

# 2024 Annual Implementation Plan

## for improving student outcomes

Peter Lalor Secondary College (7217)



Submitted for review by David Husk (School Principal) on 16 January, 2024 at 03:14 PM  
Endorsed by Losh Pillay (Senior Education Improvement Leader) on 23 January, 2024 at 10:12 AM  
Endorsed by Colleen Monteleone (School Council President) on 27 March, 2024 at 03:29 PM

## Self-evaluation summary - 2024

	FISO 2.0 outcomes	Self-evaluation level
<b>Learning</b>	Learning is the ongoing acquisition by students of knowledge, skills and capabilities, including those defined by the Victorian Curriculum and senior secondary pathways.	

<b>Wellbeing</b>	Wellbeing is the development of the capabilities necessary to thrive, contribute and respond positively to challenges and opportunities of life.	
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	FISO 2.0 Dimensions	Self-evaluation level
<b>Leadership</b>	The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	

<b>Teaching and learning</b>	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	
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	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	
<b>Assessment</b>	Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.	
	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	
<b>Engagement</b>	Strong relationships and active partnerships between schools and families/carers, communities, and organisations to strengthen students' participation and engagement in school	
	Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	
<b>Support and resources</b>	Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	
	Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students	

<b>Enter your reflective comments</b>	
<b>Considerations for 2024</b>	
<b>Documents that support this plan</b>	

## Select annual goals and KIS

Four-year strategic goals	Is this selected for focus this year?	Four-year strategic targets	12-month target
<p><b>Priorities goal</b>            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>	<p>Yes</p>	<p>Support for the priorities</p>	<p>The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>The four-year strategic target was to have 30% of students at Peter Lalor Secondary College achieve one year's growth or more, based on PAT Reading Comprehension Assessment, from 2023 to 2024. The difficulty with this target is in being able to capture all students in the PAT assessment due to inconsistent attendance and the drain on resources to capture these students. The same applies to have 25% of students at Peter Lalor Secondary College achieve one year's growth or more, based on PAT Maths Assessment, from 2023 to 2024. With the introduction of a new assessment model for literacy and numeracy in 2024 (Education Perfect) and the establishment of working PLC teams with facilitators ongoing development and capacity building, we should see an increased improvement in literacy and numeracy targets. The aim for PLSC would be to see "growth" (student improvement) in literacy/numeracy for all students across all year levels. We will be able to gauge in % terms at the end of PLC improvement cycles. Improve the percentage positive endorsement for the "academic emphasis" factor (to 75%), and the "collective focus on</p>

			student learning" factor (to 75%) in the School Staff Survey.Improve student attendance by a 20% reduction (9 days) in overall absences (44.6 in 2020, down to 35 in 2024).Move unexplained absence to 10 days a year in advance of the 2024 target (29.6 in 2020, down to 10 in 2024).
Improve student learning outcomes.	No	Improve literacy outcomes: <ul style="list-style-type: none"> <li>To have students at Peter Lalor Secondary College achieve one year's growth or more, based on Fountas and Pinnell data, from 40% in 2021 to 50% in 2024.</li> <li>To have 30% of students at Peter Lalor Secondary College achieve one year's growth or more, based on PAT Reading Comprehension Assessment, from 2021 to 2024.</li> </ul>	
		Improve numeracy outcome: <ul style="list-style-type: none"> <li>To have 25% of students at Peter Lalor Secondary College achieve one year's growth or more, based on PAT Maths Assessment, from 2021 to 2024.</li> </ul>	
		Improve the percentage positive endorsement for the following factors in the School Staff Survey: <ul style="list-style-type: none"> <li>academic emphasis from 59% (2019) to 80% (2024)</li> <li>collective focus on student learning from 64% (2019) to 80% (2024)</li> </ul>	
Improve outcomes in pathways and transitions.	No	Improve the percentage of positive pathways outcomes for students from 50% (2021) to 75% (2024)	
		Improve the percentage of students with Career Action Plans (CAPs) from 50% (2020) to 90% (2024)	

		Improve the percentage participation rate of students in Student Workplace Learning (SWL) from 32.25% (2020) to 80% (2024)	
Improve student engagement.	No	<p>Improve the levels of student positivity regarding their engagement in school programs with improved positive endorsement in the Attitudes to Schools Survey for Learner Characteristics and Disposition and Social Engagement</p> <p>Learner characteristics and disposition</p> <ul style="list-style-type: none"> <li>• Attitudes to attendance from 92 percent (2019) to 95 percent (2024)</li> <li>• Motivation and interest from 95 percent (2019) to 96 percent (2024)</li> <li>• Resilience from 92 percent (2019) to 95 percent (2024)</li> <li>• Self-regulation and goal setting from 91 percent (2019) to 95 percent (2024)</li> <li>• Learning confidence from 93 percent (2019) to 95 percent (2024)</li> </ul> <p>Social Engagement</p> <ul style="list-style-type: none"> <li>• Sense of connectedness from 94 percent (2019) to 95 percent (2024)</li> <li>• School staged transition (Year 10-12) from 96 percent (2019) to 97 percent (2024)</li> <li>• Student voice and agency from 95 percent (2019) to 96 percent (2024)</li> </ul>	

	<p>Improve staff attitudes regarding their capability to implement school-wide learning programs. Improvement will be determined by increasing the percentage of endorsement in the Staff Attitudes to Schools Survey in the following areas:</p> <ul style="list-style-type: none"> <li>• School Climate: From 53.5 percent (2021) to 60 percent (2024)</li> <li>• Professional Learning: From 52.8 percent (2021) to 65 percent (2024)</li> <li>• Teaching and Learning- Practice Improvement: From 54.2 percent (2021) to 65 percent (2024)</li> <li>• Teaching and Learning-Planning: From 55.6 percent (2021) to 65 percent (2024)</li> </ul>	
	<p>Improve student attendance across all year levels.</p> <ul style="list-style-type: none"> <li>• Decrease the average number of student absence days from 44.6 (2020) to 30 (2024)</li> <li>• Decrease the average number of student unexplained absence days from 29.6 (2020) to 10 (2024).</li> </ul>	

<b>Goal 1</b>	<p><b>Priorities goal</b>  <b>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.</b></p>
<b>12-month target 1.1-month target</b>	<p>The four-year strategic target was to have 30% of students at Peter Lalor Secondary College achieve one year's growth or more, based on PAT Reading Comprehension Assessment, from 2023 to 2024. The difficulty with this target is in being able to capture all students in the PAT assessment due to inconsistent attendance and the drain on resources to capture these students. The same applies to have 25% of students at Peter Lalor Secondary College achieve one year's growth or more, based on PAT Maths Assessment, from 2023 to 2024. With the introduction of a new assessment model for literacy and numeracy in 2024 (Education Perfect) and the establishment of working PLC teams with facilitators ongoing development and capacity building, we should see an increased improvement in literacy and numeracy targets. The aim for PLSC would be to see "growth" (student improvement) in literacy/numeracy for all students across all year levels. We will be able to gauge in % terms at the end of PLC improvement cycles.</p> <p>Improve the percentage positive endorsement for the "academic emphasis" factor (to 75%), and the "collective focus on student learning" factor (to 75%) in the School Staff Survey.</p>



	<p>Improve student attendance by a 20% reduction (9 days) in overall absences (44.6 in 2020, down to 35 in 2024).          Move unexplained absence to 10 days a year in advance of the 2024 target (29.6 in 2020, down to 10 in 2024).</p>	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1.a</b>	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy	Yes
<b>KIS 1.b</b>	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2024.	

## Define actions, outcomes, success indicators and activities

<b>Goal 1</b>	<b>Priorities goal</b> 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.
<b>12-month target 1.1 target</b>	<p>The four-year strategic target was to have 30% of students at Peter Lalor Secondary College achieve one year's growth or more, based on PAT Reading Comprehension Assessment, from 2023 to 2024. The difficulty with this target is in being able to capture all students in the PAT assessment due to inconsistent attendance and the drain on resources to capture these students. The same applies to have 25% of students at Peter Lalor Secondary College achieve one year's growth or more, based on PAT Maths Assessment, from 2023 to 2024. With the introduction of a new assessment model for literacy and numeracy in 2024 (Education Perfect) and the establishment of working PLC teams with facilitators ongoing development and capacity building, we should see an increased improvement in literacy and numeracy targets. The aim for PLSC would be to see "growth" (student improvement) in literacy/numeracy for all students across all year levels. We will be able to gauge in % terms at the end of PLC improvement cycles. Improve the percentage positive endorsement for the "academic emphasis" factor (to 75%), and the "collective focus on student learning" factor (to 75%) in the School Staff Survey.</p> <p>Improve student attendance by a 20% reduction (9 days) in overall absences (44.6 in 2020, down to 35 in 2024).          Move unexplained absence to 10 days a year in advance of the 2024 target (29.6 in 2020, down to 10 in 2024).</p>
<b>KIS 1.a</b> The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
<b>Actions</b>	Build staff understanding and commitment to the pedagogical values of the HIES/HIWS in their everyday teaching practices and interactions with staff and students Build staff capacity in assessment and differentiation in mathematics and literacy in order to identify and meet students' individual learning needs. Expand the student Learner Profile process across the school to include ALL students, and build the capacity of staff in the use of these profiles to inform teacher planning and the documentation of high frequency/intensity (Tier 3) adjustments for individual students within the lesson plan templates.

<p><b>Outcomes</b></p>	<p>Students:</p> <ul style="list-style-type: none"> <li>• Increased understanding and collaboration with teachers in accessing of learning intentions that connect to their real world (5 Pillars of Applied Learning &amp; UDL Principles).</li> <li>• Improved student understanding of the expected outcomes for learning growth and attainment (through a reflective PLC process)</li> </ul> <p>Teachers:</p> <ul style="list-style-type: none"> <li>• Teachers will understand the new VCE VM curriculum and plan for teaching and learning activities that enable students to meet outcomes through a guaranteed and viable curriculum, especially in Units 3 &amp; 4.</li> <li>• Teachers will deliver high-quality lessons using evidence-informed practices (HITS and UDL principles).</li> <li>• Improved consistency in teacher practice and planning.</li> <li>• Improved teacher confidence and skill in the use of a range of student data to plan for responsive teaching and learning programs.</li> <li>• Improved differentiation in teacher pedagogy, lesson plans, and assessments, to ensure learners of all abilities can access the curriculum and engage in stimulating learning experiences that enable them to achieve learning growth.</li> </ul> <p>Leadership:</p> <ul style="list-style-type: none"> <li>• Leaders will develop a culture of, and consistently demonstrate, high expectations for every student's learning (growth for every student).</li> <li>• Leaders will build positive and trusting relationships among and between teachers, students, families/carers and the broader school community.</li> <li>• Leadership will continue to support and capacity building for PLC instructional leaders who will provide targeted guidance and support to teachers and staff, based on student outcomes and feedback, teaching, engagement and support practices, and contemporary research.</li> <li>• Embedding of sustainable processes for collaboration and professional development, including classroom observation and modelling of effective practice and feedback.</li> <li>• Leaders will establish effective systems to support development of staff data literacy and analysis capabilities through the implementation of Education Perfect, the PLC Inquiry Cycle and regional support when required to build teacher capacity.</li> </ul>

<p><b>Success Indicators</b></p>	<p>Curriculum documentation will show plans for differentiation in mathematics through the PLSC Lesson Plan Template</p> <ul style="list-style-type: none"> <li>Formative and summative mathematics assessment rubrics will show student learning growth through the PLC inquiry Cycle</li> <li>Pre-unit and post-unit assessment results will be documented and regularly analysed to inform future planning through the PLC inquiry Cycle</li> <li>Student IEPs will describe teaching strategies, adjustments and supports to meet their needs, and implementation, monitoring and evaluation of IEPs</li> <li>Staff understanding and commitment to the pedagogical values of the HIES/HIWS in their everyday teaching practices and interactions with staff and students will be documented in PLSC Unit Plans and Lesson Plans.</li> <li>All Year 12-unit plans, and scope and sequence documentation will show direct links to the VCE VM curriculum.</li> <li>100% of staff using the PLSC instructional model as evidenced; in their lesson planning documentation, observed in learning walks, and on student- and self-report measures.</li> <li>80% of staff will rate the use of PLCs at PLSC as evolving on the dimensions of “building PLCs through a culture of collaboration for improvement”, “data used to focus and drive collaborative improvement and evaluate impact on learning”, and “building practice excellency” on the PLC maturity matrix, by the end of Term 2, 2024.</li> <li>Increased positive endorsement on the Staff Survey for the following indicators –</li> <li>School Climate: collective efficacy / guaranteed and viable curriculum / teacher collaboration</li> <li>Teaching and Learning: use of high impact strategies / professional learning through peer observation / use pedagogical model documented through Peer Observation feedback documents</li> </ul>			
<p><b>Activities</b></p>	<p><b>People responsible</b></p>	<p><b>Is this a PL priority</b></p>	<p><b>When</b></p>	<p><b>Activity cost and funding streams</b></p>
<p>Build staff understanding and commitment to the pedagogical values of the HIES/HIWS in their everyday teaching practices and interactions with staff and students</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assistant principal</li> <li><input checked="" type="checkbox"/> Leadership team</li> <li><input checked="" type="checkbox"/> School improvement team</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> PLP Priority</li> </ul>	<p>from: Term 1 to: Term 4</p>	<p>\$149,000.00</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Equity funding will be used</li> </ul>
<p>Expand the Student Learner Profile (Disability Inclusion) process across the school to include ALL students, and build the capacity of staff in the use of these profiles to inform teacher planning and the</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assistant principal</li> <li><input checked="" type="checkbox"/> Leadership team</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> PLP Priority</li> </ul>	<p>from: Term 1</p>	<p>\$48,151.00</p>

documentation of high frequency/intensity (Tier 3) adjustments for individual students within the lesson plan templates.	<input checked="" type="checkbox"/> School improvement team		to: Term 3	<input checked="" type="checkbox"/> Equity funding will be used
Build staff capacity in assessment and differentiation in mathematics and literacy in order to identify and meet students' individual learning needs.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Numeracy improvement teacher <input checked="" type="checkbox"/> PLC leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$35,000.00  <input checked="" type="checkbox"/> Equity funding will be used
<b>KIS 1.b</b> The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
<b>Actions</b>	Strengthen the whole school approach towards social and emotional learning through: <ul style="list-style-type: none"> <li>• Implementation of the Respectful Relationships curriculum at Year 10 through a dedicated timetabled Health program and various whole school approaches to respectful relationships as appropriate</li> <li>• Implementation of the Peter Lalor Secondary College Best Practice Berry Street Initiatives as a whole school trauma approach to support student social and emotional learning</li> </ul>			
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>• Students will report improved emotional awareness and resilience</li> <li>• Students will be able to explain what positive mental health means and where they can seek support at school</li> <li>• Student leaders will be able to recognise, respond to and refer mental health emergencies</li> <li>• Teachers will plan for and implement social and emotional learning within their curriculum areas such as Unit Plans and Lesson Plans</li> <li>• Teachers will be able to recognise, respond to and refer students' mental health needs</li> <li>• Leaders will support the continuous development, documentation and revision of whole school wellbeing approaches</li> </ul>			

	<ul style="list-style-type: none"> <li>Wellbeing team will directly support students' mental health and/or provide referrals</li> </ul>			
<b>Success Indicators</b>	<ul style="list-style-type: none"> <li>Curriculum documentation will show plans for social and emotional learning in Year 10</li> <li>Notes from learning walks and peer observation will show how staff are embedding social and emotional learning (Term 3)</li> <li>Student support resources displayed around the school will show how students can seek support</li> </ul>			
<b>Activities</b>	<b>People responsible</b>	<b>Is this a PL priority</b>	<b>When</b>	<b>Activity cost and funding streams</b>
Implementation of the Peter Lalor Secondary College Berry Street Best Practice Initiatives as a whole school trauma approach to support student social and emotional learning	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assistant principal</li> <li><input checked="" type="checkbox"/> Leadership team</li> <li><input checked="" type="checkbox"/> Mental health and wellbeing leader</li> <li><input checked="" type="checkbox"/> School improvement team</li> </ul>	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$40,000.00  <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  <input checked="" type="checkbox"/> Other funding will be used
Implementation of the Respectful Relationships curriculum at Year 10 through a dedicated timetabled Health program and various whole school approaches to respectful relationships as appropriate	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assistant principal</li> <li><input checked="" type="checkbox"/> Leadership team</li> <li><input checked="" type="checkbox"/> Respectful relationships implementation team</li> <li><input checked="" type="checkbox"/> School improvement team</li> </ul>	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$40,000.00  <input checked="" type="checkbox"/> Equity funding will be used

## Funding planner

### Summary of budget and allocated funding

Summary of budget	School's total funding (\$)	Funding allocated in activities (\$)	Still available/shortfall
Equity Funding	\$219,591.87	\$272,151.00	-\$52,559.13
Disability Inclusion Tier 2 Funding	\$83,151.60	\$35,000.00	\$48,151.60
Schools Mental Health Fund and Menu	\$27,957.50	\$40,000.00	-\$12,042.50
<b>Total</b>	<b>\$330,700.97</b>	<b>\$347,151.00</b>	<b>-\$16,450.03</b>

### Activities and milestones – Total Budget

Activities and milestones	Budget
Build staff understanding and commitment to the pedagogical values of the HIES/HIWS in their everyday teaching practices and interactions with staff and students	\$149,000.00
Expand the Student Learner Profile (Disability Inclusion) process across the school to include ALL students, and build the capacity of staff in the use of these profiles to inform teacher planning and the documentation of high frequency/intensity (Tier 3) adjustments for individual students within the lesson plan templates.	\$48,151.00
Build staff capacity in assessment and differentiation in mathematics and literacy in order to identify and meet students' individual learning needs.	\$35,000.00
Implementation of the Peter Lalor Secondary College Berry Street Best Practice Initiatives as a whole school trauma approach to support student social and emotional learning	\$40,000.00
Implementation of the Respectful Relationships curriculum at Year 10 through a dedicated timetabled Health program	\$40,000.00

and various whole school approaches to respectful relationships as appropriate	
<b>Totals</b>	\$312,151.00

## Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated (\$)	Category
Build staff understanding and commitment to the pedagogical values of the HIES/HIWS in their everyday teaching practices and interactions with staff and students	from: Term 1 to: Term 4	\$149,000.00	<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)
Expand the Student Learner Profile (Disability Inclusion) process across the school to include ALL students, and build the capacity of staff in the use of these profiles to inform teacher planning and the documentation of high frequency/intensity (Tier 3) adjustments for individual students within the lesson plan templates.	from: Term 1 to: Term 3	\$48,151.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Other Fund student service POR
Build staff capacity in assessment and differentiation in mathematics and literacy in order to identify and meet students' individual learning needs.	from: Term 1 to: Term 4	\$35,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
Implementation of the Respectful Relationships curriculum at Year 10 through a dedicated timetabled Health program and various whole school approaches to respectful relationships as appropriate	from: Term 1 to: Term 4	\$40,000.00	<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"/> Support services



<b>Totals</b>		\$272,151.00	
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### Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated (\$)	Category
Implementation of the Peter Lalor Secondary College Berry Street Best Practice Initiatives as a whole school trauma approach to support student social and emotional learning	from: Term 1 to: Term 4	\$35,000.00	<input checked="" type="checkbox"/> Professional learning for school-based staff <ul style="list-style-type: none"> <li>• Teachers</li> </ul> <input checked="" type="checkbox"/> Other workforces to support students with disability <ul style="list-style-type: none"> <li>• School counsellors (inclusive education related services)</li> </ul>
<b>Totals</b>		\$35,000.00	

### Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated (\$)	Category
Implementation of the Peter Lalor Secondary College Berry Street Best Practice Initiatives as a whole school trauma approach to support student social and emotional learning	from: Term 1 to: Term 4	\$40,000.00	
<b>Totals</b>		\$40,000.00	

### 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
Build staff understanding and commitment to the pedagogical values of the HIES/HIWS in their everyday teaching practices and interactions with staff and students	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> School improvement team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Whole school pupil free day <input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Expand the Student Learner Profile (Disability Inclusion) process across the school to include ALL students, and build the capacity of staff in the use of these profiles to inform teacher planning and the documentation of high frequency/intensity (Tier 3) adjustments for individual students within the lesson plan templates.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> School improvement team	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Build staff capacity in assessment and differentiation in mathematics and literacy in order to identify and meet students' individual learning needs.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions <input checked="" type="checkbox"/> PLC/PLT meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> On-site

	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Numeracy improvement teacher</li> <li><input checked="" type="checkbox"/> PLC leaders</li> </ul>					
Implementation of the Peter Lalor Secondary College Berry Street Best Practice Initiatives as a whole school trauma approach to support student social and emotional learning	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assistant principal</li> <li><input checked="" type="checkbox"/> Leadership team</li> <li><input checked="" type="checkbox"/> Mental health and wellbeing leader</li> <li><input checked="" type="checkbox"/> School improvement team</li> </ul>	from: Term 1 to: Term 4	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Planning</li> <li><input checked="" type="checkbox"/> Preparation</li> <li><input checked="" type="checkbox"/> Peer observation including feedback and reflection</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Whole school pupil free day</li> <li><input checked="" type="checkbox"/> Timetabled planning day</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> School improvement partnerships</li> <li><input checked="" type="checkbox"/> Internal staff</li> </ul>	<input checked="" type="checkbox"/> On-site
Implementation of the Respectful Relationships curriculum at Year 10 through a dedicated timetabled Health program and various whole school approaches to respectful relationships as appropriate	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assistant principal</li> <li><input checked="" type="checkbox"/> Leadership team</li> <li><input checked="" type="checkbox"/> Respectful relationships implementation team</li> <li><input checked="" type="checkbox"/> School improvement team</li> </ul>	from: Term 1 to: Term 4	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Planning</li> <li><input checked="" type="checkbox"/> Preparation</li> <li><input checked="" type="checkbox"/> Curriculum development</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Formal school meeting / internal professional learning sessions</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Departmental resources</li> <li>Respectful Relationships Curriculum</li> </ul>	<input checked="" type="checkbox"/> On-site

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