

2021 Annual Implementation Plan

for improving student outcomes

Wheelers Hill Secondary College (8474)



Submitted for review by Aaron Smith (School Principal) on 16 December, 2020 at 07:30 AM
Awaiting endorsement by Senior Education Improvement Leader
Awaiting endorsement by School Council President

Self-evaluation Summary - 2021

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

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

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

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| Enter your reflective comments | Previous Self Evaluation used to provide ratings moving into 2021 |
| Considerations for 2021 | To best support students as per the plans and requirements of 'Goal Zero' We have a focus in 2021 to also further develop our Viable and Guaranteed Curriculum together with student Numeracy, Literacy and VCE outcomes |
| Documents that support this plan | |

SSP Goals Targets and KIS

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| Goal 1 | 2021 Priorities Goal |
| Target 1.1 | Support for the 2021 Priorities |
| Key Improvement Strategy 1.a Curriculum planning and assessment | Learning, catch-up and extension priority |
| Key Improvement Strategy 1.b Health and wellbeing | Happy, active and healthy kids priority |
| Key Improvement Strategy 1.c Building communities | Connected schools priority |
| Goal 2 | Maximise student learning and achievement outcomes. |
| Target 2.1 | <p>By 2022 scores for VCE will demonstrate:</p> <ul style="list-style-type: none"> • Mean study score will increase by 1.83 from 28.17 to 30. • Mean English score will increase by 3.3 from 25.7 to 29 • Percentage of scores above 37 will increase by 3.17% from 4.83% to 8%. |
| Target 2.2 | <p>By 2022 Year 9 NAPLAN scores will demonstrate:</p> <p>The percentage of students in the Top 2 bands:</p> <ul style="list-style-type: none"> • In reading: will increase by 6% to 20% • In writing: will increase to be at or above state average |

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| | <ul style="list-style-type: none"> • In numeracy will increase by 2% to 21% <p>The percentage of students in the bottom 2 bands to be at or below 25% in all areas.</p> <ul style="list-style-type: none"> • For reading, the percentage of students achieving high growth to be at or above 22%, and low growth to be at or below 15%. • For numeracy, the percentage of students achieving high growth to be at or above 25%, and low growth to be at or below 15%. |
| Target 2.3 | By 2022, AToSS data of positive response rates for Stimulating Learning for Years 7-12 will increase by 5% to 55%. |
| Target 2.4 | By 2022, Staff Opinion Survey data of positive response rates for teacher collaboration will increase by 5% to 39 |
| Key Improvement Strategy 2.a Curriculum planning and assessment | Develop a comprehensive scope and sequence of the school's curriculum program to ensure appropriate opportunities are provided for all students. (CPA) |
| Key Improvement Strategy 2.b Building practice excellence | Provide professional learning for staff to support consistent implementation of the WHSC Teaching and Learning Model. (BPE) |
| Key Improvement Strategy 2.c Building practice excellence | Enhance assessment processes to improve monitoring of student progress and to support targeted differentiated teaching and learning. (BPE) |
| Key Improvement Strategy 2.d Building practice excellence | Define and implement practices that will support the embedding of a culture of high expectations amongst staff, students and families. (BPE) |
| Goal 3 | Empower students to actively engage in their learning. |

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| Target 3.1 | By 2022 the percentage of students with 20 or more days absence for Year 10 will decrease by 10% to 28% and for Year 11 will decrease by 10% to 18%. |
| Target 3.2 | By 2022, AToSS data of positive response rates for Stimulating Learning will increase by 5% to 55%, and Sense of Connectedness will increase by 5% to 65% for years 7-12. |
| Target 3.3 | By 2022, Staff Opinion Survey data of positive response rates for Academic Emphasis will increase 5% to 39%. |
| Key Improvement Strategy 3.a Building practice excellence | Embed a program of coaching and mentoring for teaching staff and middle level leaders focused on improving student agency. (BPE) |
| Key Improvement Strategy 3.b Empowering students and building school pride | Develop policies and procedures to ensure consistent implementation of practices to improve student engagement in their learning. (ES) |
| Key Improvement Strategy 3.c Building practice excellence | Develop procedures to ensure effective whole school collaboration and communication in the review, development and implementation of school policies and practices focused on improving student agency. (BPE) |
| Goal 4 | Improve student outcomes relating to differentiated teaching and learning. |
| Target 4.1 | By 2022, Staff Opinion Survey data will indicate positive response rates for Collective Efficacy to be at or above 45% . |
| Target 4.2 | By 2022, Staff Opinion Survey data will indicate positive response rates for Trust in Colleagues to be at or above 55%. |

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| Target 4.3 | By 2022, AToSS data will indicate positive response rates for Teacher Concern to be at or above 48%. |
| Target 4.4 | By 2022, the percentage of 'VCE Scores above 37 to be at or above 8%. |
| Key Improvement Strategy 4.a Building leadership teams | Develop and implement a professional learning program focused on building middle level leadership capacity. (BLT) |
| Key Improvement Strategy 4.b Building leadership teams | Develop clear expectations for leaders of teaching and learning and year levels to empower them to collectively improve student outcomes. (BLT) |
| Key Improvement Strategy 4.c Building leadership teams | Review and redefine school organisational structures that will improve goal congruence, alignment and collaboration for all staff. (BLT) |

Select Annual Goals and KIS

| Four Year Strategic Goals | Is this selected for focus this year? | Four Year Strategic Targets | 12 month target |
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| 2021 Priorities Goal | Yes | Support for the 2021 Priorities | <p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>As a College, we will plan and implement Actions as per the 3 state - wide Key Improvement Strategies:</p> <p>Learning Catch Up and Extension Happy, active and healthy kids Connected schools</p> |
| Maximise student learning and achievement outcomes. | Yes | <p>By 2022 scores for VCE will demonstrate:</p> <ul style="list-style-type: none"> • Mean study score will increase by 1.83 from 28.17 to 30. • Mean English score will increase by 3.3 from 25.7 to 29 • Percentage of scores above 37 will increase by 3.17% from 4.83% to 8%. | <p>We will have a Guaranteed and Viable Curriculum across all Domains, in all subjects across all year levels</p> <p>We will continue to develop a comprehensive scope and sequence of the school's curriculum program to ensure appropriate opportunities are provided for all students</p> <p>Mean Study Score to increase to 29 by end of 2021; Mean English Score to 28; % of scores above 37 will increase by 1% to 6.25% by the end of 2021</p> |
| | | <p>By 2022 Year 9 NAPLAN scores will demonstrate:</p> | <p>We will have a Guaranteed and Viable Curriculum across all Domains, in all subjects across all year levels</p> |

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| | | <p>The percentage of students in the Top 2 bands:</p> <ul style="list-style-type: none"> • In reading: will increase by 6% to 20% • In writing: will increase to be at or above state average • In numeracy will increase by 2% to 21% <p>The percentage of students in the bottom 2 bands to be at or below 25% in all areas.</p> <ul style="list-style-type: none"> • For reading, the percentage of students achieving high growth to be at or above 22%, and low growth to be at or below 15%. • For numeracy, the percentage of students achieving high growth to be at or above 25%, and low growth to be at or below 15%. | <p>We will continue to develop a comprehensive scope and sequence of the school's curriculum program to ensure appropriate opportunities are provided for all students Y9 Reading will increase from 3% in 2019, to 10% by the end of 2021</p> <p>Y9 Writing will increase from 14% in 2019, to 16% by the end of 2021</p> <p>Y9 Numeracy will increase from 12% in 2019, to 15% by the end of 2021</p> <p>For reading, the percentage of students achieving high growth NAPLAN to be at or above 20%, and low growth to be at or below 25%.</p> <p>For numeracy, the percentage of students achieving high growth NAPLAN to be at or above 15%, and low growth to be at or below 30%.</p> |
| | | <p>By 2022, AToSS data of positive response rates for Stimulating Learning for Years 7-12 will increase by 5% to 55%.</p> | <p>We will have a Guaranteed and Viable Curriculum across all Domains, in all subjects across all year levels</p> <p>We will continue to develop a comprehensive scope and sequence of the school's curriculum program to ensure appropriate opportunities are provided for all students</p> <p>Stimulating Learning for Y7 to 12 will</p> |

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| | | | increase from 53% in 2019, to 55% by the end of 2021 |
| | | By 2022, Staff Opinion Survey data of positive response rates for teacher collaboration will increase by 5% to 39 | <p>We will have a Guaranteed and Viable Curriculum across all Domains, in all subjects across all year levels</p> <p>We will continue to develop a comprehensive scope and sequence of the school's curriculum program to ensure appropriate opportunities are provided for all students</p> <p>Teacher Collaboration will increase from 35% in 2019, to 37% by the end of 2021</p> |
| Empower students to actively engage in their learning. | No | By 2022 the percentage of students with 20 or more days absence for Year 10 will decrease by 10% to 28% and for Year 11 will decrease by 10% to 18%. | |
| | | By 2022, AToSS data of positive response rates for Stimulating Learning will increase by 5% to 55%, and Sense of Connectedness will increase by 5% to 65% for years 7-12. | |
| | | By 2022, Staff Opinion Survey data of positive response rates for Academic Emphasis will increase 5% to 39%. | |
| Improve student outcomes relating to differentiated teaching and learning. | No | By 2022, Staff Opinion Survey data will indicate positive response rates for Collective Efficacy to be at or above 45%. | |

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| | | By 2022, Staff Opinion Survey data will indicate positive response rates for Trust in Colleagues to be at or above 55%. | |
| | | By 2022, AToSS data will indicate positive response rates for Teacher Concern to be at or above 48%. | |
| | | By 2022, the percentage of 'VCE Scores above 37 to be at or above 8%. | |

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| Goal 1 | 2021 Priorities Goal | |
| 12 Month Target 1.1 | As a College, we will plan and implement Actions as per the 3 state - wide Key Improvement Strategies: Learning Catch Up and Extension Happy, active and healthy kids Connected schools | |
| Key Improvement Strategies | | Is this KIS selected for focus this year? |
| KIS 1 Curriculum planning and assessment | Learning, catch-up and extension priority | Yes |
| KIS 2 | Happy, active and healthy kids priority | Yes |

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| Health and wellbeing | | |
| KIS 3 Building communities | Connected schools priority | 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 2021. | |
| Goal 2 | Maximise student learning and achievement outcomes. | |
| 12 Month Target 2.1 | <p>We will have a Guaranteed and Viable Curriculum across all Domains, in all subjects across all year levels</p> <p>We will continue to develop a comprehensive scope and sequence of the school's curriculum program to ensure appropriate opportunities are provided for all students</p> <p>Mean Study Score to increase to 29 by end of 2021; Mean English Score to 28; % of scores above 37 will increase by 1% to 6.25% by the end of 2021</p> | |
| 12 Month Target 2.2 | <p>We will have a Guaranteed and Viable Curriculum across all Domains, in all subjects across all year levels</p> <p>We will continue to develop a comprehensive scope and sequence of the school's curriculum program to ensure appropriate opportunities are provided for all students Y9 Reading will increase from 3% in 2019, to 10% by the end of 2021</p> <p>Y9 Writing will increase from 14% in 2019, to 16% by the end of 2021</p> <p>Y9 Numeracy will increase from 12% in 2019, to 15% by the end of 2021</p> <p>For reading, the percentage of students achieving high growth NAPLAN to be at or above 20%, and low growth to be at or below 25%.</p> | |

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| | For numeracy, the percentage of students achieving high growth NAPLAN to be at or above 15%, and low growth to be at or below 30%. | |
| 12 Month Target 2.3 | <p>We will have a Guaranteed and Viable Curriculum across all Domains, in all subjects across all year levels</p> <p>We will continue to develop a comprehensive scope and sequence of the school's curriculum program to ensure appropriate opportunities are provided for all students</p> <p>Stimulating Learning for Y7 to 12 will increase from 53% in 2019, to 55% by the end of 2021</p> | |
| 12 Month Target 2.4 | <p>We will have a Guaranteed and Viable Curriculum across all Domains, in all subjects across all year levels</p> <p>We will continue to develop a comprehensive scope and sequence of the school's curriculum program to ensure appropriate opportunities are provided for all students</p> <p>Teacher Collaboration will increase from 35% in 2019, to 37% by the end of 2021</p> | |
| Key Improvement Strategies | | Is this KIS selected for focus this year? |
| KIS 1 Curriculum planning and assessment | Develop a comprehensive scope and sequence of the school's curriculum program to ensure appropriate opportunities are provided for all students. (CPA) | Yes |
| KIS 2 Building practice excellence | Provide professional learning for staff to support consistent implementation of the WHSC Teaching and Learning Model. (BPE) | Yes |
| KIS 3 Building practice excellence | Enhance assessment processes to improve monitoring of student progress and to support targeted differentiated teaching and learning. (BPE) | Yes |
| KIS 4 Building practice excellence | Define and implement practices that will support the embedding of a culture of high expectations amongst staff, students and families. (BPE) | 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.

This Goal and associated KISs has been selected as a focus for 2021

This Goal and associated KISs has been carried over from 2020, and it is in addition to Goal 1, '2021 Priorities Goal' for next year

We will have a Guaranteed and Viable Curriculum across all Domains, in all subjects across all year levels. We will continue to develop a comprehensive scope and sequence of the school's curriculum program to ensure appropriate opportunities are provided for all students.

The self evaluation supports our approach and has allowed for the diagnosis of issues requiring particular attention - please view our self evaluation

Further developing our Guaranteed and Viable Curriculum allows us to further student learning and wellbeing outcomes, our Instructional Practice and how we apply our Teaching and Learning Model, how we provide a targeted and differentiated approach, and how we assess and monitor student growth. Further improvements in these areas will lead to a further heightening of expectations amongst our College Community.

We will work with a more defined School Improvement Team in 2021, together with furthering our work in PLCs and how we track and monitor student growth through the development of appropriate systems and processes with staff. We will revisit the importance of our Teaching and Learning Model and how it should be applied, support the Model through our PLC and Peer Observation work, and continue to develop and implement a Professional Development Plan that further supports:

- the development of a Guaranteed and Viable Curriculum (including more Student Agency, Design Thinking, Common Assessments)
- growth in Literacy
- growth in Numeracy
- effective use of Data

Relevant school data in this area includes further improving VCE (Overall Study Score; English), NAPLAN (Reading, Writing, Numeracy), Stimulating Learning and Teacher Collaboration, together with the quality, level and breadth of our Guaranteed and Viable Curriculum.

Define Actions, Outcomes and Activities

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| Goal 1 | 2021 Priorities Goal |
| 12 Month Target 1.1 | As a College, we will plan and implement Actions as per the 3 state - wide Key Improvement Strategies: Learning Catch Up and Extension Happy, active and healthy kids Connected schools |
| KIS 1 Curriculum planning and assessment | Learning, catch-up and extension priority |
| Actions | Establish/embed/maintain PLCs/PLTs structures to support teacher collaboration and reflection of strengthen teaching practice Use PLCs / PLTs for staff to collaboratively plan units of work with a focus on differentiation Prioritise time for teachers to discuss and adapt strategies working for individual students Identify and support students with catch up and extension |
| Outcomes | Identified students will be provided opportunities for catch up and extension; students will benefit from the work of teaching staff in our PLC and Tutoring Program. Students will use Common Assessments, Formative Work and provide regular feedback to staff. Teachers will participate and contribute as part of the PLC and Tutoring Program. They will collaborate and develop strategies and units of work that seeks to further student outcomes and provide a differentiated approach. Teachers will provide regular feedback Leaders will further develop, implement and monitor our PLC and Tutoring Program. Leaders will develop a Meeting Schedule that prioritises the work of PLC groups. Leaders will use data with staff to identify, monitor and further the learning growth of students. NB: PLCs will meet to engage in reflective practice, evaluate and plan curriculum, assessments, lessons |

| | Teacher will provide regular feedback and monitor student progress using data walls Students and teachers will have more time to work on content at the students point of need | | | |
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| Success Indicators | Teacher records and observations show student progress Data walls indicating clearly student progress Data used to identify students for tailored supports | | | |
| Activities and Milestones | Who | Is this a PL Priority | When | Budget |
| Establish processes/structures for collecting and monitoring school-wide data, and develop a further understanding of how data can be used | <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement Team | <input checked="" type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$1,000.00 <input type="checkbox"/> Equity funding will be used |
| Establish processes for regular moderation of assessment including the use of Common Assessments | <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> PLC Leaders | <input checked="" type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$1,000.00 <input type="checkbox"/> Equity funding will be used |
| Establish resourcing for individual and tailored support programs. Students identified and plans established. | <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement Team | <input checked="" type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$55,000.00 <input checked="" type="checkbox"/> Equity funding will be used |

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| Tutor Learning Program established | <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team | <input checked="" type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$177,000.00 <input type="checkbox"/> Equity funding will be used |
| KIS 2 Health and wellbeing | Happy, active and healthy kids priority | | | |
| Actions | Establish a whole school approach to social-emotional learning or belonging and engagement Develop a wellbeing program implemented in homegroup and across the College Assign teachers to conduct regular check-ins with at-risk students. Ensure all students know there is someone who cares about them | | | |
| Outcomes | Students will participate in programs, initiatives and activities to best support their wellbeing. Teachers will participate, contribute to and implement programs, initiatives and activities to best support student wellbeing. Home Group Teachers with Sub Schools will implement many of these programs, initiatives and activities with students on a regular basis. Home Group Teachers with Sub Schools will conduct regular check ins with at-risk students. Leaders will develop a Whole School Wellbeing Program that is both supportive and proactive. The Whole School Wellbeing Program will be documented and implemented across all year levels. Leaders with staff will identify students in need of wellbeing support and tailor support and interventions on an ongoing basis. NB: Teachers, leaders and the school community will share a common understanding of the whole school approach to wellbeing Relevant teachers and leaders will implement a homegroup wellbeing program Students with acute needs will receive individualised support with regular monitoring and student support group meetings (with parents) where appropriate | | | |
| Success Indicators | Documentation of frameworks, policies or programs re Student Wellbeing Documentation of resources for wellbeing programs Documentation of strategies students will use in classes and at school Students reporting improvements in their wellbeing | | | |

| Activities and Milestones | Who | Is this a PL Priority | When | Budget |
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| Plan for and schedule professional learning supporting wellbeing, including subsequent sessions to determine impact and review actions | <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator | <input checked="" type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$2,000.00 <input type="checkbox"/> Equity funding will be used |
| Develop a documented Whole School Approach to Student Wellbeing for 2021 which incorporates individualised, home group and cohort support | <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator | <input checked="" type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$38,000.00 <input checked="" type="checkbox"/> Equity funding will be used |
| Establish a regular time for the Wellbeing Team to speak with staff and for staff to ask questions. Place on the College's Meeting Schedule | <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$500.00 <input type="checkbox"/> Equity funding will be used |
| KIS 3 Building communities | Connected schools priority | | | |

| Actions | <p>Strengthen and embed the school-wide approach to communication with parents/carers/kin, incorporating the new ways in which schools connected during remote and flexible learning</p> <p>Create opportunities for more regular meetings using digital technologies between parents/carers/kin and teachers</p> <p>Ensure the benefits of digital learning continue to be available to every student</p> | | | |
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| Outcomes | <p>Students will have the opportunity to showcase their efforts and achievements on a more regular basis both within the College, and, with our College Community.</p> <p>Teachers will support students on a regular basis in their ability to showcase their efforts and achievements. Teachers will contribute to a variety of forums to best communicate student effort and achievement, using different forums with parents in which to do so.</p> <p>Leaders will use the College's Communications Plan to best support a school wide approach to communications with families (including prospective families eg Transition).</p> <p>Leaders will support staff in the use of the College's Communications Plan. Leaders will consider and implement measures that support remote and online communications eg Information Nights, Course Selections, etc.</p> <p>NB: Students and parents/carers/kin will feel as though they belong and are seen Teachers and Leaders will have strong relationships with students and parents/carers/kin Teachers and Leaders can regularly connect with the parents/carers/kin of all students</p> | | | |
| Success Indicators | <p>Whole school surveys (SSS, AToSS) show improvements</p> <p>Positive student survey data (internal surveys, AToSS)</p> <p>Student perception and survey data is positive</p> | | | |
| Activities and Milestones | Who | Is this a PL Priority | When | Budget |
| Expand community access to school newsletters, social media, and information sessions. Use of technology to support this expansion. | <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Education Support | <input checked="" type="checkbox"/> PLP Priority | from: Term 1 | \$1,000.00 |

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| | <input checked="" type="checkbox"/> Leadership Team | | to: Term 4 | <input type="checkbox"/> Equity funding will be used |
| Document engagements with parents/carers/kin and follow up when difficult situations arise. Work of Sub Schools with Home Group Teachers and Staff to support this area. | <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Leading Teacher(s) | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$1,000.00 <input type="checkbox"/> Equity funding will be used |
| Routinely prioritise time in staff meetings to review engagement data and identify students and parents/carers/kin at risk of disengagement | <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator | <input checked="" type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$1,000.00 <input type="checkbox"/> Equity funding will be used |
| Support transition | <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Sub School Leader/s | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$1,000.00 <input type="checkbox"/> Equity funding will be used |
| Goal 2 | Maximise student learning and achievement outcomes. | | | |
| 12 Month Target 2.1 | <p>We will have a Guaranteed and Viable Curriculum across all Domains, in all subjects across all year levels</p> <p>We will continue to develop a comprehensive scope and sequence of the school's curriculum program to ensure appropriate opportunities are provided for all students</p> <p>Mean Study Score to increase to 29 by end of 2021; Mean English Score to 28; % of scores above 37 will increase by 1% to 6.25% by the end of 2021</p> | | | |

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| <p>12 Month Target 2.2</p> | <p>We will have a Guaranteed and Viable Curriculum across all Domains, in all subjects across all year levels</p> <p>We will continue to develop a comprehensive scope and sequence of the school's curriculum program to ensure appropriate opportunities are provided for all students Y9 Reading will increase from 3% in 2019, to 10% by the end of 2021</p> <p>Y9 Writing will increase from 14% in 2019, to 16% by the end of 2021</p> <p>Y9 Numeracy will increase from 12% in 2019, to 15% by the end of 2021</p> <p>For reading, the percentage of students achieving high growth NAPLAN to be at or above 20%, and low growth to be at or below 25%.</p> <p>For numeracy, the percentage of students achieving high growth NAPLAN to be at or above 15%, and low growth to be at or below 30%.</p> |
| <p>12 Month Target 2.3</p> | <p>We will have a Guaranteed and Viable Curriculum across all Domains, in all subjects across all year levels</p> <p>We will continue to develop a comprehensive scope and sequence of the school's curriculum program to ensure appropriate opportunities are provided for all students</p> <p>Stimulating Learning for Y7 to 12 will increase from 53% in 2019, to 55% by the end of 2021</p> |
| <p>12 Month Target 2.4</p> | <p>We will have a Guaranteed and Viable Curriculum across all Domains, in all subjects across all year levels</p> <p>We will continue to develop a comprehensive scope and sequence of the school's curriculum program to ensure appropriate opportunities are provided for all students</p> <p>Teacher Collaboration will increase from 35% in 2019, to 37% by the end of 2021</p> |
| <p>KIS 1 Curriculum planning and assessment</p> | <p>Develop a comprehensive scope and sequence of the school's curriculum program to ensure appropriate opportunities are provided for all students. (CPA)</p> |
| <p>Actions</p> | <p>Further audit and develop Curriculum Documentation across all Domains, including all subjects and year levels within Domains. Full Guaranteed and Viable Curriculum required.</p> |

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| | Development to include more Student Agency, Formative Assessments, Common Assessments and Design Thinking. Use of PD and PPDs to support the work. | | | |
| Outcomes | <p>Students will use more opportunities for student agency, design thinking and formative work in their learning. They will work through more Common Assessments and have greater opportunities for feedback to gauge the progress of their learning. Students will further improve their learning outcomes</p> <p>Teachers will use the Expectations and Framework provided to develop more Guaranteed and Viable Curriculum. Support provided by leaders. Teachers will use the PLC program to best track, monitor and show student growth</p> <p>Leaders will develop Expectations and a Framework to facilitate the development of More Guaranteed and Viable Curriculum. Leaders will check in and support leaders and teachers in the process. Leaders will use the School Improvement Team to gauge progress.</p> <p>NB:</p> <p>More Guaranteed and Viable Curriculum in place and easily located and used Stronger student learning outcomes (eg Literacy, Numeracy, VCE) More Common Assessments being used to track, monitor and show student growth More use of the Guaranteed and Viable Curriculum within PLC work More Formative Work and Assessment is reported Students report more choice and design thinking as part of their learning</p> | | | |
| Success Indicators | <p>Student growth in seen areas such as Literacy, Numeracy and VCE</p> <p>Students report gains in Stimulating Learning</p> <p>Staff report gains in Teacher Collaboration</p> | | | |
| Activities and Milestones | Who | Is this a PL Priority | When | Budget |
| <p>Scope and Sequence Curriculum Documentation is further developed across all Domains, in all subjects and year levels, to ensure more of a Guaranteed and Viable Curriculum</p> <p>Professional Development, Professional Practice Days, our PLC Program and other opportunities (eg planning meetings) are provided to support this work</p> | <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Team Leader(s) | <input checked="" type="checkbox"/> PLP Priority | <p>from: Term 1 to: Term 4</p> | <p>\$2,500.00</p> <p><input type="checkbox"/> Equity funding will be used</p> |

| | | | | |
|---|---|--|--|---|
| <p>Framework and Expectations developed, implemented and communicated with Team Leaders and Staff to support the further development of Scope and Sequence Curriculum Documentation</p> | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Team Leader(s) | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLP Priority | <p>from: Term 1 to: Term 4</p> | <p>\$2,500.00</p> <p><input type="checkbox"/> Equity funding will be used</p> |
| <p>PLC Program will work with Team and Domain Leaders to develop and use Common Assessments with students. Assessment Framework to be developed to support this work.</p> | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Team Leader(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> <p><input type="checkbox"/> Equity funding will be used</p> |
| <p>KIS 2 Building practice excellence</p> | <p>Provide professional learning for staff to support consistent implementation of the WHSC Teaching and Learning Model. (BPE)</p> | | | |
| <p>Actions</p> | <p>Establish a 2021 Professional Development Plan</p> <p>Further develop and implement our PLC Program</p> <p>Revisit and further implement our Teaching and Learning Model</p> <p>Further develop and implement Peer Observations</p> <p>Establish a more defined School Improvement Team</p> | | | |
| <p>Outcomes</p> | <p>Students will use a feedback model (eg Forms) to provide ongoing and regular feedback to teaching staff to inform them of their practice. Students will receive more feedback (eg Formative Work) from teaching staff to best monitor and gauge student growth.</p> <p>Teachers will use Professional Development to support them in their work so that students can further improve their learning. Key areas for Professional Development include:</p> | | | |

| | <p>Documentation and approach best supporting a Guaranteed and Viable Curriculum Use of our Teaching and Learning Model Whole School Approach to Literacy Whole School Approach to Numeracy VCE Improvement Effective Use of Data Emerging Leaders Program Teaching staff will participate in our PLC and Peer Observation Programs</p> <p>Staff report back more (Team Meetings, Forums, etc) with respect to Professional Development and Learning</p> <p>Leaders will develop a Professional Development Plan that meets key areas (see above) and support staff accordingly. Leaders will further the develop and implement our PLC, Peer Observation Program and School Improvement Team.</p> <p>NB: More feedback to and from students and teaching staff Professional Development continues to be targeted and support key areas (see above) and we hear more from staff who have attended Professional Development</p> | | | |
|---|--|--|----------------------------------|--|
| Success Indicators | <p>Student growth in seen areas such as Literacy, Numeracy and VCE Students report gains in Stimulating Learning Staff report gains in Teacher Collaboration</p> | | | |
| Activities and Milestones | Who | Is this a PL Priority | When | Budget |
| A Whole School Approach to be developed, implemented and monitored with respect to student feedback to teaching staff (eg use of Forms) | <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> School Improvement Team | <input checked="" type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$500.00 <input type="checkbox"/> Equity funding will be used |
| Peer Observations further established as part of PLC Program | <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal | <input checked="" type="checkbox"/> PLP Priority | from: Term 1 | \$1,000.00 |

| | | | | | |
|---|---|---|---|----------------------------------|--|
| | | <input checked="" type="checkbox"/> PLC Leaders | | to: Term 4 | <input type="checkbox"/> Equity funding will be used |
| Learning Walks Program continues - the x 4 'Look Fors' of effective teacher practice | | <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$500.00 <input type="checkbox"/> Equity funding will be used |
| Whole School Approach to Literacy (Vocabulary; Reading), Numeracy (Interpreting Data - Graphs and Tables) and effective use of Data is further adopted and supported by PD - PL Plan | | <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) | <input checked="" type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$2,500.00 <input type="checkbox"/> Equity funding will be used |
| Professional Development and Learning Plan (or PD - PL Plan) developed and shared with staff. More classroom visits by Leaders to observe and further our Instructional Practice. Plan supports other key areas eg VCE Improvement, Emerging Leaders, etc | | <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> School Improvement Team | <input checked="" type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$2,500.00 <input type="checkbox"/> Equity funding will be used |
| KIS 3 Building practice excellence | Enhance assessment processes to improve monitoring of student progress and to support targeted differentiated teaching and learning. (BPE) | | | | |
| Actions | Establish a more defined School Improvement Team Further develop and implement our PLC Program Establish more Common Assessments across all Domains | | | | |

| Outcomes | <p>Students will engage in more Formative Work. Students will receive more feedback on their learning on an ongoing basis. Students will have the opportunity to engage with a stronger differentiated teaching and learning approach as provided by teaching staff.</p> <p>Teachers will participate and contribute to the PLC Program. Teachers will use more Common Assessments as part of our PLC program. Teachers will use Formative Work to gauge and monitor and further improve student growth. Teachers will use assessments and data to differentiate their teaching across their classes</p> <p>Leaders will establish and work within a more defined School Improvement Team. Leadership to establish and plan processes that best support this work. Leaders will support the PLC Program. Leaders will support teaching staff to develop and use more Common Assessments (eg as part of the work aligned to a Guaranteed and Viable Curriculum) Leaders to develop an Assessment Framework with staff. Leaders will continue with our Coaching Program and incorporate our x 4 preconditions in our planning and leadership.</p> <p>NB: Common Assessments within an Assessment Framework will guide and assist us in our work to best monitor student progress. More effective use of Data in the process will assist students and staff Further development and implementation of our PLC Program will support better use of data to track, monitor and gauge student progress. Data captured here will also support stronger differentiation in the classroom.</p> | | | |
|---|--|--|----------------------------------|--|
| Success Indicators | <p>Student growth in seen areas such as Literacy, Numeracy and VCE Students report an improvement in Stimulating Learning Staff report an improvement in Teacher Collaboration</p> | | | |
| Activities and Milestones | Who | Is this a PL Priority | When | Budget |
| A more defined School Improvement Team is established and it meets regularly (eg to consider key data sets) - meeting schedule supports regular meetings | <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> School Improvement Team | <input checked="" type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$1,000.00 <input type="checkbox"/> Equity funding will be used |
| Our PLC Program is further developed and implemented using more data and formative work. More differentiation is seen in the classroom as a result of our PLC Program | <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> PLC Leaders | <input checked="" type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$1,000.00 <input type="checkbox"/> Equity funding will be used |

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| | | | | |
| An Assessment Framework is established with Domain Leaders and their teams - formative, diagnostic, benchmark and high stakes assessments documented and used. Work with PLC Program as required | <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> PLC Leaders | <input checked="" type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$1,000.00 <input type="checkbox"/> Equity funding will be used |
| KIS 4 Building practice excellence | Define and implement practices that will support the embedding of a culture of high expectations amongst staff, students and families. (BPE) | | | |
| Actions | <p>Further establish our PLC Program to support high expectations amongst staff, students and families</p> <p>Continued review of Assessment and Reporting including Late Work Submission Policy and Procedures</p> <p>Further strengthen our communications with families</p> <p>Develop a Meeting Schedule that best supports the work of teaching staff within our PLC Program</p> <p>Continue with high achieving classes</p> <p>Learning Goals developed by all students and reviewed each term (eg within the Sub School and by Home Group Teachers)</p> | | | |
| Outcomes | <p>Students will be able to develop and regularly refer to their Individual Learning Plan to support them with their learning. Students will have the opportunity to participate in catch up and extension (or high achieving) classes.</p> <p>Teachers will participate and contribute as part of the PLC Program. Teachers will communicate high expectations with students and families on a regular basis. Teachers will use the Late Work Submission Policy and Processes to support high expectation of students</p> <p>Leaders will support the use of Common Assessments, the successful use of our PLC Program, review our Reporting Format, develop a Meeting Schedule that allows for PLC Program work as the priority, and support Sub Schools with their work to support students and their learning goals.</p> | | | |

| Success Indicators | Student growth in seen areas such as Literacy, Numeracy and VCE Students report an improvement in Stimulating Learning Staff report an improvement in Teacher Collaboration | | | |
|--|---|--|----------------------------|--|
| Activities and Milestones | Who | Is this a PL Priority | When | Budget |
| Individual Learning Plans are developed by Sub School Leaders with their teams of staff (including Home Group Teachers) across all year levels | <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Sub School Leader/s | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$500.00 <input type="checkbox"/> Equity funding will be used |
| Late Submission of Work Policy is further implemented across the College to drive higher expectations. Other strategies also further developed and trailed (eg Catch Up Programs for non submission of work / Common Assessment Tasks) | <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$500.00 <input type="checkbox"/> Equity funding will be used |
| Catch up and Extension Classes provided for Numeracy and Literacy as part of TLP for example (and funded by TLP) | <input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Learning Specialist(s) | <input checked="" type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$500.00 <input type="checkbox"/> Equity funding will be used |
| Meetings Schedules developed to support priorities (eg PLC Program) | <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal | <input type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$500.00 <input type="checkbox"/> Equity funding will be used |
| Reporting Format is reviewed and overhauled making it even more meaningful for our Community | <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal | <input checked="" type="checkbox"/> PLP Priority | from: Term 1 to: Term 4 | \$500.00 <input type="checkbox"/> Equity funding will be used |

Equity Funding Planner

Equity Spending Totals

| Category | Total proposed budget (\$) | Spend (\$) |
|--|----------------------------|--------------------|
| Equity funding associated with Activities and Milestones | \$93,000.00 | \$93,000.00 |
| Additional Equity funding | \$0.00 | \$0.00 |
| Grand Total | \$93,000.00 | \$93,000.00 |

Activities and Milestones

| Activities and Milestones | When | Category | Total proposed budget (\$) | Equity Spend (\$) |
|---|----------------------------------|----------|----------------------------|--------------------|
| Establish resourcing for individual and tailored support programs. Students identified and plans established. | from: Term 1 to: Term 4 | | \$55,000.00 | \$55,000.00 |
| Develop a documented Whole School Approach to Student Wellbeing for 2021 which incorporates individualised, home group and cohort support | from: Term 1 to: Term 4 | | \$38,000.00 | \$38,000.00 |
| Totals | | | \$93,000.00 | \$93,000.00 |

Additional Equity spend

| Outline here any additional Equity spend for 2021 | 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 |
|--|---|----------------------------------|---|---|---|---|
| Establish processes/structures for collecting and monitoring school-wide data, and develop a further understanding of how data can be used | <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Principal <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"/> 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"/> School improvement partnerships <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Bastow program/course <input checked="" type="checkbox"/> External consultants Carmel Richardson VCE | <input checked="" type="checkbox"/> On-site |
| Establish processes for regular moderation of assessment including the use of Common Assessments | <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> PLC Leaders | from: Term 1 to: Term 4 | <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Moderated assessment of student learning | <input checked="" type="checkbox"/> Professional Practice 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"/> Departmental resources As per resources available and provided | <input checked="" type="checkbox"/> On-site |
| Establish resourcing for individual and tailored support programs. Students identified and plans | <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) | from: Term 1 to: Term 4 | <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"/> Internal staff <input checked="" type="checkbox"/> Departmental resources | <input checked="" type="checkbox"/> On-site |

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|--|---|----------------------------|---|---|--|---|
| established. | <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement Team | | | <input checked="" type="checkbox"/> Timetabled Planning Day | As available and required | |
| Tutor Learning Program established | <input checked="" type="checkbox"/> Assistant Principal <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"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Area Principal Forums | <input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Departmental resources As available and required | <input checked="" type="checkbox"/> On-site |
| Plan for and schedule professional learning supporting wellbeing, including subsequent sessions to determine impact and review actions | <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator | 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"/> 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"/> Teaching partners <input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> Internal staff | <input checked="" type="checkbox"/> On-site |
| Develop a documented Whole School Approach to Student Wellbeing for 2021 which incorporates | <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal | from: Term 1 to: Term 4 | <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"/> Internal staff | <input checked="" type="checkbox"/> On-site |

| | | | | | | |
|---|--|----------------------------|---|--|--|---|
| individualised, home group and cohort support | <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator | | | <input checked="" type="checkbox"/> Timetabled Planning Day | | |
| Expand community access to school newsletters, social media, and information sessions. Use of technology to support this expansion. | <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Education Support <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"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Network Professional Learning | <input checked="" type="checkbox"/> Internal staff | <input checked="" type="checkbox"/> On-site |
| Routinely prioritise time in staff meetings to review engagement data and identify students and parents/carers/kin at risk of disengagement | <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator | from: Term 1 to: Term 4 | <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"/> Internal staff | <input checked="" type="checkbox"/> On-site |
| Scope and Sequence Curriculum Documentation is further developed across all Domains, in all subjects and year levels, to ensure more of a Guaranteed and Viable | <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal | 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"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Professional Practice Day | <input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist | <input checked="" type="checkbox"/> On-site |

| | | | | | | |
|---|--|--|---|--|--|---|
| <p>Curriculum</p> <p>Professional Development, Professional Practice Days, our PLC Program and other opportunities (eg planning meetings) are provided to support this work</p> | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Team Leader(s) | | | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) | |
| <p>Framework and Expectations developed, implemented and communicated with Team Leaders and Staff to support the further development of Scope and Sequence Curriculum Documentation</p> | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Team Leader(s) | <p>from: Term 1 to: Term 4</p> | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site |
| <p>PLC Program will work with Team and Domain Leaders to develop and use Common Assessments with students. Assessment Framework to be developed to support this work.</p> | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Team Leader(s) | <p>from: Term 1 to: Term 4</p> | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Formalised PLC/PLTs | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site |

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|--|--|----------------------------------|---|---|--|---|
| A Whole School Approach to be developed, implemented and monitored with respect to student feedback to teaching staff (eg use of Forms) | <input checked="" type="checkbox"/> All Staff <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"/> Formal School Meeting / Internal Professional Learning Sessions | <input checked="" type="checkbox"/> Internal staff | <input checked="" type="checkbox"/> On-site |
| Peer Observations further established as part of PLC Program | <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> PLC Leaders | from: Term 1 to: Term 4 | <input checked="" type="checkbox"/> Formalised PLC/PLTs | <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"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff | <input checked="" type="checkbox"/> On-site |
| Whole School Approach to Literacy (Vocabulary; Reading), Numeracy (Interpreting Data - Graphs and Tables) and effective use of Data is further adopted and supported by PD - PL Plan | <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) | from: Term 1 to: Term 4 | <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Moderated assessment of student learning | <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"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist | <input checked="" type="checkbox"/> On-site |
| Professional Development and Learning Plan (or PD - PL Plan) developed and shared with staff. More classroom visits by Leaders | <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team | from: Term 1 to: Term 4 | <input checked="" type="checkbox"/> Planning | <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions | <input checked="" type="checkbox"/> Internal staff | <input checked="" type="checkbox"/> On-site |

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|--|--|----------------------------|--|--|--|---|
| to observe and further our Instructional Practice. Plan supports other key areas eg VCE Improvement, Emerging Leaders, etc | <input checked="" type="checkbox"/> School Improvement Team | | | | | |
| A more defined School Improvement Team is established and it meets regularly (eg to consider key data sets) - meeting schedule supports regular meetings | <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"/> Formal School Meeting / Internal Professional Learning Sessions | <input checked="" type="checkbox"/> Internal staff | <input checked="" type="checkbox"/> On-site |
| Our PLC Program is further developed and implemented using more data and formative work. More differentiation is seen in the classroom as a result of our PLC Program | <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> PLC Leaders | 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"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Professional Practice 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 |
| An Assessment Framework is established with Domain Leaders and their teams - formative, diagnostic, benchmark and high stakes assessments documented and used. Work with PLC Program as required | <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> PLC Leaders | from: Term 1 to: Term 4 | <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Design of formative assessments | <input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <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"/> Departmental resources As provided and required | <input checked="" type="checkbox"/> On-site |
| Catch up and Extension Classes provided for Numeracy and Literacy as | <input checked="" type="checkbox"/> KLA Leader | from: Term 1 | <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"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist | <input checked="" type="checkbox"/> On-site |

| | | | | | | |
|--|--|----------------------------------|--|--|--|---|
| part of TLP for example (and funded by TLP) | <input checked="" type="checkbox"/> Learning Specialist(s) | to: Term 4 | | <input checked="" type="checkbox"/> Network Professional Learning <input checked="" type="checkbox"/> Area Principal Forums | | |
| Reporting Format is reviewed and overhauled making it even more meaningful for our Community | <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal | from: Term 1 to: Term 4 | <input checked="" type="checkbox"/> Planning | <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions | <input checked="" type="checkbox"/> Internal staff | <input checked="" type="checkbox"/> On-site |