

# 2019 Annual Implementation Plan

## for improving student outcomes

Lake Bolac College (0854)



Submitted for review by George Porter (School Principal) on 06 December, 2018 at 10:59 AM  
Endorsed by Paul Nolan (Senior Education Improvement Leader) on 15 February, 2019 at 10:58 AM  
Endorsed by Julia Dawes (School Council President) on 25 February, 2019 at 11:00 AM

## Self-evaluation Summary - 2019

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

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

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

<b>Enter your reflective comments</b>	The College is performing well against the FISO continuum. In the first 3 years of our SSP we have embedded the structures to support each of these elements. In this the final year of our SSP we will focus on fine tuning these programs and reflecting of their effectiveness as we prepare for our next SSP.
<b>Considerations for 2019</b>	We hope to continue to emphasis academic achievement in senior secondary students, We believe that our continued focus on Literacy and Numeracy achievement and growth as well as a renewed concentration on Student Voice and Agency will do this.
<b>Documents that support this plan</b>	

## SSP Goals Targets and KIS

<b>Goal 1</b>	To improve student growth in Literacy and Numeracy.
<b>Target 1.1</b>	<ul style="list-style-type: none"> <li>• All students will demonstrate 1 years growth within 1 year, as demonstrated by PAT testing.</li> <li>• Relative growth data (3-5, 5-7, 7-9) across Reading, Writing, Numeracy, Spelling as indicated through NAPLAN, are consistently above state mean.</li> </ul>
<b>Key Improvement Strategy 1.a</b> Building practice excellence	Implement the Workshop Model and Best Practice for Literacy/Numeracy instruction across the school via PLT and PLC structures.
<b>Key Improvement Strategy 1.b</b> Instructional and shared leadership	Literacy Leaders to participate in Network Community of Practice.
<b>Goal 2</b>	<ul style="list-style-type: none"> <li>• To promote high levels of student engagement with their learning and connectedness with their peers, their teachers, their school and community.</li> </ul>
<b>Target 2.1</b>	<ul style="list-style-type: none"> <li>• ATTS variables, related to Teaching and Learning, are at or above 75% positive endorsement.</li> </ul>
<b>Key Improvement Strategy 2.a</b> Empowering students and building school pride	<ul style="list-style-type: none"> <li>• Introduce the Amplify practice guide to encourage student voice, agency and leadership.</li> </ul>
<b>Key Improvement Strategy 2.b</b> Empowering students and building school pride	<ul style="list-style-type: none"> <li>• Develop a whole school approach for collecting feedback from students about their learning experiences.</li> </ul>



## Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
To improve student growth in Literacy and Numeracy.	Yes	<ul style="list-style-type: none"> <li>All students will demonstrate 1 years growth within 1 year, as demonstrated by PAT testing.</li> <li>Relative growth data (3-5, 5-7, 7-9) across Reading, Writing, Numeracy, Spelling as indicated through NAPLAN, are consistently above state mean.</li> </ul>	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>All students will demonstrate 1 years growth within 1 year, as demonstrated by PAT testing. Relative growth data (3-5, 5-7, 7-9) across Reading, Writing, Numeracy, Spelling as indicated through NAPLAN, are consistently above state mean</p>
<ul style="list-style-type: none"> <li>To promote high levels of student engagement with their learning and connectedness with their peers, their teachers, their school and community.</li> </ul>	Yes	<ul style="list-style-type: none"> <li>ATTS variables, related to Teaching and Learning, are at or above 75% positive endorsement.</li> </ul>	<p>ATTS variables, related to Teaching and Learning, are at or above 75% positive endorsement</p>

<b>Goal 1</b>	To improve student growth in Literacy and Numeracy.
<b>12 Month Target 1.1</b>	All students will demonstrate 1 years growth within 1 year, as demonstrated by PAT testing. Relative growth data (3-5, 5-7, 7-9) across Reading, Writing, Numeracy, Spelling as indicated through NAPLAN, are consistently above state mean
<b>Key Improvement Strategies</b>	Is this KIS selected for focus this year?

<b>KIS 1</b> Building practice excellence	Implement the Workshop Model and Best Practice for Literacy/Numeracy instruction across the school via PLT and PLC structures.	Yes
<b>KIS 2</b> Instructional and shared leadership	Literacy Leaders to participate in Network Community of Practice.	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.	We believe that these two KIS will not only improve student growth in Literacy and Numeracy but the learning and skills teachers will gain will be transferred to all other subject areas. The KIS will also assist us moving from Embedding to Excelling in both Building practice excellence and Instructional and shared Leadership. This aligns completely with our SSP goals and targets.	
<b>Goal 2</b>	<ul style="list-style-type: none"> <li>To promote high levels of student engagement with their learning and connectedness with their peers, their teachers, their school and community.</li> </ul>	
<b>12 Month Target 2.1</b>	ATTS variables, related to Teaching and Learning, are at or above 75% positive endorsement	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> Empowering students and building school pride	<ul style="list-style-type: none"> <li>Introduce the Amplify practice guide to encourage student voice, agency and leadership.</li> </ul>	Yes
<b>KIS 2</b> Empowering students and building school pride	<ul style="list-style-type: none"> <li>Develop a whole school approach for collecting feedback from students about their learning experiences.</li> </ul>	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.

These two KIS will further engage students in their learning, build a sense of connectedness and assist teachers to cater for individual students learning needs in each of their classes. They will assist us moving from embedding to excelling along the continuum. They align with SSP goals and targets.



## Define Actions, Outcomes and Activities

<b>Goal 1</b>	To improve student growth in Literacy and Numeracy.			
<b>12 Month Target 1.1</b>	All students will demonstrate 1 years growth within 1 year, as demonstrated by PAT testing. Relative growth data (3-5, 5-7, 7-9) across Reading, Writing, Numeracy, Spelling as indicated through NAPLAN, are consistently above state mean			
<b>KIS 1</b> Building practice excellence	Implement the Workshop Model and Best Practice for Literacy/Numeracy instruction across the school via PLT and PLC structures.			
<b>Actions</b>	Through PLTs and PLC implement the Workshop Model including Peer Observation and Whole School Planning Provide PL for all staff on Workshop Model and Best Practice for Literacy/Numeracy instruction Train at least 1 more teacher through both the Leading Literacy and Leading Numeracy			
<b>Outcomes</b>	We expect to see all teachers using the Workshop Model and using Best Practice for Literacy/Numeracy Instruction in every Literacy and Numeracy Class That there are high levels of skill and understanding demonstrated by all teachers That elements of this practice is evident in other subjects across the school			
<b>Success Indicators</b>	PAT, I Can statements and NAPLAN results show all students making one years learning growth in one year.			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
PLT cycle/process updated	<input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> School Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$100.00  <input type="checkbox"/> Equity funding will be used
Complete 2 PLT cycles	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> School Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$100.00

				<input type="checkbox"/> Equity funding will be used
PLC Professional Learning program developed and delivered	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> School Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00  <input type="checkbox"/> Equity funding will be used
Train at least 1 additional Literacy Leader and 2 Numeracy Leaders	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$2,000.00  <input checked="" type="checkbox"/> Equity funding will be used
<b>KIS 2</b> Instructional and shared leadership	Literacy Leaders to participate in Network Community of Practice.			
<b>Actions</b>	Workforce Planning and Strategic Resource Management - Provision to release Literacy Leader to attend Ararat and Pyrenees Network Literacy Teacher Community of Practice.  Professional Learning - Literacy Leader to attend Ararat and Pyrenees Network Literacy Teacher Community of Practice.  Monitoring using the Improvement Cycle - Contribute quantitative data and other evidence for use in the Ararat and Pyrenees Network Literacy Teacher Community of Practice.			

<b>Outcomes</b>	Highly developed skills and knowledge within our Literacy Leaders Teachers know which students are in top two bands and consciously work to ensure achieve the same results in 2 years time.			
<b>Success Indicators</b>	The number of students remaining in the top two bands in Year 3 to 5 and Year 7 to 9 remain the same or increase.			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Provision to release Literacy Leader to attend Ararat and Pyrenees Network Literacy Teacher Community of Practice.	<input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Literacy Leader to attend Ararat and Pyrenees Network Literacy Teacher Community of Practice.	<input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Contribute quantitative data and other evidence for use in the Ararat and Pyrenees Network Literacy Teacher Community of Practice.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Literacy Leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$100.00  <input type="checkbox"/> Equity funding will be used
<b>Goal 2</b>	<ul style="list-style-type: none"> <li>To promote high levels of student engagement with their learning and connectedness with their peers, their teachers, their school and community.</li> </ul>			
<b>12 Month Target 2.1</b>	ATTS variables, related to Teaching and Learning, are at or above 75% positive endorsement			
<b>KIS 1</b> Empowering students and building school pride	<ul style="list-style-type: none"> <li>Introduce the Amplify practice guide to encourage student voice, agency and leadership.</li> </ul>			

<b>Actions</b>	<p>Workforce Planning and Strategic Resource Management</p> <ul style="list-style-type: none"> <li>- Allocation of time for teacher PD and Planning</li> <li>- Allocation of time and resources for Students to engage in the Amplify practices</li> <li>- Appoint a teacher to be in charge and lead Student Voice, Agency and Leadership</li> </ul> <p>Professional Learning</p> <ul style="list-style-type: none"> <li>- Dedicate PLC time for Amplify activities, sharing best practice and planning together</li> </ul> <p>Monitoring using the Improvement Cycle</p> <ul style="list-style-type: none"> <li>- Use the ATTS survey results to monitor Teaching and Learning.</li> </ul>			
<b>Outcomes</b>	<p>Students taking more ownership of their learning in ILP conversations and goals</p> <p>Teachers working with students to determine Learning task that are individualized</p>			
<b>Success Indicators</b>	<p>High levels of agreement by students that Teaching and Learning and Connectedness to School is positive</p>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
- Allocation of time for teacher PD and Planning	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$100.00  <input type="checkbox"/> Equity funding will be used
- Allocation of time and resources for Students to engage in the Amplify practices	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$100.00  <input type="checkbox"/> Equity funding will be used
- Appoint a teacher to be in charge and lead Student Voice, Agency and Leadership	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$2,000.00  <input checked="" type="checkbox"/> Equity funding will be used

- Dedicate PLC time for Amplify activities, sharing best practice and planning together	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$100.00  <input type="checkbox"/> Equity funding will be used
- Use the ATTS survey results to monitor Teaching and Learning.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$100.00  <input type="checkbox"/> Equity funding will be used
<b>KIS 2</b> Empowering students and building school pride	<ul style="list-style-type: none"> <li>Develop a whole school approach for collecting feedback from students about their learning experiences.</li> </ul>			
<b>Actions</b>	<p>Workforce Planning and Strategic Resource Management</p> <ul style="list-style-type: none"> <li>- Allocation of time for teacher PD and Planning</li> <li>- Allocation of time and resources for Students to provide feedback</li> <li>- Investigate Feedback tools e.g. Pivot Surveys</li> </ul> <p>Professional Learning</p> <ul style="list-style-type: none"> <li>- Dedicate PLC time for Student Feedback activities, sharing best practice and planning together</li> </ul> <p>Monitoring using the Improvement Cycle</p> <ul style="list-style-type: none"> <li>- Use the ATTS survey results to monitor Teaching and Learning.</li> </ul>			
<b>Outcomes</b>	<p>Teachers regularly collecting feedback from students on Teaching and Learning Practice, Curriculum, Engagement and Well-being experiences</p> <p>Teachers reflecting on this feedback and improving their practices</p> <p>Students improving their ability to provide quality feedback and articulate their learning needs</p>			
<b>Success Indicators</b>	High levels of agreement by students that Teaching and Learning and Connectedness to School is positive			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>

- Allocation of time for teacher PD and Planning	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$100.00  <input type="checkbox"/> Equity funding will be used
- Allocation of time and resources for Students to provide feedback	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$100.00  <input type="checkbox"/> Equity funding will be used
- Investigate Feedback tools e.g. Pivot Surveys	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1	\$2,000.00  <input type="checkbox"/> Equity funding will be used
- Dedicate PLC time for Student Feedback activities, sharing best practice and planning together	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$100.00  <input type="checkbox"/> Equity funding will be used
- Use the ATTS survey results to monitor Teaching and Learning.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$100.00  <input type="checkbox"/> Equity funding will be used

# Equity Funding Planner

## Equity Spending Totals

Category	Total proposed budget (\$)	Spend (\$)
Equity funding associated with Activities and Milestones	\$8,000.00	\$34,361.00
Additional Equity funding	\$144,807.92	\$74,807.92
<b>Grand Total</b>	<b>\$152,807.92</b>	<b>\$109,168.92</b>

## Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Train at least 1 additional Literacy Leader and 2 Numeracy Leaders	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT	\$2,000.00	\$2,000.00
Provision to release Literacy Leader to attend Ararat and Pyrenees Network Literacy Teacher Community of Practice.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> CRT	\$2,000.00	\$2,000.00
Literacy Leader to attend Ararat and Pyrenees Network Literacy Teacher Community of Practice.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> CRT	\$2,000.00	\$2,000.00
- Appoint a teacher to be in charge and lead Student Voice, Agency and Leadership	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> School-based staffing	\$2,000.00	\$28,361.00

<b>Totals</b>		\$8,000.00	\$34,361.00
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### Additional Equity spend

Outline here any additional Equity spend for 2019	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Welling Being Support - Social Worker	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$25,000.00	\$25,000.00
Student Learning Support	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources	\$100,000.00	\$30,000.00
1:1 Learning devices	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources	\$13,000.00	\$13,000.00
Professional Learning for intervention, disabilities and 7 Steps to Writing Success.	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT	\$6,807.92	\$6,807.92
<b>Totals</b>			\$144,807.92	\$74,807.92



## Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
PLT cycle/process updated	<input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> School Leadership Team	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Complete 2 PLT cycles	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> School Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
PLC Professional Learning program developed and delivered	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> School Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

Train at least 1 additional Literacy Leader and 2 Numeracy Leaders	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Leadership Team	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Professional Practice Day	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Bastow program/course <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> Off-site BASTOW / Network Literacy Leaders
Provision to release Literacy Leader to attend Ararat and Pyrenees Network Literacy Teacher Community of Practice.	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Network Professional Learning <input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> Off-site Network CoP
Literacy Leader to attend Ararat and Pyrenees Network Literacy Teacher Community of Practice.	<input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> Network Professional Learning	<input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> Off-site Network CoP
Contribute quantitative data and other evidence for use in the Ararat and Pyrenees Network Literacy Teacher Community of Practice.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Literacy Leader	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Network Professional Learning	<input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> Off-site Network CoP
- Dedicate PLC time for Amplify activities, sharing best practice and planning together	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Communities of Practice <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> VCAA Curriculum Specialist <input checked="" type="checkbox"/> Departmental resources	<input checked="" type="checkbox"/> On-site

			<input checked="" type="checkbox"/> Student voice, including input and feedback		Amplify	
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