

2019 Annual Implementation Plan

for improving student outcomes

Wheelers Hill Secondary College (8474)



WHEELERS HILL
Secondary College

Be The Best That You Can Be

Respect | Excellence | Creativity

Submitted for review by Aaron Smith (School Principal) on 22 November, 2018 at 12:18 PM

Endorsed by Allen McAuliffe (Senior Education Improvement Leader) on 12 December, 2018 at 09:25 AM

Endorsed by Dawne Brown (School Council President) on 20 December, 2018 at 01:48 PM

Self-evaluation Summary - 2019

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

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

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

Enter your reflective comments	<p>The recent Self Evaluation and Review Process has allowed to reflect on what our priorities for our next Strategic Plan, together with the AIP period for 2019. Our Goals / Priority Areas for 2019 are:</p> <ul style="list-style-type: none"> - Maximising student learning and achievement outcomes (within the FISO areas Building practice excellence and Curriculum planning and assessment) - Empowering student to actively engage in their learning (within the FISO areas Empowering students and building school pride, and Building practice excellence) - Improve student outcomes relating to differentiated teaching and learning by building staff and leadership capacity (within the FISO area Building leadership teams) <p>PLEASE SEE ANNUAL GOALS & KIS, AND ACTIONS, OUTCOMES AND ACTIVITIES FOR SPECIFICS RELATING TO OUR CONSIDERATION AND PLANNING FOR 2019</p> <p>Please see the most recent Review Report as a reference. Our SSP and AIP are developed using the Review Report.</p>
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<p>Considerations for 2020</p>	<p>Considerations for 2019 include:</p> <ul style="list-style-type: none"> - Maximising student learning and achievement outcomes - Empowering student to actively engage in their learning - Improve student outcomes relating to differentiated teaching and learning by building staff and leadership capacity <p>PLEASE SEE ANNUAL GOALS & KIS, AND ACTIONS, OUTCOMES AND ACTIVITIES FOR SPECIFICS RELATING TO OUR CONSIDERATION AND PLANNING FOR 2019</p> <p>Please see the most recent Review Report as a reference. Our SSP and AIP are developed using the Review Report.</p>
<p>Documents that support this plan</p>	<p>Review Report WHSC final 20181019.docx (0.27 MB)</p>

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
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>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>Mean Study Score to increase to 29 by end of 2019</p> <p>Mean English Score will increase to 27.5 by end of 2019</p>
		<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 • 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%. 	<p>Percentage of students in Top 2 bands will increase by 2% to 16% for reading by end of 2019</p> <p>Percentage of students in Top 2 bands will increase by 2% to 11% for writing by end of 2019</p> <p>Percentage of students in Top 2 bands will increase 1% to 20% for numeracy by end of 2019</p>

		<ul style="list-style-type: none"> For numeracy, the percentage of students achieving high growth to be at or above 25%, and low growth to be at or below 15%. 	
		By 2022, AToSS data of positive response rates for Stimulating Learning for Years 7-12 will increase by 5% to 55%.	By end of 2019, AToSS data for positive response rates for Stimulating Learning for Y7 - 12 will increase by 2% to 52%
		By 2022, Staff Opinion Survey data of positive response rates for teacher collaboration will increase by 5% to 39	By end of 2019, Staff Opinion Data for positive response rates for teacher collaboration will increase by 2% to 36%
		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 end of 2019, the percentage of students with 20 or more days absence for Y10 will decrease to 20% and for Y11 will decrease to 15%
		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 end of 2019, the AToSS data positive response rates for Stimulating Learning will increase by 2% to 52%, and Sense of Connectedness will increase by 2% for Y7 to 12
		By 2022, Staff Opinion Survey data of positive response rates for Academic Emphasis will increase 5% to 39%.	By end of 2019, the Staff Opinion Data of positive response rates for Academic Emphasis will increase 2% to 36%
		By 2022, Staff Opinion Survey data will indicate positive response rates for Collective Efficacy to be at or above 45%.	By end of 2019, Staff Opinion Data will indicate an increase in positive response rate for Collective Efficacy by 2% to 42%

		By 2022, Staff Opinion Survey data will indicate positive response rates for Trust in Colleagues to be at or above 55%.	By end of 2019, Staff Opinion Data will indicate an increase in positive response rate for Trust in Colleagues by 3% to 46%
		By 2022, AToSS data will indicate positive response rates for Teacher Concern to be at or above 48%.	By end of 2019, AToSS will indicate an increase in positive response rate for Teacher Concern by 2% to 44%
		By 2022, the percentage of 'VCE Scores above 37 to be at or above 8%.	See VCE Targets in Goal 1

Goal 1	Maximise student learning and achievement outcomes.
12 Month Target 1.1	Mean Study Score to increase to 29 by end of 2019 Mean English Score will increase to 27.5 by end of 2019
12 Month Target 1.2	Percentage of students in Top 2 bands will increase by 2% to 16% for reading by end of 2019 Percentage of students in Top 2 bands will increase by 2% to 11% for writing by end of 2019 Percentage of students in Top 2 bands will increase 1% to 20% for numeracy by end of 2019
12 Month Target 1.3	By end of 2019, AToSS data for positive response rates for Stimulating Learning for Y7 - 12 will increase by 2% to 52%
12 Month Target 1.4	By end of 2019, Staff Opinion Data for positive response rates for teacher collaboration will increase by 2% to 36%

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)	No
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.	We are in the first year of our School Strategic Plan (2019 - 22) with the 2019 AIP. The College has selected these KIS for 2019 as they were referenced as areas for further improvement from the recent *Review Report (*received Oct., 2018). Please see the Review Report as a reference and for context as to the reasons why these KIS have been chosen in 2019.	
Goal 2	Empower students to actively engage in their learning.	
12 Month Target 2.1	By end of 2019, the percentage of students with 20 or more days absence for Y10 will decrease to 20% and for Y11 will decrease to 15%	
12 Month Target 2.2	By end of 2019, the AToSS data positive response rates for Stimulating Learning will increase by 2% to 52%, and Sense of Connectedness will increase by 2% for Y7 to 12	
12 Month Target 2.3	By end of 2019, the Staff Opinion Data of positive response rates for Academic Emphasis will increase 2% to 36%	
Key Improvement Strategies		Is this KIS selected for focus this year?

KIS 1 Building practice excellence	Embed a program of coaching and mentoring for teaching staff and middle level leaders focused on improving student agency. (BPE)	Yes
KIS 2 Empowering students and building school pride	Develop policies and procedures to ensure consistent implementation of practices to improve student engagement in their learning. (ES)	No
KIS 3 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)	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	We are in the first year of our School Strategic Plan (2019 - 22) with the 2019 AIP. The College has selected these KIS for 2019 as they were referenced as areas for further improvement from the recent *Review Report (*received Oct., 2018). Please see the Review Report as a reference and for context as to the reasons why these KIS have been chosen in 2019.	
Goal 3	Improve student outcomes relating to differentiated teaching and learning.	
12 Month Target 3.1	By end of 2019, Staff Opinion Data will indicate an increase in positive response rate for Collective Efficacy by 2% to 42%	
12 Month Target 3.2	By end of 2019, Staff Opinion Data will indicate an increase in positive response rate for Trust in Colleagues by 3% to 46%	
12 Month Target 3.3	By end of 2019, AToSS will indicate an increase in positive response rate for Teacher Concern by 2% to 44%	
12 Month Target 3.4	See VCE Targets in Goal 1	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Building leadership teams	Develop and implement a professional learning program focused on building middle level leadership capacity. (BLT)	No

KIS 2 Building leadership teams	Develop clear expectations for leaders of teaching and learning and year levels to empower them to collectively improve student outcomes. (BLT)	No
KIS 3 Building leadership teams	Review and redefine school organisational structures that will improve goal congruence, alignment and collaboration for all staff. (BLT)	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	We are in the first year of our School Strategic Plan (2019 - 22) with the 2019 AIP. The College has selected these KIS for 2019 as they were referenced as areas for further improvement from the recent *Review Report (*received Oct., 2018). Please see the Review Report as a reference and for context as to the reasons why these KIS have been chosen in 2019.	

Define Actions, Outcomes and Activities

Goal 1	Maximise student learning and achievement outcomes.
12 Month Target 1.1	Mean Study Score to increase to 29 by end of 2019 Mean English Score will increase to 27.5 by end of 2019
12 Month Target 1.2	Percentage of students in Top 2 bands will increase by 2% to 16% for reading by end of 2019 Percentage of students in Top 2 bands will increase by 2% to 11% for writing by end of 2019 Percentage of students in Top 2 bands will increase 1% to 20% for numeracy by end of 2019
12 Month Target 1.3	By end of 2019, AToSS data for positive response rates for Stimulating Learning for Y7 - 12 will increase by 2% to 52%
12 Month Target 1.4	By end of 2019, Staff Opinion Data for positive response rates for teacher collaboration will increase by 2% to 36%
KIS 1 Building practice excellence	Provide professional learning for staff to support consistent implementation of the WHSC Teaching and Learning Model. (BPE)
Actions	Establish 2019 PD - PL Plan that closely aligns with T&L Model. Targeted use of DET resources to support PD - PL Plan and teaching staff (eg HITs, Professional Practice Principles, etc) Include in 2019 PD - PL Plan the use of Learning Labs and Exemplar Presentations by Staff with respect to aspects of the T&L Model. Include Learning Labs and Exemplar Presentations in Meeting Schedule. PL provided for staff as per Plan (eg Differentiation; extending students in Numeracy and Literacy, Development of Skills, targeted approach with VCE English, etc) Meeting Schedule has been changed to allow for more of a focus on Collaboration, Moderation, Planning and Learning
Outcomes	If the Actions are successful: Teaching staff will consistently apply our T&L Model to a high level There will be greater consistency of practice between Domains and Classes across year levels Leadership capacity improves further amongst Middle Level Leaders The T&L Model is more visible and central to our practice and to that of student learning and skill development

Success Indicators	<p>Measure of Success: Documented PD - PL Plan Student results/outcomes improve eg increase in the number of students in the top bands for Literacy and Numeracy (Y9 NAPLAN); VCE English Study Score improves, etc Positive feedback recorded from staff</p> <p>Data and Evidence: Mean Study Score to increase to 29; By end of 2019 Mean English Score will increase to 27.5 by end of 2019 Percentage of students in Top 2 bands will increase by 2% to 16% for reading by end of 2019 ; Percentage of students in Top 2 bands will increase by 2% to 11% for writing by end of 2019; Percentage of students in Top 2 bands will increase 1% to 20% for numeracy by end of 2019 By end of 2019, Staff Opinion Data for positive response rates for teacher collaboration will increase by 2% to 36%</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Establish 2019 PD - PL Plan that closely aligns with T&L Model.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Leading Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Meeting Schedule has been changed to allow for more of a focus on Collaboration, Moderation, Planning and Learning	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Skills Audit completed and used by Teaching Staff	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Team Leader(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

KIS 2 Building practice excellence	Enhance assessment processes to improve monitoring of student progress and to support targeted differentiated teaching and learning. (BPE)				
Actions	<p>In our 2019 *PD - PL Plan, we will include opportunities and activities for teaching staff to:</p> <ul style="list-style-type: none"> - to further improve growth in the top band of students with respect to Numeracy and Literacy (Reading; Writing). Learning Specialists involved - to further improve how differentiation is provided, with an emphasis on the Mathematics and English Domains initially. Learning Specialists involved. Supported by curriculum documentation. - to further the skills of VCE Teaching Staff with how they use Data, together with how they develop student skills through their practice (eg VCAA Assessment Service). Student skills also developed through the work of Skills Audit Y7 - 10. Reference Key Skills with T&L Model. <p>(*Use of DET resources (eg HITs, Professional Practice Principles, etc) to support PD - PL Plan and teaching staff)</p> <p>IEPs (including Student Goals) for students involved in PLC Trial Groups to be established. IEPs for all students then further investigated.</p> <p>Broaden the trial of Professional Learning Communities from 2018. PLCs allow staff to better understand learners. PLCs have an emphasis on using Data and providing a differentiated approach together with developing and implementing strategies to support student engagement.</p>				
Outcomes	<p>If the Actions are successful:</p> <ul style="list-style-type: none"> We will see growth in the top band of students with respect to Numeracy and Literacy More differentiated and targeted approach with respect to teaching practice and assessment Teaching staff will report greater confidence in offering a differentiated approach via PD and support received, together with how they use Data to measure growth and the impact of their practice IEPs have been established and included on Compass for students in PLC; included on Compass as a reference for students and staff PLCs are more established as result of a broader trial and teaching staff report confidence and success in their use 				

Success Indicators	<p>Measure of Success: Documented PD - PL Plan that has clear reference to key areas including PD/PL for staff to extend students, how to differentiate and to further develop student skills, how we should collaborate all within the context that is our T&L Model Student results/outcomes improve eg increase in the number of students in the top bands for Literacy and Numeracy (Y9 NAPLAN); VCE English Study Score improves, etc The broader trial of PLCs positively received (including PLC training provided) IEPs established and used by teaching staff with their students as part of PLC trial Positive feedback recorded from staff (eg positive results for teacher collaboration, etc)</p> <p>Data and Evidence: Mean Study Score to increase to 29 by end of 2019 Mean English Score will increase to 27.5 by end of 2019 Percentage of students in Top 2 bands will increase 2% to 16% for reading by end of 2019; Percentage of students in Top 2 bands will increase 2% to 11% for writing by end of 2019; Percentage of students in Top 2 bands will increase 1% to 20%for numeracy by end of 2019 By end of 2019, AToSS data for positive response rates for Stimulating Learning for Y7 - 12 will increase by 2% to 52% By end of 2019, Staff Opinion Data for positive response rates for teacher collaboration will increase by 2% to 36%</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Establish 2019 PD - PL Plan developed that includes clear reference to providing PD/PL to staff to further competency and practice in differentiation, extending students, how we should collaborate and developing student skills (21C skills)	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$15,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Develop and trial IEPs (including Student Goals as part of the Plan) for all students in PLC trial	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Broaden the trial of Professional Learning Communities from 2018. PLCs allow staff to better understand learners. PLCs have an emphasis on using Data and providing a differentiated approach	<input checked="" type="checkbox"/> All Staff <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 checked="" type="checkbox"/> Team Leader(s)		<input type="checkbox"/> Equity funding will be used
KIS 3 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>Changed format of Meetings to include greater opportunities for Collaboration, Moderation, Planning, Learning and Improvement</p> <p>Trial of special high achieving classes at lunch time and after school for Y9 and Y12 students (eg potential Y12 study score 40+ students in Ma and Eng subjects/classes); access to staff and / or tutors to support students (eg Monash Uni). Logistics to be confirmed - may form the work of DITs</p> <p>Ongoing surveys of students to determine their opinions and thoughts with respect to high standards and stimulating learning - data then used to inform and further improve teacher practice including differentiation. Improved use of the T&L Model to allow students to take greater responsibility as learners. Implement practices that support higher expectations re student work, including the completion and submission of assessments (inc homework) - student goals, consequences for non submission to be investigated as part of this work. Continue to use PIVOT.</p>		
Outcomes	<p>If the Actions are successful:</p> <p>We will see the new Meeting Schedule successfully implemented and supported by teaching staff</p> <p>High Achiever classes established and trialed</p> <p>Ongoing feedback collected and analysed from students reflecting improvements in stimulating learning, and how students see themselves as learners</p> <p>Students engaging more strongly with our T&L Model</p> <p>We will see a successful trial developed, implemented and reviewed with respect to student completion and submission of work to high standards (inc homework)</p> <p>Data Plan for 2019 is accepted and implemented with staff and staff teams</p>		
Success Indicators	<p>Measure of Success:</p> <p>Positive feedback recorded from staff (eg positive results for teacher collaboration, etc)</p> <p>New format to Meetings and Meeting Schedule accepted</p> <p>Students reveal improvements to Stimulating Learning and more of an Academic Focus to their learning</p> <p>Students understand and can connect with the T&L Model on a stronger level</p> <p>Greater accountability for submission and late submission of student work</p>		

Data and Evidence:

Mean Study Score to increase to 29 by end of 2019 Mean English Score will increase to 27.5 by end of 2019
 Percentage of students in Top 2 bands will increase 2% to 16% for reading by end of 2019; Percentage of students in Top 2 bands will increase 2% to 11% for writing by end of 2019; Percentage of students in Top 2 bands will increase 1% to 20% for numeracy by end of 2019
 By end of 2019, Staff Opinion Data for positive response rates for teacher collaboration will increase by 2% to 36%

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Meeting Schedule implemented	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
High Achiever classes established and trialed	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Leading Teacher(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
Trial / implement practices and process with respect to student completion and submission of work to high standards (inc homework)	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Data Plan for 2019 is accepted (inc the ongoing use of systems such as PIVOT to gain regular student feedback in key areas eg stimulating learning, etc)	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$6,000.00 <input checked="" type="checkbox"/> Equity funding will be used

Goal 2	Empower students to actively engage in their learning.
12 Month Target 2.1	By end of 2019, the percentage of students with 20 or more days absence for Y10 will decrease to 20% and for Y11 will decrease to 15%
12 Month Target 2.2	By end of 2019, the AToSS data positive response rates for Stimulating Learning will increase by 2% to 52%, and Sense of Connectedness will increase by 2% for Y7 to 12
12 Month Target 2.3	By end of 2019, the Staff Opinion Data of positive response rates for Academic Emphasis will increase 2% to 36%
KIS 1 Building practice excellence	Embed a program of coaching and mentoring for teaching staff and middle level leaders focused on improving student agency. (BPE)
Actions	<p>Introduce a mentoring / coaching program for Middle Level Leaders to then work with and provide further leadership for their respective teams. Provide more opportunities for Middle Level Leaders to access external PD - PL (support, training, etc) to further grow capacity, including measures that focus on improving Student Agency (students having more input into their learning). Other meeting times can also be used to grow capacity.</p> <p>Research (and then implement in time) an Instructional Coaching Program for teaching staff in conjunction with leadership, learning specialists, middle level leaders and staff</p> <p>Review and develop the role and expectations of Home Group Teachers in taking ownership of and monitoring student attendance and wellbeing; student attendance also a feature of PLC trial (eg Y10?). Formalise expectations accordingly</p>
Outcomes	<p>If the Actions are successful:</p> <p>We will see teaching staff further improve their Instructional Practice</p> <p>Middle Level Leaders have further improved their leadership skills and capacity</p> <p>More student agency is included in student learning including assessment and learning tasks</p> <p>Student attendance will improve</p>
Success Indicators	<p>Measure of Success:</p> <p>Positive responses for Stimulating Learning and Connectedness amongst students</p> <p>Attendance improves due to more engaging and stimulating learning offered as a part of greater student agency (eg 'passion</p>

	<p>projects' as part of Y10 Futures) and stronger focus Middle Level Leaders are leading and developing improvements in their areas of responsibility, and using Data to measure their impact More PD - PL is being used by Middle Level Leaders Staff report success of Instructional Coaching Program and are positive with its inclusion</p> <p>Data and Evidence:</p> <p>By end of 2019, the percentage of students with 20 or more days absence for Y10 will decrease to 20%, and for Y11 it will decrease to 15%</p> <p>By end of 2019, the AToSS data positive response rates for Stimulating Learning will increase by 2% to 52%, and Sense of Connectedness will increase by 2% for Y7 to 12</p> <p>By end of 2019, the Staff Opinion Data of positive response rates for Academic Emphasis will increase by 2% to 36%</p>
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Activities and Milestones	Who	Is this a PL Priority	When	Budget
Internal Mentoring / Coaching Program for Middle Level Leaders including a focus on student agency	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Team Leader(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Provision of more opportunities for Middle Level Leaders to engage in external PD - PL, either individually and / or in groups	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Team Leader(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Instructional Coaching Program for teaching staff researched; implementation pending. Use of funds can support employment of	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$34,000.00

Learning Specialists. LS's with Prof Practice Leader to support Instructional Coaching approach.			to: Term 4	<input checked="" type="checkbox"/> Equity funding will be used
Review and implement amended Role Description of Home Group Teachers with respect to Student Attendance; Student Attendance a focus of PLC trial (Y10?)	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
KIS 2 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)			
Actions	<p>Meeting Schedule allows for Middle Level Leaders, Leaders and their teams of staff to Collaborate, Moderate, Plan, Improve and Learn. Meetings held by Small Teams are more strongly aligned to FISO, our Priority Areas, College Values and Improvement. Structure to Meetings is consistent across Small Teams - Collaboration, Moderation, Plan, Improve and Learn</p> <p>CATs and Learning Tasks are reviewed. Teaching staff to make reference to Student Goal Setting and Reflection, together with more Peer and Self Assessment, AS PART OF OUR EXISTING CATs - this will further improve student agency and accountability for learning. Assessment Rubrics are easier to access and understand</p> <p>Broaden trial of Integrated Unit using the Y8 STEM Integrated Unit from 2018 as a reference point for further curriculum development in this area. More student ownership of their learning (Student Agency) including student celebration and presentation of their work across Domains. Planning reflects / meets student expectations (Student Agency) with this type of learning.</p>			
Outcomes	<p>If the Actions are successful: We will see greater consistency across Small Teams and how Meetings are held with an emphasis on Collaborating, Moderating, Planning, Improving and Learning CATs will include reference to Student Goal Setting and Reflection, and look to include more Peer and Self Assessment. Also, Assessment Rubrics become easier to access and understand A different trial of an Integrated Unit, possibly involving a different year level More Domains are providing opportunities for students to present and celebrate their learning with the Community</p>			
Success Indicators	<p>Measure of Success: Middle Level Leaders and Leaders more generally report a stronger alignment to our work and that of our Priority Areas and FISO CATs have a stronger student agency focus A further Integrated Unit has been developed and trialed</p>			

	<p>More Domains are presenting student work to our Community more regularly</p> <p>Data and Evidence: By end of 2019, the percentage of students with 20 or more days absence for Y10 will decrease to 20% and Y11 will decrease to 15% By end of 2019, the AToSS data positive response rates for Stimulating Learning will increase by 2% to 52%, and Sense of Connectedness will increase by 2% for Y7 to 12 By end of 2019, the Staff Opinion Data of positive response rates for Academic Emphasis will increase by 2% to 36%</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Meeting Schedule implemented	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Team Leader(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
CATs and Learning Tasks to have a stronger Student Agency focus; greater student involvement in the development of assessments	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Outside of the Y8 STEM Unit from 2018, another Integrated Unit to be developed and trialed	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Domains creating opportunities for students to showcase their learning with the Community (eg similar to Y10 Extended Investigations in Y10 Science)	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Goal 3	Improve student outcomes relating to differentiated teaching and learning.			
12 Month Target 3.1	By end of 2019, Staff Opinion Data will indicate an increase in positive response rate for Collective Efficacy by 2% to 42%			
12 Month Target 3.2	By end of 2019, Staff Opinion Data will indicate an increase in positive response rate for Trust in Colleagues by 3% to 46%			
12 Month Target 3.3	By end of 2019, AToSS will indicate an increase in positive response rate for Teacher Concern by 2% to 44%			
12 Month Target 3.4	See VCE Targets in Goal 1			
KIS 1 Building leadership teams	Review and redefine school organisational structures that will improve goal congruence, alignment and collaboration for all staff. (BLT)			
Actions	<p>Meeting Schedule allows for Middle Level Leaders, Leaders and their teams of staff to Collaborate, Moderate, Plan, Improve and Learn. DITs and PPDs have been reviewed and stronger connections made with our Priority Areas. SITs introduced alongside Review Education Group to allow for more staff involvement.</p> <p>Meetings held by Small Teams and Groups are more strongly aligned to FISO, our Priority Areas, College Values and Improvement. Structure to Meetings is consistent across Small Teams and Groups - Collaboration, Moderation, Plan, Improve and Learn. A focus on differentiation is apparent in our work (eg Learning Domains; work of Learning Specialists, etc) with relevant PD and support</p> <p>Staff Wellbeing Program to be researched. Elements of Program to be introduced in 2019. Staff strengths are better utilised. In Small Teams and Groups, all staff have a role and can contribute</p> <p>More Collaborative, PD / PL and Planning opportunities to be provided to ES Staff, and more of a focus within the College with how we support them (eg greater consistency with policy and procedures)</p>			

Outcomes	<p>If the Actions are successful: We will see greater consistency across Small Teams and how Meetings are held with an emphasis on Collaborating, Moderating, Planning, Improving and Learning, and stronger alignment with our Priority Areas Meetings are held for our core work - teaching and learning and supporting students, including a focus on differentiating the curriculum across Domains Staff Wellbeing Program has been researched. Aspects of such a Program introduced and trialed with staff in 2019. More Collaborative, PD / PL and Planning opportunities have been provided to ES Staff</p>			
Success Indicators	<p>Measure of Success: Staff are positive about the Meeting Schedule Staff are positive about how Meetings are held and structured More differentiation is evident and successfully implemented eg Domains report this as a focus to their work Staff Wellbeing further improves with initiatives, activities and/or events implemented There is more of a focus on ES Staff is seen at the College with respect to their needs and how they can be supported</p> <p>Data and Evidence: By the end of 2019, Staff Opinion Data will indicate an increase in positive response rate for Collective Efficacy by 2% to 42% By end of 2019, Staff Opinion Data will indicate an increase in positive response rate for Trust in Colleagues by 3% to 46%</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
<p>Meeting Schedule implemented. Small Teams meet to Collaborate, Moderate, Plan, Improve and Learn. Domains make differentiation a priority (using T&L Committee) with student learning and curriculum provided</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Team Leader(s) 	<input type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p> <p><input type="checkbox"/> Equity funding will be used</p>
<p>Staff Wellbeing Program researched. Staff Wellbeing activities trialed and implemented</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Principal 	<input type="checkbox"/> PLP Priority	<p>from: Term 1</p>	<p>\$0.00</p>

			to: Term 4	<input type="checkbox"/> Equity funding will be used
ES Staff Focus developed. To include (and not limited to) further opportunities for PD - PL, Planning, Collaboration and Support with respect to their Roles and Responsibilities.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <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	\$65,000.00	\$65,000.00
Additional Equity funding	\$0.00	\$0.00
Grand Total	\$65,000.00	\$65,000.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Establish 2019 PD - PL Plan developed that includes clear reference to providing PD/PL to staff to further competency and practice in differentiation, extending students, how we should collaborate and developing student skills (21C skills)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$15,000.00	\$15,000.00
Data Plan for 2019 is accepted (inc the ongoing use of systems such as PIVOT to gain regular student feedback in key areas eg stimulating learning, etc)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources	\$6,000.00	\$6,000.00
Provision of more opportunities for Middle Level Leaders to engage in external PD - PL, either individually and / or in groups	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$10,000.00	\$10,000.00
Instructional Coaching Program for teaching staff researched; implementation pending. Use of funds can support employment of Learning Specialists. LS's	from: Term 1	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Other	\$34,000.00	\$34,000.00

with Prof Practice Leader to support Instructional Coaching approach.	to: Term 4	Planning including use of consultants to be considered		
Totals			\$65,000.00	\$65,000.00

Additional Equity spend

Outline here any additional Equity spend for 2019	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 2019 PD - PL Plan that closely aligns with T&L Model.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Leading Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Demonstration lessons	<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"/> Communities of Practice	<input checked="" type="checkbox"/> VCAA Curriculum Specialist <input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> External consultants if required and if appropriate <input checked="" type="checkbox"/> Departmental resources if required and if appropriate	<input checked="" type="checkbox"/> On-site
Establish 2019 PD - PL Plan developed that includes clear reference to providing PD/PL to staff to further competency and practice in differentiation, extending students, how we should collaborate and developing student skills (21C skills)	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Demonstration lessons	<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"/> Communities of Practice	<input checked="" type="checkbox"/> VCAA Curriculum Specialist <input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site

					<input checked="" type="checkbox"/> External consultants if required and if appropriate <input checked="" type="checkbox"/> Departmental resources if required and if appropriate	
Broaden the trial of Professional Learning Communities from 2018. PLCs allow staff to better understand learners. PLCs have an emphasis on using Data and providing a differentiated approach	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Team Leader(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"/> 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"/> Network Professional Learning <input checked="" type="checkbox"/> Communities of Practice <input checked="" type="checkbox"/> PLC/PLT Meeting <input checked="" type="checkbox"/> Area Principal Forums	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resources if required and if appropriate	<input checked="" type="checkbox"/> On-site
High Achiever classes established and trialed	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Leading Teacher(s) <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"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Network Professional Learning	<input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants if required and if appropriate <input checked="" type="checkbox"/> Departmental resources	<input checked="" type="checkbox"/> On-site

					if required and if appropriate	
Internal Mentoring / Coaching Program for Middle Level Leaders including a focus on student agency	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Team Leader(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Provision of more opportunities for Middle Level Leaders to engage in external PD - PL, either individually and / or in groups	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Team Leader(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Area Principal Forums	<input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> Subject association <input checked="" type="checkbox"/> Bastow program/course <input checked="" type="checkbox"/> Departmental resources if required and if appropriate	<input checked="" type="checkbox"/> On-site
Instructional Coaching Program for teaching staff researched; implementation pending. Use of funds can support employment of Learning Specialists. LS's with Prof Practice Leader to support Instructional Coaching approach.	<input checked="" type="checkbox"/> Principal <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"/> Peer observation including feedback and reflection	<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	<input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> External consultants if required and if appropriate	<input checked="" type="checkbox"/> On-site

