

# 2021 Annual Implementation Plan

## for improving student outcomes

Melbourne High School (8025)



Submitted for review by Tony Mordini (School Principal) on 23 March, 2021. Endorsed by Coralee Pratt (Senior Education Improvement Leader) on 13 April, 2021. Endorsed by School Council President, Henry McLaughlin on 1 April, 2021

## Self-evaluation Summary - 2021

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

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

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

<b>Enter your reflective comments</b>	The Attitudes to School Survey 2020 provides some useful insights into an area that the school can target, namely goal setting. Overall the Learner Characteristic - Self-regulation is high (78%), however, goal setting was only 65%. Student responses also rated teacher concern at 50% and differentiated learning challenge at 60% providing clear indicators of areas for improvement in pedagogical practice and wellbeing strategies.
<b>Considerations for 20211</b>	There is a need to work on further improvement and consistency in pedagogical practice and to give greater focus to student engagement agency and voice.
<b>Documents that support this plan</b>	ATSS Students Report 2020 (0.03 MB) Parents Opinion Survey Report.xlsx (0.02 MB) School Staff Survey - Summary of Module Component Means.pdf (0.37 MB)

## SSP Goals Targets and KIS

<b>Goal 1</b>	To develop all students as 21st century learners
<b>Target 1.1</b>	By 2022, the percentages of positive responses in the MHS Graduate Tracking survey will increase (from 75% to 85%)
<b>Target 1.2</b>	By 2022 the percentage of positive responses in the Staff Survey Teaching and Learning - Practice improvement domain will increase (from 46% to 55%)
<b>Target 1.3</b>	By 2022, the percentages of positive responses in the parent survey in the Student Cognitive development - Effective teaching domain will increase (from 66% to 75%)
<b>Key Improvement Strategy 1.a</b> Curriculum planning and assessment	Deliver the Melbourne High School statement of purpose outcomes through a combined curriculum and co-curricular program (CPA)
<b>Key Improvement Strategy 1.b</b> Building practice excellence	Develop a consistent and effective whole-school learning environment, culture and pedagogy (BPE)
<b>Key Improvement Strategy 1.c</b> Empowering students and building school pride	Build agency for all students (ES)
<b>Goal 2</b>	To strengthen wellbeing for all students

<b>Target 2.1</b>	By 2022 the percentage of positive responses for Years 9-12 in the AtSS Teacher-student relations- Teacher concern domain will increase (from 46% to 65%)
<b>Target 2.2</b>	By 2020 the percentage of positive responses for Year 9-12 in the AtSS for the Learner Characteristics- Resilience domain will increase (from 72% to 80%)
<b>Target 2.3</b>	By 2022, the percentages of positive responses in the parent survey for student development - Confidence - Resiliency skills domain will increase (from 77% to 80%)
<b>Key Improvement Strategy 2.a</b> Health and wellbeing	Strengthen whole-school strategies for health and wellbeing for the school community (HW)
<b>Key Improvement Strategy 2.b</b> Health and wellbeing	Strengthen resilience for all members of the school community (HW)
<b>Key Improvement Strategy 2.c</b> Empowering students and building school pride	Build agency for all students (ES)
<b>Goal 3</b>	To strengthen engagement for all students
<b>Target 3.1</b>	By 2022 the percentages of positive responses for years 9-12 in the AtSS Effective teaching practice- Diffentiated domain will increase (from 56% to

<b>Target 3.2</b>	By 2022 the percentage of positive responses for years 9-12 in the Atss Learner Characteristic- Self and goal setting domain will increase (from 57% to 70%)
<b>Target 3.3</b>	By 2022 the percentage of positive responses for the Parent Opinion Survey - Student Development domain - Student agency and voice will increase (from 77% to 80%)
<b>Key Improvement Strategy 3.a</b> Empowering students and building school pride	Develop students as active and empowered learners (ES)
<b>Key Improvement Strategy 3.b</b> Building practice excellence	Develop a consistent and effective whole-school learning environment, culture and pedagogy (BPE)
<b>Key Improvement Strategy 3.c</b> Empowering students and building school pride	Build agency for all students (ES)

## Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 Month Target
To develop all students as 21st century learners	Yes	By 2022, the percentages of positive responses in the MHS Graduate Tracking survey will increase (from 75% to 85%)	By the end of 2021, the percentages of positive responses in the MHS Graduate Tracking survey will increase (from 79% to 82%)
		By 2022 the percentage of positive responses in the Staff Survey Teaching and Learning - Practice improvement domain will increase (from 46% to 55%)	By 2022 the percentage of positive responses in the Staff Survey Teaching and Learning - Practice improvement domain will increase (from 51% to 60%)
		By 2022, the percentages of positive responses in the parent survey in the Student Cognitive development - Effective teaching domain will increase (from 66% to 75%)	By 2021, the percentages of positive responses in the parent survey in the Student Cognitive development - Effective teaching domain will increase (from 67% to 70%)
To strengthen wellbeing for all students	Yes	By 2022 the percentage of positive responses for Years 9-12 in the AtSS Teacher-student relations- Teacher concern domain will increase (from 46% to 65%)	By the end of 2021 the percentage of positive responses for Years 9-12 in the AtSS Teacher-student relations- Teacher concern domain will increase (from 50% to 60%)

		By 2020 the percentage of positive responses for Year 9-12 in the AtSS for the Learner Characteristics- Resilience domain will increase (from 72% to 80%)	By end of 2021 the percentage of positive responses for Year 9-12 in the AtSS for the Learner Characteristics- Resilience domain will increase (from 77% to 80%)
		By 2022, the percentages of positive responses in the parent survey for student development - Confidence - Resiliency skills domain will increase (from 77% to 80%)	By 2021, the percentages of positive responses in the parent survey for student development - Confidence - Resiliency skills domain will increase (from 76% to 78%)
To strengthen engagement for all students	Yes	By 2022 the percentages of positive responses for years 9-12 in the AtSS Effective teaching practice- Differentiated learning challenge domain will increase (from 56% to 65)	By end of 2021 the percentages of positive responses for years 9-12 in the AtSS Effective teaching practice- Differentiated learning challenge domain will increase (from 60% to 65%)
		By 2022 the percentage of positive responses for years 9-12 in the Atss Learner Characteristic- Self regulation and goal setting domain will increase (from 57% to 70%)	This goal has been exceeded . New goal - By end of 2021 self-regulation and goal setting domain will increase from 78% to 80%
		By 2022 the percentage of positive responses for the Parent Opinion Survey - Student Development domain - Student agency and voice will increase (from 77% to 80%)	By 2021 the percentage of positive responses for the Parent Opinion Survey - Student Development domain - Student agency and voice will increase (from 79%



			to 80%)
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<b>Goal 1</b>	To develop all students as 21st century learners		
<b>12 Month Target 1.1</b>	By 2021, the percentages of positive responses in the MHS Graduate Tracking survey will increase (from 79% to 82%)		
<b>12 Month Target 1.2</b>	By 2022 the percentage of positive responses in the Staff Survey Teaching and Learning - Practice improvement domain will increase (from 51% to 53%)		
<b>12 Month Target 1.3</b>	By 2021, the percentages of positive responses in the parent survey in the Student Cognitive development - Effective teaching domain will increase (from 67% to 70%)		
<b>Key Improvement Strategies</b>			Is this KIS selected for focus this year?
<b>KIS 1</b> Curriculum planning and assessment	Deliver the Melbourne High School statement of purpose outcomes through a combined curriculum and co-curricular program (CPA)		No
<b>KIS 2</b> Building practice excellence	Develop a consistent and effective whole-school learning environment, culture and pedagogy (BPE)		Yes
<b>KIS 3</b> Empowering students and building school pride	Build agency for all students (ES)		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.	School self-evaluation and review of performance against AIP targets suggests that a continuous focus upon effective and consistent pedagogy is the essential focus for improvement	
<b>Goal 2</b>	To strengthen wellbeing for all students	
<b>12 Month Target 2.1</b>	By end of 2021 the percentage of positive responses for Years 9-12 in the AtSS Teacher-student relations- Teacher concern domain will increase (from 50% to 60%)	
<b>12 Month Target 2.2</b>	By end of 2021 the percentage of positive responses for Year 9-12 in the AtSS for the Learner Characteristics- Resilience domain will increase (from 77% to 80%)	
<b>12 Month Target 2.3</b>	By 2021, the percentages of positive responses in the parent survey for student development - Confidence - Resiliency skills domain will increase (from 76% to 78%)	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> Health and wellbeing	Strengthen whole-school strategies for health and wellbeing for the school community (HW)	Yes
<b>KIS 2</b> Health and wellbeing	Strengthen resilience for all members of the school community (HW)	Yes
<b>KIS 3</b> Empowering students and building school pride	Build agency for all students (ES)	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.	School self-evaluation and review of performance against AIP targets suggests that a whole school focus on student wellbeing and resilience will be the most effective KIS	
<b>Goal 3</b>	To strengthen engagement for all students	
<b>12 Month Target 3.1</b>	By end of 2021 the percentages of positive responses for years 9-12 in the AtSS Effective teaching practice- Differentiated learning challenge domain will increase (from <b>60 to 65%</b> )	
<b>12 Month Target 3.2</b>	This goal has been exceeded. New Goal - By end of 2021 Self-regulation and goal setting domain will increase from 78% to 80%)	
<b>12 Month Target 3.3</b>	By 2021 the percentage of positive responses for the Parent Opinion Survey - Student Development domain - Student agency and voice will increase (from 79% to 80%)	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> Empowering students and building school pride	Develop students as active and empowered learners (ES)	Yes
<b>KIS 2</b> Building practice excellence	Develop a consistent and effective whole-school learning environment, culture and pedagogy (BPE)	Yes
<b>KIS 3</b> Empowering students and building school pride	Build agency for all students (ES)	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.

School self-evaluation and review of performance against AIP targets suggests that a whole school focus on student agency and voice will be the most effective KIS

## Define Actions, Outcomes and Activities

<b>Goal 1</b>	To develop all students as 21st century learners			
<b>12 Month Target 1.1</b>	By 2021, the percentages of positive responses in the MHS Graduate Tracking survey will increase (from 79% to 82%)			
<b>12 Month Target 1.2</b>	By 2022 the percentage of positive responses in the Staff Survey Teaching and Learning - Practice improvement domain will increase (from 51% to 53%)			
<b>12 Month Target 1.3</b>	By 2021, the percentages of positive responses in the parent survey in the Student Cognitive development - Effective teaching domain will increase (from 67% to 70%)			
<b>KIS 1</b> Building practice excellence	Develop a consistent and effective whole-school learning environment, culture and pedagogy (BPE)			
<b>Actions</b>	Focus upon building the capacity of faculty leaders as practice improvement leaders and effective leaders of professional teams			
<b>Outcomes</b>	Greater consistency of teaching practice and improved leadership of teaching practice			
<b>Success Indicators</b>	Each faculty will utilise a team effectiveness survey to identify areas for improvement and benchmark these against a whole school mean Staff, Student and Parent survey domains identified at 12 months targets will be utilised to measure success			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
The school will work with internal expertise and external providers to co-design and deliver a suite of professional development programs for all Faculty leaders	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> KLA Leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$7,000.00  <input checked="" type="checkbox"/> Equity funding will be used (5K)

		<input checked="" type="checkbox"/> Staff Development Coordinator			
Each Faculty will utilise a team effectiveness survey to identify targets for improvement and use the data to inform the development of actions and improvement plans		<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Staff Development Coordinator	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$12,000.00  <input type="checkbox"/> Equity funding will be used
Faculty Coordinators will be supported by Learning Specialists to implement action plans		<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Staff Development Coordinator	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$3,000.00  <input type="checkbox"/> Equity funding will be used
<b>Goal 2</b>	To strengthen wellbeing for all students				
<b>12 Month Target 2.1</b>	By 2021 the percentage of positive responses for Years 9-12 in the AtSS Teacher-student relations- Teacher concern domain will increase (from 50% to 60%)				
<b>12 Month Target 2.2</b>	By 2021 the percentage of positive responses for Year 9-12 in the AtSS for the Learner Characteristics- Resilience domain will increase (from 77% to 80%)				
<b>12 Month Target 2.3</b>	By 2021, the percentages of positive responses in the parent survey for student development - Confidence - Resiliency skills domain will increase (from 76% to 78%)				

<b>KIS 1</b> Health and wellbeing	Strengthen whole-school strategies for health and wellbeing for the school community (HW)			
<b>Actions</b>	The School community will research and deploy additional programs and resources to enhance student engagement, connectedness and wellbeing.			
<b>Outcomes</b>	Greater peer connection between students Improved indicators of student wellbeing and resilience			
<b>Success Indicators</b>	The relevant domains of the Student Attitude to Schools and Parent Opinion survey identified as 12 month targets Community feedback survey regarding new strategies indicates improvements in these areas (focus groups, surveys, leadership forums etc.)			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Through community consultation the School will develop programs and structures to enhance student engagement, connectedness and wellbeing.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Year Level Co-ordinator(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$3,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Community forums and surveys will be undertaken to evaluate support for the proposed model	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$1,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Planning for the implementation of the new model for 2020 will be undertaken	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Year Level Co-ordinator(s)	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used

Student resilience and Self-efficacy programs and resources will be developed and procured	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Wellbeing Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$11,000.00  <input checked="" type="checkbox"/> Equity funding will be used
<b>Goal 3</b>	To strengthen engagement for all students			
<b>12 Month Target 3.1</b>	By 2021 the percentages of positive responses for years 9-12 in the AtSS Effective teaching practice- Differentiated learning challenge domain will increase (from 55% to 58%)			
<b>12 Month Target 3.2</b>	This goal has been exceeded			
<b>12 Month Target 3.3</b>	By 2021 the percentage of positive responses for the Parent Opinion Survey - Student Development domain - Student agency and voice will increase (from 79% to 80%)			
<b>KIS 1</b> Empowering students and building school pride	Build agency for all students (ES)			
<b>Actions</b>	A new Student Voice and Leadership structure will be designed and developed A Student - Staff feedback program will be developed			
<b>Outcomes</b>	Higher levels of student engagement, agency and voice Positive engagement between students and teachers regarding effective teaching practice			
<b>Success Indicators</b>	The Student and Parent survey domains identified in the 12 month targets Feedback surveys from the Student - Staff feedback program			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>



<p>Student Voice and Leadership structures will be enhanced to align with Student Engagement and Wellbeing model</p>	<p><input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Student Leadership Coordinator</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 3</p>	<p>\$2,000.00 <input checked="" type="checkbox"/> Equity funding will be used</p>
<p>Programs will be developed and facilitate Student to Staff feedback initiatives</p>	<p><input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Staff Development Coordinator</p>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 2 to: Term 4</p>	<p>\$1,000.00 <input type="checkbox"/> Equity funding will be used</p>

## Equity Funding Planner

### Equity Spending Totals

Category	Total proposed budget (\$)	Spend (\$)
Equity funding associated with Activities and Milestones	\$22,000.00	\$22,000.00
Additional Equity funding	\$43,500.00	\$43,500.00
<b>Grand Total</b>	<b>\$65,500.00</b>	<b>\$65,500.00</b>

### Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
The school will work with a external provider to design and deliver a professional development program for all Faculty leaders	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> Support services	\$7,000.00	\$7,000.00
A student resilience and Self-efficacy model will be developed	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources	\$15,000.00	\$15,000.00
<b>Totals</b>			<b>\$22,000.00</b>	<b>\$22,000.00</b>

### Additional Equity spend

Outline here any additional Equity spend for 2020	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Employ a 0.6 EFT ES3 Student Wellbeing Officer	from: Term 1	<input checked="" type="checkbox"/> School-based staffing	\$43,500.00	\$43,500.00

	to: Term 4			
<b>Totals</b>			\$43,500.00	\$43,500.00

## Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
The school will work with an external provider to design and deliver a professional development program for all Faculty leaders	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assistant Principal</li> <li><input checked="" type="checkbox"/> Curriculum Co-ordinator (s)</li> <li><input checked="" type="checkbox"/> KLA Leader</li> <li><input checked="" type="checkbox"/> Staff Development Coordinator</li> </ul>	from: Term 1 to: Term 2	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Planning</li> <li><input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team</li> <li><input checked="" type="checkbox"/> Peer observation including feedback and reflection</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions</li> <li><input checked="" type="checkbox"/> Timetabled Planning Day</li> <li><input checked="" type="checkbox"/> Communities of Practice</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Internal staff</li> <li><input checked="" type="checkbox"/> Bastow program/course</li> <li><input checked="" type="checkbox"/> External consultants</li> </ul>	<input checked="" type="checkbox"/> On-site
Each Faculty will utilise a team effectiveness survey to identify targets for improvement and an action plan	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assistant Principal</li> <li><input checked="" type="checkbox"/> Curriculum Co-ordinator (s)</li> <li><input checked="" type="checkbox"/> KLA Leader</li> <li><input checked="" type="checkbox"/> Staff Development Coordinator</li> </ul>	from: Term 2 to: Term 2	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team</li> <li><input checked="" type="checkbox"/> Peer observation including feedback and reflection</li> <li><input checked="" type="checkbox"/> Formalised PLC/PLTs</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions</li> <li><input checked="" type="checkbox"/> Communities of Practice</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Learning Specialist</li> <li><input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning</li> <li><input checked="" type="checkbox"/> Pedagogical Model</li> </ul>	<input checked="" type="checkbox"/> On-site

Faculty Coordinators will be supported by Learning Specialists to implement action plans	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Staff Development Coordinator	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning <input checked="" type="checkbox"/> Pedagogical Model	<input checked="" type="checkbox"/> On-site
Community forums and surveys will be undertaken to evaluate support for the proposed model	<input checked="" type="checkbox"/> All Staff	from: Term 2 to: Term 2	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Whole School Pupil Free Day and / or <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
A student resilience and Self-efficacy model will be developed	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 3	<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"/> Whole School Pupil Free Day and / or <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal and external staff	<input checked="" type="checkbox"/> On-site

<p>A program or process will be trialled and implemented as a Student to Staff feedback program</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assistant Principal</li> <li><input checked="" type="checkbox"/> Staff Development Coordinator</li> </ul>	<p>from: Term 2 to: Term 4</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Peer observation including feedback and reflection</li> <li><input checked="" type="checkbox"/> Student voice, including input and feedback</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Professional Practice Day or through release from class</li> <li><input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Internal staff and external consultants</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> On-site</li> </ul>
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