

FISO Continua of Practice self-evaluation - 2019

Lalor North Secondary College (7986)



Submitted for review by Chris Peake (School Principal) on 29 April, 2019 at 10:41 AM

Endorsed by David Kilmartin (Senior Education Improvement Leader) on 06 June, 2019 at 08:10 AM

Endorsed by Amanda Matlen (School Council President) on 10 September, 2019 at 11:49 AM

FISO Continua of Practice self-evaluation - 2019

Priority	Excellence in teaching and learning in teaching and learning		
Dimension	Building practice excellence		
Score	<input checked="" type="checkbox"/> You have assessed your school on all Components for this dimension. Your current Self-evaluation score is: Evolving		
Emerging 0 out of 5 continua selected	Evolving 5 out of 5 continua selected	Embedding 0 out of 5 continua selected	Excelling 0 out of 5 continua selected
Professional learning is focused on student outcomes			
Teachers are aware of the FISO priorities and initiatives. They are beginning to explore what the initiatives might mean for their professional practice. Professional learning activities are usually based on teacher choice and interest, focusing on individual teacher needs rather than identified school goals and priorities.	The school has clear goals and targets that support agreed FISO priorities. The school develops professional learning aligned with their FISO improvement strategies. Teachers have a shared focus for improvement in student outcomes.	The school's professional learning has well-articulated purposes that are focused on student outcomes, derived from the analysis of student data. Teachers' individual plans have strong line of sight to the school's goals and targets. Teachers make links between students' progress data and their own professional learning needs.	A whole-school professional learning plan supports the school's identified improvement strategies. It is developed, implemented, monitored and evaluated in light of student achievement data.
Professional learning is collaborative, involving reflection and feedback			
Teachers work together in stages of learning and learning area groups to plan and review teaching and learning programs. The school encourages teachers to seek support from experienced colleagues. Teachers occasionally give and receive feedback with a focus on improving practice. The school encourages teachers to	Professional learning teams are formalised and teachers work collaboratively to review and develop their practice. Teams monitor the impact of teaching strategies on student learning and adapt teaching to advance student progress. Teachers provide, seek out and receive feedback from peers and school	The school has explicit systems for collaboration, classroom observation, the modelling of effective practice and feedback. Teaching teams regularly observe and provide feedback on teaching, with support and input from leaders and input from students. Structured mentoring and coaching programs are established.	The school has established teaching teams dedicated to challenging and improving each other's practice. Student feedback is routinely sought and informs school improvement. The school's Professional Learning Plan is developmentally-focused, and designed to enable both individual and collective responsibility and accountability. The plan supports collaborative professional learning to

<p>seek support from experienced colleagues. Teachers occasionally give and receive feedback with a focus on improving practice.</p>	<p>leaders to improve teaching practice.</p>		<p>build collective responsibility for improved student outcomes.</p>
<p>Professional learning is informed by the collection, analysis and evaluation of student data</p>			
<p>Teachers access professional learning to build their skills in the analysis, interpretation and use of student performance data to improve classroom teaching practice.</p>	<p>Teachers work in teams, across year levels and learning areas, to implement documented and agreed approaches to data collection, analysis and evaluation.</p>	<p>Teachers routinely use student learning data to diagnose their own development priorities. They review actual changes in practice following formal professional learning programs, document the impact of new approaches and plan further improvements.</p>	<p>Continuous improvement in teaching practice is sustained by systematically collecting, analysing and evaluating teaching practices and student achievement data. The school and its community incorporates evaluative practices and continuous improvement into its improvement cycle.</p>
<p>Professional learning is evidence-based and modelled on recognised best practice</p>			
<p>Teachers use assessment data and other evidence to evaluate student progress and identify gaps in student learning. Teachers share experiences about teaching practices and occasionally reference data.</p>	<p>Teachers demonstrate understanding of the link between their practice and student learning. They use student achievement data to identify their professional learning needs aligned with FISO priorities. The school periodically reviews the effectiveness of teaching and learning programs and uses this information to plan appropriate individual and whole-school professional learning.</p>	<p>Teachers routinely use evidence of student learning progress to diagnose their own development priorities. Individually and collectively, they engage in a cycle of inquiry to evaluate the effectiveness of their current teaching practices. The school routinely reviews its impact on students' progress and development, and incorporates findings into whole-school professional learning and school improvement plans. Exploring models of best practice from local and international contexts informs the school's professional learning.</p>	<p>The school routinely integrates student learning data with teacher professional development and strategic planning. The school uses its data to align teachers' individual learning needs with school priorities, goals for student learning and Annual Implementation Plans (AIP). The school trials and evaluates professional learning practices from international and local contexts which are known to have an impact.</p>
<p>Professional learning is ongoing, supported and fully integrated into the culture of the school</p>			

<p>A school-based professional learning program is documented and implemented. The school supports teachers to develop evaluative and assessment skills, and provides opportunities for teachers to practise these capabilities.</p>	<p>The school fosters a culture that values and supports ongoing professional learning to evaluate and improve teaching practice. Teachers are collectively responsible for improving instructional practices to achieve progress in learning for all students and reduce variations in learning outcomes between classes.</p>	<p>The school systematically builds teaching capabilities with sufficient time and incentives for continued enhancement of teacher expertise. School leaders facilitate opportunities for staff to learn from each other and model continuous learning in their own practice.</p>	<p>The school fosters an environment that values collaboration, trust, risk-taking, experimentation, collaborative inquiry and self-assessment. The school embeds a continuous focus on teaching and learning in its culture. School leaders support and provide ongoing opportunities for all staff to progressively reach higher levels of performance.</p>
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<p>Self-evaluation evidence</p>	<p>The review panel evaluated this dimension as Evolving. In 2017, the college meeting and professional learning schedule was revamped with a focus on the areas identified in the Lalor North College Teaching and Learning Framework and FISO. PLT work focussed teachers on the core work of curriculum planning, development and pedagogy. In addition, we provided opportunities within this context to analyse the Student Learner Profiles of every student in their classes to ensure they have a Class Learning Plan ready to guide their teaching.</p>
<p>Uploaded documents</p>	

<p>Priority</p>	<p>Excellence in teaching and learning in teaching and learning</p>		
<p>Dimension</p>	<p>Curriculum planning and assessment</p>		
<p>Score</p>	<p><input checked="" type="checkbox"/> You have assessed your school on all Components for this dimension. Your current Self-evaluation score is: Evolving</p>		
<p>Emerging 0 out of 3 continua selected</p>	<p>Evolving 3 out of 3 continua selected</p>	<p>Embedding 0 out of 3 continua selected</p>	<p>Excelling 0 out of 3 continua selected</p>
<p>The curriculum plan is developed and documented</p>			
<p>Teachers are familiar with the school's School Strategic Plan (SSP) and Annual Implementation Plan (AIP) and identified areas for improvement. Student achievement data informs</p>	<p>The school has identified FISO priority areas for focus and these are clearly identified in the SSP and AIP. School-wide achievement data is analysed. Student backgrounds and</p>	<p>The school has audited the current curriculum plan and identified areas that need to be reviewed to align to the SSP, AIP and identified FISO priority areas.</p>	<p>The leadership team has led a whole-school audit of the current curriculum plan, analysis of student data and identified priority areas, aligned to the SSP and AIP.</p>

<p>curriculum planning. Curriculum plans are usually designed by individual teachers based on the year level and curriculum area using the Victorian Curriculum and senior secondary curriculum. Teachers collaborate informally to develop and review teaching and assessment strategies and to share what they have learned. The school provides some opportunities for students to engage in the curriculum planning process.</p>	<p>the needs of particular cohorts of students inform curriculum planning. Teachers plan together in stages of learning and curriculum area teams against the Victorian Curriculum and senior secondary curriculum. The school schedules opportunities for teachers to work in teams which develop consistency in teaching and learning strategies and moderate student assessment. The school actively seeks the views of students about curriculum content, delivery and assessment.</p>	<p>A comprehensive analysis of student achievement data provides an accurate picture of student achievement across the whole school, within learning areas and the capabilities, within year levels and for student cohorts and individual students. This informs the development of a sequential curriculum plan. Curriculum planning reflects the achievements of students against the standards for curriculum areas, stages of learning and student backgrounds and needs. A professional learning community approach to whole-school curriculum planning and assessment is implemented to build the commitment, skills and capability of staff, reflective of school priorities. Planning units and assessment in teams, and in collaboration with students, is fundamental to the implementation of the school's curriculum plan.</p>	<p>The plan is well established across each curriculum area and year level/cohort. A rigorous analysis of student achievement informs a sequential curriculum plan. Curriculum planning analyses and addresses the full range of learning needs of individual students providing coherence and continuity across all learning areas, and capabilities and stages of learning. Formal avenues exist for students to give voice to their interests and needs, and to regularly have input into curriculum planning, teaching and assessment. A Community of Practice approach across a group of schools brings expertise, innovation and professional challenge to the curriculum planning process.</p>
<p>There is a holistic approach to curriculum, pedagogy and assessment</p>			
<p>The school's curriculum plan identifies curriculum, pedagogy and assessment largely as separate inputs. Pedagogical practice is usually selected by the teacher based on their current knowledge, teaching experience and teaching style. They are aware that personalised learning can increase engagement and support learning. A school assessment plan is developed, predominantly driven by</p>	<p>The school's curriculum plan begins to integrate learning areas and capabilities, pedagogy and assessment into a documented program of teaching and learning. Documented whole-school pedagogical practice is evidence based. There is an expectation that student needs and interests inform curriculum planning and teaching. A school assessment plan includes assessment of and for learning, while</p>	<p>The school's curriculum plan integrates learning areas and capabilities, pedagogy and assessment into a sequential program of learning. Documented whole-school pedagogical practice is evidence based with high impact teaching strategies embedded in the teaching and learning program. These strategies integrate with a detailed, sequential curriculum plan to ensure personalised teaching and learning.</p>	<p>The school's curriculum plan fully integrates learning areas and capabilities, pedagogy and assessment into a coherent, sequential and developmental program of learning. A quality assurance process ensures that high impact, evidence-based pedagogical and assessment practices are enacted by all teachers. Teachers pinpoint and build from point of need for individuals, student cohorts and groups of students.</p>

summative assessment and reporting expectations.	moderation of student work develops consistency of teacher judgement.	Accurate assessment of and for learning is characterised by teacher collaboration around processes such as assessment mapping and moderation, enabling greater consistency of teacher judgements of student learning.	There is a clear relationship between the curriculum standards, learning goals, learning activities and assessment strategies. This enables teachers to capture students' knowledge and skills to quantify learning progress and to identify next steps.
The curriculum is monitored and evaluated			
The school has a formal process for reviewing the curriculum plan. This is informed by student achievement data and is mainly conducted by the leadership team.	Teacher teams use student achievement to effectively monitor and review the curriculum plan, teaching and learning and assessment strategies. Standardised unit and lesson planning templates are periodically refined.	Programs are regularly monitored and evaluated by professional learning teams to ensure that the curriculum plan, teaching and learning and assessment strategies are consistent across all areas. Consistent processes are in place to monitor the effectiveness of programs in meeting the student's learning goals and needs, based on a range of evidence.	The school has established processes for ongoing evaluation and modification of its curriculum plan based on a cycle of review and comprehensive stakeholder feedback. A detailed analysis of outcomes data significantly informs this process.

Self-evaluation evidence	The review panel agreed that there was further work required to evaluate Curriculum, planning and assessment at the level of Embedding due the minimalist planned differentiation in classroom curriculum and assessment documentation and practices. There has been work done in PLT teams during and 2016 and 2017 to develop consistent Teaching and Learning Schedules assessment tasks and rubrics linked to the Victorian Curriculum. Staff also engaged in an audit of all topics covered, along with assessment tasks which occurred across Year 7-10 to investigate the appropriateness of the curriculum diet for students at each year level. An example of the Year 9 year level overview is attached. During 2017, all units of work and assessment tasks were audited against the Victorian Curriculum Skills and Knowledge and these were updated on end of semester reports. The 5 point assessment scale was formally introduced and staff began creating rubrics and assessing students based on this.
Uploaded documents	

Priority	Excellence in teaching and learning in teaching and learning			
Dimension	Evidence-based high-impact teaching strategies			
Score	<input checked="" type="checkbox"/> You have assessed your school on all Components for this dimension. Your current Self-evaluation score is: Emerging moving towards Evolving			
Emerging 3 out of 4 continua selected	Evolving 1 out of 4 continua selected	Embedding 0 out of 4 continua selected	Excelling 0 out of 4 continua selected	
The school has high expectations for learning progress				
Teachers recognise that students of the same age will be at different points in their learning and may progress at different rates. The leadership team supports raised consciousness of how teaching practice impacts the learning of individual students.	Teachers know that every learner is capable of making progress and clearly communicate this to all students. Teachers set challenging tasks and encourage students to engage with them. Teaching is designed to scaffold student learning accordingly.	Teachers have a collective belief that strong learning growth for all students is enabled by evidence-based pedagogical practice. Teachers enhance students' self-efficacy and self-esteem as learners by tailoring challenges to meet the learning stage and readiness of each student.	The school has a clear focus on excellence in teaching with high expectations that students can meet appropriate challenges. All teachers expect that every student will make at least 12 month's growth in a school year, regardless of their starting point. Teachers engage students in learning and develop students' self-regulation, enhanced self-efficacy and self-esteem as learners.	
The school develops teacher knowledge of high-impact teaching strategies				
Professional learning addresses teacher knowledge of evidence-based high-impact teaching strategies.	The school provides opportunities for teachers to observe and discuss best practice teaching. There is a shared language to describe agreed high-impact teaching strategies. Teachers select and trial agreed new strategies in their own classrooms. Teachers identify high-impact teaching strategies as a focus for learning and development in Performance and Development Plans.	Teachers have opportunities to observe skilled colleagues, trial and review new strategies, receive feedback and focused coaching to support changes to their practice. Teachers continue to expand and refine a repertoire of high-impact teaching strategies that are integrated into their daily practice, and these are shared with colleagues. Building knowledge and skills in the use of agreed high-impact teaching strategies is referenced in teacher	Teachers demonstrate and apply current pedagogical knowledge which develops high-order thinking and metacognition to extend all learners. Teachers have a deep understanding of their teaching and the effect it has on student learning. The school has internal capacity to update understanding and practice of high-impact teaching strategies and identifies and seeks external expertise when required.	

		Performance and Development Plans.	
The school implements consistent and sustained high-impact teaching strategies			
<p>Teachers understand the rationale for consistent, high-quality teaching strategies across the school. Teachers are encouraged to use the FISO Improvement Cycle to improve practice and drive whole-school improvement. Working collaboratively in Professional Learning Communities, teachers begin to investigate alternative teaching models, pedagogical strategies and experiment with new practices.</p>	<p>Teachers can identify their own pedagogy. They share challenges reflect on practice and share self-assessment and feedback with some trusted colleagues. Teachers are committed to improving their practice and actively seek feedback and support from each other. Professional Learning Communities support individuals in making incremental changes to their practice. Teachers challenge and support each other in building and refining skills so there is less variation in quality and greater consistency, ensuring improved learning outcomes for all students.</p>	<p>The school has a clear instructional model that is based on research relating to high-impact teaching strategies. All teachers follow the model which informs the work of Professional Learning Communities. The leadership team allocates time and resources to support teachers in implementing consistent strategies at all levels. Teachers demonstrate the confidence and skills to talk about quality teaching. They question their impact through analysing various data, are open to having their teaching reviewed, and are welcoming and responsive to thoughtful and constructive feedback.</p>	<p>In Professional Learning Communities, teachers engage in challenging and supportive conversations that stretch their learning and build professional resilience and confidence. The leadership team builds a culture that supports improving the quality of teaching across the school and maintains an inquiry cycle. Individuals and teams are open to critically evaluating their practice in a culture of trust and with a strong sense of collective efficacy – a belief that teachers are jointly responsible for ensuring the success of all students.</p>
The school monitors and evaluates its practice			
<p>Teachers rely on summative assessment data to evaluate student progress and identify gaps in student learning. Teachers plan to address some student misunderstandings and persistent challenges. The leadership team challenges and supports teachers to reflect on and evaluate the impact of their teaching on student learning.</p>	<p>Supported by the leadership team, teachers use formative and summative assessment to evaluate the impact they are having on student outcomes and to self-assess the effectiveness of their teaching. Teachers respond to formative and summative assessment by trialling some high-impact teaching strategies.</p>	<p>Teachers use student data to tailor their teaching and preference appropriate high- impact teaching strategies. They work through the FISO Improvement Cycle to evaluate the effectiveness of teaching informed by student learning growth and student feedback. The leadership team works through the FISO Improvement Cycle to evaluate the effectiveness of high-impact teaching strategies on school improvement.</p>	<p>Teachers use multiple sources of data to compare growth rates and evaluate the effectiveness of different teaching strategies. The FISO Improvement Cycle is used to ensure early intervention, scaffolding and extension is accurately targeted and delivered. School leaders work with teachers to evaluate the effectiveness of high-impact teaching strategies to refine curriculum, pedagogy and programs, and plan for further improvement.</p>

Self-evaluation evidence	The peer review panel agreed that the school underestimated its progress on Evidence-based high impact strategies, as the panel saw evidence of the beginnings of an Explicit Instructional Model at the school and some work was undertaken in the use of learning intentions, rubrics and assessment for learning protocols. There is significant variation across classrooms around the use of these high impact teaching strategies, however staff discussion at the end of 2017 identified the need to further engage with these and committed to trial some during Early Commencement (see attachments)
Uploaded documents	

Priority	Excellence in teaching and learning in teaching and learning		
Dimension	Evaluating impact on learning		
Score	<input checked="" type="checkbox"/> You have assessed your school on all Components for this dimension. Your current Self-evaluation score is: Emerging moving towards Evolving		
Emerging 2 out of 3 continua selected	Evolving 1 out of 3 continua selected	Embedding 0 out of 3 continua selected	Excelling 0 out of 3 continua selected
The school builds assessment literacy			
<p>Student work is formally assessed by teachers at the end of a cycle of learning where it sums up student achievement at a particular point in time against goals and standards. Teachers collaborate to create and share assessment tasks mapped to the standards. Teachers provide students with feedback on strengths and areas for improvement to progress learning.</p>	<p>Teachers use a range of formative and summative assessments to monitor student learning, identify point of need and comply with curriculum standards. Teaching teams establish processes such as using assessment maps, moderation and protocols to enable greater consistency of their judgements on student learning. Teachers provide students with targeted feedback based on informed and timely judgements of each student's achievement relative to their learning goals and their needs, in order to progress learning.</p>	<p>Teachers collaborate to design high-quality summative and formative assessments. Teaching and learning is routinely adjusted to cater for individual needs. The school prioritises assessment literacy and teachers have dedicated time to collaboratively build their capabilities. Teacher judgements are consistent across the school and validated by formal processes such as peer observations, moderation and cross marking. Teachers and students feedback to each other about student progress. Teachers use formative and summative assessment strategies, identify, articulate and explicitly teach the skills</p>	<p>All teachers demonstrate a deep understanding of the uses and purposes of assessment which informs planning for student learning. Consistency of teacher judgement is validated by rigorous data analysis by skilled teacher teams using rigorous methodology. Annotation of student work samples supports moderation and ensures assessment is accurate and supportive of learning growth. A range of comprehensive formative and summative assessment data provides the basis of regular feedback and reporting to students and parents who are engaged as partners in improving student outcomes. The school documents the processes</p>

		required for each student to improve.	which enable students to feedback to teachers and parents on their learning progress and next steps for improvement.
The school connects student assessment with learning			
The school encourages teaching teams to work together to identify and use different assessment strategies appropriate to learning.	Teachers work in teams to analyse assessment data and monitor students' learning as part of regular lesson planning and review. They identify implications for future lesson planning including curriculum content and pedagogical approaches.	Documented whole-school assessment strategies develop teachers' capabilities to use a range of assessment data to diagnose learning needs and inform planning for student learning.	Analysis of student assessment is used explicitly by teacher teams to inform curriculum development and teaching practice. There is a reflective cycle of planning, teaching and assessment using evidence-based strategies.
Teachers evaluate and modify their teaching practice			
Teachers analyse student assessment data to identify the knowledge and skills students need to meet the expected standards. Teachers identify appropriate focus areas for their own professional learning and look for opportunities to build new knowledge and skills including peer observation, feedback and coaching.	Teachers work in teams to analyse student learning data and reflect on the effectiveness of their own teaching. Teachers identify appropriate professional learning to build their knowledge and skills including research, evidence-based strategies, observation, and feedback and coaching.	Teacher teams respond to the student data analysis by adapting their pedagogical practice and refining assessment and curriculum delivery. Team planning and professional learning time prioritises assessment data analysis. Teachers evaluate the effectiveness of their practice, trial new practices, monitor student learning and seek feedback from colleagues and students to gauge the impact of changed practices.	A whole-school approach to developing evaluative practice prioritises time and resources for teams to scrutinise their impact on students' progress. Teachers are skilled in monitoring the impact of their practice and are able to take control of their own learning. The school uses student learning data for strategic planning of teacher individual and collective professional learning.

Self-evaluation evidence	The establishment of PLTs has provided the opportunity for teachers to engage in some moderation of student work. Year 12 English teachers were mentored in this process by a college excelling in this area and the team now moderates after every SAC. The moderation process now occurs at Year 11 English, and on a few other occasions throughout the year in all domain areas. We have seen some improvement in the development of rubrics and increased clarity around the Victorian Curriculum skills and knowledge and how to interpret the 5 point scale. We have introduced annual PAT literacy and numeracy testing and incorporate this data along with the NAPLAN data, and other qualitative data, into the Student Learner Profile. A profile is created for every students and time was
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	<p>given in 2017 for staff to use this data to develop a Class Learning Plan for each of their classes. This reiterated to staff the fact that there are varying levels of ability in the one class and many students with special needs. There is still evidence at the college that a one size fits all teaching approach is used extensively and as a consequence many students, especially the middle to high achieving students are becoming disengaged. At this stage, there is very little student feedback to staff and currently no peer observation program. The Peer Review states that there was some improvement in VCE English and in National Assessment Program-Literacy and Numeracy (NAPLAN) Writing scores, but not all targets were achieved. For example, the VCE mean of all studies did not consistently improve over the four-year cycle. However, the Senior VCAL completion rate did improve from 75% in 2015 to 88% in 2016. In NAPLAN Reading, 22% of students had a high relative growth from Year 7 in 2015 to Year 9 in 2017, higher than the previous two cohorts of students. NAPLAN Writing data indicated. Clearly further VCE and other data analysis and reflection needs to occur.</p>
<p>Uploaded documents</p>	

Priority	Professional leadership		
Dimension	Building leadership teams		
Score	<input checked="" type="checkbox"/> You have assessed your school on all Components for this dimension. Your current Self-evaluation score is: Evolving		
Emerging 0 out of 3 continua selected	Evolving 3 out of 3 continua selected	Embedding 0 out of 3 continua selected	Excelling 0 out of 3 continua selected
The leadership team leads school improvement			
<p>Quality conversations are led by the principal class.</p> <p>The leadership team develops a basic understanding of current research and uses student data to influence the school's choice of FISO priorities for school improvement.</p> <p>The leadership team supports the development and actions of a School Improvement Team.</p> <p>The leadership team engages and encourages staff to commit to evidence-based improvement, using FISO to underpin the school improvement journey.</p> <p>Professional learning to develop leadership capacity for school improvement is promoted.</p>	<p>The leadership team applies their understanding of current research and student data to plan and implement school improvement.</p> <p>The leadership team provides clear and explicit direction and support for the School Improvement Team's activities, including raising awareness across the school community of its improvement goals and targets identified in the AIP.</p> <p>The school's selected FISO initiatives are aligned with the SSP and AIP.</p> <p>Leadership roles are aligned with the SSP and AIP priorities.</p> <p>The school provides opportunities for aspirant leaders to build their capabilities in school improvement.</p>	<p>The leadership team has a shared understanding of why and how FISO initiatives for improvement will be implemented and how these will support the school's vision, values and culture.</p> <p>The leadership team develops capability among teachers to implement and monitor the actions of the School Improvement Team, fostering a culture of improvement across the school.</p> <p>Whole-school curriculum planning and practice demonstrates the interconnectedness between the SSP, the AIP, FISO initiatives and school improvement.</p> <p>The principal implements succession planning and develops the capabilities of leadership teams to build a culture that is focused on improvement.</p>	<p>The school community has a clear understanding of the school's vision, values and culture and the priorities driving the school improvement agenda.</p> <p>The leadership team, School Improvement Team, teachers and school council work in concert to drive a relentless focus on improvement across the school, linking the goals of the AIP to those of the SSP.</p> <p>There is a culture of review, responsibility and shared accountability for school improvement.</p> <p>Succession planning is in place to build staff capabilities and recruit staff with particular expertise to deliver school improvement targets.</p>
The leadership team leads professional learning			
<p>Leaders participate in professional and community networks and forums to broaden their knowledge and practice.</p> <p>A whole-school professional learning</p>	<p>The leadership team is regularly involved in professional learning with their staff. They do so in formal, structured professional learning teams</p>	<p>Leaders engage in the Communities of Practice.</p> <p>The leadership team participates in and leads Professional Learning Teams.</p>	<p>Leaders participate and actively lead Communities of Practice to share knowledge and maximise access for all staff to quality professional learning.</p>

<p>program is developed and documented. An induction program for new teachers introduces them to the professional learning culture of the school.</p> <p>The leadership team identifies and provides access to appropriate professional learning for teachers.</p>	<p>and also in informal discussions, coaching and mentoring.</p> <p>A whole-school professional learning strategy aligns individual learning plans with school goals and supports the school's identified FISO improvement strategies.</p> <p>Leading teacher and experienced teachers' roles and responsibilities include facilitating the school professional learning program.</p>	<p>Informed by current research, they continually challenge each other to improve each other's practice.</p> <p>Leaders provide time and resources for teachers to research and implement new approaches where impact is measured and findings are integrated into school improvement plans and processes.</p> <p>Leaders delegate authority to others to undertake specific activities. They design strategies and processes that support leadership development and recognise a variety of leadership roles within the school.</p>	<p>Informed by current research they provide effective feedback for system improvement.</p> <p>The leadership team leads teachers in a cycle of improvement to continuously monitor and evaluate the impact of teacher professional learning and improved practice on the school's identified FISO improvement strategies.</p> <p>Career pathways clearly identify opportunities for staff to progress. Staff are provided with feedback to support on-going improvement and progression.</p>
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The leadership team ensures a safe environment

<p>The leadership team shares expectations for respectful behaviour and communication between all members of the school community. Leaders support the development of a common language around the school's values and vision and encourage others to act in accordance with them.</p>	<p>The leadership team sets expectations and models respectful engagement throughout the school community. They promote the importance of making the school a safe and positive place to learn.</p> <p>Leaders and teachers purposefully engage in activities to build relationships and trust. Protocols for input and feedback are developed to reflect the school's values and achievement of the vision.</p>	<p>The leadership team builds a safe, purposeful and inclusive learning environment by fostering constructive and respectful relationships among all members of the school community.</p> <p>Leaders encourage inquiry, creativity and innovation in a safe environment. Teachers collaborate, challenge, and support each other and are provided with appropriate and timely feedback.</p>	<p>The leadership team employs a range of strategies to develop and nurture mutually supportive relationships to build trust and cooperation within the school and wider community.</p> <p>Responsive communication and collaboration occurs across the whole school community. Considered risk taking occurs in a culture with documented and agreed protocols and behaviours, resulting in innovation and improvement.</p>
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<p>Self-evaluation evidence</p>	<p>The PLT structure and the PDP provided staff with opportunity to engage with the core work of the college. The agenda for PLT is drawn directly from the Teaching and Learning Framework and the PDP goals of every staff member were also linked to this framework. Based on the evaluation of our achievement and engagement data, areas for improvement were identified and a school improvement team established. Five staff led the research into the areas of literacy, numeracy, curriculum documentation and pedagogy. A wide of staff, including Domain Leaders, were involved in this phase which involved visiting schools and engaging in professional learning on various programs and approaches. This group presented their conclusions at a Cup Eve Professional Learning Day and to the review</p>
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	panel in November. Despite the successful engagement of these school improvement leaders, the college still faces significant issues with filling leadership positions and engaging experienced teachers in the college's improvement journey .
Uploaded documents	

Priority	Professional leadership		
Dimension	Instructional and shared leadership		
Score	<input checked="" type="checkbox"/> You have assessed your school on all Components for this dimension. Your current Self-evaluation score is: Evolving		
Emerging 0 out of 3 continua selected	Evolving 3 out of 3 continua selected	Embedding 0 out of 3 continua selected	Excelling 0 out of 3 continua selected
School leaders lead teaching and learning			
Leaders periodically update their own knowledge of effective pedagogical practices and share new research with staff. Leaders encourage staff to work together to develop curriculum, teaching and assessment strategies.	Leaders lead and participate in professional learning with staff, including curriculum planning, instructional methods, assessment strategies and student achievement data. Leaders work with staff to review and improve their teaching, including using observation, feedback and coaching.	Leaders use their expertise to guide the instructional program of the school. They prioritise evidence-based, high-impact strategies and support staff to use them consistently. Leaders are seen by staff as instructional experts who use their pedagogical knowledge and skills to coach and develop others.	Leaders model and demonstrate high levels of pedagogical knowledge and skill, including expert knowledge of evidence-based teaching strategies. Leaders align instructional and curriculum planning with the goals of the school. They integrate continuous evaluation and improvement of practice with performance and development processes.
School leaders lead whole-school improvement			
Leaders encourage teachers to collaborate and review the impact of their teaching on student learning. The principal identifies priority areas for improvement consistent with the school's AIP. All teachers have a Performance and	Leaders periodically review student data and guide and drive professional learning in data analysis to support teachers to assess the effectiveness of their instructional practices. The School Improvement Team oversees and evaluates the	Leaders drive school-based professional learning that enables teacher teams to respond effectively to the analysis of student data which measures the impact of teaching programs. The leadership team monitors the	Teachers work collaboratively, using data to reflect on the impact of their teaching. Informed by peer review systems, with coaching and mentoring, a reflective culture is built and sustained across all levels of the school.

<p>Development Plan with alignment to AIP goals.</p>	<p>effectiveness and impact of the AIP. All staff engage in annual performance and development processes with regular opportunities to share progress towards improving student learning and gain critical feedback from school leaders.</p>	<p>impact of school improvement strategies and trajectories towards AIP goals. School leaders lead staff teams to share progress and challenges of Performance and Development Plans. Staff provide critical peer feedback on progress and problems of practice. Leaders monitor the extent to which feedback informs professional learning.</p>	<p>The school engages with its community to share and gain feedback on its improvement journey and AIP goal achievement. The principal's Performance and Development Plan and the AIP establish the school improvement goals in staff Performance and Development Plans. Staff engage in goal setting and reflective practice through a structured annual performance and development process. The leadership team is individually and collectively accountable for leading improvement in learning and teaching.</p>
<p>School leadership is shared</p>			
<p>The principal provides some opportunities for teachers to take on leadership roles outside the classroom. Leaders consider input from teachers at the school when making decisions. Students' views on school organisational matters are considered.</p>	<p>The principal team delegates authority to others to undertake specific activities and implements processes that support leadership development. The principal team actively canvasses the views of leaders and teachers in the school when formulating decisions. The school has formal and informal processes for students to contribute their views on school organisation and some elements of teaching and learning.</p>	<p>The principal team creates challenging roles, responsibilities and opportunities for leaders that leverage and grow their talents. The leadership team models distributed leadership through clear individual and collective roles and responsibilities. The leadership team develops whole-school responsibility for improving student outcomes. The school has formal and informal processes for students to represent student views on school organisation and teaching and learning initiatives.</p>	<p>The principal team builds leadership capacity by creating a culture of empowerment, responsibility and opportunities for growth at all levels of experience. Leadership is distributed and centred around developing the capabilities of all members of the school community, including students. A shared focus on improving student outcomes drives inquiry and an innovative school culture. The practice of teachers and the school's improvement agenda is directly influenced by systemic student input.</p>

Self-evaluation evidence	<p>The acting principal and assistant principals are committed to building a respectful learning community where staff, students and parents feel committed to the improvement of the college. Despite the fact that the principal class are in an acting capacity, there has been stable leadership at the college for the last two years. Despite this the Leading Teacher situation is not stable. It should be noted that we have found it difficult to attract the necessary number of leading teachers required for 2018. In 2017, the leadership team has comprised of 2 Middle School and 2 Senior School Coordinators. In each sub school there was one curriculum leader and one engagement/ management leader. In 2018 this will evolve to one sub school coordinator and one overall curriculum leader because of a lack of interest. The issue of staff leadership and succession planning is a concern and needs to be addressed in the next Strategic Plan. In 2017 of 5 Leading Teachers Leading Teachers have met regularly with the principal class to determine to agenda for college improvement based on the FISO and our Teaching and Learning Framework. The Leading Teachers have set the agenda for PLTs, with some consultation with Domain leaders through the Curriculum Advisory Committee. In 2018, the intention is to re-engage Domain Leaders in this process. Staff have engaged in the PDP process and their goals were linked to the college Teaching and Learning Framework. Reviews were conducted by Leading Teachers. In 2016 and 2017, the intention was to provide forums for staff discussion and notes from staff input sessions have been used extensively to inform decisions around a range of matters- in relation to college process, the Reading Block, the development of the Teaching and Learning Framework, high impact teaching strategies, etc. It should be noted here that the majority of teaching staff are at the highest pay scale and, as a consequence, are allocated a specific responsibility.</p>
Uploaded documents	

Priority	Professional leadership		
Dimension	Strategic resource management		
Score	<input checked="" type="checkbox"/> You have assessed your school on all Components for this dimension. Your current Self-evaluation score is: Embedding		
Emerging 0 out of 2 continua selected	Evolving 0 out of 2 continua selected	Embedding 2 out of 2 continua selected	Excelling 0 out of 2 continua selected
The school has a culture of strategic thinking, planning and resource allocation			
The principal articulates a clear direction for the school relevant to its context. The principal determines the allocation of school resources based on immediate school needs. The principal uses whole-school data to	The principal develops decision-making processes that recognise the school's context and uses a consultative approach to strategic planning. Change management principles are used to inform the implementation of new initiatives. These initiatives are	The principal demonstrates an understanding of the school's context and readiness for change to implement improvement initiatives. They use improvement strategies appropriate to the nature of change. Their work within the Community of Practice informs their	The principal uses an understanding of the broader educational influences, both globally and nationally, to inform strategic thinking and planning. They are able to embrace uncertain, complex and challenging contexts and work within Communities of Practice to seek

<p>identify school improvement goals linked to the AIP.</p>	<p>assessed for cost benefit. The principal, in consultation with the business manager and School Improvement Team, ensures that the goals of the SSP and AIP are prioritised in the allocation of resources. The principal collects and analyses school and local data to inform direction and evaluate learning growth over time.</p>	<p>thinking and planning. The principal, in collaboration with the business manager and school council, uses school and local data for strategic planning and accountability. There is a clear line of sight between annual school improvement goals, school-wide improvement strategies and resourcing. To ensure resourcing for implementation and sustainability, the principal establishes performance measures to assess the impact of resource allocation on priorities and goals.</p>	<p>creative and innovative solutions, including the leverage of community resources and opportunities. Strategic planning is informed by a range of data. The FISO Improvement Cycle provides a clear path to identifying priorities, researching and trialling new strategies, resourcing and ensuring ongoing monitoring of effectiveness. The principal engages the business manager, leadership team and school council to ensure that long term financial planning is aligned with strategic direction.</p>
<p>The school strategically uses human resources</p>			
<p>The principal aims to recruit personnel who demonstrate the best fit for immediate staffing needs at the school. They make recruitment decisions by assessing personnel shortages and short-term goals of the school. The principal works with staff to identify and prioritise their professional learning needs based on gaps between the requirements of their roles and their current knowledge and skills. They ensure that beginning teachers and teachers new to the school have a thorough induction to the school.</p>	<p>The principal recruits personnel and changes roles and responsibilities of current personnel to best meet the school's objectives. They assess current and anticipated staffing needs, planned developments and short term goals of the school, to make recruitment decisions. The principal identifies and implements professional learning that is aligned with staff learning plans and school priorities. They allocate time and resources to support teacher collaboration. The principal ensures that beginning teachers and teachers new to the school have a thorough induction and are supported by experienced mentors.</p>	<p>The principal regularly reviews evidence of the school's progress towards the goals and targets of the SSP. They anticipate and prepare for changes in senior staff, and actively develop the capabilities of teachers to enhance or replace the skills and expertise required. The leadership structure ensures clear alignment of responsibilities for school improvement with leadership roles. The principal strategically invests in professional learning that supports school improvement priorities and goals. Instructional leaders connect teacher needs to school strategic planning. They monitor and evaluate the impact of professional learning on progress towards achieving school goals and priorities. Beginning and new teachers are</p>	<p>The principal integrates student achievement data into goal-setting, workforce planning, professional development and strategic resource planning processes. They recruit specific expertise that is required to meet the goals and targets of the SSP. The leadership structure and leadership roles ensure whole-school capacity for ongoing improvement. The principal creates challenging roles that encourage the development of experienced teachers and leaders. They match teacher strengths to the different needs of students in the school. They embed a culture of review, responsibility and shared accountability to achieve school goals. New and beginning teachers build their capacity to support student learning and their feedback shapes the school's</p>

		supported to understand and contribute to the school culture of high expectations. and their feedback informs the review of the induction processes.	induction processes.
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Self-evaluation evidence	<p>Over the last two years the principal has almost brought the college out of deficit with the assistance of workforce bridging and careful resource and financial management. In 2018, the budget is expected to be in surplus. Over recent years, the college has also experienced quite significant excess and in 2018, this will reduce. Over this two year period, teachers have worked the 1200 minute maximum and time allocations for responsibility positions have been reduced. Year level coordinators, in particular, have struggled to complete all the necessary tasks relating to their role with limited time, however, to address this issue, ES staff have been deployed to complete some of the administrative duties related to their role. A similar arrangement was also established for the International Student Coordinator. Job Descriptions have been edited and college processes refined to ensure role clarity and efficiency. Equity Funds have been used effectively to drive improvement in student learning outcomes. Michael Ymer (numeracy) and Ann Angelopoulos (writing) have been employed to model and coach staff around effective strategies for enhancement in these critical areas. The funds have also been used to release an improvement team to investigate programs and strategies relating to literacy, numeracy, curriculum planning and development and pedagogy. Equity Funds have also been used to extend our testing regime to include PAT literacy and numeracy testing at Year 7-9 and Grade 6 testing. In 2018 the plan is to further build teachers' data literacy and explore implication for teaching and learning. We have also run a schedule of PLT meetings and Professional Learning Days to engage staff in work related to our Teaching and Learning Framework and specific areas for improvement. In addition, the college supports individual staff request for professional learning if it connects with the college priority areas.</p>
Uploaded documents	

Priority	Professional leadership		
Dimension	Vision, values and culture		
Score	<input checked="" type="checkbox"/> You have assessed your school on all Components for this dimension. Your current Self-evaluation score is: Evolving		
Emerging 0 out of 2 continua selected	Evolving 2 out of 2 continua selected	Embedding 0 out of 2 continua selected	Excelling 0 out of 2 continua selected
The school's vision, values and culture position it for student improvement			

<p>Leaders begin to develop the school vision and values. They engage staff in discussions about the school's vision, values and goals and make links to the current work of the school.</p> <p>Leaders set goals for the school, specifying school improvement targets from the AIP. They set expectations that the goals should inform and impact upon teaching practice.</p>	<p>Leaders work with staff to refine the development of the school vision and values. They use these as a guide, together with school performance data, to develop a set of clear goals for student learning that are aligned with the AIP.</p> <p>Leaders engage teachers in developing a shared vision for school improvement. They work with staff to identify learning improvement goals and clarify how planning and teaching will align with the goals. They engage staff in discussions about goal achievement.</p>	<p>Leaders clearly articulate the school vision and values and their importance in guiding all school work. Analysis of student learning data and consultation with students and parents/carers inform the development of the school's goals for improved student learning.</p> <p>Leaders work with staff to design school policies, processes and instructional programs around agreed vision, values and AIP targets. They engage staff in goal monitoring and goal alignment to vision and values.</p>	<p>Values, informed by the school's vision, and developed collaboratively by the whole school community, are strongly embedded in everyday practices of the school. Explicit targets in student outcomes focus the whole-school's attention on core learning priorities.</p> <p>Leaders, staff and students co-design clear, short and long term goals for the AIP, aligned to the vision, values and culture of the school.</p>
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School leaders communicate the vision and values and engage with stakeholders

<p>Leaders communicate the school's vision, values and AIP goals to the staff. Leaders communicate with students, staff and parents to build alliances to support the school's vision.</p>	<p>Leaders communicate a vision for the school and ensure that parents/carers are informed of the AIP, school policies, programs and activities that reflect the school's vision. The school values clearly underpin the work of the school.</p> <p>Leaders use a collaborative approach to develop a shared vision for the school. They provide opportunities for members of the school community to have a voice and use the school's values to enhance student connectedness to the school.</p>	<p>Leaders make public and reinforce the relationship between the school's vision, values, goals and the improvement strategies articulated in the AIP.</p> <p>Leaders actively seek to engage with a range of stakeholders in the development and support of the school's vision and values. Processes are established to consult with students, parents/carers and potential barriers to engagement are identified.</p>	<p>Leaders articulate the school's vision, values and explain how these reflect the needs and aspirations of the school community. They consistently reference short and long-term school planning and resource decisions to the school vision and goals.</p> <p>Leaders actively engage with the whole school community and use a range of strategies to secure commitment to the school's vision. Strategies are in place to address barriers to engagement. The school monitors how well programs and activities are aligned with the vision and goals.</p>
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<p>Self-evaluation evidence</p>	<p>Over the last two years, the principal class has attempted to engage staff in the building of a vision for college improvement. This has involved the collaborative building of a Teaching and Learning Framework which captures the aspirations and moral imperative of</p>
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	<p>teachers at the college, as well as linking this aspiration to relevant and evidence based actions related to the Lalor North context. The Framework has driven all PLT work and the analysis of our achievement and engagement data has instigated the improvement team work. Although, we have certainly seen a positive engagement with some of the PLT work in 2017 especially in building curriculum documents, we are seeing a fair bit of push back from experienced staff especially in relation to some of the changes mooted for 2018. This is the case for the maths pathways and for some of the changes relating to literacy. Although we are talking about the Growth Mindset idea, we are still getting a strong sense that teachers do not believe that all students can achieve. In addition, we still note the use of fixed mindset language of teachers and labelling comments. During 2016 and 2017 the TPSR model was also introduced at the college for trial and gradually we have seen teachers use this framework to assist them in their dialogue with students about responsible behaviour. In addition, at the end of 2017, we have introduced an Early Commencement Program for the college, with a focus on high expectations and working towards everyone being successful. It has been pleasing to note the positive engagement of staff in this process.</p>
<p>Uploaded documents</p>	

Priority	Positive climate for learning		
Dimension	Empowering students and building school pride		
Score	<input checked="" type="checkbox"/> You have assessed your school on all Components for this dimension. Your current Self-evaluation score is: Evolving		
Emerging 0 out of 4 continua selected	Evolving 4 out of 4 continua selected	Embedding 0 out of 4 continua selected	Excelling 0 out of 4 continua selected
The school activates student voice			
<p>A Student Representative Council (SRC) has been established. Student opinions are invited by SRC in relation to school activities such as fund-raising and student events. The school sees student voice as important in building student motivation and engagement and is developing its policies and practice. Student views are expressed through formal channels such as the SRC or student focus groups.</p>	<p>The school ensures that a broad range of students have the opportunity to provide meaningful feedback, including those students who are disengaged or struggling to succeed. Authentic student voice is sought to enhance the quality of relationships and to inform teacher practice. The school has adequate processes to respond to student voice. The knowledge, skills and attitudes required to build authentic student voice are incorporated into classroom programs and practice. Students, through a student voice team, have a role in school improvement processes, with links to the School Improvement Team and School Council.</p>	<p>The school proactively involves a student voice team and other students in decision making about planning and improvement with links to the School Improvement Team and/or School Council. The school provides professional learning for all staff to support the skills of dialogue, listening and responding to student voice. Students have meaningful input to many aspects of the school. Student surveys and other data are analysed by students and teachers to promote discussions and inform decisions. Student voice is evident in the school review improvement cycle through various touchpoints.</p>	<p>The school has highly developed informal and formal structures to engage with, listen and respond to the full range of student perspectives and feedback; the student voice team is broad and diverse. Teachers and students work collaboratively to reflect on and improve teaching and learning across the whole school. The school has deep knowledge of the levels and complexities of student voice and how it impacts on school culture. The school's improvement cycle has student voice deeply embedded in it as an integral and natural element. Schools can describe and demonstrate the impact of student voice, agency and leadership.</p>
The school activates student agency			
<p>Students have some limited opportunities to direct the path of their learning. Students set some goals in narrow aspects of their learning. They are not highly aware of their own learning progress.</p>	<p>Students have a range of opportunities to contribute to their learning. Teachers and students set individual learning goals together and teachers help students to identify their progress. Teachers provide scaffolding for students to solve their own problems.</p>	<p>Some students and teachers have developed an authentic learning partnership and participate in three-way conferences. Examples are seen of students taking responsibility for their learning and becoming independent, self-regulating</p>	<p>Students and teachers have an authentic learning partnership throughout the school. Students take responsibility for their learning and are, on the whole, independent and self-regulating learners.</p>

	Through feedback, they provide support that enables students to develop agency by assessing their own work and solving their own problems. Some students share examples of their work through conferencing opportunities.	learners. Students have the opportunity to influence the curriculum. The school has implemented formal and informal processes for teachers and students to collaborate on school planning and improvement, and students are included in decision-making.	Students can track and measure their own learning growth. They can present a sophisticated understanding of their learning and achievements through three-way conferences. Students are involved in the design and implementation of school programs and policy and actively contribute ideas about student-led learning opportunities.
The school activates student leadership			
The student leadership model consists of a small proportion of students who hold leadership positions. Student leaders are generally those students who are confident, articulate or recognised leaders. Opportunities exist for student leaders to have a formal presence at school events. Opinions from student leaders are invited in relation to school activities and events including student achievements, celebrations and sporting successes.	Students have access to a broad range of structured leadership roles in the school and training that provides them with opportunities to develop a range of skills, including communication and decision-making. The student leadership team exerts influence in the development of school rules, policies and the improvement of facilities through formal feedback processes and decision-making forums. The school demonstrates values and attitudes that support student leadership. Student leadership is included in the school's policy framework to enable young people to be active and empowered citizens who apply democratic principles and behaviours.	The school has a clear understanding of what student leadership involves and ensures its student representative models are inclusive. Students have access to a well-developed range of student leadership roles and forums that build their skills and capacity across the school community. Student leaders are drawn from a diverse range of student backgrounds and are not necessarily restricted to those who are articulate and high achievers. The student leadership team influences decision-making on behalf of students across wide-ranging aspects of the school.	The school has sophisticated opportunities and structured models that promote school-wide, leadership practice. School structures are highly developed to ensure that student leadership is enmeshed in the fabric of the school. The school actively develops leadership skills in all students, and works with a variety of community stakeholders to provide opportunities for students to practise these skills. Members of the student leadership team can confidently represent their school and its students. They generate meaningful discussions on behalf of those students whose voices are less likely to be heard, who are disengaged or who lack the skills and confidence to express views and opinions.
The school builds school pride and connectedness			
The school infrastructure enhances a teaching and learning environment that engenders a feeling of pride and connectedness in students.	Regular opportunities for sharing and celebrating student and school achievements are planned to build pride and connectedness through	Students feel well connected to their peers and to the school. The pride that students and staff feel about their school is highly evident to	Students have a deep feeling that they belong at school. They have strong social ties and feel acceptance, care and support from others. They feel that

Student achievement is celebrated at a classroom level. Discussions about students' achievements with peers, parents/carers and staff are positive and designed to build self-esteem and pride.	school assemblies, classroom presentations and newsletters. Students demonstrate a sense of enjoyment in learning. They regard their teachers positively and feel they are taught in an engaging way.	all who visit the school. Students take responsibility for the celebration of school achievements and are actively involved in the assurance of a safe and welcoming environment for all.	they are truly a part of a school community. This sense of pride in the school and its culture is shared by teachers, students, parents and the broader community.
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Self-evaluation evidence	Although the college has not met its target of 20% regarding students leadership positions, we do have 58 students or 14.5% of students involved in leadership. In addition to this, we have over 30 students involved in Science Club which is a new program across all levels. In 2017, we saw a number of students engaged in presenting at student led whole school assemblies and the majority of Year 7 students presented at student led conferences. We hope to extend this in 2018. There is still much scope for improvement in terms of the active role of student leaders at the college and their influence of school processes and being agents of their own learning. Student self and peer assessment is not widely used and student feedback to teachers is also infrequently implemented. The practice of engaging with Learning Intentions and other metacognitive practices to facilitate students agency in learning is also not widely practised. Whole year level events like the Year 9 City School, Year 10 Work Experience and Year 11 ABW, along with the Year 7, 8 and 9 camp and the Ski Camp continue to be successful and engage students in relevant and real life activities. The practise of celebrating student achievement and effort has been further enhanced at the college with the introduction of certificates for GPA above 3.75 and this has been well received by students.
Uploaded documents	

Priority	Positive climate for learning		
Dimension	Setting expectations and promoting inclusion		
Score	<input checked="" type="checkbox"/> You have assessed your school on all Components for this dimension. Your current Self-evaluation score is: Evolving		
Emerging 0 out of 4 continua selected	Evolving 4 out of 4 continua selected	Embedding 0 out of 4 continua selected	Excelling 0 out of 4 continua selected
The school fosters inclusion and engagement			
Diversity is valued especially as part of special events and programs which build knowledge and understanding of diverse cultural and linguistic	Diversity is valued and its strengths reinforced through the implementation of school programs that are responsive to different cultural and linguistic	Diversity and understanding of others is promoted and celebrated within the school. The school draws on the knowledge and support of community	Diversity is celebrated, promoted and protected throughout the school. The school is well integrated into the broader community. Relationships with

<p>backgrounds. Staff engage in professional development to build understanding of managing challenging behaviours, engagement practices, building resilience and creating an inclusive school.</p>	<p>backgrounds. School policies, programs and practices are inclusive and respectful of difference. The school aligns its policies and practices to address issues of vulnerability and inclusion. Practices to improve engagement and behavioural climate in classrooms and the school are developed and implemented.</p>	<p>members with diverse cultural and linguistic backgrounds to develop class and school programs. Evidence-based, high impact teaching practices are used consistently to engage students in their learning. The school regularly reviews its data and evaluates practices that promote and prioritise inclusion and engagement across the school community.</p>	<p>the broader community enrich student understanding and experience and lead to participation in community activities that celebrate and value diversity. Integrated instructional and behavioural programs, ensure students are engaged, motivated and thriving. Staff minimise disruptive behaviour by actively developing students' social and cognitive skills and providing an inclusive learning environment.</p>
<p>The school has a culture of high expectations</p>			
<p>The school has a documented framework of behaviour, attitudes, and expectations, based on the school vision and values that supports student achievement and wellbeing. Teachers set learning goals for students and monitor achievement.</p>	<p>High expectations around student behaviour and learning are aligned to the school's vision and values and are documented in policies and guidelines. These are promoted to the school community. Teachers engage with students in setting and monitoring learning goals.</p>	<p>The school's values and vision are explicit in all policies and guidelines and these are shared with the community. They are evident in teacher and student dispositions and actions. Students set meaningful learning goals and monitor and assess their progress with support from their teachers. Aspirational goals are discussed and developed for all students.</p>	<p>A whole community commitment to the school's vision, values and high expectations supports a learning environment that maximises success for all students. Students set aspirational learning goals and they monitor and evaluate progress independently.</p>
<p>The school promotes student safety and wellbeing</p>			
<p>The school sets out clear expectations of student behaviour and documents intervention strategies to deal with all aspects of student misbehaviour including critical incidents and bullying. The school develops policies and practices that ensure it fulfils its obligations to provide a safe learning environment and to minimise risk.</p>	<p>Students are familiar with behaviour expectations and consequences for inappropriate behaviour. The school's curriculum plan includes explicit instruction on bullying prevention, conflict resolution and pro-social behaviours. The school's comprehensive safety and wellbeing policies and practices are implemented and seen as important in supporting student learning success</p>	<p>The school works with parents/carers and families to develop students' social and emotional skills in self-managing their behaviour. Student voice and agency is used to help develop and promote school anti-bullying and behavioural policies. Collected data shows evidence of improved learning outcomes resulting from an environment where student well-being and safety is prioritised and actively promoted across the</p>	<p>The school employs a range of strategies targeted at students, parents / carers and the broader community that helps to maintain a safe, respectful and inclusive learning environment. Students take an active role in promoting safety and in reducing inappropriate behaviour. There is a strong culture of mutual trust and support between the school and the community in the promotion and maintenance of a positive, safe and</p>

	and in reducing risk.	community.	inclusive environment.
The school supports students and manages behaviour			
The school recognises that good teaching practice and positive relationships are important to student engagement in reducing instances of disruptive student behaviour. There are clear expectations that all students respect the learning environment of the school and do not disrupt the learning of others. Teachers prioritise academic instruction during class time.	The school expands teacher capacity and skill, providing effective, ongoing professional learning to enhance staff/student relationships. The school develops targeted interventions for students and cohorts to support pro-social and self-regulating behaviours. Teachers know how to minimise interruptions and maintain on-task learning in class most of the time.	Behaviour management, wellbeing and engagement strategies are evidence based and sufficiently flexible to support all students. The school collaborates with parents/carers and students to develop and implement these consistently. All classes provide safe and welcoming learning environments in which students respect and value on-task learning.	The school has established processes to monitor and minimise the risk of student disengagement and build the capacity of students to self-regulate their behaviour. The effectiveness of behaviour management, student wellbeing and safety practices are periodically evaluated and updated as needed. The school is a safe and welcoming learning environment which the community respects and values. Students are intrinsically motivated to maximise their learning time.

Self-evaluation evidence	<p>During 2016 and 2017, we have seen the refinement of processes and expectations, especially in relation to the areas of assessment covered in the Progress Reports. The introduction of the GPA system has precipitated a greater clarity of the behaviours and attitudes needed to be successful in learning. We have introduced Progress Report reflection sessions to precipitate self reflection and goal setting. The GPA is also used to drive certificate production for students with GPAs above 3.75 and to identify students at risk with GPAs below 2.75. We have also begun to use a minimum GPA as a benchmark for promotion to the next level. The exit process continues to be used at the college for students who consistently interrupt the learning of others, despite reminders. For the most part, staff are using this process well, although there remains a few teachers who do not follow the process correctly. The Progress Report process also identifies students falling behind with their work. Redemption sessions run to capture those students and all staff are involved in the exercise in helping students get back on track with their work. Further work needs to be done in the area of teachers taking more responsibility in supporting their students to keep up with the set work and maintaining dialogue with the student and the parent/guardian about this. Some staff are starting to use the TPST model as a framework to teach and drive pro social behaviour. Quick notes have now been produced which reflect the positive behaviours in this model. Our support for students with special needs, as well as EAL students need to be commented on here. The student learner profile, which was launched earlier this year explicitly identifies all achievement data and other information (eg special needs etc). Despite this, we have still a number of staff who are not tailoring work to suit the specific needs of their students and often this leads to frustration and classroom issues.</p>
Uploaded documents	

Priority	Positive climate for learning		
Dimension	Health and wellbeing		
Score	<input checked="" type="checkbox"/> You have assessed your school on all Components for this dimension. Your current Self-evaluation score is: Evolving		
Emerging 0 out of 4 continua selected	Evolving 4 out of 4 continua selected	Embedding 0 out of 4 continua selected	Excelling 0 out of 4 continua selected
The school strengthens the social and emotional wellbeing of students			
<p>The school has developed and documented a health and wellbeing policy.</p> <p>Teachers understand the importance of the social and emotional growth of their students and limit anti-social behaviour by implementing clear classroom expectations.</p> <p>The school provides parents/carers with information about its social and emotional learning programs and its expectations for student behaviour.</p>	<p>The school's health, wellbeing, inclusion and engagement programs and policies are well understood by staff and reviewed periodically. Student and parents have opportunities to contribute.</p> <p>The school supports the development of its students by teaching discrete social and emotional learning programs and consistently reinforcing pro-social behaviours.</p> <p>The school engages parents/carers and students at both individual and group levels in determining the social behaviours expected of students.</p>	<p>The school's health, wellbeing, inclusion and engagement programs and policies are reviewed regularly. Students and parents are involved in planning for improvement.</p> <p>The school ensures that its curriculum plan includes social and emotional health units which are taught explicitly.</p> <p>The school works with families and community groups to develop students' social and emotional health, and to plan consistent and complementary approaches within and beyond the school.</p>	<p>The school takes a whole-school approach to health and wellbeing. It engages with students, parents/carers and community health specialists to plan, evaluate and improve health and wellbeing policies and programs.</p> <p>The school has audited its whole-school curriculum plan to ensure that social and emotional health are taught explicitly and integrated across the curriculum. Teachers use behavioural interventions as opportunities for teaching and reinforcement.</p> <p>The school uses a range of data, including student and parent feedback, to regularly review the effectiveness of student wellbeing programs.</p>
The school addresses the physical health needs of students			
<p>The school curriculum plan addresses the importance of healthy eating, physical exercise, self-protection (e.g. drug aversion) and self-management (e.g. sleep, hygiene).</p> <p>The school creates a positive</p>	<p>Staff support and model healthy practices included in the curriculum plan, such as healthy eating and participating in physical exercise.</p> <p>The school program allows for opportunities for all students to</p>	<p>The school implements programs to reinforce healthy lifestyle messages. It provides information to parents/carers on issues surrounding good physical health such as the importance of healthy eating and physical exercise</p>	<p>The school demonstrates a whole-school approach to addressing student physical health. This is reflected in their curriculum plan, programs, facilities and interactions between students and staff.</p>

<p>environment that promotes the physical health of students.</p>	<p>participate in physical activity.</p>	<p>and encourages them to reinforce these attitudes at home. The school establishes links with community services to support the delivery of the physical health curriculum and the specific health needs of individual students.</p>	<p>The school actively engages with community health organisations and specialists in planning and delivering the physical health curriculum and supporting individual student's needs.</p>
<p>The school addresses the psychological and social wellbeing of students</p>			
<p>The school's curriculum plan identifies the importance of self-awareness and self-care. The school provides professional learning on the use of cognitive strategies that enhance students' psychological wellbeing. Teachers engage in positive interactions with students in their classes. The school has wellbeing programs and structures which target the needs of some students.</p>	<p>The school's curriculum plan includes positive self-identity and self-management strategies. Cognitive strategies to enhance psychological wellbeing are integrated across the curriculum. Teachers work collaboratively to reflect on their practice and to identify opportunities to increase student engagement. Some staff are trained to identify students requiring referral to trained professionals to support their psychological and social wellbeing.</p>	<p>Staff have consistent understandings and regular engagement with the school's health, wellbeing, inclusion and engagement policy. The school partners with parents/carers to develop students' cognitive strategies for self-management. The school ensures that each student has at least one ongoing relationship with a member of staff, such as a home group teacher. Staff are trained to recognise indicators of potential mental health issues experienced by students, and in strategies to promote positive thinking and behaviour.</p>	<p>The school takes a whole-school approach and works with community organisations that support mental health. Students use cognitive strategies to initiate positive changes in the school, their home and social environments. All teachers build positive relationships with students which reinforce each student's self-worth and abilities. The school is a visible and active supporter of healthy norms and behaviours in the local community. Its approach to student well-being is closely connected to local circumstances and needs.</p>
<p>The school supports students to realise their potential</p>			
<p>The school has a documented framework of behaviour, attitudes and expectations based on the school's vision and values that supports student wellbeing and encourages all students to reach their potential.</p>	<p>Students can articulate the high expectations teachers have set for them and the steps they need to take to reach their potential. The school explores strategies to build student resilience. Students value the opportunities provided by the school to contribute to their learning.</p>	<p>The school works with parents/carers to ensure that their children are supported to reach their potential. Teacher support, encouragement and challenge helps build a culture of high expectations for all. The school proactively involves students in decision-making.</p>	<p>The school empowers all students regardless of their circumstances or background to realise their potential. Students hold high aspirations for themselves and their peers and support each other to realise these high expectations.</p>

Self-evaluation evidence	Our wellbeing program, led by our Wellbeing and Integration Coordinator continues to be a strength of the college. The integration program is well supported by aides and other students experiencing learning and wellbeing issues are referred by teachers for assessment and support. In 2017 we have seen the introduction of a GP and nurse and this has further enhanced the support we can provide. The Health and PE Program continues to provide guidance in relation to respectful relationships and health eating. The college also provides daily fruit to all students. The attendance rate for this strategic plan has been achieved and student connectedness to school has increased significantly from 27% to 48%.
Uploaded documents	

Priority	Positive climate for learning		
Dimension	Intellectual engagement and self-awareness		
Score	<input checked="" type="checkbox"/> You have assessed your school on all Components for this dimension. Your current Self-evaluation score is: Emerging		
Emerging 3 out of 3 continua selected	Evolving 0 out of 3 continua selected	Embedding 0 out of 3 continua selected	Excelling 0 out of 3 continua selected
The school has a culture of high expectations			
Teachers are aware of the importance of maintaining high expectations for all students. Teachers use data to formulate common learning goals for students.	The school communicates high expectations about all aspects of schooling, including school attendance, behaviour, learning progress and school completion. Students' learning growth is regularly measured and informs goal setting for individual students. Teachers and students set individual learning goals together and teachers help students see their progress.	Teachers support students to understand and share the high expectations set for them and the steps they need to take to reach these. They consistently and appropriately challenge students. Analysis of student assessment data, using strategies such as item analysis and identifying zone of proximal development, underpins and informs goal setting for individual students. The school supports parents/carers to positively reinforce the high expectations that have been set for their child. Teachers and students	Students set high expectations for themselves and their peers and support each other to reach these high expectations. A detailed analysis of student outcomes data enables teachers to support and challenge all students to reach their potential. A whole of community commitment to the school's vision, values and high expectations policies supports a learning environment that maximises success for all students.

		collaborate to identify the steps that need to be taken.	
Students apply metacognitive strategies to their learning			
Teachers encourage students to be self-reflective learners by exploring their thinking processes. They emphasise that a person's ability to learn is not fixed and that effective learning strategies can be learned to improve performance.	Teachers introduce students to a number of differentiated learning strategies that may be applied to complete a range of problems. Students are given strategies to set goals and monitor their own progress. Teachers explain how to make informed choices about which strategies to use in particular situations to achieve the learning goals. They support students to adopt a growth mindset.	Teachers give students a choice of learning activities based on agreed goals. They encourage students to reflect critically on the strategies they have used to complete the task and to articulate which learning strategies are most effective for them. Teachers support students to actively engage with their learning goals, to plan, monitor and evaluate their own learning. Students trial different strategies to enhance their thinking and learning.	Teachers provide students with rich open-ended tasks and students approach the work using a range of individual and collaborative techniques. Teachers effectively diagnose individual students' abilities, in order to explicitly teach using tailored strategies that are appropriately challenging. All teachers support students to set personal and academic goals and to negotiate tailored learning opportunities to achieve these goals. Students explore and apply a range of thinking strategies appropriate to the task.
The school supports and fosters intellectual engagement			
Individual teachers are supported to analyse and interpret student assessment data and student feedback and use it to inform their teaching practice. Teachers work independently and generally prepare one lesson for a whole class. Teachers increase student engagement by creating lessons that reflect student interests and stimulate their curiosity.	The school invests in time, tools and training to build all teachers' capability in student assessment and targeted teaching. Teachers work together to develop lesson plans and assessments that cater for different levels of ability and interests. Teachers build on prior knowledge, focus on learning goals and scaffold new learning to engage students and build confidence. Lessons are developed with different student abilities and interests in mind.	Teachers work collaboratively to collect evidence of student learning and develop targeted teaching strategies which develop engagement, curiosity and academic rigour. Teachers design challenging activities that involve student choice, deep understanding, discipline-rich inquiry, problem solving and collaboration. Teachers identify individual student needs and monitor learning growth based on student feedback. Teachers modify and adapt instruction to each student's ability and provide feedback to assist all learners to continually improve their learning.	All teachers collect rigorous evidence of learning, target their teaching and evaluate the impact of individual, team and school level practice. Teachers use formal and informal assessment, student input and teaching team collaboration for evaluation and planning which ensures all students are engaged, challenged and extended. Students are intrinsically motivated, independent learners. They monitor their own progress and identify and communicate their learning needs to their teachers. Students feel safe taking risks in their learning. The school works with the community

			to create a culture of mutual responsibility for independent learning.
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Self-evaluation evidence	<p>The college now tracks student engagement in learning and students engage in self evaluation, reflection and goal setting on the areas identified in the progress reports. However, as a general comment, students do not track their learning growth in their respective classes, and for the most part, do not set learning goals for themselves. Pleasingly, we have started to see concrete learning goal setting occurring with the trial of maths pathways, and in some other classes this may occur. During 2017, we have increased our focus on moderation in English and in other domains and are beginning to embrace the idea of the next area of learning for specific students. We have also started to engage with the Victorian Curriculum, and teachers are beginning to realise the need to prepare work and report on students operating at different levels of achievement. With this in mind, we are developing rubrics with a 5 point scale and have seeded the idea of Learning Maps for units of work, although this is very much in its infancy. As a general comment, teachers at Lalor North College are currently preparing lessons for the whole class in a one size fits all approach. Student achievement and diagnostic data is currently not widely used for teaching and learning purposes. There are limited numbers of teachers who regularly engage to the use of Learning Intentions and practices which enhance the metacognitive capacity of students.</p>
Uploaded documents	

Priority	Community engagement in learning		
Dimension	Building communities		
Score	<input checked="" type="checkbox"/> You have assessed your school on all Components for this dimension. Your current Self-evaluation score is: Evolving		
Emerging 0 out of 3 continua selected	Evolving 3 out of 3 continua selected	Embedding 0 out of 3 continua selected	Excelling 0 out of 3 continua selected
The school develops parent, carer and family engagement			
<p>The school identifies parents/carers as important partners in raising student achievement. It encourages family engagement through provision of information on school activities, policies and programs and how to support their child's learning at home. Teachers update parents/carers on the status and progress of their child's learning and has protocols in place to respond to issues and concerns.</p>	<p>The school provides opportunities for parent/carers participation in the operations of the school. It engages parents/carers in their child's learning and in the priorities of the school. Inclusive school policies, programs and practices are developed to build mutual trust and respect between school and families. The school regularly collects feedback from students, parents and staff to evaluate program effectiveness.</p>	<p>The school works with parents/carers to highlight the importance of high expectations and challenging goals for students. Schools, parents/carers work together to give consistent support and reinforcement of expectations about learning and behaviour and celebrate student achievements. Inclusive school policies, programs and practices are monitored and evaluated for their effectiveness. Parents/carers have avenues to work with the school to overcome barriers to family engagement in supporting their child's learning.</p>	<p>The school has developed sustainable and effective partnerships between teachers, parents and families resulting in high levels of family involvement in school activities. Parents/carers are active contributors to school decision-making processes and have a voice in relevant school decisions. Parent/carers and family diversity is catered for by embedded school practices. These parents/carers and families engage with the school to understand the learning progress of their children and how to effectively support learning. Barriers to engagement are identified and addressed.</p>
The school builds community partnerships			
<p>The school ensures students' learning is enhanced through learning experiences beyond the school. The school identifies potential community partners based on their capacity to contribute to improved student learning, health and wellbeing and creating strategies for student</p>	<p>The school explores community partnerships to access targeted learning activities, resources or services not readily available within the school to increase learning opportunities for students and parents. The school collaboration with community partners is planned with</p>	<p>The school formalises partnerships to address identified student learning and wellbeing needs and enrich learning experiences and opportunities. The school harnesses the capacity of its partners to collectively meet the diversity of its student needs by accessing such things as expertise,</p>	<p>The school as a whole is community-focused and outreach-oriented. It functions as a community hub, facilitating collaboration with a diversity of partners to provide services and activities before, during and after school hours. Co-located services share information</p>

<p>support. The school encourages community participation in school activities and provides access to school resources to strengthen school and community partnerships and connections.</p>	<p>clear goals, roles and responsibilities, focused on student learning and wellbeing. The school and community partners develop effective communication methods to share information and resources to facilitate implementation of their joint projects.</p>	<p>professional development and delivery of activities and services. Partnerships are monitored and reviewed to measure their effectiveness. The school and its partners co-design learning experiences that have mutual benefit.</p>	<p>and work together to provide integrated service delivery, enabling them to address complex social barriers to participation in learning by students and parents/carers. Community partnerships deepen and enrich teacher and student learning and innovation. Partnerships are regularly evaluated and updated to ensure they are meeting the needs and objectives of the school community.</p>
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The school has partnerships to support student health, wellbeing and achievement

<p>The school takes opportunities to engage with community organisations that offer support to individual students in their learning, health and wellbeing. Schools work with specialist services involved with individual children who have significant health or learning issues.</p>	<p>The school has well-established links with community services for promoting positive health in all students and for supporting specific health needs of individual students including those who are most vulnerable and disadvantaged. The school works with community partners to offer resources and activities that support student learning, health and wellbeing needs, including specialised health services. It also uses partnerships to help overcome barriers to student participation in learning programs.</p>	<p>A shared commitment and collaborative actions by the school, families and broader community, assists community organisations and agencies to provide services and maximise benefits for students aligned to the school's policies. The school ensures early intervention for students who have additional needs or are at risk of disengagement. It collaborates with community agencies to support specific learning, health and wellbeing needs of these students.</p>	<p>Partnerships with parents, families and community organisations, health professionals and agencies support a holistic approach in targeting services to meet the health, wellbeing and learning needs of students and their families. The school has an integrated approach to learning, health and wellbeing focused on providing group-based and individual student support, workforce capacity building, parent/carer information sessions and provision of specialised services.</p>
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<p>Self-evaluation evidence</p>	<p>We have sought to further connect families to the school as part of this learning community. Regular morning teas were offered to parents, however these were poorly attended. Parent teacher night attendance has flat lined over recent years although the Year 7 Student Led Conferences were very well attended by families. It was difficult to attract families to engage in the parent survey and instead sought parent feedback via phone calls. Parent comments have been tabulated and will be used in development of the next strategic plan. The school council remains a positive forum for parents/guardians. Over the last couple of years the college has been proactive in involving parents/guardians, feeder primary schools and the local community in major events to reconnect Lalor North</p>
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	College with its community. The Celebration of Cultures, the Macedonian Special Event, Big Night Outs, Caberet Night, along with the Year 7-11 Awards Night and the Valedictory Dinner, were all successful events which brought the community into our college in meaningful way. Our music department continues to provide music CD recording to our feeder primary schools culminating in visits to the schools and CD presentations at whole school assemblies. Over the last two years, we have increased our involvement with local primary schools. This has involved us visiting schools to gain insights into how we can further enhance our practice. In addition, we have provided primary schools with the opportunity for their grade 4, 5 and 6 students to participate in technology visits to Lalor North College.
Uploaded documents	

Priority	Community engagement in learning		
Dimension	Global citizenship		
Score	<input checked="" type="checkbox"/> You have assessed your school on all Components for this dimension. Your current Self-evaluation score is: Emerging moving towards Evolving		
Emerging 4 out of 5 continua selected	Evolving 1 out of 5 continua selected	Embedding 0 out of 5 continua selected	Excelling 0 out of 5 continua selected
The school facilitates interconnection and globalisation			
Curriculum planning includes a focus on developing student interest in the world and understanding the ways people depend on each other. The school emphasises universal values such as respect, inclusion and acceptance.	The school audits its curriculum to determine the extent to which global citizenship is integrated sequentially throughout the curriculum. The school practises and promotes democratic values, active citizenship and inclusion.	Teachers plan collaboratively to identify and integrate global perspectives into the curriculum drawing on contemporary events. The school actively engages with its local community around global issues.	The causes and effects of globalisation are explored from a range of perspectives. The school creates opportunities for students to explore how the responsibilities of global citizenship connect with their own lives. The school initiates and students lead collaborative action with its community and /or other schools and organisations internationally to address local and global issues.
The school develops intercultural capability			

<p>Students are taught to respect diversity within the school, especially as part of special events and programs to build knowledge and understanding of different cultural and linguistic backgrounds.</p> <p>There are programs which focus on learning about cultural understandings and practices.</p>	<p>The school celebrates diversity through actions which promote understanding, empathy and inclusion.</p> <p>The school creates opportunities for students to engage with the experiences of young people from different cultures and language backgrounds, including through use of technology.</p> <p>Teachers collaboratively design teaching and learning programs that build students' skills to recognise barriers that may arise from differences and develop acceptance.</p>	<p>The knowledge and support of community members from different cultural and linguistic backgrounds is used to supplement and enrich the delivery of curriculum and support the teaching of the intercultural capability.</p> <p>Teaching and learning connects students to the thinking and perspectives of other young people from different cultural and linguistic backgrounds so as to develop contextual understanding.</p>	<p>Students have a deep understanding of intercultural capability, societal diversity and its benefits. This informs the respectful relationships they have with others.</p> <p>The school has formalised processes which empower students to initiate, establish and sustain local, national and international partnerships. These provide rich experiences of other cultures and languages, aligned to curricula and learning objectives.</p> <p>Students are critical and reflective thinkers, who examine, reflect on and challenge assumptions, stereotypes and prejudices.</p>
<p>The school actively values conflict resolution and peace</p>			
<p>Teachers focus on building and maintaining positive and trusting relationships.</p> <p>The school supports students to develop communication, team building and leadership skills.</p>	<p>Teachers model fair and just processes for responding to conflict.</p> <p>Teachers develop students' skills in managing and resolving conflicts</p>	<p>Students explore ways conflict can be prevented or peacefully resolved, including advocacy, negotiation, reconciliation and mediation.</p> <p>Teachers design activities that develop student capacity to apply principles of conflict resolution to real-world situations.</p>	<p>Students are actively involved in community activities that support social cohesion and peace building, both within and beyond the school community.</p> <p>As active global citizens, students take action to improve the situation and conditions of others.</p>
<p>The school actively values social justice and human rights</p>			
<p>The school focuses on inclusive classrooms, encouraging interaction and communication between learners and creating a respectful and positive learning environment.</p> <p>Teachers develop programs and</p>	<p>The school learning environment promotes acceptance, harmony and respect within and beyond the school community.</p> <p>The school develops programs to support students' understanding of the</p>	<p>The school provides authentic opportunities for active citizenship for all students.</p> <p>Teachers draw on students' experiences to develop their understanding of the economic and</p>	<p>The school provides a safe and inclusive environment that is appropriate for all forms of identity.</p> <p>Students are strong advocates for their own rights and the rights and dignity of</p>

lessons to model fair and equitable treatment of all people.	impact of inequality and discrimination and how this affects identity and citizenship. Programs also provide indigenous perspectives and the impact of colonisation on human rights.	social inequalities that exist globally. Students examine, reflect on and challenge abuses of social justice and human rights.	others, locally and globally.
The school builds sustainable futures			
The school models environmentally sustainable practices. Curriculum programs help students understand the relationship between humans, living things and the natural environment. The school encourages students to become responsible local and global citizens. The school involves students in recycling and other sustainable practices.	Programs identify ways in which students can meet their current needs without diminishing the quality of the environment or reducing the capacity of future generations to meet their needs. Students are actively involved in sustainability programs. The curriculum program draws on examples of living sustainably and explores how indigenous peoples in Australia and globally relate to their environments and use scarce resources to live more sustainably.	The school participates in a range of community sustainability initiatives that are connected to global issues. Students examine and predict the consequences of unsustainable practices. Learning opportunities enable students to explore the contribution of Australia to sustainable development in developing countries.	Students contribute to projects with schools and communities in other countries, which improve the quality of the environment and/or promote social, political, and economic sustainability. Students monitor and evaluate the school's recycling and other sustainable practices.

Self-evaluation evidence	The college has built a set of clear processes to assist with consistency, fairness and justice. Individual class teachers are encouraged to create class learning plans based on the knowledge of their students and implement discipline in a firm and fair manner. Although many staff are consistent and fair in their implementation, there remains a level of inconsistency with some staff leading to student frustration and other issues. The exit process remains an area of concern as well as the follow up of students falling behind in their work. The college does not implement the restorative justice philosophy consistently. The introduction of the TPSR model now provides a framework through which to teach individual and social responsibility and the roll out of this framework is very much still in its infancy. In terms of curriculum content an attention to the issues of social justice, sustainability, the indigenous and conflict resolution are not a priority at the college. The Capabilities are currently not being explicitly taught or reported against. Year 8 students engage in a High Resolves Global Citizenship Program and the Science Club explores issues related to extinction and sustainability.
Uploaded documents	

Priority	Community engagement in learning		
Dimension	Networks with schools, services and agencies		
Score	<input checked="" type="checkbox"/> You have assessed your school on all Components for this dimension. Your current Self-evaluation score is: Evolving		
Emerging 0 out of 3 continua selected	Evolving 3 out of 3 continua selected	Embedding 0 out of 3 continua selected	Excelling 0 out of 3 continua selected
The school establishes partnerships			
The school explores opportunities to collaborate with external agencies such as other schools, universities, health service providers and community organisations, to provide additional health and wellbeing support and learning opportunities for students. Consideration is given to using school facilities for the delivery of services.	The school identifies other schools, (both government and non-government), services and agencies on the basis of their capacity to provide health and wellbeing support and intellectual and/or physical resources not available within the school. The school commits resources to develop a network that supports the health, wellbeing, inclusion and engagement of students.	The school collaborates through its Community of Practice and with external partners to create a networked learning community where specific needs can be addressed through the shared facilities, expertise and knowledge of all. The school effectively uses these partnerships to identify and address specific needs, enrich student learning opportunities, address issues of disadvantage and inclusion, facilitate successful transitions, and promote student and staff health, well-being, inclusion and engagement.	The school leads aspects of a well-developed Community of Practice, featuring collective commitment to maximising educational impact. The school functions as a community hub providing access and referral pathways to community supports and providing improved service delivery to students and their families. Co-located services share information that enables them to collectively address complex social barriers to participation in learning and development. Partnerships strategically plan, develop joint actions and collectively monitor progress at regular intervals.
Partnerships support student health and wellbeing			
The school works with specialist services involved with individual children who have significant health or learning issues. The school approach to supporting student wellbeing is communicated to parents/carers.	The school has well-established links with community services for promoting positive health and wellbeing in both staff and students, and for supporting the specific health and wellbeing needs of individual students. The school provides opportunities for parents/carers and students to have	The school works proactively to link students into active lifestyle and wellbeing programs in the local community. It collaborates with network partners to create opportunities designed to mitigate disadvantage and ensure inclusion. Parents/carers and students are key	The school is an active partner with community organisations that support staff and students' physical and mental health. It continually seeks to develop and diversify the network through partnerships with a range of service providers and agencies that can meet the specific needs of their students.

	input into programs that support student health and wellbeing.	partners in decision-making. Staff health and wellbeing is regularly monitored and supported.	The school partners with specialists in planning and delivering the health curriculum in collaboration with staff, students and parents/carers.
Partnerships support student confidence in learning and achievement			
The school takes opportunities to engage with other schools and community organisations that offer support to individual students in their learning.	The school connects students with community organisations and institutions to support individual learning needs and build confidence including access to broader or deeper learning opportunities. The school works with other agencies to create specific strategies for students with additional needs.	The school works with network partners to offer resources and activities that support student academic and social/emotional success for all students. The school collaborates with partners and networks to challenge low expectations and close gaps in achievement for specific groups.	The effective use of school, system and community expertise and resources meets the identified learning and development needs of all students. The school is actively involved in networks and partnerships that support students' development and learning. Students, staff and partners collaborate to design and deliver inclusive programs that build confidence in learning and achievement of all students.

Self-evaluation evidence	The college networks with a range of educational and health agencies to provide extra support to students. A number of educational psychologists work regularly at the college to counsel students and conduct educational assessments. Referrals are also made to other educational settings for short term placements. In 2017, a GP and nurse have been employed for one day per week. A professional development day was delivered by our regional psychologists on teaching students with disabilities. Guidance was provided to staff to ensure ILPs were completed for students. Destination data continues to be positive The college continues to provide careers support, and have employed 2 careers specialist in the absence of Sue Brownbill, our careers coordinator, who is on leave. Our transition broker works effectively with community agencies,work places and VET providers to enhance educational outcomes for students.
Uploaded documents	

Priority	Community engagement in learning
Dimension	Parents and carers as partners
Score	<input checked="" type="checkbox"/> You have assessed your school on all Components for this dimension.

Your current Self-evaluation score is:		Evolving	
Emerging 0 out of 2 continua selected	Evolving 2 out of 2 continua selected	Embedding 0 out of 2 continua selected	Excelling 0 out of 2 continua selected
The school fosters communication and meaningful partnerships with parents and carers			
<p>Parents/carers and families are encouraged to participate in school activities specifically designed to invite parents into the school.</p> <p>The school works on policies and procedures which are available to parents/carers on request.</p> <p>Parents/carers look to the school to provide a secure, safe and caring environment for their children. The school provides avenues for parent concerns and requests to be heard and attempts to address these.</p>	<p>Staff ensure all students, parents/carers and families feel safe, welcomed and supported in the school. Parents/carers are encouraged to participate in and contribute to school activities.</p> <p>The school periodically reviews existing school policies, practices and procedures, in consultation with parents/carers and students, to identify issues and gain input into existing school processes and practice.</p> <p>The school has clear processes for responding to parent concerns and these are well understood by parents/carers.</p>	<p>Parents/carers are welcomed as partners into the school community and are involved in decision making activities through mechanisms such as parent associations, committees and school council.</p> <p>The school implements strategies and processes to encourage and empower parents/carers to communicate and engage with the school. It regularly communicates opportunities for parent engagement and articulates the benefits of parents as partners for student learning and wellbeing.</p> <p>Parents/carers have opportunities to provide input into guidelines and expectations around learning and behaviour.</p>	<p>The engagement and involvement of parents/carers with the school is embedded in the school culture. Parents/carers have a visible presence in the school and their contributions are valued by staff. Parents/carers routinely promote the school and celebrate its achievements in the wider community.</p> <p>Processes exist in a range of forums for parents to provide feedback to the school and this is considered and used to shape future direction.</p> <p>The school staff consult with parents/carers and students to develop guidelines and expectations around learning and behaviour, and to plan support for individual needs.</p>
Home learning connects with school learning			
<p>The school encourages parents/carers and family partnerships as a key strategy to improve student outcomes. Parents/carers are regularly informed about their child's progress in learning, health and wellbeing.</p> <p>The school provides information to parents/carers about how they can support and monitor home learning effectively.</p>	<p>The school provides multiple opportunities for parents/carers and school staff to discuss their respective roles in their children's education. They work together to address the health, wellbeing and learning needs of their children.</p> <p>The school is respectful of families as the continuing educators of their children, valuing the diverse expertise and experiences families bring to</p>	<p>The school works with parents/carers to highlight the importance of high expectations and setting challenging goals for their children. It provides advice to parents/carers on how they can support these goals.</p> <p>Teachers advise parents/carers of the goals and importance of what their child is learning at school, and provide resources and activities for parents/carers to use to support their</p>	<p>Parents/carers uphold positive attitudes to learning and consistently support the school's expectations. They work with teachers in setting high expectations to improve outcomes for all students.</p> <p>Parents/carers, students and teachers develop learning goals and student plans together. Teachers, parents/carers and students discuss students' individual learning progress and needs, including strategies to</p>

	<p>school and home partnerships. Parents/carers can contact teachers in a variety of ways and receive a timely response. The school encourages parents/carers to talk with their child about what they are learning at school and actively engage in home learning activities.</p>	<p>child's progress. Teachers contact parents/carers about learning goals and connect them into the learning process. They provide progress updates, celebrate successes as well as identify concerns about students. Teachers consult with parents/carers to develop learning plans to support students' learning needs.</p>	<p>support learning at home. The school develops programs for parents/carers, such as improving their own literacy and ICT skills, general approaches to using maths in the home or more intensive programs for families in crises so that they can better help their children.</p>
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<p>Self-evaluation evidence</p>	<p>During 2016 and 2017, the college has increased in efforts in this area. We have opened up the channel of communication (through phone and email) between teacher and parent/guardian as this communication was discouraged in the past. The use of Compass has further empowered parents and guardians to track student attendance and achievement. Information sessions were run in 2016 and 2017 with parents about Compass and we have readily provided Compass login details to parents. We have also maximised the number of parents/guardians who have email addresses on the system to further aid our communication. The principal has run regular Tuesday morning coffee parent question sessions although these have been poorly attended. A mothers' day breakfast and a fathers' day BBQ breakfast has also been run over the last two years to further engage families. The principal team run an open door arrangement in terms of listening and responding to parent/guardian concerns or questions. Our refined processes have been communicated to parents via newsletter and letter to ensure transparency. Parent Teacher interview sessions were quite well attended at the beginning of Term 2, but these numbers decreased in Term 3 down to 27%. Year 7 Student Led Conferences were very well supported by families with over 70% of parents/guardians attending. Progress Report are produced 6 times per year and these reports are available to parents/guardians on Compass. Parents/guardian of students at risk are regularly informed by formal letter and also engage in support meetings.</p>
<p>Uploaded documents</p>	

Self-evaluation Summary - 2019

Lalor North Secondary College (7986)



Submitted for review by Chris Peake (School Principal) on 29 April, 2019 at 10:41 AM

Endorsed by David Kilmartin (Senior Education Improvement Leader) on 06 June, 2019 at 08:10 AM

Endorsed by Amanda Matlen (School Council President) on 10 September, 2019 at 11:49 AM

Self-evaluation Summary - 2019

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

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

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

Enter your reflective comments	<p>In 2018 the school has made in roads into improvement areas articulated in the AIP. Particularly note worthy are the successes had with the establishment of Maths Pathways. The initial stages of SWPBS/ RR and PLC programs have been explored and implementation plans have been built into the 2019 Professional Learning calendar.</p> <p>The work on Currciulum Documentation aligned with the Vic Curriculum has been significant with the development of rubrics, five point scales and Learning & Teaching Schedules.</p> <p>The professional culture of the college has been identified as an area of improvement and the development of Strategic Teams in 2018 played a significant role in the improvement of professional culture. The development of role statements has provided clarity of professional account-abilities but there is much work yet be done around the improvement mindset.</p>
Considerations for 2019	<p>Encompassed in the 2019 AIP will be:</p> <ul style="list-style-type: none"> - SWPBS Professional Learning (whole school) - 'Victorian Pedagogical Model' - PLC focus (Developing the DuFour Model)

	<ul style="list-style-type: none">- Inquiry Learning (Michael Fullan - Deep Learning)- Literacy & Numeracy (Learning Specialists/Teaching Partners/Intervention)
Documents that support this plan	

Annual Implementation Plan - 2019

SSP Goals Targets and KIS

Lalor North Secondary College (7986)



Submitted for review by Chris Peake (School Principal) on 29 April, 2019 at 10:41 AM

Endorsed by David Kilmartin (Senior Education Improvement Leader) on 06 June, 2019 at 08:10 AM

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SSP Goals Targets and KIS

Goal 1	To develop a community of learners, where staff, parents and students are committed to the school's vision and values, working collaboratively towards achieving them.
Target 1.1	<p><u>Staff Survey:</u></p> <p>By 2021, the mean score for Principal Class Officers (PCO) and Teachers for the following Modules and factors will be:</p> <p><i>School Climate Module:</i> more than 75.</p> <ul style="list-style-type: none">• Collective efficacy factor: more than 70.• Collective responsibility factor: more than 78.• Teacher collaboration factor: more than 75. <p><i>School Leadership Module:</i> more than 70.</p> <ul style="list-style-type: none">• Leading change factor: more than 65.• Cultural leadership factor: more than 65.• Instructional leadership factor: more than 70.

Parent Opinion Survey: (2017 format)

By 2021, the percentage of positive responses from parents will be:

- Parent participation and involvement: more than 65% positive.
- School support: more than 75% positive.

Enrolments:

- Build enrolments into Year 7 so they are consistently above 75 by 2021.

Attendance:

- The absence rate for Year 7-12 students is less than 11.5 days/student by 2020.
- The absence rate for Years 8, 9 and 10 is less than 14 days/student by 2020.

Retention:

- 80% of students who started at LNSC in February, 2017 will be retained at the school in Year 10 by August, 2020.
- 90% of Year 11 students at LNSC in February, 2019 will be retained in Year 12 by August 2020.

Key Improvement Strategy 1.a Building leadership teams	Generate a comprehensive professional learning strategy focussed on the improvement of learning and teaching
Key Improvement Strategy 1.b Instructional and shared leadership	Build leadership capabilities and identify succession planning
Key Improvement Strategy 1.c Parents and carers as partners	Grow parent engagement in the school community
Key Improvement Strategy 1.d Networks with schools, services and agencies	Enhance relationships with local schools, professional networks and local community partnerships
Goal 2	To maximise the learning growth of every student across the school.
Target 2.1	NAPLAN <ul style="list-style-type: none"> • More than 12% of Year 9 students in the top two Bands for Reading, Writing and Numeracy by 2021. • Less than 30% of Year 9 students in the bottom two Bands for Reading, Writing and Numeracy by 2021.

- Less than 25% of Year 9 students to have low relative growth from Year 7 in 2019 to Year 9 in 2021 in Reading, Writing and Numeracy.

VCE:

- The mean All Study score be above 26.5 by 2020.
- The mean VCE English score be above 27 by 2020.
- The mean Further Mathematics score be above 28 by 2020.
- More than 3% of students awarded 37+ scores by 2020.
- Every offered subject, with more than 10 students, has improved its mean score by 5% on the 2016 data by 2020.
- More than 10% of VCE students receive Australian Tertiary Admission Ranks (ATARs) above 80 by 2020.

VCAL:

- By 2020, 95% of enrolled students will satisfactorily complete the Senior VCAL. VET:
- By 2020, 95% of enrolled students will satisfactorily complete their VET Units of Competence (UoC).

Student AToSS: (2017 format)

By 2021 the following positive percentages will be achieved:

- Learning Confidence: more than 75% positive.
- Stimulated Learning: more than 60% positive.
- Effective Teaching Time: more than 65% positive.
- Effort: more than 65% positive.

Staff Survey:

- By 2021, the mean score for PCOs and Teachers for the following factors will be:
- Collective Focus on Student Learning: more than 75.

	<ul style="list-style-type: none"> • Academic Emphasis factor: more than 70. • Guaranteed and Viable Curriculum: more than 70. <p>Parent Opinion Survey: (2017 format)</p> <ul style="list-style-type: none"> • Stimulating Learning Environment: more than 70% positive. • Effective Teaching: more than 70% positive. <p>-</p>
Key Improvement Strategy 2.a Curriculum planning and assessment	Collaboratively build and deliver a documented curriculum , assessment and pedagogy that caters for, and challenges, each individual student.
Key Improvement Strategy 2.b Building practice excellence	Build teacher capacity to foster intellectual engagement
Key Improvement Strategy 2.c Curriculum planning and assessment	Build teacher capacity to use data for inform curriculum planning and classroom teaching practice
Goal 3	To develop a positive teaching and learning culture with high expectations so that learning will flourish.

Target 3.1

The 2017 data is the benchmark for monitoring improvement over the next four–year cycle, 2018–2021.

Student Attitudes: (2017 format)

By 2021 the following positive percentages will be achieved:

- Student voice and agency: more than 65% positive.
- Self-regulation and goal setting: more than 90% positive.
- Differentiated learning challenge: more than 60% positive.
- High expectations for success: more than 65% positive.
- Motivation and interest: more than 70% positive.
- Respect for diversity: more than 60% positive.
- Sense of Connectedness: more than 65% positive.
- Resilience: more than 75% positive.
- Teacher concern: more than 60% positive.

- Classroom behaviour: more than 65% positive.

Staff Survey: By 2021, the mean score for Principal Class Officers (PCO) and Teachers for the following factors will be:

- Trust in students and parents: more than 70.
- Staff trust in colleagues: more than 75.
- Parent and community involvement: more than 70.

Parent Opinion Survey: (2017 format)

- High expectations of success: more than 85% positive.
- Student motivation and support: more than 70% positive.
- Student agency and voice: more than 75% positive.
- Confidence and resiliency skills: more than 75% positive.
- Promoting positive behaviour: more than 75% positive.
- Respect for diversity: more than 80% positive.

	<ul style="list-style-type: none"> • School connectedness: more than 83% positive
Key Improvement Strategy 3.a Setting expectations and promoting inclusion	Collaboratively implement the 'Victorian Pedagogical Model' and further build teacher capacity
Key Improvement Strategy 3.b Setting expectations and promoting inclusion	Begin to develop a growth mindset culture informed by regular feedback with high expectations of success for students and teachers.
Key Improvement Strategy 3.c Setting expectations and promoting inclusion	Enhance the safe and secure learning environment fostering inclusiveness.
Key Improvement Strategy 3.d Empowering students and	Increase student voice and agency in their learning

building school pride	
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Annual Implementation Plan - 2019

Select Annual Goals and KIS

Lalor North Secondary College (7986)



Submitted for review by Chris Peake (School Principal) on 29 April, 2019 at 10:41 AM

Endorsed by David Kilmartin (Senior Education Improvement Leader) on 06 June, 2019 at 08:10 AM

Endorsed by Amanda Matlen (School Council President) on 10 September, 2019 at 11:49 AM

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 ta
<p>To develop a community of learners, where staff, parents and students are committed to the school's vision and values, working collaboratively towards achieving them.</p>	<p>Yes</p>	<p><u>Staff Survey:</u></p> <p>By 2021, the mean score for Principal Class Officers (PCO) and Teachers for the following Modules and factors will be:</p> <p><i>School Climate Module:</i> more than 75.</p> <ul style="list-style-type: none"> • Collective efficacy factor: more than 70. • Collective responsibility factor: more than 78. • Teacher collaboration factor: more than 75. <p><i>School Leadership Module:</i> more than 70.</p>	<p>S M th • ef m • re fa th • co fa th S</p>

- Leading change factor: more than 65.
- Cultural leadership factor: more than 65.
- Instructional leadership factor: more than 70.

Parent Opinion Survey: (2017 format)

By 2021, the percentage of positive responses from parents will be:

- Parent participation and involvement: more than 65% positive.
- School support: more than 75% positive.

Enrolments:

- Build enrolments into Year 7 so they are consistently above 75 by 2021.

Attendance:

- The absence rate for Year 7-12 students is less than 11.5 days/student by 2020.
- The absence rate for Years 8, 9 and 10 is less than 14 days/student by 2020.

Retention:

		<ul style="list-style-type: none"> • 80% of students who started at LNSC in February, 2017 will be retained at the school in Year 10 by August, 2020. • 90% of Year 11 students at LNSC in February, 2019 will be retained in Year 12 by August 2020.
To maximise the learning growth of every student across the school.	Yes	<p>NAPLAN</p> <ul style="list-style-type: none"> • More than 12% of Year 9 students in the top two Bands for Reading, Writing and Numeracy by 2021. • Less than 30% of Year 9 students in the bottom two Bands for Reading, Writing and Numeracy by 2021. • Less than 25% of Year 9 students to have low relative growth from Year 7 in 2019 to Year 9 in 2021 in Reading, Writing and Numeracy. <p>VCE:</p> <ul style="list-style-type: none"> • The mean All Study score be above 26.5 by 2020. • The mean VCE English score be above 27 by 2020. • The mean Further Mathematics score be above 28 by 2020. • More than 3% of students awarded 37+ scores by 2020. • Every offered subject, with more than 10 students, has improved its mean score by 5% on the 2016 data by 2020. • More than 10% of VCE students receive Australian Tertiary Admission Ranks (ATARs) above 80 by 2020. <p>VCAL:</p> <ul style="list-style-type: none"> • By 2020, 95% of enrolled students will satisfactorily complete the Senior VCAL. VET: • By 2020, 95% of enrolled students will satisfactorily complete their VET Units of Competence (UoC). <p>Student AToSS: (2017 format) By 2021 the following positive percentages will be achieved:</p>

		<ul style="list-style-type: none"> • Learning Confidence: more than 75% positive. • Stimulated Learning: more than 60% positive. • Effective Teaching Time: more than 65% positive. • Effort: more than 65% positive. <p>Staff Survey:</p> <ul style="list-style-type: none"> • By 2021, the mean score for PCOs and Teachers for the following factors will be: • Collective Focus on Student Learning: more than 75. • Academic Emphasis factor: more than 70. • Guaranteed and Viable Curriculum: more than 70. <p>Parent Opinion Survey: (2017 format)</p> <ul style="list-style-type: none"> • Stimulating Learning Environment: more than 70% positive. • Effective Teaching: more than 70% positive. <p>-</p>	<ul style="list-style-type: none"> • in th po P S fo • ex su th po • m su th po • ag vo th po
To develop a positive teaching and learning culture with	Yes	The 2017 data is the benchmark for monitoring improvement over the next four–year cycle, 2018–2021.	<ul style="list-style-type: none"> S A fo •

<p>high expectations so that learning will flourish.</p>	<p><u>Student Attitudes:</u> (2017 format)</p> <p>By 2021 the following positive percentages will be achieved:</p> <ul style="list-style-type: none"> • Student voice and agency: more than 65% positive. • Self-regulation and goal setting: more than 90% positive. • Differentiated learning challenge: more than 60% positive. • High expectations for success: more than 65% positive. • Motivation and interest: more than 70% positive. • Respect for diversity: more than 60% positive. • Sense of Connectedness: more than 65% positive. • Resilience: more than 75% positive. • Teacher concern: more than 60% positive. • Classroom behaviour: more than 65% positive.
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Staff Survey: By 2021, the mean score for Principal Class Officers (PCO) and Teachers for the following factors will be:

- Trust in students and parents: more than 70.
- Staff trust in colleagues: more than 75.
- Parent and community involvement: more than 70.

Parent Opinion Survey: (2017 format)

- High expectations of success: more than 85% positive.
- Student motivation and support: more than 70% positive.
- Student agency and voice: more than 75% positive.
- Confidence and resiliency skills: more than 75% positive.
- Promoting positive behaviour: more than 75% positive.
- Respect for diversity: more than 80% positive.
- School connectedness: more than 83% positive

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KIS 2 Instructional and shared leadership	Build leadership capabilities and identify succession planning	Yes
KIS 3 Parents and carers as partners	Grow parent engagement in the school community	No
KIS 4 Networks with schools, services and agencies	Enhance relationships with local schools, professional networks and local community partnerships	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.	Following the initial review in 2017 it was clear that teaching was not being informed by critical inspection of hard data. In 2018 it was determined that a way forward to address this short fall was to investigate and implement the PLC model. In 2019 to facilitate the professional dialogue and build teacher capacity towards the improvement of student learning outcomes. Establishing a PLC structure in 2019 within the College will further build professional dialogue around point of need teaching following the analysis of specific cohort/individual student data.	
Goal 2	To maximise the learning growth of every student across the school.	
12 Month Target 2.1	<p>Student Attitudes: (2018 format)</p> <ul style="list-style-type: none"> • Student voice and agency: more than 50 positive • Self-regulation and goal setting: more than 80 positive. • Differentiated learning challenge: more than 40 positive. • High expectations for success: more than 40 positive. • Motivation and interest: more than 50 positive. 	

	<p>Parent Opinion Survey: (2018 format)</p> <ul style="list-style-type: none"> • High expectations of success: more than 50 positive. • Student motivation and support: more than 50 positive. • Student agency and voice: more than 50 positive.
Key Improvement Strategies	Is this KIS selected for focus this year?
KIS 1 Curriculum planning and assessment	Collaboratively build and deliver a documented curriculum , assessment and pedagogy that caters for, and challenges, each individual student.
KIS 2 Building practice excellence	Build teacher capacity to foster intellectual engagement
KIS 3 Curriculum planning and assessment	Build teacher capacity to use data for inform curriculum planning and classroom teaching practice
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>Adopt the 'Victorian Pedagogical Model' in order to ensure consistency across all classrooms 7-12. It is about targeted teaching (assessment), differentiation, explicit teaching, intervention and inquiry. In 2019 the provision of intervention across the College will be formally reviewed with a new Intervention Strategy will be designed and implemented by mid point (this will include; teaching partnerships, learning specialist, funding for low achievers at Year 10). A focus upon Inquiry and Deep Learning will be integral to establishing consistency of pedagogical practice across the College.</p>
Goal 3	To develop a positive teaching and learning culture with high expectations so that learning will flourish.

12 Month Target 3.1

Student Attitudes: (2018 format)

- Student voice and agency: more than 50 positive.
- Self-regulation and goal setting: more than 80 positive.
- Differentiated learning challenge: more than 40 positive.
- High expectations for success: more than 40 positive.
- Respect for diversity: more than 40 positive.
- Sense of Connectedness: more than 40 positive.
- Resilience: more than 60 positive.
- Teacher concern: more than 40 positive.
- Classroom behaviour: more than 40 positive.

Staff Survey: By 2021, the mean score for Principal Class Officers (PCO) and Teachers for the following factors will be:

- Trust in students and parents: more than 45
- Staff trust in colleagues: more than 65

	<p>Parent Opinion Survey: (2018 format)</p> <ul style="list-style-type: none"> • High expectations of success: more than 50 positive. • Student agency and voice: more than 50 positive. • Confidence and resiliency skills: more than 50 positive. • Promoting positive behaviour: more than 50 positive. • Respect for diversity: more than 50 positive. 	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Setting expectations and promoting inclusion	Collaboratively implement the 'Victorian Pedagogical Model' and further build teacher capacity	Yes
KIS 2 Setting expectations and promoting inclusion	Begin to develop a growth mindset culture informed by regular feedback with high expectations of success for students and teachers.	No
KIS 3 Setting expectations and promoting inclusion	Enhance the safe and secure learning environment fostering inclusiveness.	Yes
KIS 4	Increase student voice and agency in their learning	No

Empowering students and building school pride		
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.	In 2019 the College will focus on further enhancing consistency of teaching practice and classroom climate through the adoption and implementation of the 'Victorian Pedagogical Model', as well as deepening learning through an inquiry approach. The adoption of SWPBS and RR will serve to nurture the climate for classroom learning with a focus on social and emotional well-being.	

Annual Implementation Plan - 2019

Define Actions, Outcomes and Activities

Lalor North Secondary College (7986)



Submitted for review by Chris Peake (School Principal) on 29 April, 2019 at 10:41 AM

Endorsed by David Kilmartin (Senior Education Improvement Leader) on 06 June, 2019 at 08:10 AM

Endorsed by Amanda Matlen (School Council President) on 10 September, 2019 at 11:49 AM

Define Actions, Outcomes and Activities

Goal 1	To develop a community of learners, where staff, parents and students are committed to the school's vision and values, working collaboratively towards achieving them.
12 Month Target 1.1	<p>School Climate Module: more than ..</p> <ul style="list-style-type: none"> • Collective efficacy factor: more than ... • Collective responsibility factor: more than ... • Teacher collaboration factor: more than ... <p>School Leadership Module: more than ...</p> <ul style="list-style-type: none"> • Leading change factor: more than ... • Cultural leadership factor: more than ... • Instructional leadership factor: more than ...
KIS 1 Building leadership teams	Generate a comprehensive professional learning strategy focussed on the improvement of learning and teaching
Actions	<p>Implementation of the PLC Model under the guidance of Regional PLC Development Program (Cory Pearce- NWR Manager) commencing 2019. This will also be supported by the work of Teaching Partnership Program and the Middle Years Improvement Program.</p> <p>Establish the Learning Specialist Roles (Literacy and Numeracy)</p>

	Priorities Professional Development around Deep Learning as a school wide pedagogy			
Outcomes	<p>All teachers adopt a growth mindset and believe that all students are capable of learning improvement and that teachers can facilitate this through the use of high impact strategies.</p> <p>All staff have high expectations of themselves and all students</p> <p>Enhanced targeted (differentiated and explicit) teaching built upon data literacy.</p> <p>Teacher knowledge of the inquiry approach will be embedded</p> <p>Students will have demonstrated the key elements (6 C's) of Deep Learning</p>			
Success Indicators	<p>Success Indicators:</p> <ul style="list-style-type: none"> - Minutes of PLC meetings will be captured and reflect increasingly higher levels of collaborative planning for learning and discussions around the use of explicit data. - Teacher observations and peer feedback. This will be captured as part of the PDP documentation. - Planning documents will attest to curriculum delivery at the point of need. - Increased student outcomes. - Increase positive responses on staff survey 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Professional Learning on PLC.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <input type="checkbox"/> Equity funding will be used
The allocation of staff to PLCs.	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Establishment of the Literacy Partnership Team and accompanying professional learning	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 3	\$0.00

			to: Term 4	<input type="checkbox"/> Equity funding will be used
Allocation of staff to the Middle Years Program and Learning Specialist roles (literacy and numeracy Program) Provision of accompanying professional learning	<input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$18,000.00 <input type="checkbox"/> Equity funding will be used
Conduct school wide Professional Learning related to Deep Learning	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$15,000.00 <input checked="" type="checkbox"/> Equity funding will be used
KIS 2 Instructional and shared leadership	Build leadership capabilities and identify succession planning			
Actions	Establish and nurture a clearly defined model of distributed leadership, with role clarity at all levels. Revise all job descriptions and develop a Lalor North SC ClassroomTeacher Role Statement. Introduction of Home Group Teachers Engagement of leaders in high level professional leadership development New positions created and implemented			
Outcomes	Greater role clarity Increased expressions of interest in leadership roles Enhanced leadership skills across the college Shared collegial responsibility			
Success Indicators	Staff opinion survey New positions advertised and expressions of interest Attendance at professional learning			

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Revision of newly developed job descriptions, including learning specialist and literacy and numeracy leaders	<input checked="" type="checkbox"/> Leadership Partners (DSSI) <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$0.00 <input type="checkbox"/> Equity funding will be used
Professional Learning to build leadership capacity	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Partners (DSSI) <input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$13,000.00 <input type="checkbox"/> Equity funding will be used
Home Group Teachers to oversee wellbeing at Year 7 and 8 with a view to extend in 2020	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$12,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Create new positions and develop leadership structure to service the college priority areas	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$10,000.00 <input type="checkbox"/> Equity funding will be used
KIS 3 Networks with schools, services and agencies	Enhance relationships with local schools, professional networks and local community partnerships			
Actions	Engage with the WhittleseaTech School in an curriculum/pedagogy professional learning and student program around Deep Learning Participate with the network Community of Practice Further engage the parent community in the development of college vision and values			

Outcomes	Relationship with the Whittlesea tech will have been established Teacher and student ambassadors will have been established			
Success Indicators	All years 7-10 participate in one inquiry task at Whittlesea Tech			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Participate in Network Communities of Practice	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$500.00 <input type="checkbox"/> Equity funding will be used
Parent engagement in surveys, focus groups around the development of college vision and values.	<input checked="" type="checkbox"/> School Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Goal 2	To maximise the learning growth of every student across the school.			
12 Month Target 2.1	Student Attitudes: (2018 format) <ul style="list-style-type: none"> • Student voice and agency: more than 50 positive • Self-regulation and goal setting: more than 80 positive. • Differentiated learning challenge: more than 40 positive. 			

	<ul style="list-style-type: none"> • High expectations for success: more than 40 positive. • Motivation and interest: more than 50 positive. <p>Parent Opinion Survey: (2018 format)</p> <ul style="list-style-type: none"> • High expectations of success: more than 50 positive. • Student motivation and support: more than 50 positive. • Student agency and voice: more than 50 positive.
KIS 1 Curriculum planning and assessment	Collaboratively build and deliver a documented curriculum , assessment and pedagogy that caters for, and challenges, each individual student.
Actions	<ul style="list-style-type: none"> - Deeper planning based on the PLC data driven investigation across all learning areas 7-12. - Development of more intricate individual lesson planning that reflects student point of readiness, scaffolding and differentiation. *Key Guides: Victorian Pedagogical Model and Victorian Curriculum. -Curriculum Day in conjunction with Whittlesea Tech School and professional learning focusing on the pedagogy of inquiry, Deep Learning (Michael Fullan) - Implementation of the Teacher Partnership Program at Year 7. -Build teacher capacity to use feedback to evaluate the impact of teaching on learning and to facilitate the next step for student learning
Outcomes	<ul style="list-style-type: none"> - Teachers will have a stronger understanding of planning devices, point of readiness, scaffolding and differentiation to further enhance student outcomes. - Teachers will work be observed to work collaboratively and consistently to enhance their use of data to plan for learning, inform their teaching practice and accelerate student outcomes. - Students will demonstrate a greater capacity to gauge their own learning capacity and progress and, to give feedback to their teachers and reflect upon their learning. - At Year 7 students will have significantly increased skill with 'reading' (Fountas and Pinnell, PAT, AAS).

Success Indicators	<ul style="list-style-type: none"> - Minutes of PLC meetings will be captured and reflect increasingly higher levels of collaborative planning for learning and discussions around the use of explicit data. - Teacher observations and peer feedback. This will be captured as part of the PDP documentation. - Planning documents will attest to curriculum delivery at the point of need. - Increased student outcomes. - Teachers will document their involvement in PLC teams and produce this as evidence for their 2019 PDP. - Teachers will produce lesson plans that demonstrate the use of data as evidence for forward planning of lessons as part of their 2019 PDP - Teachers will produce within their domains a unit of work based on an inquiry approach to learning. This will become part of our documented curriculum. - All students 7-9 will be given the opportunity to participate in a practical experience of Deep Learning and inquiry approach by the conclusion of 2019. - Student literacy/numeracy outcomes will improve as a result of teacher enhanced data literacy and targeted teaching across 7-9. - All Year 7 students will have achieved at least 12 months grow in 'reading' upon the completion of 2019. (Triangulated Data) 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Implementation of the Teaching Partnership Program at Year 7.	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Leadership Partners (DSSI) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s) 	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$4,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Delivery of PL for the PLC Leadership Team.	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Leadership Partners (DSSI) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Principal 	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used

Delivery of whole school PL on Deep Learning and Inquiry (Partnership with Whittlesea Technical School).	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> School Leadership Team <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Allocating staff to PLC structure (DuFour) and allocating meeting time throughout 2019.	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> School Leadership Team <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Whole school inquiry planning	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
School wide PDP to include one peer observation per semester.	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$5,000.00 <input type="checkbox"/> Equity funding will be used
Lesson plans to be informed by collaborative PLC discussions around evidence (data)	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$0.00

	<input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s)		to: Term 4	<input type="checkbox"/> Equity funding will be used
To develop individual lesson plans based on the Teaching & Learning Schedules	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
KIS 2 Building practice excellence	Build teacher capacity to foster intellectual engagement			
Actions	All teaching staff will collaborate in the PLC Program to develop skills in enhancing student engagement. All staff will be involved in the implementation of the Deep Learning Framework (6 Cs / inquiry process). Adopt a whole school approach using 'Amplify' to build student agency.			
Outcomes	Teachers will have increased ability to plan and execute lessons which foster intellectual engagement for every child in their classes. All teachers will know how to plan for inquiry and high level student engagement. All teachers will apply elements of 'Amplify' in lesson planning and teaching to enhance student metacognition (reflection) through feedback			
Success Indicators	By 2019 the Student Attitude to School Survey results will be: <ul style="list-style-type: none"> •Learning Confidence: more than 50% positive. •Stimulated Learning: more than 50% positive. •Effective Teaching Time: more than 55% positive. 			

	<ul style="list-style-type: none"> •Effort: more than 50% positive. <p>By 2019 the Teacher Survey results will be:</p> <ul style="list-style-type: none"> •Collective Focus on Student Learning: more than 55% positive. •Academic Emphasis factor: more than 55% positive. •Guaranteed and Viable Curriculum: more than 60% positive. 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
- Implement the PLC program	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input type="checkbox"/> Equity funding will be used
Engage all school staff in professional learning program around 'Deep Learning/Inquiry' approach	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Conduct professional learning around student agency as explored through 'Amplify'	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used
KIS 3	Build teacher capacity to use data for inform curriculum planning and classroom teaching practice			

Curriculum planning and assessment				
Actions	All teachers participate in PLC groups and learn how to work with data, understand and analyse it in order to inform curriculum and lesson planning. Development of more intricate individual lesson planning that reflects student point of readiness, scaffolding and differentiation. *Key Guides: Victorian Pedagogical Model and Victorian Curriculum. Ensuring a secure whole school data portal is available and current for teachers.			
Outcomes	Teachers will have increased ability to plan and execute lessons which are differentiated. All teachers will know how to plan for inquiry and high level student engagement. Teachers will have achieved enhanced skills in collaboratively interpreting data and lesson design from the point of need.			
Success Indicators	100 % of Domains will evidence lesson plans that are differentiated. 100 % of teachers will know how to plan for inquiry and high level student engagement as evidenced by their lesson plans and curriculum documentation.			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Establish PLC groups, provide time and professional learning to enable differentiation by staff.	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Ensure that the Domain Leaders work with Curriculum Coordinator to provide guidance in differentiating the curriculum.	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> KLA Leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Construct an electronic portal capable of storing and providing access to school wide data	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$4,000.00

				<input checked="" type="checkbox"/> Equity funding will be used
Goal 3	To develop a positive teaching and learning culture with high expectations so that learning will flourish.			
12 Month Target 3.1	<p>Student Attitudes: (2018 format)</p> <ul style="list-style-type: none"> • Student voice and agency: more than 50 positive. • Self-regulation and goal setting: more than 80 positive. • Differentiated learning challenge: more than 40 positive. • High expectations for success: more than 40 positive. • Respect for diversity: more than 40 positive. • Sense of Connectedness: more than 40 positive. • Resilience: more than 60 positive. • Teacher concern: more than 40 positive. • Classroom behaviour: more than 40 positive. <p>Staff Survey: By 2021, the mean score for Principal Class Officers (PCO) and Teachers for the following factors will be:</p>			

	<ul style="list-style-type: none"> • Trust in students and parents: more than 45 • Staff trust in colleagues: more than 65 <p>Parent Opinion Survey: (2018 format)</p> <ul style="list-style-type: none"> • High expectations of success: more than 50 positive. • Student agency and voice: more than 50 positive. • Confidence and resiliency skills: more than 50 positive. • Promoting positive behaviour: more than 50 positive. • Respect for diversity: more than 50 positive.
KIS 1 Setting expectations and promoting inclusion	Collaboratively implement the 'Victorian Pedagogical Model' and further build teacher capacity
Actions	<ul style="list-style-type: none"> - Implementation of 'Victorian Pedagogical Model' as a model to achieve a positive teaching and learning culture. - Focusing on the pedagogy of inquiry, Deep Learning (Michael Fullan). - Building staff capacity in relation to high expectations and excellence of professional practice. - Heightening the communication with parents in relation to the school's vision and values and high expectations. - Developing and articulating new school values early in 2019 to the whole broader school community.
Outcomes	<ul style="list-style-type: none"> - Consistency of professional practice across Years 7-12. - Increased teacher confidence in their own capacity to effectively engage students and to improve student learning outcomes. - Enhanced intellectual engagement by students with their learning.

	<ul style="list-style-type: none"> - Students feel an increased sense of challenge by their learning environment. - School culture reflects a greater sense of high expectations. 			
Success Indicators	<ul style="list-style-type: none"> - Professional learning sessions around the 'Victorian Pedagogical Model' have been conducted each term. - 100 % of Domains will upload lesson plans built around inquiry learning. - 100% of Domains will be observed to implement the elements of Deep Learning through inquiry unit plans. - At least a 15% increase in teacher confidence in all indicators in the 2019 Staff Survey. - Observations of student learning through classroom visits by principal leaders and learning specialists. - A 10% increase in all indicators of student engagement will be gained in the 2019 Student Survey. - 2019 Parent Survey will reflect an increase so that all indicators are at the top of the top of the second quartile. 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Provision of PL on the 'Victorian Pedagogical Model'.	<input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Implementation of the Strategic Plan for Deep Learning.	<input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Teaching Partners (DSSI)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$4,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Establishing the new school values.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Student(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used

Enhancement of the website (newsletter) and installation of a large interactive screen at the front of the school in order to enhance communication with parents and the broader community.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$45,000.00 <input type="checkbox"/> Equity funding will be used
KIS 2 Setting expectations and promoting inclusion	Enhance the safe and secure learning environment fostering inclusiveness.			
Actions	<ul style="list-style-type: none"> - Implementation of the SWPBS framework. - Implementation of Respectful Relationships. - Further build leadership capacity of students within the College. 			
Outcomes	<ul style="list-style-type: none"> - Establishment and evolution of expected behaviours that sit beneath the newly established school values to provide students and staff with consistent behavioural and attitudinal expectations. - Effective delivery of the Respectful Relationships framework. - Enhanced, safer and more inclusive learning environment. - Increase the engagement and input of the Student Voice Team. 			
Success Indicators	<ul style="list-style-type: none"> - Fully developed behaviour matrix in line with SWPBS framework. - The RR program delivered 3 times a week to all students in Years 7-12. - 2019 Staff Survey will reflect a significantly enhanced level of student safety, classroom behaviour and inclusivity (multiple indicators). - Observations of staff and students in classrooms consistently implementing and working within the behaviour matrix. - 2019 Student Survey will reflect a significantly enhanced level of student safety, classroom behaviour and inclusivity (multiple indicators). - 2019 Parent Survey will reflect a significantly enhanced level of student safety, classroom behaviour and inclusivity (multiple indicators). 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
PL delivered to all staff on the SWPBS framework.	<input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$4,000.00

	<input checked="" type="checkbox"/> School Leadership Team <input checked="" type="checkbox"/> Teacher(s)		to: Term 4	<input type="checkbox"/> Equity funding will be used
Development of the Behaviour Matrix.	<input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> School Leadership Team <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
Implementation of consistent analysis of student engagement and well-being data through PLCs.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Allied Health <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Sub School Leader/s	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
The development and implementation of a Student Voice Council.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$4,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Ongoing implementation and delivery of the RR framework into the curriculum program across all Year 7-12.	<input checked="" type="checkbox"/> Sub School Leader/s <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Annual Implementation Plan - 2019

Equity Funding Planner - 2019

Lalor North Secondary College (7986)



Submitted for review by Chris Peake (School Principal) on 29 April, 2019 at 10:41 AM

Endorsed by David Kilmartin (Senior Education Improvement Leader) on 06 June, 2019 at 08:10 AM

Endorsed by Amanda Matlen (School Council President) on 10 September, 2019 at 11:49 AM

Equity Funding Planner

Equity Spending Totals

Category	Total proposed budget (\$)	Spend (\$)
Equity funding associated with Activities and Milestones	\$63,000.00	0.00
Additional Equity funding	\$0.00	\$0.00
Grand Total	\$63,000.00	\$0.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Conduct school wide Professional Learning related to Deep Learning	from: Term 1 to: Term 4		\$15,000.00	
Home Group Teachers to oversee wellbeing at Year 7 and 8 with a view to extend in 2020	from: Term 1 to: Term 4		\$12,000.00	
Implementation of the Teaching Partnership Program at Year 7.	from: Term 1 to: Term 4		\$4,000.00	
Delivery of PL for the PLC Leadership Team.	from: Term 1 to: Term 4		\$5,000.00	

Delivery of whole school PL on Deep Learning and Inquiry (Partnership with Whittlesea Technical School).	from: Term 1 to: Term 4		\$10,000.00	
Conduct professional learning around student agency as explored through 'Amplify'	from: Term 3 to: Term 4		\$5,000.00	
Construct an electronic portal capable of storing and providing access to school wide data	from: Term 1 to: Term 4		\$4,000.00	
Implementation of the Strategic Plan for Deep Learning.	from: Term 1 to: Term 4		\$4,000.00	
The development and implementation of a Student Voice Council.	from: Term 1 to: Term 4		\$4,000.00	
Totals			\$63,000.00	

Additional Equity spend

Outline here any additional Equity spend for 2019	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Totals			\$0.00	\$0.00

Annual Implementation Plan 2019

Professional Learning and Development Plan

Lalor North Secondary College (7986)



Submitted for review by Chris Peake (School Principal) on 29 April, 2019 at 10:41 AM

Endorsed by David Kilmartin (Senior Education Improvement Leader) on 06 June, 2019 at 08:10 AM

Endorsed by Amanda Matlen (School Council President) on 10 September, 2019 at 11:49 AM

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Professional Learning on PLC.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Maths/Sci Specialist <input checked="" type="checkbox"/> Departmental resources PLC Initiative Resources	<input checked="" type="checkbox"/> Off-site DET
The allocation of staff to PLCs.	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Establishment of the Literacy Partnership Team and accompanying professional learning	<input checked="" type="checkbox"/> Teacher(s)	from: Term 3 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Maths/Sci Specialist	<input checked="" type="checkbox"/> On-site

Conduct school wide Professional Learning related to Deep Learning	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants CEOs Whittlesea Technical School	<input checked="" type="checkbox"/> Off-site Whittlesea Technical School
Professional Learning to build leadership capacity	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Partners (DSSI) <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Network Professional Learning <input checked="" type="checkbox"/> Regional Leadership Conferences	<input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Bastow program/course	<input checked="" type="checkbox"/> Off-site Bastow Institute
Implementation of the Teaching Partnership Program at Year 7.	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Leadership Partners (DSSI) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
Delivery of PL for the PLC Leadership Team.	<input checked="" type="checkbox"/> Assistant Principal	from: Term 1	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> PLC Initiative	<input checked="" type="checkbox"/> Off-site DET

	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Leadership Partners (DSSI) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Principal	to: Term 4				
Delivery of whole school PL on Deep Learning and Inquiry (Partnership with Whittlesea Technical School).	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> School Leadership Team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants Whittlesea Tech School.	<input checked="" type="checkbox"/> Off-site Whittlesea Tech School.
Allocating staff to PLC structure (DuFour) and allocating meeting time throughout 2019.	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

	<input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> School Leadership Team <input checked="" type="checkbox"/> Teacher(s)					
Whole school inquiry planning	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s)	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
School wide PDP to include one peer observation per semester.	<input checked="" type="checkbox"/> Teacher(s)	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Lesson plans to be informed by collaborative PLC discussions around evidence (data)	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> KLA Leader	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site

	<input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s)			<input checked="" type="checkbox"/> PLC/PLT Meeting		
To develop individual lesson plans based on the Teaching & Learning Schedules	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s)	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
- Implement the PLC program	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Network Professional Learning	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> External consultants PLC Coaches	<input checked="" type="checkbox"/> On-site

Engage all school staff in professional learning program around 'Deep Learning/Inquiry' approach	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> Off-site Whittlesea Technical School
Establish PLC groups, provide time and professional learning to enable differentiation by staff.	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Ensure that the Domain Leaders work with Curriculum Coordinator to provide guidance in differentiating the curriculum.	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> KLA Leader	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Construct an electronic portal capable of storing and providing access to school wide data	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting <input checked="" type="checkbox"/> Area Principal Forums	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site

Provision of PL on the 'Victorian Pedagogical Model'.	<input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Implementation of the Strategic Plan for Deep Learning.	<input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Teaching Partners (DSSI)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
PL delivered to all staff on the SWPBS framework.	<input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> School Leadership Team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

Development of the Behaviour Matrix.	<input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> School Leadership Team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Implementation of consistent analysis of student engagement and well-being data through PLCs.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Allied Health <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Sub School Leader/s	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resources Karla - SWPBS DET Coach	<input checked="" type="checkbox"/> On-site
The development and implementation of a Student Voice Council.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Regional Leadership Conferences	<input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

<p>Ongoing implementation and delivery of the RR framework into the curriculum program across all Year 7-12.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Sub School Leader/s <input checked="" type="checkbox"/> 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 <input checked="" type="checkbox"/> Curriculum development 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Network Professional Learning <input checked="" type="checkbox"/> PLC/PLT Meeting 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants <p>Respectful Relationships Program Advisors</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site
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