</p>

	<p>expectations of uniform standards</p> <p>3.7 Make changes to Tutor/Form Groups to better empower Tutor Group Teachers as the 'significant other' of students in their Tutor/Form Group - see 3.8, 3.9, 3.10</p> <p>3.8 Create structural conditions to ensure Tutor Group teachers are also subject teachers for the majority of students in the Tutor Group</p> <p>3.9 Develop Tutor Group Handbook to detail the philosophy, objectives, and strategies of Tutor Group</p> <p>3.10 Develop and implement PL for Tutor Group teachers</p>	
12 Month Target 4.3	<p>3.11 Increase the percentage of positive responses on the Parent Opinion Survey to:</p> <ul style="list-style-type: none"> -Student motivation & support to 85% (82% in 2021*) - My child enjoys the learning they do at school to 87% (85% in 2021*) <p>*2022 data not yet available</p> <p>3.12 Enhance communication structures via Compass to better support parents to be involved in their child's secondary schooling with clear and coherent information about school processes and events</p>	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Develop staff capacity and knowledge in relation to student wellbeing and inclusion	Yes
KIS 2 Responsive, tiered and contextualised approaches and strong relationships to	Develop a whole school approach to student wellbeing	Yes

support student learning, wellbeing and inclusion		
KIS 3 Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Enhance student learning dispositions	Yes
KIS 4 Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Increase opportunities for participation for all students	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 school will build on the progress it has made in supporting wellbeing into 2023. Wellbeing and inclusion will be enhanced through Tutor/Form Group Teacher empowerment via PL and regular meetings. Wellbeing and inclusion practices will be the focus of the curriculum in these curricula.	

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	0.1 Using various data points including NAPLAN, PAT and OnDemand, assess, identify, and continue to work with those students who need additional support in numeracy and literacy to regain and enhance their learning outcomes. The Intensive English and Intensive Maths (MYLNS) and DAL will form part of this strategy along with the use of the Learning Mentor (Tutor) Program. 0.2 Monitor student learning growth through the use of NAPLAN, PAT, OnDemand, and reporting data, to support students to regain their expected level of engagement and academic achievement. 0.3 To support teachers to enhance their capacity to plan differentiated learning for every student. This will be facilitated via Communities of Practice (COPs) - with the 2023 focus on the evaluation of Unit Planning (including differentiation and assessments) for all levels of learners. 0.4 Reduce absenteeism through a comprehensive approach - including support from Coordinators and the Wellbeing Team - to hold Student Support Group meetings and devise Individual Education Plans (IEPs) and Attendance Support Plans to be reviewed on a semesterly basis. 0.5 Tiered supports will be strategised via the School Psychologist and Mental Health Practitioner and enacted by Tutor Groups/Form Groups/1:1 supports for Year 12 students/Wellbeing Team to improve student engagement and support student wellbeing. 0.6 Continue to build and grow opportunities for co-curricular engagement of students - to enable each student to feel connected to school and experience belonging and success.
KIS 1 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	KIS 1.a 1a.1 Continue to develop data literacy of teachers and education support staff to inform understanding of student needs and progress, and identify students requiring additional support. 1a.2 Revisit and strengthen the use of HITS in classrooms, with a focus on Structuring Lessons and Setting Goals. 1a.3 Establish/embed consistent approaches to formative assessment and frequent low-stakes testing. 1a.4 Build students' self-awareness and metacognitive skills. 1a.5 Re-establish and refine processes around small group tutoring programs - including Intensive English and Intensive Maths Programs (DET: MYLNS) and Learning Mentors Program (DET: Tutor Learning Initiative). 1a.6 Plan whole school professional learning on differentiation.

	<p>1a.7 Continue to build staff capacity to understand and implement IEPs. 1a.8 Work with ES and other teaching staff to assess learning and map progress against IEP goals.</p>
<p>Outcomes</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Experience success and celebrate the acquisition of knowledge • Students in need of targeted academic support or intervention will be identified and supported • Seek assistance and feedback from their teachers • Know what their next steps are to progress their learning • Attend Study Hall when required for additional support outside of class • Be aware of their own learning progress and plan to improve their results • Know how lessons are structured and how this supports their learning • Use teacher feedback to improve their work and actively engage in reflecting on past work to improve future submissions <p>Teachers will:</p> <ul style="list-style-type: none"> • Confidently and accurately identify student learning needs of their students • Use HITS to plan lessons and units • Consistently and explicitly implement the school's instructional model • Consistently implement the agreed assessment schedule • Provide students with the opportunity to work at their level using differentiated resources <p>Leaders will:</p> <ul style="list-style-type: none"> • Provide a professional and well organised in-house PL schedule that meets the needs of staff • Coach and mentor staff in the use of data • Lead the implementation of PIVOT Unit Plan Framework (Teaching and Learning Model) <p>Parent/carers will:</p> <ul style="list-style-type: none"> • See more communication via Compass regarding their child's progress • Encourage students to track their own progress • Ensure students are best prepared for learning by ensuring they have the required equipment for each subject
<p>Success Indicators</p>	<ul style="list-style-type: none"> • Teachers' formative assessment data and teacher judgement data • Teacher records and observations of student progress • Student feedback on differentiation, the instructional model, and use of common strategies • Differentiated curriculum documents and evidence of student learning at different levels • Data used to identify students for tailored supports • Differentiated resources used in tailored supports

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
1a.1 Develop data literacy of teachers and education support staff to inform understanding of student needs and progress, and identify students requiring additional support	<input checked="" type="checkbox"/> Leading Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used <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
1a.6 Plan whole school professional learning on differentiation	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
1a.7 Continue to build staff capacity to understand and implement IEPs	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Disability Inclusion Coordinator	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$2,000.00

1a.8 Work with ES and other teaching staff to assess learning and map progress against IEP goals	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Sub School Leader/s <input checked="" type="checkbox"/> Year Level Co-ordinator(s)		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
KIS 2 Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	<p>KIS 1.b</p> <p>1b.1 Evaluate and refine whole school approach to wellbeing to consider actions at the leadership, teacher and student levels</p> <p>1b.2 Evaluate and refine whole school approach to social-emotional learning or belonging and engagement</p> <p>1b.3 Continue to embed school within mini-school structure (houses/mini-schools/Tutor Groups/Form Groups)</p> <p>1b.4 Provide clarity of roles and responsibilities of teachers, education support staff and middle leaders, and establish clear referral processes</p> <p>1b.5 Ensure all students can engage in co-curricular opportunities</p> <p>1b.6 Evaluate documentation for wellbeing programs (Tutor and Form Groups) to further embed opportunities for the inclusion of wellbeing programs</p> <p>1b.7 Continue to embed tiered wellbeing supports for the school community</p> <p>1b.8 Evaluate and refine approach to monitoring and responding to student wellbeing concerns.</p> <p>1b.9 Hold professional learning for teachers implementing wellbeing programs - e.g., Tutor/Form Group Teachers</p> <p>1b.10 Build staff capacity to collect, analyse, monitor and respond to student engagement data</p> <p>1b.11 Strengthen in-class relationships through peer and group learning activities</p> <p>1b.12 Conduct regular check-ins/conferencing with students in Tutor/Form Group program</p> <p>1b.13 Build relationships and engage with families of at-risk students</p> <p>1b.14 Ensure structural supports are in place in Tutor/Form Group via prioritisation of staffing</p> <p>1b.15 Develop Ashwood High School Wellbeing Handbook (CREATE)</p>			
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> Feel supported and engaged in Tutor Groups/Form Groups and contribute to a strong classroom culture 			

	<ul style="list-style-type: none"> • At-risk students will be identified and receive targeted support in a timely manner • Have strong relationships with peers • Students with acute needs will receive individualised support with regular monitoring and student support group meetings (with parents) where appropriate • Experience more success at school • Be connected to allied health and mental health services if required <p>Teachers will:</p> <ul style="list-style-type: none"> • Model and are consistent in agreed routines • Share a common understanding of the whole school approach to wellbeing • Establish agreed monitoring processes and leaders will ensure these are visible for staff use • Implement a Tutor/Form Group wellbeing program • Continue to embed a preventative mentoring program including a referrals process • Have clearly defined roles as Tutor/Form Group teachers <p>Leaders will:</p> <ul style="list-style-type: none"> • Create a shared definition and understand what wellbeing looks like at Ashwood High School • Clearly define the roles of the School Psychologist and Mental Health Practitioner • Strengthen engagement with regional and external support agencies • Establish agreed monitoring processes and leaders will ensure these are visible for staff use • Work with the Wellbeing Team to continue devising wellbeing programs that offer tiered wellbeing support for the school community • Organise the school's meeting/PL structure to allow protected time for Tutor/Form Group teachers to meet and receive information critical to doing their roles • Write a Handbook to support the critical role of Tutor Group/Form Group - explaining the philosophy, objectives of the program, as well as a curriculum and strategies to assist the core work of the Tutor/Form Group teacher <p>Parent/carers will:</p> <ul style="list-style-type: none"> • See more communication via Compass regarding their child's progress • Receive regular communication and support from the school • Share a common understanding of the whole school approach to wellbeing • Be connected to allied health and mental health services if required
<p>Success Indicators</p>	<ul style="list-style-type: none"> • Classroom and peer observations • Observations of changes to classroom practices • Documentation of frameworks, policies or programs • Internal and external professional learning attendance and shared readings for staff are documented

	<ul style="list-style-type: none"> • Students engagement in wellbeing programs (feedback, participation, classroom observations) • Documentation of resources for wellbeing programs • Documentation of referrals and communication processes regarding monitoring and escalating wellbeing concerns • Teacher reports of student wellbeing concerns • Data used to identify students in need of targeted support • Data of counselling services accessed by students and families • Student engagement and assessment data from regular classes 			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
1b.4 Provide clarity of roles and responsibility of teachers, education support staff and middle leaders, and establish clear referral processes	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$500.00 <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
1b.7 Continue to embed tiered wellbeing supports for the school community.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Homegroup teachers <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Wellbeing Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,500.00 <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
1b.9 Hold professional learning for teachers implementing wellbeing programs.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Wellbeing Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,500.00 <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
1b.13 Build relationships and engage with families of at-risk students	<input checked="" type="checkbox"/> Homegroup teachers <input checked="" type="checkbox"/> House Leaders <input checked="" type="checkbox"/> Wellbeing Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$3,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
1b.15 Develop Ashwood High School Wellbeing Handbook (CREATE)	<input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$0.00

	<input checked="" type="checkbox"/> Student Wellbeing Co-ordinator		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
Goal 2	To maximise achievement for all students			
12 Month Target 2.1	1.1 Maintain the school VCE mean study score to at least 31 (33 in 2021*). 1.2 Maintain the school VCE English study score to at least 30 (33.17 in 2021*). *2022 data not yet available.			
12 Month Target 2.2	1.3 Maintain the percentage of VCE English study scores of 37 or more at 25% (25% in 2021). *2022 data not yet available			
12 Month Target 2.3	1.4 Maintain successful VCE completion at 100% (100% in 2021) 1.5 Obtain successful VCAL (VCE VM) completion at 100% (81% in 2021) *2022 data not yet available			
12 Month Target 2.4	1.6 Increase the proportion of Year 9 student results with above Benchmark NAPLAN growth to: - Reading—27% (26% in 2021) - Writing—21% (19% in 2021) - Numeracy - 19% (17% in 2021) *2022 data not yet available			
12 Month Target 2.5	1.7 Increase/Maintain the proportion of Year 9 student results in the top 2 NAPLAN to: - Numeracy - 39% (39% in 2022) - Writing—18% (16% in 2022) - Reading—34% (34% in 2022)			

	<p>1.8 Deploy resources to work with English Learning Area to make improvements in student writing</p> <p>1.9 Enhance Literacy strategies across all subjects</p>
<p>12 Month Target 2.6</p>	<p>1.10 To increase the percentage of positive responses in the School Staff Survey factors:</p> <ul style="list-style-type: none"> - Teacher collaboration to 54% (51% in 2021*) - Instructional leadership to 60% (57% in 2021*) - Intellectual stimulation to 56% (53% in 2021*) <p>*2022 data not yet available</p> <p>1.11 Support Leadership Team, Learning Area Coordinators and House/Year Level Coordinators in their middle level leadership through the provision of targeted PL</p> <p>1.12 Elicit discussions within teams regarding collaboration vs. cooperation vs delegation - and make agreed actions that support teams to work collaboratively</p> <p>1.13 Deploy resources to support the analysis and presentation of school data - and present at each meeting of the school's Leadership Team</p> <p>1.14 Make a PL Policy and Handbook that support's the school's main priorities - and a timeline to support the building of key knowledge and skills</p> <p>1.15 Undertake Leadership Team meetings to support a delegated model - providing the opportunity for each member to deliver PL and strategic planning to the Leadership Team as per individual leader's portfolio</p>
<p>KIS 1 Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	<p>Implement and embed the consistent use of an instructional model</p>

Actions	<p>KIS 2.a</p> <p>2a.1 Support all VCE teachers to analyse VCAA data</p> <p>2a.2 Engage all teachers with VCE and NAPLAN data at all levels</p> <p>2a.3 Teachers will use their own data to better plan their teaching and improve student learning</p> <p>2a.4 Teachers, led by the Director of Data and School Programming, and supported by the Student Outcomes Leaders, look at the overall school data and understand what this indicates for the next cohort and their own practice</p> <p>2a.5 The school will ensure all teachers have access to their own data as required</p> <p>2a.6 Develop consistency of assessment practice, including moderation, in each subject area to facilitate better use of Common Assessment Tasks. This will facilitate greater awareness of student progress for students and parents alike</p> <p>2a.7 Refine the use of Common Assessment Tasks and developmental rubrics to improve consistency and ensure quality and meaningful feedback for students.</p> <p>2a.8 Through Learning Area collaboration, revise the Year 10 Program to ensure that the level of difficulty in each subject is appropriate to prepare students for VCE - use student learning data to inform learning programs, ensuring gaps in skill/knowledge are addressed. Backward design from VCE</p> <p>2a.9 Continue to work to optimise the way learning spaces are used, including spaces to enhance team-teaching</p> <p>2a.10 Increase expectations for students in the Senior School through requiring the re-submission of unsatisfactory work, consistent use of workbooks, completion of set class and homework tasks - including the compulsory reading of texts</p> <p>2a.11 Roll out a Staged Response Model that provides clear structures of student expectations, and staff accountabilities, in the areas of student learning and student management</p>
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> • Develop better subject-specific literacy skills as demonstrated through their improved use of subject-specific vocabulary • Be accountable for completing work set and actively participate in their own learning • Seek assistance and feedback from their teachers • Engage in on-line forums, where beneficial, to enhance their learning outside of the classroom • Attend Study Hall when required for additional support outside of class • Be aware of their own learning progress and plan to improve their results • Use teacher feedback to improve their work and actively engage in reflecting on past work to improve future submissions <p>Teachers will:</p> <ul style="list-style-type: none"> • Implement Ashwood High School's Teaching and Learning Model (PIVOT) and use their knowledge and understanding of students (based on formative assessment and data) to plan and deliver the curriculum • Engage in the School's PL on PIVOT, particularly differentiation to ensure their practice aligns with the needs of students • Actively contribute to their Community of Practice (COP) • Work with their own and Whole School/Senior School data to inform their knowledge of students and classroom practice • Collect multiple samples of student work and monitor student progress, developing learning interventions as required to

	<p>ensure progress</p> <ul style="list-style-type: none"> • Use evidence and research to improve practice • Work collaboratively to moderate and assess student work, identify and address areas of low growth and develop consistent practices to improve student learning <p>Leaders will:</p> <ul style="list-style-type: none"> • Provide a professional and well-organised PL schedule that meets the needs of staff • Coach and mentor staff in the use of data • Lead the implementation of PIVOT Unit Plan Improvements <p>Parent/carers will:</p> <ul style="list-style-type: none"> • See more communication regarding their child's progress • Encourage students to track their own progress • Ensure students are best prepared for learning by ensuring they have the required equipment for each subject 			
Success Indicators	<ul style="list-style-type: none"> • Students' VCE results • Students' VCE VM completion rates • Visible change in the look of teaching spaces with word walls • NAPLAN results • Attendance and retention data • Student Attitudes to School Survey results 			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
2b.2 Engage all teachers with VCE and NAPLAN data at all levels.	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Leadership Team 	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00 <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
2b.4 Teachers, led by the Director of Data and School Programming, and supported by the Student Outcomes Leaders, look at the overall school data and understand what this indicates for the next cohort and their own practice.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Leading Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <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
2a.6 Develop consistency of assessment practice, including moderation, in each subject area to facilitate better use of Common Assessment Tasks. This will facilitate greater awareness of student progress for students and parents alike	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Leading Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
KIS 2 The strategic direction and deployment of resources to	Develop and embed a culture of teacher collaboration			

<p>create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment</p>	
<p>Actions</p>	<p>2b.1 Develop COPs to improve the quality and foci for effective teacher collaboration and learning</p> <p>2b.2 Restructure Learning Area time to increase curriculum planning time and further enhance and embed opportunities/expectations of teacher collaboration in planning, assessment and cross-marking</p> <p>2b.3 Introduce guided Learning Walks and enhance the Peer Observation Program: focus on the High Impact Teaching Strategies of Structuring Lessons and Setting Goals</p> <p>2b.4 On-going staff PL on Differentiation using the “MAKER” model as set out in PIVOT</p> <p>2b.5 Continue to support staff in the PL of the use of data tables</p> <p>2b.6 Provide staff PL via Communities of Practice (COPs) on learning processes and developmental rubrics based on the Victorian Curriculum</p> <p>2b.7 Work toward the development and implementation of common Learning Intentions and Success Criteria for each lesson in the same subject and Year level</p> <p>2b.8 Each Year level and subject to develop a list of common goals for the year: knowledge, skills, experiences - the non-negotiables</p> <p>2b.9 Engagement as a trial group in the Monash Q-Project to investigate capacity of school leaders to use evidence and research-informed practice</p> <p>2b.10 Continued engagement in the Ashwood Alliance to support engagement with academic mentors and Teaching Academies for professional practice</p> <p>2b.11 Develop a school-based Aspirant Leadership Program to develop the leadership capacity of middle level leaders at the school</p> <p>2b.12 Enrolment of middle level leaders in 'Unlocking Potential' program at The Academy of Teaching and Leadership (formally called Bastow Institute)</p>
<p>Outcomes</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Use rubrics to self assess their work and reflect on how they can improve their work at their stage of learning - developmental rubrics • Negotiate tasks with their teachers based on their stage of learning and need • Be more actively engaged in class as they identify multiple opportunities/entry points for them to access learning <p>Teachers will:</p> <ul style="list-style-type: none"> • Use the elements of PIVOT in planning and executing lessons • Actively work with and contribute to the knowledge-base of their COP • Use data to assess student progress and discuss this with colleagues to inform practice and improve student outcomes using differentiation • Actively read and action VCAA Examiner's Report feedback from previous year

	<ul style="list-style-type: none"> • Implement student self-assessment for all major assessment tasks and mentor students in how they can monitor their own progress • Provide meaningful feedback on student work that allows students to understand how they can improve their work • Cross mark major assessment tasks with relevant colleagues • Work in common teaching teams to review curriculum and develop common assessment tasks and rubrics • Participate in PL on differentiation <p>Leaders will:</p> <ul style="list-style-type: none"> • Ensure that teachers are supported in their learning and understanding of PIVOT Unit Planning • Ensure that PL is delivered at teachers point of need • Actively investigate and promote external PL that is targeted at individual teachers point of need, or for COP foci • Improve Staff Induction and update the Schools Induction Booklet and Staff Handbook • Maximise meaningful collegiate time within the School's Calendar • Provide explicit PL to POR Leaders on how to run effective meetings 			
Success Indicators	<ul style="list-style-type: none"> • School Staff Survey results • Student Attitudes to School Survey results • Improved student outcomes of NAPLAN and eventually in the VCE • Improved attendance as learner confidence improves and students feel more included in the classroom at their point of need 			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
2b.3 Introduce guided Learning Walks and enhance the Peer Observation Program: focus on the High Impact Teaching Strategies of Structuring Lessons and Setting Goals	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Principal 	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$500.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

<p>2b.6 Provide staff PL via Communities of Practice (COPs) on learning processes and developmental rubrics based on the Victorian Curriculum</p>	<p><input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Leading Teacher(s)</p>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p> <p><input 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 will be used which may include DET funded or free items</p>
<p>Goal 3</p>	<p>To enhance student voice and agency in their learning</p>			
<p>12 Month Target 3.1</p>	<p>2.1 Increase the percentage positive response on the AtoSS factors:</p> <ul style="list-style-type: none"> - Differentiated learning challenge in Years 7-9 to 70% (68% in 2022) and Years 10-12 to 73% (72% in 2022) - Stimulated learning in Years 7-9 to 66% (63% in 2022) and Years 10-12 to 75% (74% in 2022) - Student voice and agency in Years 7-9 to 52% (48% in 2022) and Years 10-12 to 63% (60% in 2022) - Effort in Years 7-9 to 78% (75% in 2022) and Years 10-12 to 79% (78% in 2022) 			
<p>12 Month Target 3.2</p>	<p>2.2 Reduce the percentage of students with >20 days absence to 19% (22% in 2021) *2022 data not yet available</p>			
<p>12 Month Target 3.3</p>	<p>2.3 Increase the percentage of positive responses on the School Staff Survey in the following factors:</p> <ul style="list-style-type: none"> - Promoting student ownership of their learning goals to 70% (67% in 2021*) - Supporting growth and learning of the whole child to 72% (70% in 2021*) <p>*2022 data not yet available</p>			

12 Month Target 3.4	<p>2.4 Increase the percentage of positive responses in the Parent Opinion Survey Factor titled Student voice and agency to 85% (83% in 2021*)</p> <p>*2022 data not yet available</p>
KIS 1 Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Develop and embed school community knowledge around student voice and agency
Actions	<p>3a.1 Develop school community's knowledge on student voice and student agency. Devise agreed terms of reference.</p> <p>3a.2 Devise the best method to capture student voice data in the classroom.</p> <p>3a.3 Embed PIVOT, the School's Teaching and Learning Model, with students and display the positive learning characteristics associated with the model in every classroom</p> <p>3a.5 Co-construct the learner profile of PIVOT Lesson Plans</p> <p>3a.6 Ensure all major assessment tasks have developmental rubrics that enable students to evaluate their work prior to teacher assessment - aligned with the Victorian Curriculum to ensure informed and evidenced based assessment.</p> <p>3a.7 Through the Communities of Practice (COPs) ensure that staff receive professional learning on enhancing evidence-based pedagogical practices, taken from High Impact Teaching Strategies, to improve student engagement and learning.</p> <p>3a.8 Ensure all classrooms display learning</p>
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> • Catch-up on work missed when absent • Communicate via Compass with teachers when absent • Develop informed SMART goals for their learning based on data and self-reflection • Participate in the creation of PIVOT for students and provide feedback on the way they experience the curriculum <p>Teachers will:</p> <ul style="list-style-type: none"> • Keep accurate attendance data • Follow-up absent students and advise parents of missed work • Actively encourage students to complete work and ensure all work is complete • Assist students in planning for submission due dates • Reinforce the positive learning behaviours including self-reflection and goal setting <p>Leaders will:</p>

	<ul style="list-style-type: none"> Facilitate Professional Learning for the construction of developmental rubrics Construct agreed terms for definitions of student voice and agency Ensure PL for all teachers to assist them in the above implementations and sharing of student learning data with their classes <p>Parent/carers will:</p> <ul style="list-style-type: none"> Encourage students to use their Student Planner and develop positive study habits and learning goals Reinforce students to take ownership of their learning - through reading and reviewing their teacher assessment feedback 			
Success Indicators	<ul style="list-style-type: none"> Attendance data Attitudes to School Survey results Parent Opinion Survey results Re-submission of work Students submitting better quality work to avoid the need for re-submission Students catching-up on work missed whilst away and/or improved attendance 			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
3a.1 Develop school community's knowledge on student voice and student agency. Devise agreed terms.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

<p>3a.3 Embed PIVOT, the School's Teaching and Learning Model with students and display the positive learning characteristics associated with the model in every classroom.</p>	<p><input checked="" type="checkbox"/> All Staff</p>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p> <p><input 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 will be used which may include DET funded or free items</p>
<p>KIS 2 Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	<p>Develop school-based processes for collecting student opinion data</p>			
<p>Actions</p>	<p>3.b1 Employ human resources for the analysis of data for presentation to Leadership Team 3.b2 Devise the best method to capture student voice data in the classroom</p>			
<p>Outcomes</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Catch-up on work missed when absent • Communicate via Compass with teachers when absent • Develop informed SMART goals for their learning based on data and self-reflection • Participate in the creation of PIVOT for students <p>Teachers will:</p> <ul style="list-style-type: none"> • Keep accurate attendance data • Follow-up absent students and advise parents of missed work • Follow the School's Staged Response Model for monitoring submission of work and communicate with parents and House/Year Level Coordinators, as required, using Compass 			

	<ul style="list-style-type: none"> Actively encourage students to complete work and ensure all work is complete Assist students in planning for submission due dates Reinforce the positive learning behaviours including self-reflection and goal setting <p>Leaders will:</p> <ul style="list-style-type: none"> Deploy human resources to analyse data Ensure that the structures and processes are put in place to reduce absences and increase student responsibility for catching up on work missed are well designed Ensure PL for all teachers to assist them in the above implementations and sharing of student learning data with their classes <p>Parent/carers will:</p> <ul style="list-style-type: none"> Actively take note of student absence and encourage their child/ren to attend school regularly Inform the school in a timely manner of absence Follow protocols for seeking approval for extended absences Support teachers in ensuring students catch-up on missed work Encourage students to use their Student Planner and develop positive study habits and learning goals 			
Success Indicators	<ul style="list-style-type: none"> Attendance data Student Attitudes to School Survey results Parent Opinion Survey results Re-submission of work Students submitting better quality work to avoid the need for re-submission Students catching-up on work missed whilst away and/or improved attendance 			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
3b.2 Devise the best method to capture student voice data in the classroom.	<input checked="" type="checkbox"/> Leading Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used

				<input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Goal 4	To improve student wellbeing and holistic learning growth for all students			
12 Month Target 4.1	<p>3.1 Increase real retention to 35% (27.1% in 2021*)</p> <p>3.2 Continue to enhance opportunities for student pathways via Senior School reforms and the provision of greater choice at VCE - enabled by increased student numbers</p> <p>3.3 Continue to build and grow the co-curricular program on offer at Ashwood High School. 2023 areas of focus include: sporting excellence and sustainability</p> <p>3.4 Ensure individual pathway supports are in place for students in their Senior years of schooling</p> <p>*2022 data not yet available</p>			
12 Month Target 4.2	<p>3.5 Increase the percentage of positive responses to the AtoSS factors:</p> <ul style="list-style-type: none"> - Sense of Connectedness in Years 7-9 to 60% (57% in 2022) and Years 10-12 to 63% (61% in 2022) - Advocate at School in Years 7-9 to 73% (71% in 2022) and Years 10-12 to 75% (73% in 2022) - Perseverance in Years 7-9 to 63% (61% in 2022) and Years 10-12 to 71% (69% in 2022) - Respect for diversity in Years 7-9 to 58% (55% in 2022) and Years 10-12 to 66% (63% in 2022) 			

	<ul style="list-style-type: none"> - Teacher concern in Years 7-9 to 58% (55% in 2022) and Years 10-12 to 56% (53% in 2022) 3.6 Devise strategies to support staff with more consistent practices for positive behaviour management and restorative practice - including conveying expectations of uniform standards 3.7 Make changes to Tutor/Form Groups to better empower Tutor Group Teachers as the 'significant other' of students in their Tutor/Form Group - see 3.8, 3.9, 3.10 3.8 Create structural conditions to ensure Tutor Group teachers are also subject teachers for the majority of students in the Tutor Group 3.9 Develop Tutor Group Handbook to detail the philosophy, objectives, and strategies of Tutor Group 3.10 Develop and implement PL for Tutor Group teachers
<p>12 Month Target 4.3</p>	<p>3.11 Increase the percentage of positive responses on the Parent Opinion Survey to:</p> <ul style="list-style-type: none"> -Student motivation & support to 85% (82% in 2021*) - My child enjoys the learning they do at school to 87% (85% in 2021*) <p>*2022 data not yet available</p> <p>3.12 Enhance communication structures via Compass to better support parents to be involved in their child's secondary schooling with clear and coherent information about school processes and events</p>
<p>KIS 1 Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	<p>Develop staff capacity and knowledge in relation to student wellbeing and inclusion</p>

<p>Actions</p>	<p>4a.1 Develop COPs to improve the quality and foci for effective teacher collaboration and learning.</p> <p>4a.2 Restructure Learning Area time to increase curriculum planning time and further enhance and embed opportunities/expectations of teacher collaboration in planning, assessment and cross-marking - to better support learning inclusivity</p> <p>4a.3 Introduce guided Learning Walks and enhance the Peer Observation Program: focus on the High Impact Teaching Strategies of Structuring Lessons and Setting Goals.</p> <p>4a.4 Develop Reflective Practice Continua for the remaining High Impact Teaching Strategies to assist staff in observing, giving and interpreting feedback in improving professional practice during Peer Observations and Learning Walks</p> <p>4a.5 Re-work Tutor Group/Form Group Curriculum to ensure 'significant other' of each student - with a focus on students' wellbeing and holistic learning growth</p> <p>4a.6 On-going staff PL on Differentiation using the "MAKER" model as set out in PIVOT.</p> <p>4a.7 Devise a Wellbeing Policy to support a shared definition of wellbeing</p> <p>4a.8 Provide staff PL via Communities of Practice (COPs) on learning processes and developmental rubrics based on the Victorian Curriculum.</p> <p>4a.9 Work toward the development and implementation of common Learning Intentions and Success Criteria for each lesson in the same subject and Year level.</p> <p>4a.10 Each Year level and subject to develop a list of common goals for the year: knowledge, skills, experiences - the non-negotiables.</p>
<p>Outcomes</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Use rubrics to self assess their work and reflect on how they can improve their work at their stage of learning - developmental rubrics • Negotiate tasks with their teachers based on their stage of learning and need • Be more actively engaged in class as they identify multiple opportunities/entry points for them to access learning <p>Teachers will:</p> <ul style="list-style-type: none"> • Use the elements of PIVOT in planning and executing lessons • Actively work with and contribute to the knowledge-base of their chosen COP • Use data to assess student progress and discuss this with colleagues to inform practice and improve student social and academic outcomes • Provide meaningful feedback on student work that allows students to understand how they can improve their work • Work in common teaching teams to review curriculum and develop common assessment tasks and rubrics • Participate in PL on supporting students' wellbeing <p>Leaders will:</p> <ul style="list-style-type: none"> • Ensure that teachers are supported in their learning and understanding of PIVOT • Ensure that PL is delivered at teachers point of need • Actively investigate and promote external PL that is targeted at individual teachers point of need, or for COP foci

	<ul style="list-style-type: none"> Improve Staff Induction and update the Schools Induction Booklet and Staff Handbook Support the School Psychologist in the construction of a Wellbeing Policy Maximise meaningful collegiate time within the School's Calendar 			
Success Indicators	<ul style="list-style-type: none"> School Staff Survey results Student Attitudes to School Survey results Improved student outcomes of NAPLAN and VCE/VCE VM Improved attendance as learner confidence improves and students feel more included in the classroom at their point of need 			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
4a.3 Introduce guided Learning Walks and enhance the Peer Observation Program: focus on the High Impact Teaching Strategies of Structuring Lessons and Setting Goals	<input checked="" type="checkbox"/> 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 <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
4a.5 Re-work Tutor Group/Form Group Curriculum to ensure 'significant other' of each student - with a focus on students' wellbeing and holistic learning growth	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Sub School Leader/s	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <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 Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Develop a whole school approach to student wellbeing			
Actions	4b.1 Write a Wellbeing Handbook (CREATE) to identify the principles supporting student wellbeing at Ashwood High School 4b.2 Refine the Tutor/Form Group Programs to better support student wellbeing 4b.3 Write a Tutor/Form Group Handbook to identify the critical role of the Tutor/Form Group Teacher in supporting student wellbeing 4b.4 Prioritise professional learning for Tutor/Form Group teachers to support student wellbeing 4b.5 Investigate means by which a 1:1 mentor program can be commenced with Years 11/12 students 4b.6 Reorganise roles and responsibilities within the Wellbeing Team - to ensure clear distinction between Mental Health Practitioner and School Psychologist roles			
Outcomes	Students will: <ul style="list-style-type: none"> • Have targeted support to assist with their holistic development • Have access to a 'significant other' who can support students' involvement in their school Teachers will: <ul style="list-style-type: none"> • Continue to ensure that they know their students as people and as learners • Employ methods to conference with each student in their Tutor/Form Group • Attend targeted PL to support the role of the Tutor/Form Group Teacher Leaders will: <ul style="list-style-type: none"> • Ensure that PL is delivered at teachers point of need - in the space of supporting student engagement in learning • Prepare a Wellbeing Handbook and a Tutor/Form Group Handbook to support teachers in their roles • Prioritise staffing of Tutor/Form Groups • Investigate timetable arrangements to support 1:1 mentoring of Year 12 students 			

Success Indicators	<ul style="list-style-type: none"> • School Staff Survey results • Student Attitudes to School Survey results • Improved student outcomes of NAPLAN and VCE/VCE VM • Improved attendance as learner confidence improves and students feel more included in the classroom at their point of need 			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
4b.1 Write a Wellbeing Handbook (CREATE) to identify the principles supporting student wellbeing at Ashwood High School	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Wellbeing Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
4b.3 Write a Tutor/Form Group Handbook to identify the critical role of the Tutor/Form Group Teacher in supporting student wellbeing	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which

				may include DET funded or free items
KIS 3 Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Enhance student learning dispositions			
Actions	4b.1 Develop a working party to support gaining student and staff input on what best learner dispositions suit Ashwood High School Students 4b.2 PL students and staff on shared expectations for learners			
Outcomes	Students will: <ul style="list-style-type: none"> Use rubrics to self assess their work and reflect on how they can improve their work at their stage of learning - developmental rubrics Negotiate tasks with their teachers based on their stage of learning and need Be more actively engaged in class as they identify multiple opportunities/entry points for them to access learning Work with greater clarity and agency in their learning Teachers will: <ul style="list-style-type: none"> Use the elements of PIVOT in planning and executing lessons Actively work with and contribute to the knowledge-base of their chosen COP Use data to assess student progress and discuss this with colleagues to inform practice and improve student outcomes using differentiation Implement student self-assessment for all major assessment tasks and mentor students in how they can monitor their own progress Provide meaningful feedback on student work that allows students to understand how they can improve their work Cross mark major assessment tasks with relevant colleagues Work in common teaching teams to review curriculum and develop common assessment tasks and rubrics Participate in PL on differentiation Leaders will:			

	<ul style="list-style-type: none"> • Ensure that teachers are supported in their learning and understanding of PIVOT • Ensure that PL is delivered at teachers point of need • Actively investigate and promote external PL that is targeted at individual teachers point of need, or for COP foci • Build a video capture space for teachers to record their own practice for critical reflection • Improve Staff Induction and update the Schools Induction Booklet and Staff Handbook • Maximise meaningful collegiate time within the School's Calendar • Provide explicit PL to POR Leaders on how to run effective meetings 			
Success Indicators	<ul style="list-style-type: none"> • School Staff Survey results • Student Attitudes to School Survey results • Improved student outcomes of NAPLAN and VCE/VCE VM • Improved attendance as learner confidence improves and students feel more included in the classroom at their point of need 			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
4b.1 Develop a working party to support gaining student and staff input on what best learner dispositions suit Ashwood High School Students	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
KIS 4 Responsive, tiered and contextualised approaches and strong relationships to support	Increase opportunities for participation for all students			

student learning, wellbeing and inclusion				
Actions	<p>4c.1 Continue to develop and grow the current co-curricular program</p> <p>4c.2 Hold Working Party to support the growth of the Sporting Excellence Pillar</p> <p>4c.3 Continue to refine processes to enable a diverse subset of students to be eligible for School Colours - working with teams of teachers to understand the criteria</p> <p>4c.4 Refine the Tutor/Form Group Programs to better support student engagement</p> <p>4c.5 Investigate means by which a 1:1 mentor program can be commenced with Years 11/12 students</p> <p>4c.6 Reorganise roles and responsibilities within the Wellbeing Team - to ensure clear distinction between Mental Health Practitioner and School Psychologist roles</p>			
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> • Have numerous opportunities to engage in a wide variety of co-curricular programs • Have access to a 'significant other' who can support students' involvement in their school <p>Teachers will:</p> <ul style="list-style-type: none"> • Continue to ensure that they know their students as people and as learners • Employ methods to conference with each student in their Tutor/Form Group <p>Leaders will:</p> <ul style="list-style-type: none"> • Ensure that PL is delivered at teachers point of need - in the space of supporting student engagement in learning • Improve Staff Induction and update the Schools Induction Booklet and Staff Handbook • Maximise meaningful collegiate time within the School's Calendar to enable staff collaboration for student engagement and wellbeing • Prioritise staffing of Tutor/Form Groups • Investigate timetable arrangements to support 1:1 mentoring of Year 12 students 			
Success Indicators	<ul style="list-style-type: none"> • School Staff Survey results • Student Attitudes to School Survey results - improved connectedness to school • Improved attendance as learner confidence improves and students feel more included in the classroom at their point of need 			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams

<p>4c.4 Refine the Tutor/Form Group Programs to better support student engagement 4c.5 Investigate means by which a 1:1 mentor program can be commenced with Year 12 students</p>	<p><input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$5,000.00</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 will be used which may include DET funded or free items</p>
<p>4c.6 Reorganise roles and responsibilities within the Wellbeing Team - to ensure clear distinction between Mental Health Practitioner and School Psychologist roles</p>	<p><input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Wellbeing Team</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$2,000.00</p> <p><input 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 will be used which may include DET funded or free items</p>

Funding Planner

Summary of Budget and Allocated Funding

Summary of Budget	School's total funding (\$)	Funding Allocated in activities (\$)	Still available/shortfall
Equity Funding	\$0.00	\$21,500.00	-\$21,500.00
Disability Inclusion Tier 2 Funding	\$0.00	\$0.00	\$0.00
Schools Mental Health Fund and Menu	\$0.00	\$0.00	\$0.00
Total	\$0.00	\$21,500.00	-\$21,500.00

Activities and Milestones – Total Budget

Activities and Milestones	Budget
1a.1 Develop data literacy of teachers and education support staff to inform understanding of student needs and progress, and identify students requiring additional support	\$5,000.00
1a.7 Continue to build staff capacity to understand and implement IEPs 1a.8 Work with ES and other teaching staff to assess learning and map progress against IEP goals	\$2,000.00
1b.4 Provide clarity of roles and responsibility of teachers, education support staff and middle leaders, and establish clear referral processes	\$500.00
1b.7 Continue to embed tiered wellbeing supports for the school community.	\$1,500.00
1b.9 Hold professional learning for teachers implementing wellbeing programs.	\$2,500.00
2b.2 Engage all teachers with VCE and NAPLAN data at all levels.	\$1,000.00

2b.4 Teachers, led by the Director of Data and School Programming, and supported by the Student Outcomes Leaders, look at the overall school data and understand what this indicates for the next cohort and their own practice.	\$2,000.00
4a.5 Re-work Tutor Group/Form Group Curriculum to ensure 'significant other' of each student - with a focus on students' wellbeing and holistic learning growth	\$2,000.00
4c.4 Refine the Tutor/Form Group Programs to better support student engagement 4c.5 Investigate means by which a 1:1 mentor program can be commenced with Year 12 students	\$5,000.00
Totals	\$21,500.00

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
1a.1 Develop data literacy of teachers and education support staff to inform understanding of student needs and progress, and identify students requiring additional support	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)
1a.7 Continue to build staff capacity to understand and implement IEPs 1a.8 Work with ES and other teaching staff to assess learning and map progress against IEP goals	from: Term 1 to: Term 4	\$2,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources
1b.4 Provide clarity of roles and responsibility of teachers,	from: Term 1	\$500.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources

education support staff and middle leaders, and establish clear referral processes	to: Term 4		
1b.7 Continue to embed tiered wellbeing supports for the school community.	from: Term 1 to: Term 4	\$1,500.00	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
1b.9 Hold professional learning for teachers implementing wellbeing programs.	from: Term 1 to: Term 4	\$2,500.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources
2b.2 Engage all teachers with VCE and NAPLAN data at all levels.	from: Term 1 to: Term 4	\$1,000.00	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT
2b.4 Teachers, led by the Director of Data and School Programming, and supported by the Student Outcomes Leaders, look at the overall school data and understand what this indicates for the next cohort and their own practice.	from: Term 1 to: Term 4	\$2,000.00	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT
4a.5 Re-work Tutor Group/Form Group Curriculum to ensure 'significant other' of each student - with a focus on students' wellbeing and holistic learning growth	from: Term 1 to: Term 4	\$2,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> CRT
4c.4 Refine the Tutor/Form Group Programs to better support student engagement 4c.5 Investigate means by which a 1:1 mentor program can be commenced with Year 12 students	from: Term 1 to: Term 4	\$5,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> CRT

Totals		\$21,500.00	
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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
Totals		\$0.00	

Additional Funding Planner – Total Budget

Activities and Milestones	Budget
Totals	\$0.00

Additional Funding Planner – Equity Funding

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

Additional Funding Planner – Disability Inclusion Funding

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

Additional Funding Planner – Schools Mental Health Fund and Menu

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

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
1a.1 Develop data literacy of teachers and education support staff to inform understanding of student needs and progress, and identify students requiring additional support	<input checked="" type="checkbox"/> Leading Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> VCAA Curriculum Specialist <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
1a.6 Plan whole school professional learning on differentiation	<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"/> Curriculum development	<input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
1a.7 Continue to build staff capacity to understand and implement IEPs 1a.8 Work with ES and other teaching staff to assess learning and map progress against IEP goals	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Disability Inclusion Coordinator <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Sub School Leader/s <input checked="" type="checkbox"/> Year Level Co-ordinator(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resources DET: High Impact Wellbeing Strategies	<input checked="" type="checkbox"/> On-site

1b.7 Continue to embed tiered wellbeing supports for the school community.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Homegroup teachers <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Departmental resources MHP Supports	<input checked="" type="checkbox"/> On-site
1b.9 Hold professional learning for teachers implementing wellbeing programs.	<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"/> Preparation	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> External consultants Open Parachute <input checked="" type="checkbox"/> Departmental resources MHP resources	<input checked="" type="checkbox"/> On-site
1b.13 Build relationships and engage with families of at-risk students	<input checked="" type="checkbox"/> Homegroup teachers <input checked="" type="checkbox"/> House Leaders <input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 4	<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"/> Lookout Centre/Designated Teacher	<input checked="" type="checkbox"/> On-site
1b.15 Develop Ashwood High School Wellbeing Handbook (CREATE)	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resources	<input checked="" type="checkbox"/> On-site

					DET: High Impact Wellbeing Strategies Open Parachute	
2b.2 Engage all teachers with VCE and NAPLAN data at all levels.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> On-site
2b.4 Teachers, led by the Director of Data and School Programming, and supported by the Student Outcomes Leaders, look at the overall school data and understand what this indicates for the next cohort and their own practice.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Leading Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> On-site
2a.6 Develop consistency of assessment practice, including moderation, in each subject area to facilitate better use of Common Assessment Tasks. This will facilitate greater awareness of student progress for students and parents alike	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Leading Teacher(s)	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"/> Communities of Practice	<input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site

2b.3 Introduce guided Learning Walks and enhance the Peer Observation Program: focus on the High Impact Teaching Strategies of Structuring Lessons and Setting Goals	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
2b.6 Provide staff PL via Communities of Practice (COPs) on learning processes and developmental rubrics based on the Victorian Curriculum	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Leading Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments <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"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
3a.3 Embed PIVOT, the School's Teaching and Learning Model with students and display the positive learning characteristics associated with the model in every classroom.	<input checked="" type="checkbox"/> All Staff	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"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
4a.3 Introduce guided Learning Walks and enhance the Peer Observation Program: focus on the High Impact Teaching Strategies of Structuring Lessons and Setting Goals	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site

<p>4a.5 Re-work Tutor Group/Form Group Curriculum to ensure 'significant other' of each student - with a focus on students' wellbeing and holistic learning growth</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Sub School Leader/s 	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resources <p>DET: High Impact Wellbeing Strategies</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site
<p>4b.1 Write a Wellbeing Handbook (CREATE) to identify the principles supporting student wellbeing at Ashwood High School</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Wellbeing Team 	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Network Professional Learning 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Internal staff 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site
<p>4b.3 Write a Tutor/Form Group Handbook to identify the critical role of the Tutor/Form Group Teacher in supporting student wellbeing</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) 	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site