2023 Annual Implementation Plan
for improving student outcomes

Lakeview Senior College (8910)

Submitted for review by Shayne Rule (School Principal) on 22 December, 2022 at 09:59 AM
Endorsed by Tony Simpson (Senior Education Improvement Leader) on 24 January, 2023 at 01:53 PM
Endorsed by Dale Borthwick (School Council President) on 25 January, 2023 at 03:26 PM

Self-evaluation Summary - 2023

	FISO 2.0 Dimensions	Self-evaluation Level
Teaching and Learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Embedding
	Use of common and subject-specific high impact teaching and learning strategies as part of a shared and responsive teaching and learning model implemented through positive and supportive student-staff relationships	

Assessment	Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.	Embedding
	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	

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

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

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

| Enter your reflective comments | We hope that 2023 will allow us the opportunity to put learning & teaching front and centre with the links to student wellbeing present in our future endeavours as per FISO 2.0. The cultural change for year 11&12 that VM introduces will need to be consistently reinforced to ensure students come to see these as "other" VCE subjects rather than a completely separate pathway which VCAL has been seen as. |

Considerations for 2023	A considerable drop off in enrolments will need to be managed with the changes to senior school structures and the new VGSA. Student voice and connectedness will continue to be important as this has fallen away as a result of the pandemic.
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	**2023 Priorities Goal** In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.
Target 1.1	Support for the 2023 Priorities
Key Improvement Strategy 1.a Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Key Improvement Strategy 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Goal 2	Maximise learning outcomes for all students.
Target 2.1	By 2023, the percentage of Year 10 students assessed as below the Victorian Curriculum Level 10, will decrease: • in English from 9 per cent in 2019 to 5 per cent. • in Mathematics (Numeracy & Algebra) from 15 per cent in 2019 to 11 per cent.
Target 2.2	By 2023, the percentage of Year 10 students assessed as above the Victorian Curriculum Level 10, will increase: • in English from 5 per cent in 2019) to 10 per cent. • in Mathematics (Numeracy & Algebra) from 16 per cent in 2019 to 20 per cent.

Target 2.3	By 2023, the All Studies school mean score will increase from 28.44 per cent in 2019 to 29.5 per cent.
Target 2.4	By 2023, the percentage of students with VCE study scores of 40 or more will increase from 2.9 per cent in 2019 to 4.5 per cent.
Target 2.5	By 2023, the the percentage of students who have met or exceeded the GAT predicted score to increase from 54 per cent in 2019 to 65 per cent.
Target 2.6	By 2023, the percentage of Year 12 VCAL students completing the senior certificate to increase from 85 per cent in 2019 to 90 per cent.
Key Improvement Strategy 2.a Building practice excellence	Enhance consistency of teacher practice through the development of an agreed school-wide pedagogical model.
Key Improvement Strategy 2.b Evaluating impact on learning	Build teacher capacity through the development of a school-wide literacy approach.

Goal 3	Improve student engagement in learning.

Target 3.1	By 2023, the percentage of Year 10-12 students reporting positive endorsement to the student Attitudes to School Survey (AtoSS) measures will increase:
	
	• in the Social Engagement domain;
	    ○ Student voice and agency factor from 43 per cent in 2019 to 50 per cent.
	• in the Learner Characteristics and Disposition domain:
	    ○ Self-regulation and goal setting factor from 64 per cent to 70 per cent.
	• in the Effective Teaching Practice for Cognitive Engagement domain:
	    ○ Differentiated learning challenge factor from 61 per cent to 65 per cent.

Target 3.2	By 2023, the percentage of students with 20+ days of absence will decrease from 22 per cent in 2019 **to below 18% in 2023**
Key Improvement Strategy 3.a Empowering students and building school pride	Develop a school-wide approach to student voice and agency.
Key Improvement Strategy 3.b Empowering students and building school pride	Develop and implement a whole school approach to feedback

Key Improvement Strategy 3.c Building communities	Further strengthen partnerships with feeder schools, parents and agencies.
Goal 4	Improve student wellbeing across the College.

Target 4.1	By 2023, the percentage of Year 10-12 students reporting positive endorsement to the student Attitudes to School Survey (AtoSS) measures will increase:
	
	• in the Teacher-Student Relations domain;
	    o Teacher Concern factor from 38 per cent in 2019 to 50 per cent.
	• in the Student Safety domain;
	    o Advocate at school factor from 59 per cent in 2019 to 70 per cent.
	• In the Social Engagement domain;
	    o School connectedness (Sense of belonging) factor from 49 per cent to 60 per cent.
	• In the Learner Characteristics and Disposition domain;
	    o Resilience factor from 61 per cent in 2019 to 70 per cent.

Target 4.2	By 2023, the percentage of parents reporting positive endorsement to the Parent Opinion Survey (POS) measures will increase:
	
	• In the Parent Community Engagement domain;
	    o Parent participation and involvement factor from 59 per cent in 2019 to 65 per cent in 2023
	    o Teacher communication factor from 59 per cent in 2019 to 65 per cent in 2023.

Key Improvement Strategy 4.a	Review and strengthen the whole school approach to wellbeing.

Setting expectations and promoting inclusion	

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
			The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.
2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.	Yes	Support for the 2023 Priorities	In 2023 the update of our Learning and Teaching framework will be embedded into our classrooms, including a specific focus on our agreed lesson structure. The development of a whole school literacy and numeracy approach will continue with a low stakes writing program rolled out across the school and including all teachers regardless of subject. Consistent application of the PLT Cycle by the end of 2023, with accountability measures in place to support this. Structured meeting time and Learning and Teaching support to guide teams through this process to ensure a narrow focus. We will support both those who need it to catch up and those who have thrived to continue to extend their learning through a structured tutoring program that will continue on from the successful model that was utilised across the last 2 years. The program will target students from Year 10, 11 and 12, with a particular focus on Applied Learning and year 10 students. The tutoring program will utilise

			the work of the MYLNS staff to ensure a consistent approach to learning catch up.
Maximise learning outcomes for all students.	Yes	By 2023, the percentage of Year 10 students assessed as below the Victorian Curriculum Level 10, will decrease: • in English from 9 per cent in 2019 to 5 per cent. • in Mathematics (Numeracy & Algebra) from 15 per cent in 2019 to 11 per cent.	In English from 9 to 5 per cent In Mathematics (numeracy and algebra) from 15 to 11 per cent
		By 2023, the percentage of Year 10 students assessed as above the Victorian Curriculum Level 10, will increase: • in English from 5 per cent in 2019) to 10 per cent. • in Mathematics (Numeracy & Algebra) from 16 per cent in 2019 to 20 per cent.	In English from 5 per cent to 10 per cent In Mathematics (numeracy and algebra) from 16 to 20 per cent
		By 2023, the All Studies school mean score will increase from 28.44 per cent in 2019 to 29.5 per cent.	All Study school median will increase to above 28
		By 2023, the percentage of students with VCE study scores of 40 or more will increase from 2.9 per cent in 2019 to 4.5 per cent.	The percentage of students with VCE study scores of 40 or more will increase to at least 4.5%

			GAT predicted score will increase to 65 percent
		By 2023, the the percentage of students who have met or exceeded the GAT predicted score to increase from 54 per cent in 2019 to 65 per cent.	
		By 2023, the percentage of Year 12 VCAL students completing the senior certificate to increase from 85 per cent in 2019 to 90 per cent.	The percentage of Year 12 VCE-VM students completing units 3&4 will be at least 85%
Improve student engagement in learning.	Yes	By 2023, the percentage of Year 10-12 students reporting positive endorsement to the student Attitudes to School Survey (AtoSS) measures will increase: • in the Social Engagement domain; o Student voice and agency factor from 43 per cent in 2019 to 50 per cent. • in the Learner Characteristics and Disposition domain: o Self-regulation and goal setting factor from 64 per cent to 70 per cent. • in the Effective Teaching Practice for Cognitive Engagement domain:	Student voice and agency from 34% to above 40%. Self-regulation and goal setting from 54% to above 60% Differentiated learning challenge from 52% to above 60%

		o Differentiated learning challenge factor from 61 per cent to 65 per cent.	
		By 2023, the percentage of students with 20+ days of absence will decrease from 22 per cent in 2019 **to below 18% in 2023**	% of students with 20+ absences will decrease to 18% or below.

Improve student wellbeing across the College.	Yes	By 2023, the percentage of Year 10-12 students reporting positive endorsement to the student Attitudes to School Survey (AtoSS) measures will increase:
		
		• in the Teacher-Student Relations domain;
		  o Teacher Concern factor from 38 per cent in 2019 to 50 per cent.
		• in the Student Safety domain;
		  o Advocate at school factor from 59 per cent in 2019 to 70 per cent.
		• In the Social Engagement domain;
		  o School connectedness (Sense of belonging) factor from 49 per cent to 60 per cent.
		• In the Learner Characteristics and Disposition domain;
		  o Resilience factor from 61 per cent in 2019 to 70 per cent.
			Teacher concern from 28% to 40%
			Advocate at school from 50% to 60%
			School connectedness from 39% to 50%
			Resilience factor from 70% to 73%

	By 2023, the percentage of parents reporting positive endorsement to the Parent Opinion Survey (POS) measures will increase:	Parent participation and involvement factor from 59 per cent in 2019 to 65 per cent in 2023 Teacher communication factor from 59 per cent in 2019 to 65 per cent in 2023

	• In the Parent Community Engagement domain;
	    o Parent participation and involvement factor from 59 per cent in 2019 to 65 per cent in 2023
	    o Teacher communication factor from 59 per cent in 2019 to 65 per cent in 2023.	

Goal 1	2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.	
12 Month Target 1.1	In 2023 the update of our Learning and Teaching framework will be embedded into our classrooms, including a specific focus on our agreed lesson structure. The development of a whole school literacy and numeracy approach will continue with a low stakes writing program rolled out across the school and including all teachers regardless of subject. Consistent application of the PLT Cycle by the end of 2023, with accountability measures in place to support this. Structured meeting time and Learning and Teaching support to guide teams through this process to ensure a narrow focus. We will support both those who need it to catch up and those who have thrived to continue to extend their learning through a structured tutoring program that will continue on from the successful model that was utilised across the last 2 years. The program will target students from Year 10, 11 and 12, with a particular focus on Applied Learning and year 10 students. The tutoring program will utilise the work of the MYLNS staff to ensure a consistent approach to learning catch up.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy	Yes

Priority 2023 Dimension		
KIS 2 Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2023.	
Goal 2	Maximise learning outcomes for all students.	
12 Month Target 2.1	In English from 9 to 5 per cent In Mathematics (numeracy and algebra) from 15 to 11 per cent	
12 Month Target 2.2	In English from 5 per cent to 10 per cent In Mathematics (numeracy and algebra) from 16 to 20 per cent	
12 Month Target 2.3	All Study school median will increase to above 28	
12 Month Target 2.4	The percentage of students with VCE study scores of 40 or more will increase to at least 4.5%	
12 Month Target 2.5	GAT predicted score will increase to 65 percent	
12 Month Target 2.6	The percentage of Year 12 VCE-VM students completing units 3&4 will be at least 85%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Building practice excellence	Enhance consistency of teacher practice through the development of an agreed school-wide pedagogical model.	Yes

| KIS 2
Evaluating impact on learning	Build teacher capacity through the development of a school-wide literacy approach.	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.	Both these goals are in line with our selected focus in 2022 which of course was derailed by the impact of the pandemic. Our capacity to continue to work on our school-wide pedagogical model will provide staff and students with the required structure as we strive to meet every student at their point of need.. This consistent structure will be help to reintegrate the good learning and teaching habits back into the classroom and help to effectively manage the disruption of illness experienced by staff and students across 2022. Our focus on low stakes writing as part of our whole school approach to literacy continues to be a logical place to focus on after an over-reliance on laptops across the last 3 years.	

Goal 3	Improve student engagement in learning.	
12 Month Target 3.1	Student voice and agency from 34% to above 40%. Self-regulation and goal setting from 54% to above 60% Differentiated learning challenge from 52% to above 60%	
12 Month Target 3.2	% of students with 20+ absences will decrease to 18% or below.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1
Empowering students and building school pride	Develop a school-wide approach to student voice and agency.	Yes
KIS 2
Empowering students and building school pride	Develop and implement a whole school approach to feedback	No
KIS 3
Building communities	Further strengthen partnerships with feeder schools, parents and agencies.	No

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.	Our data continues to show that this is not an area of strength at Lakeview and links in well with our focus on connectedness and wellbeing which are such an integral part of FISO 2.0. Obviously these 3 areas have also been severely impacted upon by the pandemic as well. As a result of the last 3 years we are lagging behind where we had hoped to be in relation to our SSP.	
Goal 4	Improve student wellbeing across the College.	
12 Month Target 4.1	Teacher concern from 28% to 40% Advocate at school from 50% to 60% School connectedness from 39% to 50% Resilience factor from 70% to 73%	
12 Month Target 4.2	Parent participation and involvement factor from 59 per cent in 2019 to 65 per cent in 2023 Teacher communication factor from 59 per cent in 2019 to 65 per cent in 2023	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Setting expectations and promoting inclusion	Review and strengthen the whole school approach to wellbeing.	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.	An enormous amount of work has been done in this area across 2022 and we must have the opportunity to implement, review and adjust what we are doing differently in this space. The college has been able to completely re-vamp our whole school approach to wellbeing in 2022 and will now have the opportunity to implement the work in 2023. Furthermore FISO 2.0 places student wellbeing alongside student learning such that one cannot focus on one without the other.	

Define Actions, Outcomes and Activities

Goal 1	**2023 Priorities Goal** In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.
12 Month Target 1.1	In 2023 the update of our Learning and Teaching framework will be embedded into our classrooms, including a specific focus on our agreed lesson structure. The development of a whole school literacy and numeracy approach will continue with a low stakes writing program rolled out across the school and including all teachers regardless of subject. Consistent application of the PLT Cycle by the end of 2023, with accountability measures in place to support this. Structured meeting time and Learning and Teaching support to guide teams through this process to ensure a narrow focus. We will support both those who need it to catch up and those who have thrived to continue to extend their learning through a structured tutoring program that will continue on from the successful model that was utilised across the last 2 years. The program will target students from Year 10, 11 and 12, with a particular focus on Applied Learning and year 10 students. The tutoring program will utilise the work of the MYLNS staff to ensure a consistent approach to learning catch up.
KIS 1 Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Actions	PL delivered on Curriculum Days, Staff Meetings and through PLTs to support the implementation of our revamped Lakeview Lesson Structure and implementation across the school at all levels of our new approach to Literacy and Numeracy. Staff leading this across the college will also form a team with our MYLNS team to ensure an integrated approach to support those students who are most in need. Tutors have also been selected on the basis of being able to provide greater numeracy support. Our High Ability Practice Leader will also work closely with one of our tutors to support and meet the needs of those students who require learning extension. A designated Learning Specialist and tutor will also work with VCAL students who have fallen behind and Year 10 students who will need to transition to the VM in 2024.
Outcomes	Students will be presented with a consistent lesson framework that will help support them in meeting them at their point of need. They will know what is expected of them and when it is expected and will be able to make stronger links between where their learning has been and where it is going. Teachers will be delivering classes within the guidelines of the Lakeview Lesson Structure and will also be making stronger links between past and future learning. They will also be actively supported to ensure that class time is also allocated to the application and consolidation of skills and new knowledge. Leaders - will support the development of student and staff capacity and monitor and measure the success of the approach through surveys and peer observations. Professional learning will also be provided on PL days, during staff meetings, coaching and mentoring sessions and in PLTs.

Success Indicators	90% adherence to Lakeview Lesson Structure through peer observations. 10% improvement in effective teaching time data from the Student Attitudes to School Survey. 10% improvement in attendance data and continued case management of at risk students with a decrease in those with more than 20 days absence. Students feeling confident and prepared to complete CFATs, Prac Sacs and Sacs as shown by a 5% increase in a sense of confidence data from the SATSS.			

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
PL on new VM curriculum at Year 11&12 and time for curriculum development.	☑ All Staff ☑ Leadership Team ☑ VCAL Leader/Team	☑ PLP Priority	from: Term 1 to: Term 4	$5,000.00 ☑ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items

KIS 2 Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Actions	Significant changes in the makeup of our wellbeing team and the overwhelming need for support in this area demands that this be a 2023 focus. FISO 2.0 makes it very clear that this needs to underpin everything that schools do. Particularly when we consider that the new students to Lakeview over the last 2 years have even less connectedness to a senior secondary environment than other cohorts in normal circumstances. Every available piece of data also underlines the need for greater wellbeing support with a significant increase in mental health concerns across the last three years. The addition of a Mental Health practitioner and a Social Worker will also help to facilitate an increased focus on proactive rather than reactive strategies aimed at supporting students and staff in this area. We will also collaboratively re-vamp our referral process and the wellbeing component of our Connections/Pathways Program with time devoted to supporting teachers by providing Professional Learning with a focus upon building teacher confidence and capacity. We will also use data to identify patterns of concern and implement small group support to

	address these needs and enhance student connectedness and help seeking. We will also maximise our use of the tutor initiative by linking them to at risk students and including them as having a key role in the ILP and SLPs for these young people.
Outcomes	Students- will have a clear understanding of a range of strategies that they can utilise to protect and maintain their own mental health and wellbeing. They will understand what healthy relationships are and develop a range of strategies to assist them in maintaining safe and supportive boundaries in these respectful relationships. They will also understand the legal ramifications of making unsafe choices. They will understand our school policies and processes around respectful choices. They will have a clear understanding of consent and the importance of using inclusive language to demonstrate respect for the diverse cultural, religious and gender identities at Lakeview. Teachers- will feel more confident in their ability to lead the wellbeing components of connections/pathways. They will also have a more informed ability to identify changes in student mood or behaviour and refer students to the most appropriate person enabling more preventative support to occur. They will feel more confident about modelling the use of inclusive language and pulling up students who do not. They will know who to reach out to if they need support in teaching the wellbeing curriculum and feel comfortable in doing so. Leaders- will provide the time needed for consistent staff professional learning. They will model connections/pathways curriculum and team teach to support staff as needed. They will support and assist in the analysis of student data to identify patterns/trends and support in the development and implementation of small group support. They will be visible in the yard and in classes to model the use of inclusive language and ensure that respect is being shown by all.
Success Indicators	Documentation of referrals and communication processes regarding monitoring and escalating wellbeing concerns will be updated and kept. Data will be used to identify students in need of targeted support including students enrolled provisionally, Compass reports, PAT testing and On Demand testing, MYLNS data, formative and summative assessment and attendance rates, student confidence surveys Documentation of strategies students will use in classes and at school alongside student engagement and assessment data from regular classes including entry and exit passes and student surveys. Increased numbers of staff and students engaged in the sporting and physical health opportunities offered Establishment of small support groups consistently attended by students Staff attendance at Professional Learning sessions for the updated Connections/Pathways curriculum Parent involvement and participation above 65% (SATS data) Teacher participation above 65% (SATS data) Teacher concern factor above 40% (SATS data) Advocate at school above 60% (SATS data) School connectedness above 50% (SATS data) Resilience factor above 73% (SATS data)

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Engaging guest speakers from local wellbeing providers to reinforce the wellbeing components of the connections/pathways curriculum so that students are hearing this information multiple times from multiple voices throughout the year. We will also utilise the expertise of our protective policing unit as another opportunity to create stronger community links between our students and the police	☑ Leadership Team ☑ Leading Teacher(s) ☑ Learning Specialist(s) ☑ Respectful Relationships Implementation Team ☑ Student Wellbeing Co-ordinator ☑ Wellbeing Team	☑ PLP Priority	from: Term 1 to: Term 4	$20,000.00 ☑ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Engaging a range of local providers to assist our student voice leaders and wellbeing team in running who school events such as Are you ok day?, Wear it Purple, VCALs Multicultural fair, Gay Straight Alliance meetings. Each of these days has become an important element of our school culture	☑ Leading Teacher(s) ☑ Student(s) ☑ Sub School Leader/s ☑ Wellbeing Team ☑ Year Level Co-ordinator(s)	☑ PLP Priority	from: Term 1 to: Term 4	$10,000.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☑ Schools Mental Health Menu items will be used which may include DET funded or free items
Updated and rebadged Connections/Pathways curriculum that is implemented successfully in all classes across years 10, 11, 12 including a component of physical activities.	☑ Learning Specialist(s) ☑ Respectful Relationships Implementation Team	☑ PLP Priority	from: Term 1	$5,000.00

Provided staff with professional learning in this space to enhance teacher confidence and capacity. Providing time release for staff to team teach when needed	☑ School Improvement Team ☑ Student Wellbeing Co-ordinator ☑ Student(s) ☑ Sub School Leader/s ☑ Year Level Co-ordinator(s)		to: Term 4	☑ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Providing our student voice leaders with more team building and professional learning opportunities. Utilising student voice leaders to lead and model elements of the connections/pathways curriculum both within and across their specific year level. Increased attendance at student voice meetings and student voice lead events including assemblies.	☑ Assistant Principal ☑ Student Leadership Coordinator ☑ Student Wellbeing Co-ordinator ☑ Student(s) ☑ Sub School Leader/s ☑ Year Level Co-ordinator(s)	☑ PLP Priority	from: Term 1 to: Term 4	$5,000.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Employment of a social worker as the leader of our wellbeing team	☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	$90,000.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used

	☑ Schools Mental Health Menu items will be used which may include DET funded or free items

Goal 2	Maximise learning outcomes for all students.
12 Month Target 2.1	In English from 9 to 5 per cent In Mathematics (numeracy and algebra) from 15 to 11 per cent
12 Month Target 2.2	In English from 5 per cent to 10 per cent In Mathematics (numeracy and algebra) from 16 to 20 per cent
12 Month Target 2.3	All Study school median will increase to above 28
12 Month Target 2.4	The percentage of students with VCE study scores of 40 or more will increase to at least 4.5%
12 Month Target 2.5	GAT predicted score will increase to 65 percent
12 Month Target 2.6	The percentage of Year 12 VCE-VM students completing units 3&4 will be at least 85%
KIS 1 Building practice excellence	Enhance consistency of teacher practice through the development of an agreed school-wide pedagogical model.
Actions	Plan whole school professional learning on identified core-curriculum priority areas which are Lakeview's instructional model and lesson structure, learning intentions and success criteria and a whole school approach to literacy. PLTs will be maintained and they will be working through the Lakeview Inquiry Cycle with a particular focus on establishing precisely where students are at with their learning and working on developing differentiated learning and intervention strategies that extend individuals appropriately within their Zone of Proximal Development. Students will be assessed and then supported by the MYLNS team, tutors and the High Ability Practice leader to ensure that an improvement in student outcomes can occur when they are met at their specific point of need.
Outcomes	Students will feel comfortable, safe and supported in every class through a sense of familiarity with the structure of each lesson and explicit Learning Intentions and Success Criteria. They will be able to make more obvious links between their prior learning and what they are about to learn. They will be able to measure their progress against the explicit success criteria. Teachers will consistently and explicitly implement the school's instructional model and use this to build rapport with students and

	provide them with an improved consistency of approach in all classrooms which will allow them to know how lessons are structured to support their learning. The routine provided by the consistent implementation of the Lakeview Lesson Structure will improve learner confidence as they know what to expect each lesson and are clear about how to track and reflect upon their learning. Teachers and support staff will have a consistent understanding of core-curriculum priority areas and be able to focus on these in classes and in their PLTs. Leadership teams will establish small group tutoring programs and implement additional supports for students before, during and after school to ensure that all students are able to both fill the gaps and extend themselves. This will enable us to build learner confidence which leads to improved student motivation and success. PLTs will prioritise time for teachers to discuss and adapt strategies that are working for individual students after examining data through the Lakeview Inquiry Cycle. Teaching staff, MYLNS team members and tutors will develop the capacity to understand and implement more rigorous and solutions focussed ILPs and map student progress against specified goals. Students in need of targeted academic support, intervention or extension will be identified and supported. Staff will be able to provide differentiated work to students within the same subjects and classes. They will also be examining a range of data points collaboratively and more consistently to identify and celebrate success and continue to refine practice to create consistent opportunities for growth.
Success Indicators	The consistent implementation of classroom observations and learning walks with a focus upon adherence to Lakeview's Instructional model, lesson structure and implementation of learning intentions and success criteria. Survey student feedback on the instructional model, the use of common strategies and their own voice and agency in the learning and teaching process as shown by a 10% increase in Student Voice and Agency in the SATSS. All teachers providing a documented assessment schedule and evidence of all teachers inputting data and moderating assessments will exist through our approach to continuous reporting on Compass. Student engagement data improvement as shown by a 10% increase in Self-regulation and goal setting in the SATSS. 10% improvement in Assessment data and student surveys from MYLNS, tutoring and our LAMP extension program intervention groups from 2022 data.

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Organise professional learning on our agreed upon instructional model and lesson structure, use of learning intentions and success criteria alongside our classroom approach to wellbeing and engagement.	☑ All Staff ☑ Leadership Team ☑ Leading Teacher(s) ☑ Learning Specialist(s) ☑ Student Wellbeing Co-ordinator ☑ VCAL Leader/Team	☑ PLP Priority	from: Term 1 to: Term 4	$10,000.00 ☑ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used

				☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Document plans for coaching/mentoring/observation Students to plan, organise and effectively manage their learning independently.	☑ All Staff ☑ Leadership Team ☑ Leading Teacher(s) ☑ Learning Specialist(s) ☑ Student(s)	☐ PLP Priority	from: Term 1 to: Term 4	$500.00 ☑ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items

KIS 2 Evaluating impact on learning	Build teacher capacity through the development of a school-wide literacy approach.
Actions	Professional Learning delivered on Curriculum Days, Staff Meetings and through PLTs to support the implementation across the school at all levels of our new approach to Literacy and Numeracy. Staff leading this across the college will also form a team with our MYLNS team to ensure an integrated approach to support those students who are most in need. For the first time this will include a newly appointed Numeracy specialist in this space. Tutors have also been selected on the basis of being able to provide greater numeracy support. This team will meet regularly and a new Literacy support office has been set up and resourced in the Caroline Springs Library. Tours of the library have also been conducted for all new Year 10 classes.
Outcomes	Students - will be given consistent opportunities to write by hand in a low pressure, fun environment. They will improve their writing stamina and make links between their capacity to write and their own thinking about subject specific material. Students will also utilise the library to a much greater extent and will be supported to select texts suitable to their interests and literacy capacity. Teachers - will build their capacity to provide students with interesting and appropriate writing prompts within their classes and see an improvement in students ability to write rather than word process on a device. Staff will also be provided with specific literacy

	improvement strategies to be used with all students This will also be delivered within the guidelines of the Lakeview Lesson Structure. Leaders - will support the development of student and staff capacity and monitor and measure the success of the approach by utilising surveys and observations
Success Indicators	90% of staff using low-stakes writing tasks as measured by Learning Walks and Curriculum audits. Amount of writing students are able to complete. Legibility of student handwriting. Confidence of students to write. Confidence of staff to improve student capacity as measured by MYLNS and Literacy surveys. Improved balance between word processing on laptops and handwriting.

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
The establishment of a whole school approach to literacy through low stakes writing and the distribution of writing books	☑ All Staff ☑ Leadership Team ☑ Learning Specialist(s) ☑ Literacy Leader ☑ Student(s)	☑ PLP Priority	from: Term 1 to: Term 4	$2,000.00 ☑ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
The continuing growth of the Literacy/MYLNS office with a range of resources alongside the establishment of the onsite free library and book swap.	☑ Learning Specialist(s) ☑ Literacy Improvement Teacher ☑ Literacy Leader ☑ Numeracy Leader ☑ Student(s)	☑ PLP Priority	from: Term 1 to: Term 4	$5,000.00 ☑ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used

					☐ Schools Mental Health Menu items will be used which may include DET funded or free items

Goal 3	Improve student engagement in learning.				
12 Month Target 3.1	Student voice and agency from 34% to above 40%. Self-regulation and goal setting from 54% to above 60% Differentiated learning challenge from 52% to above 60%				
12 Month Target 3.2	% of students with 20+ absences will decrease to 18% or below.				
KIS 1 Empowering students and building school pride	Develop a school-wide approach to student voice and agency.				
Actions	Leverage the successfully developed student leadership team to drive genuine inclusion of student voice and agency across ever growing areas of the school with a particular focus on the classroom itself. Utilise student voice in relation to connections and within assemblies, lunchtime activities and other school forums.				
Outcomes	Students will have more opportunities to guide their own learning and a greater say in subjects and pathways they select with the introduction of VCE-VM and the growth in capacity of Headstart to add to their choices. Teachers will be able to support students through this process within an updated and re-vamped Pathways/Connections program at years 10, 11 and 12. Staff will also be provided with PL through the teach the teacher program which will now be rolled out to all staff. Leaders will provide staff with PL about student voice and agency in the classroom and ensure that staff are across the increasing number of pathways open to students at Lakeview.				
Success Indicators	Student attitudes to school data will be used to measure progress alongside Pivot and/or other student surveys.				
Activities and Milestones		**People Responsible**	**Is this a PL Priority**	**When**	**Funding Streams**

Staff and student access to pivot and other appropriate surveys.	☑ All Staff ☑ Leading Teacher(s) ☑ Learning Specialist(s) ☑ School Leadership Team ☑ Student(s)	☑ PLP Priority	from: Term 1 to: Term 4	$10,000.00 ☑ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items

Goal 4	Improve student wellbeing across the College.
12 Month Target 4.1	Teacher concern from 28% to 40% Advocate at school from 50% to 60% School connectedness from 39% to 50% Resilience factor from 70% to 73%
12 Month Target 4.2	Parent participation and involvement factor from 59 per cent in 2019 to 65 per cent in 2023 Teacher communication factor from 59 per cent in 2019 to 65 per cent in 2023
KIS 1 Setting expectations and promoting inclusion	Review and strengthen the whole school approach to wellbeing.
Actions	Significant changes in the makeup of our wellbeing team and the overwhelming need for support in this area demands that this be a 2023 focus. FISO 2.0 makes it very clear that this needs to underpin everything that schools do. Particularly when we consider that the new students to Lakeview over the last 2 years have even less connectedness to a senior secondary environment than other cohorts in normal circumstances. Every available piece of data also underlines the need for greater wellbeing support with a significant increase in mental health concerns across the last three years. The addition of a Mental Health practitioner and a Social Worker will also help to facilitate an increased focus on proactive rather than reactive strategies aimed at supporting students and staff in this area. We will also collaboratively re-vamp our referral process and the wellbeing component of our

	Connections/Pathways Program with time devoted to supporting teachers by providing Professional Learning with a focus upon building teacher confidence and capacity. We will also use data to identify patterns of concern and implement small group support to address these needs and enhance student connectedness and help seeking. We will also maximise our use of the tutor initiative by linking them to at risk students and including them as having a key role in the ILP and SLPs for these young people.
Outcomes	Students- will have a clear understanding of a range of strategies that they can utilise to protect and maintain their own mental health and wellbeing. They will understand what healthy relationships are and develop a range of strategies to assist them in maintaining safe and supportive boundaries in these respectful relationships. They will also understand the legal ramifications of making unsafe choices. They will understand our school policies and processes around respectful choices. They will have a clear understanding of consent and the importance of using inclusive language to demonstrate respect for the diverse cultural, religious and gender identities at Lakeview. Teachers- will feel more confident in their ability to lead the wellbeing components of connections/pathways. They will also have a more informed ability to identify changes in student mood or behaviour and refer students to the most appropriate person enabling more preventative support to occur. They will feel more confident about modelling the use of inclusive language and pulling up students who do not. They will know who to reach out to if they need support in teaching the wellbeing curriculum and feel comfortable in doing so. Leaders- will provide the time needed for consistent staff professional learning. They will model connections/pathways curriculum and team teach to support staff as needed. They will support and assist in the analysis of student data to identify patterns/trends and support in the development and implementation of small group support. They will be visible in the yard and in classes to model the use of inclusive language and ensure that respect is being shown by all.
Success Indicators	- Documentation of referrals and communication processes regarding monitoring and escalating wellbeing concerns will be updated and kept. - Data will be used to identify students in need of targeted support including students enrolled provisionally, Compass reports, PAT testing and On Demand testing, MYLNS data, formative and summative assessment and attendance rates, student confidence surveys - Documentation of strategies students will use in classes and at school alongside student engagement and assessment data from regular classes including entry and exit passes and student surveys. - The establishment of a dedicated physical health circuit in the gym classrooms - The physical health circuit being utilised by staff and students in and outside of class time - Increased numbers of staff and students engaged in the sporting and physical health opportunities offered - Establishment of small support groups consistently attended by students - Staff attendance at Professional Learning sessions for the updated Pathways curriculum Parent involvement and participation above 65% (SATS data) - Teacher participation above 65% (SATS data) - Teacher concern factor above 40% (SATS data) - Advocate at school above 60% (SATS data)

	- School connectedness above 50% (SATS data) - Resilience factor above 73% (SATS data)				
Activities and Milestones	**People Responsible**	**Is this a PL Priority**	**When**	**Funding Streams**	
All staff to complete PL on the SATS questions and how we can best support students to improve this data as outlined above	☑ Leadership Team	☑ PLP Priority	from: Term 1 to: Term 2	$500.00 ☑ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items	

Funding Planner

Summary of Budget and Allocated Funding

Summary of Budget	School's total funding ($)	Funding Allocated in activities ($)	Still available/shortfall
Equity Funding	$0.00	$442,399.93	-$442,399.93
Disability Inclusion Tier 2 Funding	$0.00	$0.00	$0.00
Schools Mental Health Fund and Menu	$0.00	$95,000.00	-$95,000.00
Total	$0.00	$537,399.93	-$537,399.93

Activities and Milestones – Total Budget

Activities and Milestones	Budget
PL on new VM curriculum at Year 11&12 and time for curriculum development.	$5,000.00
Engaging guest speakers from local wellbeing providers to reinforce the wellbeing components of the connections/pathways curriculum so that students are hearing this information multiple times from multiple voices throughout the year. We will also utilise the expertise of our protective policing unit as another opportunity to create stronger community links between our students and the police	$20,000.00
Engaging a range of local providers to assist our student voice leaders and wellbeing team in running who school events such as Are you ok day?, Wear it Purple, VCALs Multicultural fair, Gay Straight Alliance meetings. Each of these days has become an important element of our school culture	$10,000.00

Updated and rebadged Connections/Pathways curriculum that is implemented successfully in all classes across years 10, 11, 12 including a component of physical activities. Provided staff with professional learning in this space to enhance teacher confidence and capacity. Providing time release for staff to team teach when needed	$5,000.00
Employment of a social worker as the leader of our wellbeing team	$90,000.00
Organise professional learning on our agreed upon instructional model and lesson structure, use of learning intentions and success criteria alongside our classroom approach to wellbeing and engagement.	$10,000.00
Document plans for coaching/mentoring/observation Students to plan, organise and effectively manage their learning independently.	$500.00
The establishment of a whole school approach to literacy through low stakes writing and the distribution of writing books	$2,000.00
The continuing growth of the Literacy/MYLNS office with a range of resources alongside the establishment of the onsite free library and book swap.	$5,000.00
Staff and student access to pivot and other appropriate surveys.	$10,000.00
All staff to complete PL on the SATS questions and how we can best support students to improve this data as outlined above	$500.00
Totals	$158,000.00

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated ($)	Category

PL on new VM curriculum at Year 11&12 and time for curriculum development.	from: Term 1 to: Term 4	$5,000.00	☑ School-based staffing ☑ Teaching and learning programs and resources ☑ Professional development (excluding CRT costs and new FTE)
Engaging guest speakers from local wellbeing providers to reinforce the wellbeing components of the connections/pathways curriculum so that students are hearing this information multiple times from multiple voices throughout the year. We will also utilise the expertise of our protective policing unit as another opportunity to create stronger community links between our students and the police	from: Term 1 to: Term 4	$9,399.93	☑ School-based staffing ☑ Professional development (excluding CRT costs and new FTE)
Updated and rebadged Connections/Pathways curriculum that is implemented successfully in all classes across years 10, 11, 12 including a component of physical activities. Provided staff with professional learning in this space to enhance teacher confidence and capacity. Providing time release for staff to team teach when needed	from: Term 1 to: Term 4	$5,000.00	☑ School-based staffing ☑ Professional development (excluding CRT costs and new FTE)
Organise professional learning on our agreed upon instructional model and lesson structure, use of learning intentions and success criteria alongside our classroom approach to wellbeing and engagement.	from: Term 1 to: Term 4	$10,000.00	☑ Teaching and learning programs and resources ☑ Professional development (excluding CRT costs and new FTE)
Document plans for coaching/mentoring/observation	from: Term 1	$500.00	☑ Professional development (excluding CRT costs and new FTE)

Students to plan, organise and effectively manage their learning independently.	to: Term 4		
The establishment of a whole school approach to literacy through low stakes writing and the distribution of writing books	from: Term 1 to: Term 4	$2,000.00	☑ Teaching and learning programs and resources ☑ Professional development (excluding CRT costs and new FTE)
The continuing growth of the Literacy/MYLNS office with a range of resources alongside the establishment of the onsite free library and book swap.	from: Term 1 to: Term 4	$5,000.00	☑ Teaching and learning programs and resources ☑ Professional development (excluding CRT costs and new FTE)
Staff and student access to pivot and other appropriate surveys.	from: Term 1 to: Term 4	$10,000.00	☑ Teaching and learning programs and resources
All staff to complete PL on the SATS questions and how we can best support students to improve this data as outlined above	from: Term 1 to: Term 2	$500.00	☑ Professional development (excluding CRT costs and new FTE)
Totals		$47,399.93	

Activities and Milestones - Disability Inclusion Funding

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

Activities and Milestones - Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated ($)	Category
Engaging a range of local providers to assist our student voice leaders and wellbeing team in running who school events such as Are you ok day?, Wear it Purple, VCALs Multicultural fair, Gay Straight Alliance meetings. Each of these days has become an important element of our school culture	from: Term 1 to: Term 4	$5,000.00	☑ Employ staff to support Tier 1 activities
Employment of a social worker as the leader of our wellbeing team	from: Term 1 to: Term 4	$90,000.00	☑ Employ staff to support Tier 1 activities
Totals		**$95,000.00**	

Additional Funding Planner – Total Budget

Activities and Milestones	Budget
School psychologist	$95,000.00
Staff	$300,000.00
Totals	**$395,000.00**

Additional Funding Planner – Equity Funding

Activities and Milestones	When	Funding allocated ($)	Category

School psychologist	from: Term 1 to: Term 4	$95,000.00	☑ School-based staffing ☑ Professional development (excluding CRT costs and new FTE)
Staff	from: Term 4 to: Term 4	$300,000.00	☑ School-based staffing ☑ Teaching and learning programs and resources
Totals		$395,000.00	

Additional Funding Planner – Disability Inclusion Funding

Activities and Milestones	When	Funding allocated ($)	Category
School psychologist	from: Term 1 to: Term 4		
Staff	from: Term 4 to: Term 4		
Totals			

Additional Funding Planner – Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated ($)	Category
School psychologist	from: Term 1		

	to: Term 4		
Staff	from: Term 4 to: Term 4		
Totals			

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
PL on new VM curriculum at Year 11&12 and time for curriculum development.	☑ All Staff ☑ Leadership Team ☑ VCAL Leader/Team	from: Term 1 to: Term 4	☑ Planning ☑ Moderated assessment of student learning ☑ Curriculum development	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ Communities of Practice	☑ VCAA Curriculum Specialist ☑ Internal staff	☑ On-site
Engaging guest speakers from local wellbeing providers to reinforce the wellbeing components of the connections/pathways curriculum so that students are hearing this information multiple times from multiple voices throughout the year. We will also utilise the expertise of our protective policing unit as another opportunity to create stronger community links between our students and the police	☑ Leadership Team ☑ Leading Teacher(s) ☑ Learning Specialist(s) ☑ Respectful Relationships Implementation Team ☑ Student Wellbeing Co-ordinator ☑ Wellbeing Team	from: Term 1 to: Term 4	☑ Curriculum development	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff	☑ On-site
Engaging a range of local providers to assist our	☑ Leading Teacher(s)	from: Term 1	☑ Planning	☑ Professional Practice Day	☑ Internal staff	☑ On-site

student voice leaders and wellbeing team in running who school events such as Are you ok day?, Wear it Purple, VCALs Multicultural fair, Gay Straight Alliance meetings. Each of these days has become an important element of our school culture	☑ Student(s) ☑ Sub School Leader/s ☑ Wellbeing Team ☑ Year Level Co-ordinator(s)	to: Term 4	☑ Student voice, including input and feedback	☑ Formal School Meeting / Internal Professional Learning Sessions		
Updated and rebadged Connections/Pathways curriculum that is implemented successfully in all classes across years 10, 11, 12 including a component of physical activities. Provided staff with professional learning in this space to enhance teacher confidence and capacity. Providing time release for staff to team teach when needed	☑ Learning Specialist(s) ☑ Respectful Relationships Implementation Team ☑ School Improvement Team ☑ Student Wellbeing Co-ordinator ☑ Student(s) ☑ Sub School Leader/s ☑ Year Level Co-ordinator(s)	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Curriculum development	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff	☑ On-site

Providing our student voice leaders with more team building and professional learning opportunities. Utilising student voice leaders to lead and model elements of the connections/pathways curriculum both within and across their specific year level. Increased attendance at student voice meetings and student voice lead events including assemblies.	☑ Assistant Principal ☑ Student Leadership Coordinator ☑ Student Wellbeing Co-ordinator ☑ Student(s) ☑ Sub School Leader/s ☑ Year Level Co-ordinator(s)	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Curriculum development	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff	☑ On-site
Organise professional learning on our agreed upon instructional model and lesson structure, use of learning intentions and success criteria alongside our classroom approach to wellbeing and engagement.	☑ All Staff ☑ Leadership Team ☑ Leading Teacher(s) ☑ Learning Specialist(s) ☑ Student Wellbeing Co-ordinator ☑ VCAL Leader/Team	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Peer observation including feedback and reflection	☑ Professional Practice Day ☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff	☑ On-site

The establishment of a whole school approach to literacy through low stakes writing and the distribution of writing books	☑ All Staff ☑ Leadership Team ☑ Learning Specialist(s) ☑ Literacy Leader ☑ Student(s)	from: Term 1 to: Term 4	☑ Preparation ☑ Curriculum development ☑ Demonstration lessons	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Learning Specialist ☑ Literacy Leaders ☑ MYLNS initiative professional learning ☑ Numeracy leader ☑ MYLYNS Improvement teacher ☑ MYLYNS Network teacher	☑ On-site
The continuing growth of the Literacy/MYLNS office with a range of resources alongside the establishment of the onsite free library and book swap.	☑ Learning Specialist(s) ☑ Literacy Improvement Teacher ☑ Literacy Leader ☑ Numeracy Leader ☑ Student(s)	from: Term 1 to: Term 4	☑ Planning ☑ Preparation	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ Network Professional Learning	☑ Learning Specialist ☑ Literacy Leaders ☑ MYLNS initiative professional learning ☑ Numeracy leader ☑ MYLYNS Improvement teacher ☑ MYLYNS Network teacher	☑ On-site
Staff and student access to pivot and other appropriate surveys.	☑ All Staff ☑ Leading Teacher(s) ☑ Learning Specialist(s)	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Individualised Reflection	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff	☑ On-site

	☑ School Leadership Team ☑ Student(s)						
All staff to complete PL on the SATS questions and how we can best support students to improve this data as outlined above	☑ Leadership Team	from: Term 1 to: Term 2	☑ Student voice, including input and feedback	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff	☑ On-site