

2024 Annual Implementation Plan

for improving student outcomes

Mount Ridley P-12 College (8853)



Awaiting for review by School Principal
Awaiting endorsement by Senior Education Improvement Leader
Awaiting endorsement by School Council President

Self-evaluation summary - 2024

	FISO 2.0 dimensions	Self-evaluation level
Leadership	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	
Teaching and learning	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 assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	

Engagement	Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	

Support and resources	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	
Considerations for 2024	
Documents that support this plan	

Select annual goals and KIS

Four-year strategic goals	Is this selected for focus this year?	Four-year strategic targets			12-month target
<p>Priorities goal In 2024 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the priorities goal, a learning key improvement strategy and a wellbeing key improvement strategy.</p>	No	Support for the priorities			
To maximise learning growth for every student across all domains	Yes	Year Level	Outcome	Targets	<p>Year Level 3 NUMERACYIncrease the % of students in strong and exceeding proficiencies from 45% to 47% READINGIncrease the % of students in strong and exceeding proficiencies from 55.5% to 58% WRITINGIncrease the % of students in strong and exceeding proficiencies from 70.4 % to 72% Year Level 5 NUMERACYIncrease the % of students in strong and exceeding proficiencies from 42.1% to 45% READINGIncrease the % of students in strong and exceeding proficiencies from 55.8% to 58% WRITINGIncrease the % of students in strong and exceeding proficiencies from 66.3% to 68% Year Level 7 NUMERACYIncrease the % of students in strong and exceeding proficiencies from 45.6% to 47% READINGIncrease the % of students in strong and exceeding proficiencies from 56.8% to 58% WRITINGIncrease the % of</p>
		3	NUMERACY	Increase the % of students in strong and exceeding proficiencies from 45% to 50%	
		3	READING	Increase the % of students in strong and exceeding proficiencies from 55.5% to 62%	
		3	WRITING	Increase the % of students in strong and exceeding proficiencies from 70.4 % to 75%	
		5	NUMERACY	Increase the % of students in strong and exceeding proficiencies from 42.1% to 50%	

		5	READING	Increase the % of students in strong and exceeding proficiencies from 55.8% to 62%	students in strong and exceeding proficiencies from 49.2% to 52% Year Level 9NUMERACYIncrease the % of students in strong and exceeding proficiencies from 39.1% to 40%READINGIncrease the % of students in strong and exceeding proficiencies from 37.4% to 39%WRITINGIncrease the % of students in strong and exceeding proficiencies from 42.8% to 45%
		5	WRITING	Increase the % of students in strong and exceeding proficiencies from 66.3% to 72%	
		7	NUMERACY	Increase the % of students in strong and exceeding proficiencies from 45.6% to 50%	
		7	READING	Increase the % of students in strong and exceeding proficiencies from 56.8% to 60%	
		7	WRITING	Increase the % of students in strong and exceeding proficiencies from 49.2% to 55%	
		9	NUMERACY	Increase the % of students in strong and exceeding proficiencies from 39.1% to 42%	
		9	READING	Increase the % of students in strong and exceeding proficiencies from 37.4% to 43%	
		9	WRITING	Increase the % of students in strong and exceeding proficiencies from 42.8% to 50%	

		Revised NAPLAN target for student learning growth by 2027 to be confirmed with the release of Department of Education (DE) guidelines.	Revised NAPLAN target for student learning growth by 2027 to be confirmed with the release of Department of Education (DE) guidelines
		<p>By 2027, increase the percentage of Year F-10 students assessed as at or above expected growth on Victorian Curriculum Levels 1-10: (Semester 2 2021– Semester 2 2022)</p> <p>English (Year 1-6)</p> <ul style="list-style-type: none"> • Reading and viewing from 73% (2022) to 80% • Writing from 75% (2022) to 80% <p>English (Year 7-10)</p> <ul style="list-style-type: none"> • Reading and viewing from 54% (2022) to 60% • Writing from 58 per cent (2022) to 64% <p>Mathematics (Year 1-6)</p> <ul style="list-style-type: none"> • Number and Algebra from 74% (2022) to 78% <p>Mathematics (Year 7-10)</p> <ul style="list-style-type: none"> • Number and Algebra from 56% (2022) to 60% 	<p>English (Year 1-6)Reading and viewing from 73% (2022) to 75%Writing from 75% (2022) to 76%English (Year 7-10)Reading and viewing from 54% (2022) to 56%Writing from 58 per cent (2022) to 60%Mathematics (Year 1-6)Number and Algebra from 74% (2022) to 75%Mathematics (Year 7-10)Number and Algebra from 56% (2022) to 57%</p>
		<p>By 2027 improve the percentage of 37+ scores in VCE for:</p> <ul style="list-style-type: none"> • English from 0% in 2022 to 3% • Further Mathematics from 1% in 2022 to 3% 	<p>Improve the percentage of 37+ scores in VCE for:English from 0% in 2022 to 1% (2.5)Further Mathematics from 1% in 2022 to 2% (1)</p>
		<p>By 2027, improve the VCE study scores for:</p> <ul style="list-style-type: none"> • VCE all study score from 23.21 to 25 • English study score from 21.71 in 2022 to 25 • English (ESL/EAL) study score from 26.72 in 2022 to 28 • Further Maths study score from 22.60 in 2022 to 24 	<p>Improve the VCE study scores for:VCE all study score from 23.21 to 24 (25)English study score from 21.71 in 2022 to 23 (25)English (ESL/EAL) study score from 26.72 in 2022 to 27 (28)Further Maths study score from 22.60 in 2022 to 23 (23)</p>
		<p>By 2027, increase the percentage of positive endorsement on the Teaching and Learning Modules - School Staff Survey (SSS) for the measures of:</p> <ul style="list-style-type: none"> • Understand formative assessment from 55% (2022) to 61% • Plan differentiated learning activities from 57% (2022) to 62% 	<p>Increase the percentage of positive endorsement on the Teaching and Learning Modules - School Staff Survey (SSS) for the measures of:Understand formative assessment from 55% (2022) to 57%Plan</p>

		<ul style="list-style-type: none"> • Time to share pedagogical content knowledge from 34% (2022) to 40% • Understand curriculum from 57% (2022) to 65% • Use data for curriculum planning from 48% (2022) to 56% 	<p>differentiated learning activities from 57% (2022) to 59%</p> <p>Time to share pedagogical content knowledge from 34% (2022) to 36%</p> <p>Understand curriculum from 57% (2022) to 59%</p> <p>Use data for curriculum planning from 48% (2022) to 51%</p>
To improve student voice and agency	Yes	<p>By 2027 increase the percentage of positive endorsement on the 4–6 and 7-12 Student Attitudes to School Survey for the factors of:</p> <p>4–6</p> <ul style="list-style-type: none"> • Student voice and agency from 46% (2022) to 56% • Self-Regulation and goal setting from 74% (2022) to 84% • Differentiated learning challenge from 73% (2022) to 81% • Stimulating learning from 66% (2022) to 74% • Effective teaching time from 75% (2022) to 84% <p>7-9</p> <ul style="list-style-type: none"> • Student voice and agency from 40% (2022) to 45% • Self-Regulation and goal setting from 60% (2022) to 65% • Differentiated learning challenge from 57% (2022) to 61% • Stimulating learning from 48% (2022) to 54% • Effective teaching time from 61% (2022) to 65% <p>10-12</p> <ul style="list-style-type: none"> • Student voice and agency from 38% (2022) to 45% • Self-Regulation and goal setting from 58% (2022) to 63% • Differentiated learning challenge from 49% (2022) to 55% • Stimulating learning from 44% (2022) to 54% • Effective teaching time from 55% (2022) to 62% 	<p>Increase the percentage of positive endorsement on the 4–6 and 7-12 Student Attitudes to School Survey for the factors of:</p> <p>Years 4–6</p> <p>Student voice and agency from 46% (2022) to 49%</p> <p>Self-Regulation and goal setting from 74% (2022) to 77%</p> <p>Differentiated learning challenge from 73% (2022) to 76%</p> <p>Stimulating learning from 66% (2022) to 68%</p> <p>Effective teaching time from 75% (2022) to 77%</p> <p>Years 7-9</p> <p>Student voice and agency from 40% (2022) to 42%</p> <p>Self-Regulation and goal setting from 60% (2022) to 62%</p> <p>Differentiated learning challenge from 57% (2022) to 59%</p> <p>Stimulating learning from 48% (2022) to 50%</p> <p>Effective teaching time from 61% (2022) to 62%</p> <p>Years 10-12</p> <p>Student voice and agency from 38% (2022) to 40%</p> <p>Self-Regulation and goal setting from 58% (2022) to 60%</p> <p>Differentiated learning challenge from 49% (2022) to 51%</p> <p>Stimulating learning from 44% (2022) to 47%</p> <p>Effective teaching time from 55% (2022) to 58%</p>
		<p>By 2027 increase the percentage of positive endorsement on the Teaching and Learning Modules - School Staff Survey (SSS) for the measures of:</p> <ul style="list-style-type: none"> • Use student feedback to inform teaching practice - from 55% (2022) to 60% • Promote student ownership of learning - from 55% (2022) to 60% 	<p>Increase the percentage of positive endorsement on the Teaching and Learning Modules - School Staff Survey (SSS) for the measures of:</p> <p>Use student feedback to inform teaching practice - from 55% (2022) to 57%</p> <p>Promote student ownership of learning - from 55% (2022) to 57%</p>

		<p>By 2027 increase the percentage of positive endorsement on Parent Opinion Survey (POS) for the measures of:</p> <ul style="list-style-type: none"> • Effective teaching from 68% (2022) to 70% • Student motivation and support from 61% (2022) to 65% • Stimulating learning environment from 66% (2022) to 70% 	<p>Increase the percentage of positive endorsement on Parent Opinion Survey (POS) for the measures of: Effective teaching from 68% (2022) to 69% Student motivation and support from 61% (2022) to 63% Stimulating learning environment from 66% (2022) to 68%</p>
Strengthen students social and emotional wellbeing	Yes	<p>By 2027 increase the percentage of positive endorsement on the 4–6 and 7-12 Student Attitudes to School Survey for the factors of:</p> <p>4–6</p> <ul style="list-style-type: none"> • Sense of Connectedness from 63% (2022) to 73% • Motivation and interest from 75% (2022) to 80% • Respect for Diversity from 65% (2022) to 70% <p>7–9</p> <ul style="list-style-type: none"> • Sense of Connectedness from 44% (2022) to 50% • Motivation and interest from 57% (2022) to 60% • Respect for Diversity from 36% (2022) to 41% <p>10–12</p> <ul style="list-style-type: none"> • Sense of Connectedness from 35% (2022) to 41% • Motivation and interest from 52% (2022) to 60% • Respect for Diversity from 32% (2022) to 43% 	<p>Increase the percentage of positive endorsement on the 4–6 and 7-12 Student Attitudes to School Survey for the factors of: Years 4–6 Sense of Connectedness from 63% (2022) to 66% Motivation and interest from 75% (2022) to 77% Respect for Diversity from 65% (2022) to 67% Years 7–9 Sense of Connectedness from 44% (2022) to 46% Motivation and interest from 57% (2022) to 58% Respect for Diversity from 36% (2022) to 38% Years 10–12 Sense of Connectedness from 35% (2022) to 37% Motivation and interest from 52% (2022) to 54% Respect for Diversity from 32% (2022) to 35%</p>
		<p>By 2027 increase the percentage of positive endorsement on Parent Opinion Survey (POS) for the measures of:</p> <ul style="list-style-type: none"> • Managing Bullying from 66% (2022) to 70% • Teacher communication from 70% per cent (2022) to 75% 	<p>Increase the percentage of positive endorsement on Parent Opinion Survey (POS) for the measures of: Managing Bullying from 66% (2022) to 68% Teacher communication from 70% per cent (2022) to 72%</p>
		<p>By 2027 increase the percentage of positive endorsement on the School Staff Survey (SSS) for the measure of:</p> <ul style="list-style-type: none"> • Trust in students and parents from 24% (2022) to 34% 	<p>Increase the percentage of positive endorsement on the School Staff Survey (SSS) for the measure of: Trust in students and parents from 24% (2022) to 27%</p>
		<p>By 2027, reduce the percentage of Year F–6 and 7–12 students with 20 or more absent days from:</p> <ul style="list-style-type: none"> • 54% (2022) to 47% (F–6) 	<p>Reduce the percentage of Year F–6 and 7–12 students with 20 or more absent days</p>

		<ul style="list-style-type: none"> • 53% (2022) to 45% (7–12) 	from:54% (2022) to 52% (F–6)53% (2022) to 50% (7–12)
--	--	--	--

Goal 2	To maximise learning growth for every student across all domains
12-month target 2.1-month target	<p>Year Level 3</p> <p>NUMERACY</p> <p>Increase the % of students in strong and exceeding proficiencies from 45% to 47%</p> <p>READING</p> <p>Increase the % of students in strong and exceeding proficiencies from 55.5% to 58%</p> <p>WRITING</p> <p>Increase the % of students in strong and exceeding proficiencies from 70.4 % to 72%</p> <p>Year Level 5</p> <p>NUMERACY</p> <p>Increase the % of students in strong and exceeding proficiencies from 42.1% to 45%</p> <p>READING</p> <p>Increase the % of students in strong and exceeding proficiencies from 55.8% to 58%</p> <p>WRITING</p> <p>Increase the % of students in strong and exceeding proficiencies from 66.3% to 68%</p>

	<p>Year Level 7</p> <p>NUMERACY</p> <p>Increase the % of students in strong and exceeding proficiencies from 45.6% to 47%</p> <p>READING</p> <p>Increase the % of students in strong and exceeding proficiencies from 56.8% to 58%</p> <p>WRITING</p> <p>Increase the % of students in strong and exceeding proficiencies from 49.2% to 52%</p> <p>Year Level 9</p> <p>NUMERACY</p> <p>Increase the % of students in strong and exceeding proficiencies from 39.1% to 40%</p> <p>READING</p> <p>Increase the % of students in strong and exceeding proficiencies from 37.4% to 39%</p> <p>WRITING</p> <p>Increase the % of students in strong and exceeding proficiencies from 42.8% to 45%</p>
<p>12-month target 2.2-month target</p>	<p>Revised NAPLAN target for student learning growth by 2027 to be confirmed with the release of Department of Education (DE) guidelines</p>
<p>12-month target 2.3-month target</p>	<p>English (Year 1-6)</p> <p>Reading and viewing from 73% (2022) to 75%</p> <p>Writing from 75% (2022) to 76%</p>

	<p>English (Year 7-10)</p> <p>Reading and viewing from 54% (2022) to 56%</p> <p>Writing from 58 per cent (2022) to 60%</p> <p>Mathematics (Year 1-6)</p> <p>Number and Algebra from 74% (2022) to 75%</p> <p>Mathematics (Year 7-10)</p> <p>Number and Algebra from 56% (2022) to 57%</p>
12-month target 2.4-month target	<p>Improve the percentage of 37+ scores in VCE for:</p> <p>English from 0% in 2022 to 1% (2.5)</p> <p>Further Mathematics from 1% in 2022 to 2% (1)</p>
12-month target 2.5-month target	<p>Improve the VCE study scores for:</p> <p>VCE all study score from 23.21 to 24 (25)</p> <p>English study score from 21.71 in 2022 to 23 (25)</p> <p>English (ESL/EAL) study score from 26.72 in 2022 to 27 (28)</p> <p>Further Maths study score from 22.60 in 2022 to 23 (23)</p>
12-month target 2.6-month target	<p>Increase the percentage of positive endorsement on the Teaching and Learning Modules - School Staff Survey (SSS) for the measures of:</p> <p>Understand formative assessment from 55% (2022) to 57%</p> <p>Plan differentiated learning activities from 57% (2022) to 59%</p> <p>Time to share pedagogical content knowledge from 34% (2022) to 36%</p> <p>Understand curriculum from 57% (2022) to 59%</p> <p>Use data for curriculum planning from 48% (2022) to 51%</p>
Key Improvement Strategies	<p>Is this KIS selected for focus this year?</p>

KIS 2.a Teaching and learning	Deepen the capacity of all staff to embed evidence-based teaching and learning and assessment practices	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.	A key highlight from the findings of the recent review confirmed that the college had made significant gains in the realignment of the Professional Learning Community (PLC) approach, in order to build a stronger culture of collaboration and collective responsibility. The allocation of protected time for PLCs with a deliberate intent to minimise time spent on administrative tasks, placing a clear emphasis on pedagogy, and data-driven insights to implement best practices in teaching student learning. The self evaluation and staff opinion further emphasize the need to build the capacity of Instructional Leaders to lead PLCs. The broad range of data sets informing our targets across 13 year levels further reinforces the need to focus on this KIS. We will be embarking on the development of better informed and differentiated rubrics along with more extensive, collaborative moderation practices in order to improve our assessment. We have commenced the roll-out of ongoing reporting and the strategies underpinning this KIS will allow the consolidation of of this practice.	
Goal 3	To improve student voice and agency	
12-month target 3.1-month target	Increase the percentage of positive endorsement on the 4–6 and 7-12 Student Attitudes to School Survey for the factors of: Years 4–6 Student voice and agency from 46% (2022) to 49% Self-Regulation and goal setting from 74% (2022) to 77% Differentiated learning challenge from 73% (2022) to 76% Stimulating learning from 66% (2022) to 68% Effective teaching time from 75% (2022) to 77% Years 7-9 Student voice and agency from 40% (2022) to 42% Self-Regulation and goal setting from 60% (2022) to 62% Differentiated learning challenge from 57% (2022) to 59% Stimulating learning from 48% (2022) to 50% Effective teaching time from 61% (2022) to 62% Years 10-12 Student voice and agency from 38% (2022) to 40% Self-Regulation and goal setting from 58% (2022) to 60%	

	Differentiated learning challenge from 49% (2022) to 51% Stimulating learning from 44% (2022) to 47% Effective teaching time from 55% (2022) to 58%	
12-month target 3.2-month target	Increase the percentage of positive endorsement on the Teaching and Learning Modules - School Staff Survey (SSS) for the measures of: Use student feedback to inform teaching practice - from 55% (2022) to 57% Promote student ownership of learning - from 55% (2022) to 57%	
12-month target 3.3-month target	Increase the percentage of positive endorsement on Parent Opinion Survey (POS) for the measures of: Effective teaching from 68% (2022) to 69% Student motivation and support from 61% (2022) to 63% Stimulating learning environment from 66% (2022) to 68%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 3.a Engagement	Develop a consistent whole school understanding and approach to student agency in learning.	Yes
KIS 3.b Engagement	Deepen and embed student and teacher capability to set goals, monitor and reflect on their learning progress.	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.	The two KIS which support this particular goal are clearly delineated and interdependent. Targeted work, however, needs to be done to gain a better understanding and develop a consistent, school-wide approach to student agency in learning (KIS 3a). This needs to be developed first, prior to embarking on a school wide focus on KIS 3b. It is envisaged that some preliminary inquiry will commence in 2024 to support KIS 3b by key stakeholders. Their findings and recommendations will serve as the basis of the work which will formally commence in 2025.	
Goal 4	Strengthen students social and emotional wellbeing	

<p>12-month target 4.1-month target</p>	<p>Increase the percentage of positive endorsement on the 4–6 and 7-12 Student Attitudes to School Survey for the factors of:</p> <p>Years 4–6</p> <p>Sense of Connectedness from 63% (2022) to 66% Motivation and interest from 75% (2022) to 77% Respect for Diversity from 65% (2022) to 67%</p> <p>Years 7–9</p> <p>Sense of Connectedness from 44% (2022) to 46% Motivation and interest from 57% (2022) to 58% Respect for Diversity from 36% (2022) to 38%</p> <p>Years 10–12</p> <p>Sense of Connectedness from 35% (2022) to 37% Motivation and interest from 52% (2022) to 54% Respect for Diversity from 32% (2022) to 35%</p>
<p>12-month target 4.2-month target</p>	<p>Increase the percentage of positive endorsement on Parent Opinion Survey (POS) for the measures of:</p> <p>Managing Bullying from 66% (2022) to 68% Teacher communication from 70% per cent (2022) to 72%</p>
<p>12-month target 4.3-month target</p>	<p>Increase the percentage of positive endorsement on the School Staff Survey (SSS) for the measure of:</p> <p>Trust in students and parents from 24% (2022) to 27%</p>
<p>12-month target 4.4-month target</p>	<p>Reduce the percentage of Year F–6 and 7–12 students with 20 or more absent days from:</p> <p>54% (2022) to 52% (F–6) 53% (2022) to 50% (7–12)</p>
<p>Key Improvement Strategies</p>	<p>Is this KIS selected for focus this year?</p>

<p>KIS 4.a Engagement</p>	<p>Refine and strengthen processes to promote learning partnerships with families and to support student wellbeing</p>	<p>Yes</p>
<p>Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.</p>	<p>Our recent review highlighted that strategies supporting a more targeted and centralised approach to managing the wellbeing needs of students was a priority Key Improvement Strategy (KIS).</p> <p>Despite the great work carried out by the multi-disciplinary Student Services team in maintaining close partnerships with a number of external organisations to deliver modules around issues and concerns related to the needs of students, more work could be done to source additional expertise to better support and link families. The consolidation of existing programs and strategies would lead to better outcomes in this KIS.</p> <p>As part of our refined approach, further professional learning and external expertise to support the consolidation of our Positive Behaviours and Relationships (PBR) framework and Behaviour Matrix will be investigated and implemented. Together through the implementation of the Calmer Classrooms initiative we hope to build teacher capacity and enhance Mentor Teacher role clarity, so as to achieve improved learning partnerships with students and their families.</p>	

Define actions, outcomes, success indicators and activities

Goal 2	To maximise learning growth for every student across all domains
12-month target 2.1 target	<p>Year Level 3</p> <p>NUMERACY</p> <p>Increase the % of students in strong and exceeding proficiencies from 45% to 47%</p> <p>READING</p> <p>Increase the % of students in strong and exceeding proficiencies from 55.5% to 58%</p> <p>WRITING</p> <p>Increase the % of students in strong and exceeding proficiencies from 70.4 % to 72%</p> <p>Year Level 5</p> <p>NUMERACY</p> <p>Increase the % of students in strong and exceeding proficiencies from 42.1% to 45%</p> <p>READING</p> <p>Increase the % of students in strong and exceeding proficiencies from 55.8% to 58%</p> <p>WRITING</p> <p>Increase the % of students in strong and exceeding proficiencies from 66.3% to 68%</p> <p>Year Level 7</p>

	<p>NUMERACY</p> <p>Increase the % of students in strong and exceeding proficiencies from 45.6% to 47%</p> <p>READING</p> <p>Increase the % of students in strong and exceeding proficiencies from 56.8% to 58%</p> <p>WRITING</p> <p>Increase the % of students in strong and exceeding proficiencies from 49.2% to 52%</p> <p>Year Level 9</p> <p>NUMERACY</p> <p>Increase the % of students in strong and exceeding proficiencies from 39.1% to 40%</p> <p>READING</p> <p>Increase the % of students in strong and exceeding proficiencies from 37.4% to 39%</p> <p>WRITING</p> <p>Increase the % of students in strong and exceeding proficiencies from 42.8% to 45%</p>
12-month target 2.2 target	Revised NAPLAN target for student learning growth by 2027 to be confirmed with the release of Department of Education (DE) guidelines
12-month target 2.3 target	<p>English (Year 1-6)</p> <p>Reading and viewing from 73% (2022) to 75%</p> <p>Writing from 75% (2022) to 76%</p> <p>English (Year 7-10)</p>

	<p>Reading and viewing from 54% (2022) to 56%</p> <p>Writing from 58 per cent (2022) to 60%</p> <p>Mathematics (Year 1-6)</p> <p>Number and Algebra from 74% (2022) to 75%</p> <p>Mathematics (Year 7-10)</p> <p>Number and Algebra from 56% (2022) to 57%</p>
12-month target 2.4 target	<p>Improve the percentage of 37+ scores in VCE for:</p> <p>English from 0% in 2022 to 1% (2.5)</p> <p>Further Mathematics from 1% in 2022 to 2% (1)</p>
12-month target 2.5 target	<p>Improve the VCE study scores for:</p> <p>VCE all study score from 23.21 to 24 (25)</p> <p>English study score from 21.71 in 2022 to 23 (25)</p> <p>English (ESL/EAL) study score from 26.72 in 2022 to 27 (28)</p> <p>Further Maths study score from 22.60 in 2022 to 23 (23)</p>
12-month target 2.6 target	<p>Increase the percentage of positive endorsement on the Teaching and Learning Modules - School Staff Survey (SSS) for the measures of:</p> <p>Understand formative assessment from 55% (2022) to 57%</p> <p>Plan differentiated learning activities from 57% (2022) to 59%</p> <p>Time to share pedagogical content knowledge from 34% (2022) to 36%</p> <p>Understand curriculum from 57% (2022) to 59%</p> <p>Use data for curriculum planning from 48% (2022) to 51%</p>
KIS 2.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways,	Deepen the capacity of all staff to embed evidence-based teaching and learning and assessment practices

incorporating extra-curricula programs	
Actions	<p>PLC: In recognition that PLC's will have an unrelenting focus on student learning growth and teacher pedagogy. We will create a culture that is focused on continuous improvement by linking the learning needs of students with the professional learning and practice of our teachers.</p> <p>As part of this action we will focus on creating documentation that will consistently reference the College's Instructional Framework with clear links to all the relevant Victorian Curriculum and Senior Secondary Pathways. Units in each subject will be sequenced with appropriate scaffolding, formative and summative assessments to support student development of skills and knowledge.</p> <p>The HITS will have the strongest impact on student learning when used as part of an ongoing improvement cycle embedded in our professional learning communities (PLCs).</p> <p>Assessment and Moderation:</p> <p>At MRC, assessments of all types provide evidence for the teacher to make decisions, often in collaboration with the student, about the next steps forward in the learning program. Teachers develop, select and use formal diagnostic, formative and summative assessment approaches to assess student learning. We can clearly explain the connections between learning goals, learning activities and assessment tasks so that all students can progress in their learning. The targeted trial of developmental rubrics template developed in collaboration with students in 2023 will provide a clear indication to learners of the expectations about the depth and breadth of knowledge and skills required to be demonstrated in learner responses to an assessment task. We provide timely, effective and appropriate feedback, based on informed and timely judgements of each student's current needs in order to progress learning. We report clearly, accurately and respectfully to students and parents/carers about student achievement, making use of accurate and reliable data sources.</p>
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> • Participate in regular formative tasks, summative assessments and learning activities to demonstrate their progress towards learning outcomes and building their key skills and understanding. • Demonstrate growth and meet the required areas of the Victorian Curriculum and VCE Study Designs upon completion of the unit.

	<ul style="list-style-type: none"> • Utilise their Developmental Rubrics to understand assessment requirements and how they can demonstrate the required skills to show learning growth at P-6 (Inquiry, Literacy & Numeracy), Year 8 / 9 English and Year 10 Mathematics. • Provide feedback on the quality of information provided in comparison to traditional comments • Be provided with more targeted feedback at Years 11 & 12 through revamped VCE weShare (parent/teacher/student) interviews. • Understand how the structure and sequence of a lesson at MRC is intended to maximise their learning potential with reference to the MRC Instructional Framework. <p>Teachers will:</p> <ul style="list-style-type: none"> • Work collaboratively to plan, evaluate and modify Teaching and Learning programs to create productive learning environments that engage all students. • Design and implement Teaching and Learning programs using knowledge of best practice curriculum, assessment and reporting requirements. • Use student assessment data to analyse and evaluate student understanding of skills and knowledge, identifying interventions and modifying their practice ensuring students have point of access that meets individual learning needs. • Consistently document and deliver our Teaching and Learning program aligned to the MRC Instructional Framework. • Create and utilise Developmental Rubrics in targeted areas to provide a clear indication to students of the expected skills and knowledge required to be demonstrated in summative assessment tasks. • Implement targeted teaching and strategies, with a focus on HITS and differentiation <p>Leaders will:</p> <ul style="list-style-type: none"> • Drive the trialled implementation of ‘Developmental Rubrics’ at MRC. • Facilitate assessment moderation activities to support consistent and comparable judgements of student learning. • Lead groups of teachers in PLC to ensure teaching staff are effectively collaborating to continually improve student outcomes. • Model a continuous improvement cycle culture. • Excel at modelling professionalism in running staff meetings, ensuring productivity and a focused approach to school wide improvement. • Model and coach staff in consolidating the consistent implementation of subject relevant HITS and the MRC Instructional Framework.
<p>Success Indicators</p>	<ul style="list-style-type: none"> • Curriculum documentation will show evidence of the MRC Instructional Framework, differentiation and utilisation of subject specific HITS. • Clearly documented scope and sequence material for all curriculum areas across the College. • Staff experience increased confidence that their teaching leads to improved student achievement and that academic learning and achievement is valued by students and parents (School Staff Survey - Collective Efficacy and Academic Emphasis).

	<ul style="list-style-type: none"> Increased positive responses on the Staff Opinion Survey in the Collective Efficacy, Teacher Collaboration and Formative Assessment Implementation categories Victorian Curriculum Teacher Judgements will better align with NAPLAN results. Both Teacher Judgements and NAPLAN will show growth in student learning. The creation of Developmental Rubrics for summative assessment tasks in targeted areas. 			
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
<p>Documented Teaching and Learning Program:</p> <ul style="list-style-type: none"> Major Audit of planning documentation. Alignment to adjusted Unit planner documentation Migration of Scope and Sequences to Vic Curriculum 2.0 Senior Years Curriculum Review Adjusting structures of elective programs Reviewing Mentor Curriculum Program Implementation of Curriculum Glossary <p>EAL</p> <ul style="list-style-type: none"> Updated EAL Curriculum reporting documentation Tiered approach to EAL students <p>Literacy Skills Development Project</p> <ul style="list-style-type: none"> Prep – 12 rebuild of Scope and Sequence in line with 2.0 and specific focus on Literacy based skill building 7-10 Rebuilding Skills Continuum in Numeracy Prep – 6 Aligning assessment with 2.0 Developing a Resource packet for English staff to utilise Building on the resource packet for wider staff to access P-6 Literacy Programs <p>*Reading Framework – review</p> <p>*Little Learner Love Literacy (P-2)</p> <p>*MRC Spelling</p> <p>*Oral Language- review and develop program</p> <ul style="list-style-type: none"> VCE Vocational Major <p>*Update curriculum documents to review new Vocational Major</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Curriculum co-ordinator (s) <input checked="" type="checkbox"/> Data leader <input checked="" type="checkbox"/> Education support <input checked="" type="checkbox"/> KLA leader <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Literacy leader <input checked="" type="checkbox"/> Numeracy leader <input checked="" type="checkbox"/> PLC leaders 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLP Priority 	<p>from: Term 1 to: Term 4</p>	<p>\$2,100,000.00</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Equity funding will be used

<p>program.</p> <ul style="list-style-type: none"> *Audit programs and ensure Curriculum is being met *Audit the resources being used to teach program. *Review the overall program structure – Taking into account the VET component *Establish long-standing repeatable projects across Year 11 and 12 <ul style="list-style-type: none"> • P-6 working alongside Mental Health and Wellbeing Leader to align curriculum strategies in Inquiry (Garden) <p>HITS:</p> <ul style="list-style-type: none"> • Literacy Skills Development Project <ul style="list-style-type: none"> *Creating a resource packet that is accessible for all staff across the College to assist with Literacy of Writing *Sharing Literacy Toolkit resources with wider staff to implement in their planning. *Creating an action plan of introducing Domain specific literacy activities <ul style="list-style-type: none"> • Auditing of curriculum planning to include HITs strategies and best practice <ul style="list-style-type: none"> * Further HITS-focused Learning Specialist Videos of Practice * Learning Specialist Instructional Coaching cycles <p>Quality Assessments, Developmental Rubrics and Ongoing Feedback:</p> <ul style="list-style-type: none"> • Reviewing current assessments in all domains. • Ensuring that they are specifically targeting the appropriate Vic Curriculum <ul style="list-style-type: none"> • Adjusting assessments to Vic Curriculum 2.0 • Trailing Developmental Rubrics in pilot groups across Years 7 – 10 <ul style="list-style-type: none"> *Years 7 – 10 Mathematics *Year 9 English *Year 8/9 Humanities <ul style="list-style-type: none"> • Developmental Rubrics - across Inquiry P-6 • Exploring Developmental Rubrics in Year 1 and 3 across all domain areas. 				
---	--	--	--	--

<p>Moderation: *Highlight and continue developing and refining moderation practices across the College *Introduction of P-6 Moderation Document. Track from Term to Term</p> <p>PLC: <ul style="list-style-type: none"> • Follow a consistent approach to PLCs by referring to our Ways of Working • Ensure staff understand the purpose and focus of PLC through clearly established agendas, and its priority as protected time. • Use student data to inform pacing of the curriculum and adjustments to lessons (along with Data Walls in P-6 and ZPD in Literacy and Numeracy) • Having a clear PLC focus that emphasises building teacher capacity and collaboration. • Opportunities to share successes and build collective efficacy and responsibility • Continue to highlight the PLC cycle and the stages teams are working at during meetings </p>				
Goal 3	To improve student voice and agency			
12-month target 3.1 target	<p>Increase the percentage of positive endorsement on the 4–6 and 7-12 Student Attitudes to School Survey for the factors of:</p> <p>Years 4–6</p> <p>Student voice and agency from 46% (2022) to 49% Self-Regulation and goal setting from 74% (2022) to 77% Differentiated learning challenge from 73% (2022) to 76% Stimulating learning from 66% (2022) to 68% Effective teaching time from 75% (2022) to 77%</p>			

	<p>Years 7-9</p> <p>Student voice and agency from 40% (2022) to 42% Self-Regulation and goal setting from 60% (2022) to 62% Differentiated learning challenge from 57% (2022) to 59% Stimulating learning from 48% (2022) to 50% Effective teaching time from 61% (2022) to 62%</p> <p>Years 10-12</p> <p>Student voice and agency from 38% (2022) to 40% Self-Regulation and goal setting from 58% (2022) to 60% Differentiated learning challenge from 49% (2022) to 51% Stimulating learning from 44% (2022) to 47% Effective teaching time from 55% (2022) to 58%</p>
<p>12-month target 3.2 target</p>	<p>Increase the percentage of positive endorsement on the Teaching and Learning Modules - School Staff Survey (SSS) for the measures of:</p> <p>Use student feedback to inform teaching practice - from 55% (2022) to 57% Promote student ownership of learning - from 55% (2022) to 57%</p>
<p>12-month target 3.3 target</p>	<p>Increase the percentage of positive endorsement on Parent Opinion Survey (POS) for the measures of:</p> <p>Effective teaching from 68% (2022) to 69% Student motivation and support from 61% (2022) to 63% Stimulating learning environment from 66% (2022) to 68%</p>
<p>KIS 3.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	<p>Develop a consistent whole school understanding and approach to student agency in learning.</p>

<p>Actions</p>	<p>Whole School Understanding of Student Voice and Agency requires staff to have the understanding that students have the ability to positively influence their own lives and the world around them. To achieve this, we will:</p> <ol style="list-style-type: none"> 1. Develop a whole school understanding of student voice / agency. 2. Gather evidence and data from all stakeholders in order to develop a whole school approach / process for the introduction of student goal setting in 2025.
<p>Outcomes</p>	<p>Students will:</p> <ul style="list-style-type: none"> *Contribute to the development of a whole school understanding of student voice / agency through regular consultation opportunities such as focus groups and presentation to staff. *Participate in forums to provide advice and input in the development of a future goal setting processes. *Collaborate with staff to drive improvement including participation in Student Learning Walks *Contribute to collaborative planning opportunities at primary level. *Be provided with opportunities to participate in the scheduled College PLC meetings *Be provided with voice through representation at advisory bodies such as Mount Matters, the Principal's Advisory Group, Curriculum Committee, College Council and College Operations meetings. *Have greater opportunities to enhance overall connectedness of the student population <p>Staff will:</p> <ul style="list-style-type: none"> • Engage in Professional Learning opportunities in order to gain a deeper understanding of how to advance students by fostering their voice and agency in their learning. • Gain an understanding of student feedback in order to make adjustment to their teaching and learning programs. • Participate to the development of a whole school understanding of student voice, agency through regular consultation opportunities. • Provide advice and input in the development of future goal setting processes. <p>As Leaders we will:</p> <ul style="list-style-type: none"> • Provide staff with the resources and knowledge to advance students by fostering their voice and agency in all aspects of their learning. • Listen to feedback provided and make appropriate adjustments where necessary to ensure the further development of the

	<p>students.</p> <ul style="list-style-type: none"> • Provide a whole school approach and support opportunities in which students are able to exercise their voice and agency. • Initiate and research possible models, as preliminary work, to develop a student goal setting process by engaging and consulting with all key stakeholders. <p>The Community will:</p> <ul style="list-style-type: none"> *Be offered the opportunity to contribute to forums and discussions aimed at supporting student voice across the college *Provide feedback throughout the development of the goal setting process. 			
<p>Success Indicators</p>	<p>ATOSS data will show improvements across the college in the following areas:</p> <p>Student voice and agency Self-Regulation and goal setting (baseline data) Differentiated learning challenge Stimulating learning Effective teaching time</p> <p>Broad based whole college contribution to the understanding of voice and agency as evidenced in meeting minutes, constitutional makeup of committees and student participation in events. A documented framework for the introduction of clear student goal setting guidelines to be introduced in 2025. A broad range of professional development opportunities targeting staff to improve understanding of student voice / agency (meeting/PD schedule, presentations) Student Learning Walk data to show improvements in targeted areas. Published articles in Newsletters, College Council reports etc</p>			
<p>Activities</p>	<p>People responsible</p>	<p>Is this a PL priority</p>	<p>When</p>	<p>Activity cost and funding streams</p>
<p>Shared initiatives for 2024 with Principal class and Advisory groups: *Mount Matters Focus Group *The Principal's Advisory Group, *Curriculum Committee *College Council</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Curriculum co-ordinator (s) <input checked="" type="checkbox"/> Data leader 	<ul style="list-style-type: none"> <input type="checkbox"/> PLP Priority 	<p>from: Term 1 to: Term 4</p>	<p>\$480,000.00</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Equity funding will be used

<p>Students will have opportunity to contribute to college life through:</p> <ul style="list-style-type: none"> *Newsletters, *College tours, *Information evenings, *Running or supporting major events such as Graduations, *Assemblies and wellbeing promotion days, *Student involvement in developing a series of videos, providing definitions of voice and agency and one achievable strategy <p>*Events that meet the needs of our diverse school community</p> <ul style="list-style-type: none"> *Implemented their chosen student project successfully in 2024 *Organised and participated in learning walk cycles *Worked alongside College leaders to analyse and act upon College wide data and co-designed improvement initiatives <p>*Students will be provided with opportunities to work with staff in order to have input their learning.</p> <p>Student involvement in co-creating curriculum with teaching staff and curriculum leaders</p> <p>*Opportunities for staff to participate in professional development workshops targeting strategies that promote student agency in the classroom</p> <p>*Students will be provided with opportunities for leadership development which are overseen by external providers such as ABCN, Beacon, or other leadership providers</p> <p>*Students will be represented in a committee which will decide on the allocation of funding towards college-wide grants</p> <p>In preparation for the implementation of KIS 2 for 2025, work will commence in:</p> <ul style="list-style-type: none"> *Developing documentation to guide staff in co-construction of 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Student leadership coordinator <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Year level co-ordinator(s) 			
--	--	--	--	--

<p>Curriculum *Trialling feedback from the student body to staff PLC groups *Upskilling students in how to provide constructive feedback</p> <p>Implementation of Student Voice Teaching & Learning Surveys as part of Instructional Coaching Cycles</p> <p>Whole school understanding of voice and agency</p> <p>Goal Setting, Monitoring and Reflecting *Students establish short term (daily) Engagement and Wellbeing goals based on College Values and Student Expected Behaviours Matrix (Tier 2 Tracking Booklet) *Students establish medium term Engagement and Wellbeing goals up to 10 days, based on College values and Student Expected Behaviours Matrix (Tier 3 Goals Booklet) *Students establish long term Engagement and Wellbeing goals per semester based on background and expert diagnosis. (Individual Education Plan)</p> <p>Establishment of a Student Agency Hub</p>				
Goal 4	Strengthen students social and emotional wellbeing			
12-month target 4.1 target	Increase the percentage of positive endorsement on the 4–6 and 7-12 Student Attitudes to School Survey for the factors of: Years 4–6 Sense of Connectedness from 63% (2022) to 66% Motivation and interest from 75% (2022) to 77% Respect for Diversity from 65% (2022) to 67% Years 7–9			

	<p>Sense of Connectedness from 44% (2022) to 46% Motivation and interest from 57% (2022) to 58% Respect for Diversity from 36% (2022) to 38%</p> <p>Years 10–12</p> <p>Sense of Connectedness from 35% (2022) to 37% Motivation and interest from 52% (2022) to 54% Respect for Diversity from 32% (2022) to 35%</p>
12-month target 4.2 target	<p>Increase the percentage of positive endorsement on Parent Opinion Survey (POS) for the measures of:</p> <p>Managing Bullying from 66% (2022) to 68% Teacher communication from 70% per cent (2022) to 72%</p>
12-month target 4.3 target	<p>Increase the percentage of positive endorsement on the School Staff Survey (SSS) for the measure of:</p> <p>Trust in students and parents from 24% (2022) to 27%</p>
12-month target 4.4 target	<p>Reduce the percentage of Year F–6 and 7–12 students with 20 or more absent days from:</p> <p>54% (2022) to 52% (F–6) 53% (2022) to 50% (7–12)</p>
KIS 4.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Refine and strengthen processes to promote learning partnerships with families and to support student wellbeing
Actions	<p>We will consolidate our existing community partnerships and augment these with additional external support programs. In order to promote student connectedness we will encourage family involvement through a broader range of support initiatives. A further enhancement of our Tier 2 and 3 Case Management system will incorporate a more refined approach to tracking. Individual student needs will allow us to target strategies at the point of need. A more consistent approach to support all students through enhanced Tier 1 strategies will allow student point of need to be met. Staff will engage in professional learning to build their capacity around consistent research-based strategies such as Berry St and the HIWS framework.</p>

<p>Outcomes</p>	<p>Leaders will</p> <ul style="list-style-type: none"> *Lead whole staff to gain a better understanding of the current supports available internally and externally to drive improved student outcomes. *Research and trial additional support programs with a view to longer term implementation. *Provide opportunities for carers and the wider community to engage and better connect with the college. *Provide opportunity and support for staff to develop consistent engagement strategies through modelling, coaching and ongoing professional development (such as Area D meetings, Berry St, Glenn Persall and Communities of Practice). *Drive Respectful Relationships through all areas of the curriculum. <p>Staff will:</p> <ul style="list-style-type: none"> *Implement consistent strategies that engage students that provide better outcomes for student connectedness. *Have a greater awareness of the broad range of support services available and encourage students and families to access these. *Engage in targeted professional development which will develop consistency across the college. *Deliver the Respectful Relationships curriculum and model the principles in all interactions at our college. <p>Students will:</p> <ul style="list-style-type: none"> *Be encouraged to connect with internal and external supports in order to improve personal growth. *Be better connected to their learning and community *Have an understanding of the Behaviour Matrix and model the expectations with greater consistency. *Gain a greater awareness and appreciation of the broad community and demonstrate values consistent with the expectations of RR
<p>Success Indicators</p>	<p>ATOSS data will show improvements across the college in the following areas:</p> <ul style="list-style-type: none"> – Sense of Connectedness – Motivation and interest – Respect for Diversity <p>Parent Opinion data will show improvements across the college in the following areas:</p> <ul style="list-style-type: none"> – Managing Bullying – Teacher communication <p>School Staff Survey data will show improvements across the college in the following area:</p> <ul style="list-style-type: none"> – Trust in students and parents

Improvements in Resilience Youth Survey data (years 3 - 12)				
Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
<ul style="list-style-type: none"> Implement new assembly structure to encompass the awards <p>Safe and Orderly Learning Environment: *Ensure consistency of classroom expectations are modelled visibly, staff will model these expectations within their classroom</p> <p>Communities of Practice-Engagement Strategies *DOSES team will meet with a targeted group of teachers who require capacity building in the area of implementing engagement strategies (COPS)</p> <p>*DOSES to complete one on one coaching to support staff to implement consistent practice across the college.</p> <p>Positive Relationships: *Extend a clear understanding of what constitutes an EAL learner to ensure accessibility to Curriculum *Ensure Curriculum Leaders are able to support staff with diverse learner needs *Ensure P-6 staff are provided with support in all Curriculum Areas</p> <p>Upskilling staff in trauma informed teaching practice (BSEM), -Upskilling staff on HIWS (Using HIWS+BSEM Framework to support staff in building positive relationships with students)</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Allied health <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Data leader <input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> Education support <input checked="" type="checkbox"/> Homegroup teachers <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> School leadership team <input checked="" type="checkbox"/> Student wellbeing co-ordinator 	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$550,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input checked="" type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

<p>-Development of IEP and completion of IEP reports.</p> <p>-Respectful Relationships curriculum to be implemented across the college.</p> <p>-Presentation of PD for whole staff / mini schools with a focus around the ongoing data eg resilience survey, ATOSS, Learning Walks</p> <p>*Upskilling staff in trauma informed teaching practice. *Emails to staff about recommendations from external supports for students with diverse needs e.g. neurodivergence.</p> <p>Clear and Consistent High Expectations *Establish classroom norms and expectations *Continue to build staff capacity utilising Tier 1 student expected behaviours</p>				
--	--	--	--	--

Funding planner

Summary of budget and allocated funding

Summary of budget	School's total funding (\$)	Funding allocated in activities (\$)	Still available/shortfall
Equity Funding	\$3,156,015.41	\$2,675,000.00	\$481,015.41
Disability Inclusion Tier 2 Funding	\$495,347.05	\$180,000.00	\$315,347.05
Schools Mental Health Fund and Menu	\$272,334.01	\$275,000.00	-\$2,665.99
Total	\$3,923,696.47	\$3,130,000.00	\$793,696.47

Activities and milestones – Total Budget

Activities and milestones	Budget
<p>Documented Teaching and Learning Program:</p> <ul style="list-style-type: none"> Major Audit of planning documentation. Alignment to adjusted Unit planner documentation Migration of Scope and Sequences to Vic Curriculum 2.0 Senior Years Curriculum Review Adjusting structures of elective programs Reviewing Mentor Curriculum Program Implementation of Curriculum Glossary <p>EAL</p> <ul style="list-style-type: none"> Updated EAL Curriculum reporting documentation Tiered approach to EAL students <p>Literacy Skills Development Project</p> <ul style="list-style-type: none"> Prep – 12 rebuild of Scope and Sequence in line with 2.0 and specific focus on Literacy based skill building 7-10 Rebuilding Skills Continuum in Numeracy 	\$2,100,000.00

- Prep – 6 Aligning assessment with 2.0
 - Developing a Resource packet for English staff to utilise
 - Building on the resource packet for wider staff to access
 - P-6 Literacy Programs
 - *Reading Framework – review
 - *Little Learner Love Literacy (P-2)
 - *MRC Spelling
 - *Oral Language- review and develop program
 - VCE Vocational Major
 - *Update curriculum documents to review new Vocational Major program.
 - *Audit programs and ensure Curriculum is being met
 - *Audit the resources being used to teach program.
 - *Review the overall program structure – Taking into account the VET component
 - *Establish long-standing repeatable projects across Year 11 and 12

 - P-6 working alongside Mental Health and Wellbeing Leader to align curriculum strategies in Inquiry (Garden)
- HITS:
- Literacy Skills Development Project
 - *Creating a resource packet that is accessible for all staff across the College to assist with Literacy of Writing
 - *Sharing Literacy Toolkit resources with wider staff to implement in their planning.
 - *Creating an action plan of introducing Domain specific literacy activities
 - Auditing of curriculum planning to include HITS strategies and best practice
 - * Further HITS-focused Learning Specialist Videos of Practice
 - * Learning Specialist Instructional Coaching cycles
- Quality Assessments, Developmental Rubrics and Ongoing

Feedback:

- Reviewing current assessments in all domains.
- Ensuring that they are specifically targeting the appropriate Vic Curriculum
- Adjusting assessments to Vic Curriculum 2.0
- Trailing Developmental Rubrics in pilot groups across Years 7 – 10

*Years 7 – 10 Mathematics

*Year 9 English

*Year 8/9 Humanities

- Developmental Rubrics - across Inquiry P-6
- Exploring Developmental Rubrics in Year 1 and 3 across all domain areas.

Moderation:

*Highlight and continue developing and refining moderation practices across the College

*Introduction of P-6 Moderation Document. Track from Term to Term

PLC:

- Follow a consistent approach to PLCs by referring to our Ways of Working
- Ensure staff understand the purpose and focus of PLC through clearly established agendas, and its priority as protected time.
- Use student data to inform pacing of the curriculum and adjustments to lessons (along with Data Walls in P-6 and ZPD in Literacy and Numeracy)
- Having a clear PLC focus that emphasises building teacher capacity and collaboration.
- Opportunities to share successes and build collective efficacy and responsibility
- Continue to highlight the PLC cycle and the stages teams are working at during meetings

<p>Shared initiatives for 2024 with Principal class and Advisory groups:</p> <ul style="list-style-type: none"> *Mount Matters Focus Group *The Principal's Advisory Group, *Curriculum Committee *College Council <p>Students will have opportunity to contribute to college life through:</p> <ul style="list-style-type: none"> *Newsletters, *College tours, *Information evenings, *Running or supporting major events such as Graduations, *Assemblies and wellbeing promotion days, *Student involvement in developing a series of videos, providing definitions of voice and agency and one achievable strategy <p>*Events that meet the needs of our diverse school community</p> <ul style="list-style-type: none"> *Implemented their chosen student project successfully in 2024 *Organised and participated in learning walk cycles *Worked alongside College leaders to analyse and act upon College wide data and co-designed improvement initiatives <p>*Students will be provided with opportunities to work with staff in order to have input their learning. Student involvement in co-creating curriculum with teaching staff and curriculum leaders</p> <p>*Opportunities for staff to participate in professional development workshops targeting strategies that promote student agency in the classroom</p> <ul style="list-style-type: none"> *Students will be provided with opportunities for leadership 	<p>\$480,000.00</p>
---	---------------------

<p>development which are overseen by external providers such as ABCN, Beacon, or other leadership providers</p> <p>*Students will be represented in a committee which will decide on the allocation of funding towards college-wide grants</p> <p>In preparation for the implementation of KIS 2 for 2025, work will commence in:</p> <ul style="list-style-type: none"> *Developing documentation to guide staff in co-construction of Curriculum *Trialling feedback from the student body to staff PLC groups *Upskilling students in how to provide constructive feedback <p>Implementation of Student Voice Teaching & Learning Surveys as part of Instructional Coaching Cycles</p> <p>Whole school understanding of voice and agency</p> <p>Goal Setting, Monitoring and Reflecting</p> <ul style="list-style-type: none"> *Students establish short term (daily) Engagement and Wellbeing goals based on College Values and Student Expected Behaviours Matrix (Tier 2 Tracking Booklet) *Students establish medium term Engagement and Wellbeing goals up to 10 days, based on College values and Student Expected Behaviours Matrix (Tier 3 Goals Booklet) *Students establish long term Engagement and Wellbeing goals per semester based on background and expert diagnosis. (Individual Education Plan) <p>Establishment of a Student Agency Hub</p>	
<ul style="list-style-type: none"> • Implement new assembly structure to encompass 	<p>\$550,000.00</p>

the awards

Safe and Orderly Learning Environment:

*Ensure consistency of classroom expectations are modelled visibly, staff will model these expectations within their classroom

Communities of Practice-Engagement Strategies

*DOSES team will meet with a targeted group of teachers who require capacity building in the area of implementing engagement strategies (COPS)

*DOSES to complete one on one coaching to support staff to implement consistent practice across the college.

Positive Relationships:

*Extend a clear understanding of what constitutes an EAL learner to ensure accessibility to Curriculum

*Ensure Curriculum Leaders are able to support staff with diverse learner needs

*Ensure P-6 staff are provided with support in all Curriculum Areas

Upskilling staff in trauma informed teaching practice (BSEM),

-Upskilling staff on HIWS

(Using HIWS+BSEM Framework to support staff in building positive relationships with students)

-Development of IEP and completion of IEP reports.

-Respectful Relationships curriculum to be implemented across the college.

-Presentation of PD for whole staff / mini schools with a

<p>focus around the ongoing data eg resilience survey, ATOSS, Learning Walks</p> <p>*Upskilling staff in trauma informed teaching practice. *Emails to staff about recommendations from external supports for students with diverse needs e.g. neurodivergence.</p> <p>Clear and Consistent High Expectations *Establish classroom norms and expectations *Continue to build staff capacity utilising Tier 1 student expected behaviours</p>	
Totals	\$3,130,000.00

Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
<p>Documented Teaching and Learning Program:</p> <ul style="list-style-type: none"> Major Audit of planning documentation. Alignment to adjusted Unit planner documentation Migration of Scope and Sequences to Vic Curriculum 2.0 Senior Years Curriculum Review Adjusting structures of elective programs Reviewing Mentor Curriculum Program 	<p>from: Term 1 to: Term 4</p>	\$2,100,000.00	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT <input checked="" type="checkbox"/> Support services

<ul style="list-style-type: none"> • Implementation of Curriculum Glossary <p>EAL</p> <ul style="list-style-type: none"> • Updated EAL Curriculum reporting documentation • Tiered approach to EAL students <p>Literacy Skills Development Project</p> <ul style="list-style-type: none"> • Prep – 12 rebuild of Scope and Sequence in line with 2.0 and specific focus on Literacy based skill building • 7-10 Rebuilding Skills Continuum in Numeracy • Prep – 6 Aligning assessment with 2.0 • Developing a Resource packet for English staff to utilise • Building on the resource packet for wider staff to access • P-6 Literacy Programs <p>*Reading Framework – review</p> <p>*Little Learner Love Literacy (P-2)</p> <p>*MRC Spelling</p> <p>*Oral Language- review and develop program</p> <ul style="list-style-type: none"> • VCE Vocational Major <p>*Update curriculum documents to review new Vocational Major program.</p> <p>*Audit programs and ensure Curriculum is being met</p> <p>*Audit the resources being used to teach program.</p> <p>*Review the overall program structure – Taking into account the VET component</p>			
--	--	--	--

<p>*Establish long-standing repeatable projects across Year 11 and 12</p> <ul style="list-style-type: none"> • P-6 working alongside Mental Health and Wellbeing Leader to align curriculum strategies in Inquiry (Garden) <p>HITS:</p> <ul style="list-style-type: none"> • Literacy Skills Development Project <p>*Creating a resource packet that is accessible for all staff across the College to assist with Literacy of Writing</p> <p>*Sharing Literacy Toolkit resources with wider staff to implement in their planning.</p> <p>*Creating an action plan of introducing Domain specific literacy activities</p> <ul style="list-style-type: none"> • Auditing of curriculum planning to include HITs strategies and best practice <p>* Further HITS-focused Learning Specialist Videos of Practice</p> <p>* Learning Specialist Instructional Coaching cycles</p> <p>Quality Assessments, Developmental Rubrics and Ongoing Feedback:</p> <ul style="list-style-type: none"> • Reviewing current assessments in all domains. • Ensuring that they are specifically targeting the appropriate Vic Curriculum • Adjusting assessments to 			
--	--	--	--

<p>Vic Curriculum 2.0</p> <ul style="list-style-type: none"> • Trailing Developmental Rubrics in pilot groups across Years 7 – 10 <p>*Years 7 – 10 Mathematics</p> <p>*Year 9 English</p> <p>*Year 8/9 Humanities</p> <ul style="list-style-type: none"> • Developmental Rubrics - across Inquiry P-6 • Exploring Developmental Rubrics in Year 1 and 3 across all domain areas. <p>Moderation:</p> <p>*Highlight and continue developing and refining moderation practices across the College</p> <p>*Introduction of P-6 Moderation Document. Track from Term to Term</p> <p>PLC:</p> <ul style="list-style-type: none"> • Follow a consistent approach to PLCs by referring to our Ways of Working • Ensure staff understand the purpose and focus of PLC through clearly established agendas, and its priority as protected time. • Use student data to inform pacing of the curriculum and adjustments to lessons (along with Data Walls in P-6 and ZPD in Literacy and Numeracy) • Having a clear PLC focus that emphasises building teacher capacity and collaboration. 			
---	--	--	--

<ul style="list-style-type: none"> • Opportunities to share successes and build collective efficacy and responsibility • Continue to highlight the PLC cycle and the stages teams are working at during meetings 			
<p>Shared initiatives for 2024 with Principal class and Advisory groups:</p> <ul style="list-style-type: none"> *Mount Matters Focus Group *The Principal's Advisory Group, *Curriculum Committee *College Council <p>Students will have opportunity to contribute to college life through:</p> <ul style="list-style-type: none"> *Newsletters, *College tours, *Information evenings, *Running or supporting major events such as Graduations, *Assemblies and wellbeing promotion days, *Student involvement in developing a series of videos, providing definitions of voice and agency and one achievable strategy <ul style="list-style-type: none"> *Events that meet the needs of our diverse school community *Implemented their chosen student project successfully in 2024 *Organised and participated in learning walk cycles *Worked alongside College leaders to analyse and act upon College 	<p>from: Term 1 to: Term 4</p>	<p>\$480,000.00</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT <input checked="" type="checkbox"/> Other <p>Student Advocacy Centre</p>

<p>wide data and co-designed improvement initiatives</p> <p>*Students will be provided with opportunities to work with staff in order to have input their learning. Student involvement in co-creating curriculum with teaching staff and curriculum leaders</p> <p>*Opportunities for staff to participate in professional development workshops targeting strategies that promote student agency in the classroom</p> <p>*Students will be provided with opportunities for leadership development which are overseen by external providers such as ABCN, Beacon, or other leadership providers</p> <p>*Students will be represented in a committee which will decide on the allocation of funding towards college-wide grants</p> <p>In preparation for the implementation of KIS 2 for 2025, work will commence in:</p> <p>*Developing documentation to guide staff in co-construction of Curriculum</p> <p>*Trialling feedback from the student body to staff PLC groups</p> <p>*Upskilling students in how to provide constructive feedback</p>			
--	--	--	--

<p>Implementation of Student Voice Teaching & Learning Surveys as part of Instructional Coaching Cycles</p> <p>Whole school understanding of voice and agency</p> <p>Goal Setting, Monitoring and Reflecting</p> <p>*Students establish short term (daily) Engagement and Wellbeing goals based on College Values and Student Expected Behaviours Matrix (Tier 2 Tracking Booklet)</p> <p>*Students establish medium term Engagement and Wellbeing goals up to 10 days, based on College values and Student Expected Behaviours Matrix (Tier 3 Goals Booklet)</p> <p>*Students establish long term Engagement and Wellbeing goals per semester based on background and expert diagnosis. (Individual Education Plan)</p> <p>Establishment of a Student Agency Hub</p>			
<p>• Implement new assembly structure to encompass the awards</p> <p>Safe and Orderly Learning</p>	<p>from: Term 1 to: Term 4</p>	<p>\$95,000.00</p>	<p><input checked="" type="checkbox"/> School-based staffing</p> <p><input checked="" type="checkbox"/> Teaching and learning programs and resources</p> <p><input checked="" type="checkbox"/> CRT</p>

<p>Environment: *Ensure consistency of classroom expectations are modelled visibly, staff will model these expectations within their classroom</p> <p>Communities of Practice-Engagement Strategies *DOSES team will meet with a targeted group of teachers who require capacity building in the area of implementing engagement strategies (COPS)</p> <p>*DOSES to complete one on one coaching to support staff to implement consistent practice across the college.</p> <p>Positive Relationships: *Extend a clear understanding of what constitutes an EAL learner to ensure accessibility to Curriculum *Ensure Curriculum Leaders are able to support staff with diverse learner needs *Ensure P-6 staff are provided with support in all Curriculum Areas</p> <p>Upskilling staff in trauma informed teaching practice (BSEM), -Upskilling staff on HIWS (Using HIWS+BSEM Framework to support staff in building positive relationships with students)</p>			
--	--	--	--

<p>-Development of IEP and completion of IEP reports.</p> <p>-Respectful Relationships curriculum to be implemented across the college.</p> <p>-Presentation of PD for whole staff / mini schools with a focus around the ongoing data eg resilience survey, ATOSS, Learning Walks</p> <p>*Upskilling staff in trauma informed teaching practice. *Emails to staff about recommendations from external supports for students with diverse needs e.g. neurodivergence.</p> <p>Clear and Consistent High Expectations *Establish classroom norms and expectations *Continue to build staff capacity utilising Tier 1 student expected behaviours</p>			
Totals		\$2,675,000.00	

Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
---------------------------	------	------------------------	----------

<ul style="list-style-type: none"> Implement new assembly structure to encompass the awards <p>Safe and Orderly Learning Environment: *Ensure consistency of classroom expectations are modelled visibly, staff will model these expectations within their classroom</p> <p>Communities of Practice-Engagement Strategies *DOSES team will meet with a targeted group of teachers who require capacity building in the area of implementing engagement strategies (COPS)</p> <p>*DOSES to complete one on one coaching to support staff to implement consistent practice across the college.</p> <p>Positive Relationships: *Extend a clear understanding of what constitutes an EAL learner to ensure accessibility to Curriculum *Ensure Curriculum Leaders are able to support staff with diverse learner needs *Ensure P-6 staff are provided with support in all Curriculum Areas</p> <p>Upskilling staff in trauma informed</p>	<p>from: Term 1 to: Term 4</p>	<p>\$180,000.00</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none"> Teachers <input checked="" type="checkbox"/> Education workforces and/or assigning existing school staff to inclusive education duties <ul style="list-style-type: none"> Education support staff
--	--	---------------------	--

<p>teaching practice (BSEM), -Upskilling staff on HIWS (Using HIWS+BSEM Framework to support staff in building positive relationships with students)</p> <p>-Development of IEP and completion of IEP reports.</p> <p>-Respectful Relationships curriculum to be implemented across the college.</p> <p>-Presentation of PD for whole staff / mini schools with a focus around the ongoing data eg resilience survey, ATOSS, Learning Walks</p> <p>*Upskilling staff in trauma informed teaching practice. *Emails to staff about recommendations from external supports for students with diverse needs e.g. neurodivergence.</p> <p>Clear and Consistent High Expectations *Establish classroom norms and expectations *Continue to build staff capacity utilising Tier 1 student expected behaviours</p>			
Totals		\$180,000.00	

Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
<ul style="list-style-type: none"> Implement new assembly structure to encompass the awards <p>Safe and Orderly Learning Environment: *Ensure consistency of classroom expectations are modelled visibly, staff will model these expectations within their classroom</p> <p>Communities of Practice-Engagement Strategies *DOSES team will meet with a targeted group of teachers who require capacity building in the area of implementing engagement strategies (COPS)</p> <p>*DOSES to complete one on one coaching to support staff to implement consistent practice across the college.</p> <p>Positive Relationships: *Extend a clear understanding of what constitutes an EAL learner to ensure accessibility to Curriculum *Ensure Curriculum Leaders are able to support staff with diverse learner needs *Ensure P-6 staff are provided with support in all Curriculum Areas</p>	<p>from: Term 1 to: Term 4</p>	<p>\$275,000.00</p>	<p><input checked="" type="checkbox"/> Employ staff to support Tier 1 activities</p>

<p>Upskilling staff in trauma informed teaching practice (BSEM), -Upskilling staff on HIWS (Using HIWS+BSEM Framework to support staff in building positive relationships with students)</p> <p>-Development of IEP and completion of IEP reports.</p> <p>-Respectful Relationships curriculum to be implemented across the college.</p> <p>-Presentation of PD for whole staff / mini schools with a focus around the ongoing data eg resilience survey, ATOSS, Learning Walks</p> <p>*Upskilling staff in trauma informed teaching practice. *Emails to staff about recommendations from external supports for students with diverse needs e.g. neurodivergence.</p> <p>Clear and Consistent High Expectations *Establish classroom norms and expectations *Continue to build staff capacity utilising Tier 1 student expected behaviours</p>			
Totals		\$275,000.00	

Additional funding planner – Total Budget

Activities and milestones	Budget
Totals	\$0.00

Additional funding planner – Equity Funding

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

Additional funding planner – Disability Inclusion Funding

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

Additional funding planner – Schools Mental Health Fund and Menu

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

Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
<p>Documented Teaching and Learning Program:</p> <ul style="list-style-type: none"> Major Audit of planning documentation. Alignment to adjusted Unit planner documentation Migration of Scope and Sequences to Vic Curriculum 2.0 Senior Years Curriculum Review Adjusting structures of elective programs Reviewing Mentor Curriculum Program Implementation of Curriculum Glossary <p>EAL</p> <ul style="list-style-type: none"> Updated EAL Curriculum reporting documentation Tiered approach to EAL students <p>Literacy Skills Development Project</p> <ul style="list-style-type: none"> Prep – 12 rebuild of Scope and Sequence in line with 2.0 and specific focus on 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Curriculum co-ordinator (s) <input checked="" type="checkbox"/> Data leader <input checked="" type="checkbox"/> Education support <input checked="" type="checkbox"/> KLA leader <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Literacy leader <input checked="" type="checkbox"/> Numeracy leader <input checked="" type="checkbox"/> PLC leaders 	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Demonstration lessons 	<ul style="list-style-type: none"> <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 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site

<p>Literacy based skill building</p> <ul style="list-style-type: none"> • 7-10 Rebuilding Skills Continuum in Numeracy • Prep – 6 Aligning assessment with 2.0 • Developing a Resource packet for English staff to utilise • Building on the resource packet for wider staff to access • P-6 Literacy Programs <p>*Reading Framework – review</p> <p>*Little Learner Love Literacy (P-2)</p> <p>*MRC Spelling</p> <p>*Oral Language- review and develop program</p> <ul style="list-style-type: none"> • VCE Vocational Major <p>*Update curriculum documents to review new Vocational Major program.</p> <p>*Audit programs and ensure Curriculum is being met</p> <p>*Audit the resources being used to teach program.</p> <p>*Review the overall program structure – Taking into account the VET component</p> <p>*Establish long-standing repeatable projects across Year 11 and 12</p> <ul style="list-style-type: none"> • P-6 working 						
---	--	--	--	--	--	--

<p>alongside Mental Health and Wellbeing Leader to align curriculum strategies in Inquiry (Garden)</p> <p>HITS:</p> <ul style="list-style-type: none"> • Literacy Skills Development Project *Creating a resource packet that is accessible for all staff across the College to assist with Literacy of Writing *Sharing Literacy Toolkit resources with wider staff to implement in their planning. *Creating an action plan of introducing Domain specific literacy activities • Auditing of curriculum planning to include HITS strategies and best practice * Further HITS-focused Learning Specialist Videos of Practice * Learning Specialist Instructional Coaching cycles <p>Quality Assessments, Developmental Rubrics and Ongoing Feedback:</p> <ul style="list-style-type: none"> • Reviewing current assessments in all domains. • Ensuring that they are specifically targeting the appropriate Vic Curriculum • Adjusting assessments to Vic 						
--	--	--	--	--	--	--

<p>Curriculum 2.0</p> <ul style="list-style-type: none"> • Trailing <p>Developmental Rubrics in pilot groups across Years 7 – 10</p> <p>*Years 7 – 10 Mathematics</p> <p>*Year 9 English</p> <p>*Year 8/9 Humanities</p> <ul style="list-style-type: none"> • Developmental Rubrics - across Inquiry P-6 • Exploring <p>Developmental Rubrics in Year 1 and 3 across all domain areas.</p> <p>Moderation:</p> <p>*Highlight and continue developing and refining moderation practices across the College</p> <p>*Introduction of P-6 Moderation Document. Track from Term to Term</p> <p>PLC:</p> <ul style="list-style-type: none"> • Follow a consistent approach to PLCs by referring to our Ways of Working • Ensure staff understand the purpose and focus of PLC through clearly established agendas, and its priority as protected time. • Use student data to inform pacing of the 						
--	--	--	--	--	--	--

<p>curriculum and adjustments to lessons (along with Data Walls in P-6 and ZPD in Literacy and Numeracy)</p> <ul style="list-style-type: none">• Having a clear PLC focus that emphasises building teacher capacity and collaboration.• Opportunities to share successes and build collective efficacy and responsibility• Continue to highlight the PLC cycle and the stages teams are working at during meetings						
--	--	--	--	--	--	--