

2020 Annual Implementation Plan

for improving student outcomes

Koonung Secondary College (7954)



Submitted for review by Marianne Lee (School Principal) on 21 January, 2020 at 02:18 PM
Endorsed by Clayton Sturzaker (Senior Education Improvement Leader) on 18 February, 2020 at 10:29 AM
Endorsed by Geoff Spicer (School Council President) on 19 February, 2020 at 07:44 PM

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	Evolving
	Curriculum planning and assessment	Embedding
	Evidence-based high-impact teaching strategies	Evolving moving towards Embedding
	Evaluating impact on learning	Evolving moving towards Embedding
Professional leadership	Building leadership teams	Evolving moving towards Embedding
	Instructional and shared leadership	Embedding moving towards Excelling
	Strategic resource management	Embedding moving towards Excelling
	Vision, values and culture	Evolving moving towards Embedding

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

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

Enter your reflective comments	<p>Whole staff professional learning has been strategically presented with a focus on a variety of data including VCE , NAPLAN and Teacher judgements unpacked. These presentations led to review and reflection at domain level and for individual teachers. This included review of curriculum resources and assessment to align with Vic Curriculum standards more accurately. A Community of Practice has been established between Koonung and local primary schools to identify and share literacy and assessment practices. School visits have included discussion and classroom observations. A common task has been delivered in Year 7 English and Grade 6. Teachers then moderated the tasks collaboratively. LT's and Learning specialists have delivered sessions on assessment, differentiation and metacognition, I can statements and the writing of effective developmental rubrics. Domain teams continue to work to review assessment tasks and rubrics.A range of student forums were conducted to gain student perspectives and to measure impact of visible learning plans and evidence of understanding of the school's agreed Instructional Model. Marked increase in visible learning via Compass lesson plans, including targeted and differentiated teaching strategies. Increased use of class Onenote to increase student collaboration with their learning. The Respectful Relationship program has been embedded into all whole school curriculum plans through a Professional Learning collaborative whole staff session. Positive Classrooms at Years 7-9 is also utilising</p>
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	Respectful relationships syllabus in order to improve self-regulation and responsibility, as well as an understanding of diversity and equality.
Considerations for 2020	<ul style="list-style-type: none"> - Appointment of a leading teacher/Director of English and Literacy across the curriculum who will be responsible to lead a new action plan focusing on improving writing and building teacher capacity to support students. - Director of Mathematics and Numeracy across the curriculum will focus on supporting students to improve their numeracy and has identified the need to engage girls. - LT/Data, Assessment and Reporting will continue to identify students failing to make growth and support staff to understand and utilise student data to plan for effective learning. A published diagnostic testing program will be implemented in Middle School with data published in Analytics to produce a student achievement e-portfolio. - MYLNS professional learning will inform programs, staff development and pedagogical strategies to support student improvement in literacy. - FISO relationship with JMSS, EDSC and Camberwell High continues with precise strategies aimed at improving writing through a PLC model. - Staff PDP's in 2020 will include direct accountability for growth for specified and targeted students within Top 2, Middle and Bottom 2 bands of NAPLAN achievement and/or identified MYLNS students. - Domain Leaders to develop moderation processes for Middle School teaching teams. - PLC training will be undertaken and PLC's will be established led by Leading Teachers and Learning Specialists. Staff will be completed action research through this model. eg PLC begin reviewing reporting and assessment process from other schools, completing research from staff, students and parents to recommend actions for implementation in 2021. PLC team will continue to work to roll out the SWPBS program. - Meeting schedule review for 2020 including one designated formal meeting, one specified workshop and designated informal collaboration time for teacher teams. Designated time for PLC's will be incorporated.
Documents that support this plan	Koonung Secondary College - handout Bill Hisheh.pptx (13.32 MB)

SSP Goals Targets and KIS

Goal 1	To maximise every student's achievement and learning growth with a focus on literacy.
Target 1.1	<p>Over 85% of students making medium to high relative growth across Years 7–9 in Writing, Spelling, Grammar and Punctuation due a focus on Literacy across the curriculum</p> <p>No student deemed capable should be at or below the NAPLAN National Benchmark.</p> <p>Staff Opinion survey shows improvement in School Climate results for Teacher Collaboration, Academic Emphasis and Guaranteed and Viable Curriculum so that they trend up and are sustained above secondary school mean levels.</p> <p>The Let's Learn instructional model used for assessment against all teacher Professional Development Plans.</p>
Key Improvement Strategy 1.a Building practice excellence	To increase the capacity of teachers across all domains to improve literacy outcomes for all students particularly in writing.
Key Improvement Strategy 1.b Building practice excellence	To review and embed whole school processes for assessment, moderation and curriculum documentation to improve student outcomes.
Goal 2	To improve VCE outcomes

Target 2.1	To achieve and maintain a median VCE study score at or above 33 and the percentage of study scores 40+ to be at or above 10%.
Key Improvement Strategy 2.a Building practice excellence	<ul style="list-style-type: none"> Further build teacher and domain team capacity to effectively analyse and use a broad range of data and evidence.
Goal 3	To increase the level of student cognitive engagement, where students develop their metacognitive skills and capacity for critical thinking and independent learning.
Target 3.1	<p>Student attitude data related to Stimulating Learning, Teacher Effectiveness and Teacher Empathy to equal or exceed State Secondary School Mean by 2020</p> <p>Parent Opinion Survey- Teacher morale, Stimulating Learning and Reporting to Equal or exceed Secondary State Secondary Mean.</p> <p>All Students will complete Learning Goals and learning reflections</p>
Key Improvement Strategy 3.a Empowering students and building school pride	Build student capacity for metacognition and increase the level of student voice and cognitive engagement using self directed inquiry and deep thinking.
Goal 4	To continue to develop community relationships both local and international to further strengthen student connectedness, engagement and participation.

<p>Target 4.1</p>	<p>Student connectedness in the student attitudinal survey data to exceed like schools and is above 90 percentile.</p> <p>Former students are involved in activities such as Camps, Productions, Sporting events and tutoring etc</p> <p>Maintain involvement with International exchanges and continued student involvement in cross cultural activities</p> <p>International student surveys indicate increased levels of connectedness.</p> <p>Increased involvement in co-curricula activities by International students.</p> <p>100% of International students achieve VCE.</p> <p>Increased student leadership opportunities and involvement for International Students</p> <p>Increased parent and community involvement in Parent forums and events. (eg PFA, School Council, Working Bees)</p> <p>Improve parent perception of school approachability from 84% to 90% or above on the Parent Survey by 2020</p>
<p>Key Improvement Strategy 4.a Empowering students and building school pride</p>	<ul style="list-style-type: none"> • Building an alumni group and working with past students as mentors, role models, coaches, ambassadors and benefactors.
<p>Goal 5</p>	<p>To investigate and implement the optimal allocation of resources to provide the best learning, engagement and wellbeing outcomes for the students and school community.</p>
<p>Target 5.1</p>	<p>A redeveloped Leadership Structure is established, with clearly defined roles and responsibilities, which meets current College needs within budget restraints.</p> <p>All staff PDP goals are aligned with the College strategic plan.</p> <p>Curriculum review conducted and recommendations published and implemented.</p>

	<p>Students attitude data related to stimulating learning, teacher effectiveness and teacher empathy to continue to equal or exceed State Secondary School mean.</p>
<p>Key Improvement Strategy 5.a Curriculum planning and assessment</p>	<ul style="list-style-type: none"> • Embed the effective use of ICT for student learning/effective teaching; assessment and feedback; communication; tracking student progress; and general College management

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
<p>To maximise every student's achievement and learning growth with a focus on literacy.</p>	<p>Yes</p>	<p>Over 85% of students making medium to high relative growth across Years 7–9 in Writing, Spelling, Grammar and Punctuation due a focus on Literacy across the curriculum</p> <p>No student deemed capable should be at or below the NAPLAN National Benchmark.</p> <p>Staff Opinion survey shows improvement in School Climate results for Teacher Collaboration, Academic Emphasis and Guaranteed and Viable Curriculum so that they trend up and are sustained above secondary school mean levels.</p> <p>The Let's Learn instructional model used for assessment against all teacher Professional Development Plans.</p>	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>Less than 20% of students making low relative growth from Years 7–9 in Writing, Spelling, Reading, Grammar and Punctuation due to a focus on Literacy across the curriculum.</p> <p>Maintain the identified students in the top 2 bands in literacy from Years 7 to 9.</p> <p>The % of students in the Top 2 bands at year 9 matches similar schools.</p> <p>Students identified below national minimum standards to achieve at least one years learning growth.</p>

To improve VCE outcomes	No	To achieve and maintain a median VCE study score at or above 33 and the percentage of study scores 40+ to be at or above 10%.	
To increase the level of student cognitive engagement, where students develop their metacognitive skills and capacity for critical thinking and independent learning.	Yes	<p>Student attitude data related to Stimulating Learning, Teacher Effectiveness and Teacher Empathy to equal or exceed State Secondary School Mean by 2020</p> <p>Parent Opinion Survey- Teacher morale, Stimulating Learning and Reporting to Equal or exceed Secondary State Secondary Mean.</p> <p>All Students will complete Learning Goals and learning reflections</p>	<p>Student Attitude to School data: Teacher concern reduces the % of students registering a non-positive response to less than 25% Effective teaching time reduces the % of students registering a non-positive response to less than 10% Student voice and agency reduces the % of students registering a non-positive response to less than 20% Self regulation and goal setting reduces the % of students registering a non-positive response to less than 10% As indicated in the Supplementary School level report.</p>
To continue to develop community relationships both local and international to further strengthen student connectedness, engagement and participation.	No	<p>Student connectedness in the student attitudinal survey data to exceed like schools and is above 90 percentile.</p> <p>Former students are involved in activities such as Camps, Productions, Sporting events and tutoring etc</p>	

		<p>Maintain involvement with International exchanges and continued student involvement in cross cultural activities</p> <p>International student surveys indicate increased levels of connectedness.</p> <p>Increased involvement in co-curricula activities by International students.</p> <p>100% of International students achieve VCE.</p> <p>Increased student leadership opportunities and involvement for International Students</p> <p>Increased parent and community involvement in Parent forums and events. (eg PFA, School Council, Working Bees)</p> <p>Improve parent perception of school approachability from 84% to 90% or above on the Parent Survey by 2020</p>	
<p>To investigate and implement the optimal allocation of resources to provide the best learning, engagement and wellbeing outcomes for the students and school community.</p>	<p>No</p>	<p>A redeveloped Leadership Structure is established, with clearly defined roles and responsibilities, which meets current College needs within budget restraints.</p> <p>All staff PDP goals are aligned with the College strategic plan.</p> <p>Curriculum review conducted and recommendations published and implemented.</p>	

		Students attitude data related to stimulating learning, teacher effectiveness and teacher empathy to continue to equal or exceed State Secondary School mean.	
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Goal 1	To maximise every student's achievement and learning growth with a focus on literacy.	
12 Month Target 1.1	Less than 20% of students making low relative growth from Years 7–9 in Writing, Spelling, Reading, Grammar and Punctuation due to a focus on Literacy across the curriculum. Maintain the identified students in the top 2 bands in literacy from Years 7 to 9. The % of students in the Top 2 bands at year 9 matches similar schools. Students identified below national minimum standards to achieve at least one years learning growth.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Building practice excellence	To increase the capacity of teachers across all domains to improve literacy outcomes for all students particularly in writing.	Yes
KIS 2 Building practice excellence	To review and embed whole school processes for assessment, moderation and curriculum documentation to improve student outcomes.	Yes

<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 target: 85% of Year 9 students to make medium to high growth in all areas of literacy. In 2019 relative growth reports indicate medium to high growth results for Reading 78.47%, Writing 78.2%, Spelling 75.53% Grammar and Punctuation 77.62%. In each area of literacy there was less than 25% of students making low growth. Although results showed improved relative growth in Reading, Writing and Spelling results did not meet targets. In writing in Year 9 at Koonung 13% of our students are in the top two bands whilst in similar schools 17% of students are in the top two bands for writing. Therefore a continued focus on writing is essential. (Comment here to justify the importance of catering for high ability students.) (Comment regarding MYLNS and Excellence program)</p> <p>There is a continued increase in the number of students who are from LBOTE background and all teachers need to have the capacity to cater for their literacy needs in all classrooms.</p> <p>Moderation processes are strongly embedded in most domains at the Senior School, particularly in VCE, however, is not as consistent in Middle Years. Some student and parent data has identified inconsistency with feedback by staff members. Ongoing reporting has been conducted for a number of years. The reporting process is due for review. Attitude and Effort descriptors need to be reviewed against Vic Curriculum capabilities also.</p> <p>Data was provided which identified anomalies between NAPLAN data and teacher judgements which led to discussion regarding the accurate alignment of assessment tasks and rubrics with the Victorian Curriculum. A continued focus on developing differentiated tasks and resources which allows students to demonstrate their understanding at all levels. Parent Opinion survey indicates concern regarding frequency and quality of teacher communication about student progress.</p>
<p>Goal 2</p>	<p>To increase the level of student cognitive engagement, where students develop their metacognitive skills and capacity for critical thinking and independent learning.</p>
<p>12 Month Target 2.1</p>	<p>Student Attitude to School data: Teacher concern reduces the % of students registering a non-positive response to less than 25% Effective teaching time reduces the % of students registering a non-positive response to less than 10% Student voice and agency reduces the % of students registering a non-positive response to less than 20% Self regulation and goal setting reduces the % of students registering a non-positive response to less than 10% As indicated in the Supplementary School level report.</p>
<p>Key Improvement Strategies</p>	<p>Is this KIS selected for focus this year?</p>

<p>KIS 1 Empowering students and building school pride</p>	<p>Build student capacity for metacognition and increase the level of student voice and cognitive engagement using self directed inquiry and deep thinking.</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>Student attitude data indicates that improvement is needed in areas of stimulating and differentiated learning. Although these areas improved from 2018 on the SASS it should be a focus as only 56% identified teachers as inspiring. Students believe that student agency and influence in the classroom should be a focus currently the rating on SASS is only 50%. Teacher concern is an area which needs to be addressed as students do not believe all teachers are interested in their well being. This will lead to the exploration and embedding of SWPBS. The Leading Teacher - Well being is leading a project team to embed this with support from the Heads of Sub School who are also focusing on helping teachers to build positive relationships within the classroom and to establish safe and stimulating learning environments.</p> <p>Teachers also understand the benefit of students understanding how they learn and having the skills to problem solve and work together effectively. The Leading Teacher- Leadership and Engagement will continue to work with teachers and students to increase student agency within the classroom. Review of the assessment practices to incorporate more peer and self assessment will support this.</p> <p>Parent Opinion survey identifies concern regarding the capacity of students to manage their learning and set effective goals. SASS also notes that only 48% of students are setting learning goals for themselves whilst 84% of students indicate they want to learn new things.</p> <p>Students have identified the value of an accepted instructional model and published lesson plans which allow them to pre-learn and revise curriculum content. SASS indicates that 66% of teachers provide learning intentions and only 48% are taking time to summarise at the end of the lesson. Therefore it is important to refocus on the use of published lesson plans using the instructional model.</p>	

Define Actions, Outcomes and Activities

Goal 1	To maximise every student's achievement and learning growth with a focus on literacy.
12 Month Target 1.1	Less than 20% of students making low relative growth from Years 7–9 in Writing, Spelling, Reading, Grammar and Punctuation due to a focus on Literacy across the curriculum. Maintain the identified students in the top 2 bands in literacy from Years 7 to 9. The % of students in the Top 2 bands at year 9 matches similar schools. Students identified below national minimum standards to achieve at least one years learning growth.
KIS 1 Building practice excellence	To increase the capacity of teachers across all domains to improve literacy outcomes for all students particularly in writing.
Actions	Continue to deliver abridged version of Literacy for Learning for new staff members. Continue alliance with Camberwell High, East Doncaster and John Monash Science School in a FISO community of practice to complete PLC training with a focus on writing. Develop a range of PLC's including MYLNS Literacy, Focus on Excellence and Differentiation. Develop and publish an agreed whole school literacy framework and continue focus on literacy strategies being incorporated into Curriculum resources and Lesson Plans Implement Quicksmart Literacy and a Bridging English course for targeted students. Incorporate NAPLAN style prompts and writing tasks and Writer's Notebook in Years 7, 8 and 9 English Courses. Leading teacher English and Literacy will lead a PLC to produce anchor charts for display with a focus on literacy strategies for classroom reference
Outcomes	Teachers will understand that all teachers are teachers of Literacy and Numeracy. Teachers will understand the key elements of Literacy for Learning and will utilise these to assist students in making meaning. Teachers and students will demonstrate a shared understanding of the vocabulary used in Literacy for Learning. Teachers will develop explicit pedagogy and learning activities directed at improving meaning making for students. PDP and Peer Observation provides evidence of literacy for learning strategies being included in the classroom. Students can use their gained knowledge to increase technical and abstract writing of texts using a range of genres. PLC's will be formed with documented research projects with a focus on literacy and shared with all staff. Common anchor charts will be present and utilised in classrooms.
Success Indicators	Data collected on students identified for targeted programs with evidence of learning growth. Improvement in NAPLAN writing data for Year 9 students and teacher judgements will show improvement in writing performance in

all year levels.
 Student feedback indicates increased confidence in addressing NAPLAN writing style.
 Curriculum Outlines will incorporate specific strategies and assessment tasks which address literacy.
 All teachers from all domains can show evidence of consistent literacy approaches as outlined in the whole school Literacy Framework.
 Teacher lesson plans will include specific literacy activities as identified in the whole school framework.

Activities and Milestones	Who	Is this a PL Priority	When	Budget
New staff complete Literacy for Learning Training	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Continue alliance with Camberwell High, East Doncaster and John Monash Science School in a FISO community of practice to complete PLC training with a focus on writing.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Develop a range of PLC's including MYLNS Literacy, Focus on Excellence and Differentiation.	<input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Develop and publish an agreed whole school literacy framework and continue focus on literacy strategies being incorporated into Curriculum resources and Lesson Plans	<input checked="" type="checkbox"/> Literacy Leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used

Implement Quicksmart Literacy and a Bridging English course for targeted students.	<input checked="" type="checkbox"/> Literacy Improvement Teacher <input checked="" type="checkbox"/> Literacy Leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Incorporate NAPLAN style prompts and writing tasks and Writer's Notebook in Years 7, 8 and 9 English Courses.	<input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
Leading teacher English and Literacy will lead a PLC to produce anchor charts for display with a focus on literacy strategies for classroom reference	<input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$1,000.00 <input checked="" type="checkbox"/> Equity funding will be used
KIS 2 Building practice excellence	To review and embed whole school processes for assessment, moderation and curriculum documentation to improve student outcomes.			
Actions	<p>Learning Specialist to work with teams in PLC's to investigate and trial curriculum resources which are differentiated/ and or modified to meet the needs of all students.</p> <p>Leading teacher to lead PLC to review and investigate assessment and reporting processes.</p> <p>Investigate a trial of assessment in Year 7 English and EAL based on a developmental continuum rather than traditional grading system.</p> <p>Domain Leaders to drive teams in reviewing assessment tasks and curriculum documentation to ensure accurate assessment against Vic curriculum.</p> <p>Processes for cross marking and moderation adopted by all teams including those teaching middle school students.</p> <p>Staff members to undertake Excellence training and incorporate key findings into curriculum documentation to support the learning of high ability students.</p> <p>To implement whole school assessment schedule to track student learning growth and to publish an electronic data portfolio for teacher reference.</p>			

<p>Outcomes</p>	<p>PLC is formed to review and present recommendations for reporting and assessment processes. PLC established with a focus on excellence to cater for High Ability Learners and provide resources and strategies for teachers to implement. Scope and Sequence documents will include evidence of Literacy for Learning strategies, differentiation and catering for high ability learners. Teachers use data provided from the assessment schedule and pre-assess students readiness for learning and set high expectations for all students. Teachers monitor student learning and support students to move towards and beyond learning goals. Teachers use a range of teaching strategies that support different abilities and ways of thinking and learning Teachers set open-ended tasks that allow students to work at different levels and paces Teachers structure feedback to support further learning Teachers use student assessment data as a source of feedback on the effectiveness of their teaching practice. Teachers provide a variety of feedback types for students. Students are engaged and on task because worked examples are pitched at the appropriate level of challenge. Students can choose learning activities based on agreed goals. Students can identify characteristics of high quality responses to assessment tasks and identify areas of improvement Students are effectively conducting peer assessment and self assessment of assessment tasks. Students report that work provided caters for different learning needs.</p>			
<p>Success Indicators</p>	<p>PLC's conduct research and trials and provide documented resources and recommendations for teacher use. PLC provides recommendations for implementation of reviewed assessment and reporting practices. Curriculum documentation includes strategies and assessment tasks which are differentiated. PDP and Peer Observation provides evidence of Literacy for Learning strategies and differentiation being included in the classroom. Documented curriculum is mapped against Victorian Curriculum Standards and VCE study guide skills and knowledge. Student and Parent Opinion Survey data shows improvement for stimulating and differentiated learning. Student focus groups and feedback shows increased confidence in consistency of assessment practice. Staff Opinion Survey shows increased confidence in differentiation and collaboration. Assessment and Reporting Project team completes review and presents recommendations for improvement. Compass audit shows all learning tasks visible to teachers and parents and feedback uploaded within 2 weeks.</p>			
<p>Activities and Milestones</p>	<p>Who</p>	<p>Is this a PL Priority</p>	<p>When</p>	<p>Budget</p>

Learning Specialist to work with teams in PLC's to investigate and trial curriculum resources which are differentiated/ and or modified to meet the needs of all students.	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Leading teacher to lead PLC to review and investigate assessment and reporting processes.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$1,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Investigate a trial of assessment in Year 7 English and EAL based on a developmental continuum rather than traditional grading system.	<input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
Domain Leaders to drive teams in reviewing assessment tasks and curriculum documentation to ensure accurate assessment against Vic curriculum.	<input checked="" type="checkbox"/> KLA Leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Staff members to undertake Excellence training and incorporate key findings into curriculum documentation to support the learning of high ability students.	<input checked="" type="checkbox"/> Leading Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used
To implement whole school assessment schedule to track student learning growth and to publish an electronic data portfolio for teacher reference.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Goal 2	To increase the level of student cognitive engagement, where students develop their metacognitive skills and capacity for critical thinking and independent learning.
12 Month Target 2.1	<p>Student Attitude to School data: Teacher concern reduces the % of students registering a non-positive response to less than 25% Effective teaching time reduces the % of students registering a non-positive response to less than 10% Student voice and agency reduces the % of students registering a non-positive response to less than 20% Self regulation and goal setting reduces the % of students registering a non-positive response to less than 10% As indicated in the Supplementary School level report.</p>
KIS 1 Empowering students and building school pride	Build student capacity for metacognition and increase the level of student voice and cognitive engagement using self directed inquiry and deep thinking.
Actions	<p>Improve respectful relationships within classroom and school community- form a PLC involving SWPBS and Respectful Relationships overseen by LT-Learning Enhancement Begin to implement critical features of SWPBS on collaboration with whole school staff and SWPBS coach. Further embed Respectful Relationships in Year 10 pathways program. Increasing student leadership participation in mentoring programs and championing Respectful Relationships through Year 10 mentoring and vertical community events. Class Counsels trialled to improve classroom culture and increase student agency in the classroom. Refresh House system and improve school community through house points and event participation. Continue metacognitive workshops for staff and increase staff use of learning to learn strategies through digital sharing and collaboration, and PLCs. Incorporate Metacognition, Thinking Tools and Problem Solving Strategies into Curriculum documentation, lesson planning and assessment tasks (HITS 9) Provide quality Professional Learning for Staff Individual Educational Plans are developed for identified students. Refocus staff and students on the key elements of the Let's Learn Instructional model to improve cognitive engagement and student agency. Each teacher provides visible lesson plans based on the Instructional model on Compass. Workshops are conducted in the use of Class One Note to increase student collaboration.</p>

Outcomes	<p>Increased student engagement throughout school with a focus on respect, collaboration and resilience through the implementation of the initial phases of SWPBS</p> <p>Increased staff use of metacognitive strategies in the classroom and improved student understanding of learning strategies. Teachers are supported by the Learning Specialist and Leading Teachers (Learning Enhancement, Student Engagement and Leadership) to provide students with specific strategies to set goals and monitor and evaluate their learning progress.</p> <p>Teachers use a variety of learning and assessment strategies to scaffold and personalise learning</p> <p>Teachers use ICT including to increase student choice and flexible learning</p> <p>Lesson plans are visible on Compass for student and parent access</p> <p>Year 10 students are trained as mentors and build relationships with Year 7 students.</p> <p>Students report behaviours and skills consistent with increased agency and confidence as identified in AMPLIFY</p> <p>Students report an alliance with identified and increase participation in house events.</p> <p>Students select appropriate learning strategies to meet learning goals</p> <p>Students reflect on their learning, self assess and understand the impact of effort on achievement</p> <p>Students are capable of self-regulation and are proactive and responsible for their learning.</p> <p>Students are previewing lessons prior to attending classes and taking responsibility for completing work when not in class</p> <p>Students provide feedback to each other and to teachers about their learning</p> <p>Professional Learning is conducted.</p>			
Success Indicators	<p>Attitude to School survey responses improved by positively increasing:</p> <ol style="list-style-type: none"> 1. teacher concern- 42% positive to 52% positive? 2. sense of connectedness- increase from whole school positive 60% to whole school 70% positive? <p>Compass audit will indicate consistent use of LET'S LEARN structure for lesson planning.</p> <p>Students will complete learning goals and self reflections</p> <p>Student surveys will show improved results for self-regulation, goal setting, student voice and agency.</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
<p>Improve respectful relationships within classroom and school community- form a PLC involving SWPBS and Respectful Relationships overseen by LT-Learning Enhancement</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Student(s) 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLP Priority 	<p>from: Term 1 to: Term 4</p>	<p>\$5,000.00</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Equity funding will be used

<p>Increasing student leadership participation in mentoring programs and championing Respectful Relationships through Year 10 mentoring and vertical community events. Class Counsels trialled to improve classroom culture and increase student agency in the classroom.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Student(s) 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLP Priority 	<p>from: Term 1 to: Term 4</p>	<p>\$1,000.00</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Equity funding will be used
<p>Continue metacognitive workshops for staff and increase staff use of learning to learn strategies through digital sharing and collaboration, and PLCs.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s) 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLP Priority 	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p> <ul style="list-style-type: none"> <input type="checkbox"/> Equity funding will be used
<p>Individual Educational Plans are developed for identified students.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Sub School Leader/s <input checked="" type="checkbox"/> Teacher(s) 	<ul style="list-style-type: none"> <input type="checkbox"/> PLP Priority 	<p>from: Term 1 to: Term 3</p>	<p>\$0.00</p> <ul style="list-style-type: none"> <input type="checkbox"/> Equity funding will be used
<p>Refocus staff and students on the key elements of the Let's Learn Instructional model to improve cognitive engagement and student agency. Each teacher provides visible lesson plans based on the Instructional model on Compass.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s) 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLP Priority 	<p>from: Term 1 to: Term 1</p>	<p>\$0.00</p> <ul style="list-style-type: none"> <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	\$38,000.00	\$38,000.00
Additional Equity funding	\$0.00	\$0.00
Grand Total	\$38,000.00	\$38,000.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Continue alliance with Camberwell High, East Doncaster and John Monash Science School in a FISO community of practice to complete PLC training with a focus on writing.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT	\$5,000.00	\$5,000.00
Implement Quicksmart Literacy and a Bridging English course for targeted students.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources	\$20,000.00	\$20,000.00
Leading teacher English and Literacy will lead a PLC to produce anchor charts for display with a focus on literacy strategies for classroom reference	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Teaching and learning programs and resources	\$1,000.00	\$1,000.00
Leading teacher to lead PLC to review and investigate assessment and reporting processes.	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> CRT	\$1,000.00	\$1,000.00

Staff members to undertake Excellence training and incorporate key findings into curriculum documentation to support the learning of high ability students.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> CRT	\$5,000.00	\$5,000.00
Improve respectful relationships within classroom and school community- form a PLC involving SWPBS and Respectful Relationships overseen by LT-Learning Enhancement	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$5,000.00	\$5,000.00
Increasing student leadership participation in mentoring programs and championing Respectful Relationships through Year 10 mentoring and vertical community events. Class Counsels trialled to improve classroom culture and increase student agency in the classroom.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$1,000.00	\$1,000.00
Totals			\$38,000.00	\$38,000.00

Additional Equity spend

Outline here any additional Equity spend for 2020	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Totals			\$0.00	\$0.00

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
New staff completer Literacy for Learning Training	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Formalised PLC/PLTs	<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"/> On-site
Continue alliance with Camberwell High, East Doncaster and John Monash Science School in a FISO community of practice to complete PLC training with a focus on writing.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Network Professional Learning <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Bastow program/course	<input checked="" type="checkbox"/> On-site
Develop a range of PLC's including MYLNS Literacy, Focus on Excellence and Differentiation.	<input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs	<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	<input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> Bastow program/course <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Develop and publish an agreed whole school literacy framework and continue focus on literacy strategies being incorporated into	<input checked="" type="checkbox"/> Literacy Leader	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning <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"/> Literacy expertise <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Teaching partners	<input checked="" type="checkbox"/> On-site

Curriculum resources and Lesson Plans					<input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> MYLNS initiative professional learning	
Implement Quicksmart Literacy and a Bridging English course for targeted students.	<input checked="" type="checkbox"/> Literacy Improvement Teacher <input checked="" type="checkbox"/> Literacy Leader	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"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Student Achievement Manager <input checked="" type="checkbox"/> MYLNS initiative professional learning <input checked="" type="checkbox"/> Numeracy leader <input checked="" type="checkbox"/> MYLYNS Improvement teacher	<input checked="" type="checkbox"/> On-site
Incorporate NAPLAN style prompts and writing tasks and Writer's Notebook in Years 7, 8 and 9 English Courses.	<input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 2	<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"/> Communities of Practice	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> MYLYNS Improvement teacher	<input checked="" type="checkbox"/> On-site
Leading teacher English and Literacy will lead a PLC to produce anchor charts for display with a focus on literacy strategies for classroom reference	<input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
Learning Specialist to work with teams in PLC's to investigate and trial curriculum resources which	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Professional Practice Day	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site

are differentiated/ and or modified to meet the needs of all students.			<input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> MYLNS initiative professional learning	
Leading teacher to lead PLC to review and investigate assessment and reporting processes.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Professional Practice Day <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"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> Off-site Visits to other schools including primary schools in community of practice
Investigate a trial of assessment in Year 7 English and EAL based on a developmental continuum rather than traditional grading system.	<input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Staff members to undertake Excellence training and incorporate key findings into curriculum documentation to support the learning of high ability students.	<input checked="" type="checkbox"/> Leading Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Student voice, including input and feedback <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Network Professional Learning <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Bastow program/course <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning	<input checked="" type="checkbox"/> Off-site PL training in Excellence program
To implement whole school assessment schedule to track student learning growth and	<input checked="" type="checkbox"/> Assistant Principal	from: Term 1	<input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Departmental resources	<input checked="" type="checkbox"/> On-site

to publish an electronic data portfolio for teacher reference.	<input checked="" type="checkbox"/> Leadership Team	to: Term 4	<input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs		NAPLAN and PAT data provision <input checked="" type="checkbox"/> Student Achievement Manager <input checked="" type="checkbox"/> Numeracy leader <input checked="" type="checkbox"/> MYLYNS Improvement teacher	
Improve respectful relationships within classroom and school community- form a PLC involving SWPBS and Respectful Relationships overseen by LT-Learning Enhancement	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Student(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs <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"/> Network Professional Learning <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Departmental resources SWPBS coach	<input checked="" type="checkbox"/> On-site
Increasing student leadership participation in mentoring programs and championing Respectful Relationships through Year 10 mentoring and vertical community events. Class Counsels trialled to improve classroom culture and increase student agency in the classroom.	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Student(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <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"/> External consultants Student mentor training	<input checked="" type="checkbox"/> On-site
Continue metacognitive workshops for staff and increase staff use of learning to learn strategies through digital sharing and collaboration, and PLCs.	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning	<input checked="" type="checkbox"/> On-site

					<input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	
<p>Refocus staff and students on the key elements of the Let's Learn Instructional model to improve cognitive engagement and student agency. Each teacher provides visible lesson plans based on the Instructional model on Compass.</p>	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<p>from: Term 1 to: Term 1</p>	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Professional Practice 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"/> Pedagogical Model	<input checked="" type="checkbox"/> On-site