

2020 Annual Implementation Plan

for improving student outcomes

Lalor Secondary College (7985)



Submitted for review by Corey Jewell (School Principal) on 08 December, 2019 at 09:25 PM
Awaiting endorsement by Senior Education Improvement Leader
Awaiting endorsement by School Council President

Self-evaluation Summary - 2020

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

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

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

Enter your reflective comments	<p>The school has commenced a number of key improvement strategies that reflect the identified priorities of the 2018 school review. This includes focusing in on consistent teaching practice linked to the Lalor Secondary College Teaching and Learning Framework. The professional learning and professional practices of 2019 have focused on the components of the Teaching and Learning Framework and this will continue into 2020. This includes the continued use of the Helen Timperley Inquiry Cycle model as a tool to increase teacher capability to assess student need within their classes. It also includes a focus on Literacy through the Key Learning Area Literacy Action Plans.</p> <p>Another identified key improvement strategy was the implementation of the Berry Street Education model. This commenced in 2019 with the training of all staff over 4 days of professional development. This worked continued into the second half of the year with the review of a number of key areas within the college that included : Teaching and Learning, Student Management and Transition, school structure and routine, and student / staff relationships.</p> <p>The implementation of the Berry Street Education Model is a continuing focus for 2020 with a targeted focus on the domains “Body” & “Relationship”. The purpose is to embed these strategies into our teacher practice to help students understand</p>
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	<p>how stress impacts upon their body, their cognitive ability and subsequently their ability to be effective learners, and also for staff to build stronger and richer connections (relationships) with their students (see Pivot research paper) Paper Launch: New research identifies key characteristics of great Maths teachers Pivot Nov 23, 2019 p. 13) Strong connections with students are a critical foundation for effective teaching practices and positive student learning and Maths engagement. This connection involves mutual respect, high expectations and knowing how to stretch and support each student.</p>
<p>Considerations for 2020</p>	<p>The school will continue to focus on the identified priority areas as outlined in the school review. There will be little change moving into 2020 with the focus to remain on the successful implementation of the Berry Street Educational model and the consistent implementation of the Lalor Secondary College Teaching and Learning Framework.</p> <p>The following should be considered for use during 2020 BSEM implementation: The Implementation Grid used by ALL staff as a 'check-list' to gauge if there practice is in-line with BSEM. This included classroom practice, Student Management process (triage conversations), Leadership models BSEM in all interactions with Staff & Students (especially with top-tier students), Parent Engagement.</p>
<p>Documents that support this plan</p>	

SSP Goals Targets and KIS

Goal 1	To maximise student achievement and learning growth across all key learning areas
Target 1.1	By 2022, the percentages of high relative growth years 7-9 in reading will increase from 17% in 2017 to 25%, writing from 18% to 25%, and numeracy from 19% to 25%. The percentages of low growth in each domain to decrease to 25% or less. (To be finalised using 2018 data as a benchmark.)
Target 1.2	By 2022, the VCE median study scores to increase each year to 30 or more. That the VCE % of Study Scores over 40 is on average 5% or greater.
Target 1.3	By 2022, increase the adjusted study score for below expectation VCE studies. That all subject teachers of VCE obtain a positive adjusted study score result.
Target 1.4	By 2022, the percentages of positive responses on the staff survey will increase for the following factors: School Climate module <ul style="list-style-type: none"> ● collective efficacy to 60%, academic emphasis to 60%, guaranteed and viable curriculum to 80%. Teaching and Learning – Practice Improvement module <ul style="list-style-type: none"> ● understanding how to analyse data to 80%.

	(To be finalised using 2018 data as a benchmark.)
Target 1.5	By 2022, improve the general satisfaction positive percentages on the parent opinion survey to at least 85% (82% in 2017.)
Key Improvement Strategy 1.a Building practice excellence	Build teacher capability to provide high-quality and engaging instructional
Key Improvement Strategy 1.b Curriculum planning and assessment	Develop staff capability to use data effectively to improve teaching and learning
Key Improvement Strategy 1.c Instructional and shared leadership	Develop instructional leadership capability in all staff across the college
Key Improvement Strategy 1.d Parents and carers as partners	Engage parents/carers as active partners in their child's learning
Goal 2	To build students as active and responsible learners.
Target 2.1	By 2022 the percentages of positive responses for years 7-12 in the AtSS effective teaching practice domain will increase for teacher concern (from 37% to 50%), differentiated learning challenge (from 57% to 70%), for self-regulation and goal setting (from 73% to 85%) and student voice and agency (from 48% to 65%).
Target 2.2	By 2022, the percentages of positive responses in the parent survey will increase to 85% for all responses in the student cognitive engagement domain.

Target 2.3	By 2022, to have all responses in the Pivot surveys 4 or higher for all staff.
Target 2.4	By 2022, the percentages of positive responses in the staff survey will increase for trust in students and parents to 80% from 67% in 2017, and the knowledge of high-impact teaching strategies to 90%.
Key Improvement Strategy 2.a Empowering students and building school pride	Build staff and student understanding and utilisation of student voice and agency to engage all students in their learning
Key Improvement Strategy 2.b Intellectual engagement and self-awareness	Build an engaged community of cooperative learning

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
To maximise student achievement and learning growth across all key learning areas	Yes	<p>By 2022, the percentages of high relative growth years 7-9 in reading will increase from 17% in 2017 to 25%, writing from 18% to 25%, and numeracy from 19% to 25%. The percentages of low growth in each domain to decrease to 25% or less. (To be finalised using 2018 data as a benchmark.)</p>	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>High Benchmark Growth for Reading Year 7 to 9 will be 23%. High Benchmark Growth for Writing Year 7 to 9 will be 23%. High Benchmark Growth for Numeracy Year 7 to 9 will be 23%.</p>
		<p>By 2022, the VCE median study scores to increase each year to 30 or more.</p> <p>That the VCE % of Study Scores over 40 is on average 5% or greater.</p>	<p>VCE median study scores to be 30 Study Scores of 40 or above to be greater than 5%</p>
		<p>By 2022, increase the adjusted study score for below expectation VCE studies.</p> <p>That all subject teachers of VCE obtain a positive adjusted study score result.</p>	<p>That all subject teachers of VCE obtain a positive adjusted study score result</p>

		<p>By 2022, the percentages of positive responses on the staff survey will increase for the following factors:</p> <p>School Climate module</p> <ul style="list-style-type: none"> • collective efficacy to 60%, academic emphasis to 60%, guaranteed and viable curriculum to 80%. <p>Teaching and Learning – Practice Improvement module</p> <ul style="list-style-type: none"> • understanding how to analyse data to 80%. <p>(To be finalised using 2018 data as a benchmark.)</p>	<p>School Climate module Collective efficacy to 70%, academic emphasis to 70%, guaranteed and viable curriculum to 70%.</p>
		<p>By 2022, improve the general satisfaction positive percentages on the parent opinion survey to at least 85% (82% in 2017.)</p>	<p>Improve the general satisfaction positive percentages on the parent opinion survey to at least 90%</p>
<p>To build students as active and responsible learners.</p>	<p>Yes</p>	<p>By 2022 the percentages of positive responses for years 7-12 in the AtSS effective teaching practice domain will increase for teacher concern (from 37% to 50%), differentiated learning challenge (from 57% to 70%), for self-regulation and goal setting (from 73% to 85%) and student voice and agency (from 48% to 65%).</p>	<p>ATTSS Targets</p> <p>Teacher Concern 1 - My teachers are interested in my Wellbeing - 50%</p> <p>Differentiated Learning Challenge 1 - My teachers give different work to students depending on their ability - 50%</p> <p>Stimulated Learning My teacher makes the work we do in class interesting - 60%</p> <p>Motivation and Interest</p>

			I am learning things that really interest me - 65%
		By 2022, the percentages of positive responses in the parent survey will increase to 85% for all responses in the student cognitive engagement domain.	The percentages of positive responses in the parent survey will increase to 85% for all responses in the student cognitive engagement domain.
		By 2022, to have all responses in the Pivot surveys 4 or higher for all staff.	To have all responses in the Pivot surveys 4.1 or higher for all staff.
		By 2022, the percentages of positive responses in the staff survey will increase for trust in students and parents to 80% from 67% in 2017, and the knowledge of high-impact teaching strategies to 90%.	School Climate - Teacher Collaboration - 50% Positive Response Guaranteed and Viable Curriculum - 50% Positive Response Teaching and Learning Knowledge of high-impact teaching strategies to 85%

Goal 1	To maximise student achievement and learning growth across all key learning areas
12 Month Target 1.1	High Benchmark Growth for Reading Year 7 to 9 will be 23%. High Benchmark Growth for Writing Year 7 to 9 will be 23%. High Benchmark Growth for Numeracy Year 7 to 9 will be 23%.
12 Month Target 1.2	VCE median study scores to be 30 Study Scores of 40 or above to be greater than 5%

12 Month Target 1.3	That all subject teachers of VCE obtain a positive adjusted study score result	
12 Month Target 1.4	School Climate module Collective efficacy to 70%, academic emphasis to 70%, guaranteed and viable curriculum to 70%.	
12 Month Target 1.5	Improve the general satisfaction positive percentages on the parent opinion survey to at least 90%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Building practice excellence	Build teacher capability to provide high-quality and engaging instructional	Yes
KIS 2 Curriculum planning and assessment	Develop staff capability to use data effectively to improve teaching and learning	Yes
KIS 3 Instructional and shared leadership	Develop instructional leadership capability in all staff across the college	No
KIS 4 Parents and carers as partners	Engage parents/carers as active partners in their child's learning	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 review of our NAPLAN data has seen significant Relative and Benchmark Growth from Years 7 to 9 in Spelling, Writing and Numeracy. This indicates some progress around student outcomes as a result of the schools Literacy Focus, as part of the Lalor Secondary College Teaching and Learning Framework. However, the Growth in Reading and Grammar and Punctuation is lower than the schools targets and will be a focus of improvement through the consistent delivery of the Lalor Secondary College Teaching and Learning that incorporates KLA Literacy Action plans focusing on Reading. This continues the work around clear expectations for staff around the consistent delivery for the LSC Teaching and Learning Framework.	
Goal 2	To build students as active and responsible learners.	
12 Month Target 2.1	ATTSS Targets Teacher Concern	

	<p>1 - My teachers are interested in my Wellbeing - 50%</p> <p>Differentiated Learning Challenge 1 - My teachers give different work to students depending on their ability - 50%</p> <p>Stimulated Learning My teacher makes the work we do in class interesting - 60%</p> <p>Motivation and Interest I am learning things that really interest me - 65%</p>	
12 Month Target 2.2	The percentages of positive responses in the parent survey will increase to 85% for all responses in the student cognitive engagement domain.	
12 Month Target 2.3	To have all responses in the Pivot surveys 4.1 or higher for all staff.	
12 Month Target 2.4	<p>School Climate - Teacher Collaboration - 50% Positive Response Guaranteed and Viable Curriculum - 50% Positive Response</p> <p>Teaching and Learning Knowledge of high-impact teaching strategies to 85%</p>	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Empowering students and building school pride	Build staff and student understanding and utilisation of student voice and agency to engage all students in their learning	Yes
KIS 2 Intellectual engagement and self-awareness	Build an engaged community of cooperative learning	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 work in this area commenced in 2019 and remains a focus of the school.

Define Actions, Outcomes and Activities

Goal 1	To maximise student achievement and learning growth across all key learning areas
12 Month Target 1.1	High Benchmark Growth for Reading Year 7 to 9 will be 23%. High Benchmark Growth for Writing Year 7 to 9 will be 23%. High Benchmark Growth for Numeracy Year 7 to 9 will be 23%.
12 Month Target 1.2	VCE median study scores to be 30 Study Scores of 40 or above to be greater than 5%
12 Month Target 1.3	That all subject teachers of VCE obtain a positive adjusted study score result
12 Month Target 1.4	School Climate module Collective efficacy to 70%, academic emphasis to 70%, guaranteed and viable curriculum to 70%.
12 Month Target 1.5	Improve the general satisfaction positive percentages on the parent opinion survey to at least 90%
KIS 1 Building practice excellence	Build teacher capability to provide high-quality and engaging instructional teaching practice
Actions	<p>Lalor Secondary College has selected the consistent implementation of the Lalor Secondary College Learning and Teaching Framework for the second year in a row. The first year, actions related to creating clarity around the framework and delivering initial teacher professional learning to support its understanding and use. This was supported through the PLC initiative and meeting schedule, however there is still variation in how the framework is being interpreted and staff need to continue to have this as a focus to embed the messages identified in the school review.</p> <p>This year, Lalor Secondary College has chosen the following Actions in order to deepen consistency of practice:</p> <ol style="list-style-type: none"> 1 - Re-develop and implement the KLA Literacy Action Plans to focus on Reading as part of the LSC Teaching and Learning Framework. 2 - Develop an intervention strategy that targets Reading from Years 7 to 8.
Outcomes	The school expects to see the following Outcomes (changes in knowledge, skills or behaviours).

	<p>Leaders will model the use of the Helen Timperley Inquiry Process, lead PLC groups to use data and identify required changes in teaching practice, lead professional development around Reading intervention.</p> <p>Teachers will understand the structure of the LSC Teaching and Learning Framework; improve their use of data to inform teaching practice; create and implement KLA Literacy Action Plans that focus on Reading; collaborate in PLC's to evaluate the effectiveness of their teaching strategies.</p> <p>Students will improve their Literacy Results in Reading.</p>		
Success Indicators	<p>PLC Outcome Templates NAPLAN Literacy Data Pivot Data - Literacy Questions</p>		
Activities and Milestones	Who	Is this a PL Priority	When
Professional Learning Plan including use of the allocated Curriculum Days that focuses the KLA Literacy Action Plans to Reading from Years 7 to 10	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3
Investigate and Implement a Reading Intervention within the English Program from Years 7 to 8	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4
KIS 2 Curriculum planning and assessment	Develop staff capability to use data effectively to improve teaching and learning		
Actions	<p>Lalor Secondary College has selected the consistent implementation of the Lalor Secondary College Learning and Teaching Framework for the second year in a row. The first year, actions related to creating clarity around the framework and delivering initial teacher professional learning to support its understanding and use. This was supported through the Helen Timperley Inquiry Cycle and PLC groups that required the use of data to inform the processes.</p> <p>This year, Lalor Secondary College has chosen the following actions in order to deepen consistency of practice:</p>		

	1 - Helen Timperley Inquiry Cycle 2 - PLC groups		
Outcomes	<p>The school expects to see the following Outcomes (changes in knowledge, skills or behaviours).</p> <p>Leaders will: provide support to access relevant data; provide PD on use of data; provide resources, direction and structure on PLC implementation.</p> <p>Teachers will: understand how to access data more efficiently; change their teaching practice based on the data; collaborate in teams to inform their teaching practice; identify their own professional learning needs based on the data.</p> <p>Students will: complete differentiated work that meets their point of learning;</p>		
Success Indicators	ATTSS data - Differentiated Learning challenge. Completion of Helen Timperley Inquiry Template for all assigned classes.		
Activities and Milestones	Who	Is this a PL Priority	When
Data Process Support PD - Day One	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1
PLC Leaders Training	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> PLC Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1
PLC Groups	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4

Goal 2	To build students as active and responsible learners.
12 Month Target 2.1	<p>ATTSS Targets</p> <p>Teacher Concern 1 - My teachers are interested in my Wellbeing - 50%</p> <p>Differentiated Learning Challenge 1 - My teachers give different work to students depending on their ability - 50%</p> <p>Stimulated Learning My teacher makes the work we do in class interesting - 60%</p> <p>Motivation and Interest I am learning things that really interest me - 65%</p>
12 Month Target 2.2	The percentages of positive responses in the parent survey will increase to 85% for all responses in the student cognitive engagement domain.
12 Month Target 2.3	To have all responses in the Pivot surveys 4.1 or higher for all staff.
12 Month Target 2.4	<p>School Climate - Teacher Collaboration - 50% Positive Response Guaranteed and Viable Curriculum - 50% Positive Response</p> <p>Teaching and Learning Knowledge of high-impact teaching strategies to 85%</p>
KIS 1 Empowering students and building school pride	Build staff and student understanding and utilisation of student voice and agency to engage all students in their learning
Actions	Lalor Secondary College has selected the implementation of the Berry Street Education Model for the second year in a row. The first year actions related to providing professional learning to all staff around the model. It also included the review of processes relating teaching and Learning, student management and the daily routines of staff and students. This was supported through external

	<p>professional learning and curriculum day schedule.</p> <p>This year, Lalor Secondary College has chosen the following actions in order to continue with the implementation of the Berry Street Education model.</p> <p>1 - Implementation of Lalor Secondary College Berry Street Best practice initiatives - focusing on Body and Relationships 2 - Implementation of a Pastoral Program at Years 7 & 8 in line with the Berry Street Domains.</p>		
Outcomes	<p>The school expects to see the following Outcomes (changes in knowledge, skills or behaviours).</p> <p>Leaders will: model the use of the best practice Berry Street initiatives in all aspects of their roles.</p> <p>Teachers will: use of the best practice Berry Street initiatives in all aspects of their roles.</p> <p>Students will: feel more connected to each other and the staff of the college</p>		
Success Indicators	<p>Less classroom student management issues Less student management issues in the school yard. Increase in the identified areas of the ATTSS. Pivot Data to reflect this (specific questions around BSEM strategies similar to PLC Berry Street Pilot Program data)</p>		
Activities and Milestones	Who	Is this a PL Priority	When
Implementation of the Year 7 and 8 Pastoral Program	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4
Implementation of the LSC Berry Street Best Practice Initiatives including the implementation grid used as a “check-list” for whole staff to track their progress against the domains	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1
Review and Implement LSC Student Management Practices in line with Berry Street Domains	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1

			to: Term 4
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Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Professional Learning Plan including use of the allocated Curriculum Days that focuses the KLA Literacy Action Plans to Reading from Years 7 to 10	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
Investigate and Implement a Reading Intervention within the English Program from Years 7 to 8	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
Data Process Support PD - Day One	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
PLC Leaders Training	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> PLC Leaders	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site

PLC Groups	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Implementation of the Year 7 and 8 Pastoral Program	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Implementation of the LSC Berry Street Best Practice Initiatives including the implementation grid used as a “check-list” for whole staff to track their progress against the domains	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Individualised 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"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Review and Implement LSC Student Management Practices in line with Berry Street Domains	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site