

2019 Annual Implementation Plan

for improving student outcomes

Wedderburn College (6262)



Submitted for review by Rachel Lechmere (School Principal) on 30 May, 2019 at 12:43 PM
Awaiting endorsement by Senior Education Improvement Leader
Awaiting endorsement by School Council President

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

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

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

Enter your reflective comments	Having come through a period of instability in leadership, the last part of 2018 allowed for some consistent processes to be established. The process of analysing what is in place and not in place in every aspect of school life takes time. Following from this, the re-implementation phase and the establishment phase takes time. The College has taken some small steps in creating a calm and orderly learning environment by prioritizing School Wide Positive Behaviour Supports (SWPBS). Whilst the school could recognize some parts of our practice that was beyond emerging, anything that was previously embedded is no longer embedded. It means that we are on a positive path of improvement as we move forward.
Considerations for 2019	Focus on implementation and establishment phases of all FISO dimensions. Ensuring sustainability through role clarity and PDP Plans.
Documents that support this plan	

SSP Goals Targets and KIS

<p>Goal 1</p>	<p>Improve student learning outcomes.</p>
<p>Target 1.1</p>	<p>Increase the percentage of students in the top two bands of achievement in NAPLAN</p> <p>In each year of the Strategic Plan, Year 3 Reading to be at or above the similar schools % from the previous year. 38% (2018) to 46% (2019)</p> <p>In each year of the Strategic Plan, Year 5 Reading to be at or above the similar schools % from the previous year. 14% (2018) to 31% (2019)</p> <p>In each year of the Strategic Plan, Year 7 Reading to be at or above state % from the previous year. 18% (2018) to 26% (2019)</p> <p>In each year of the Strategic Plan, Year 9 Reading to be at or above state % from the previous year 16 % (2018) to (20% in 2019)</p> <p>In each year of the Strategic Plan, Year 5 Writing to be at or above the state % from the previous year. 7% (2018) to 14% (2019)</p> <p>In each year of the Strategic Plan, Year 7 Writing to be at or above the state % from the previous year. 5% (2018) to 9% (2019)</p> <p>In each year of the Strategic Plan, Year 3 Numeracy to be at or above the similar schools % from the previous year. 25% (2018) to 34% (2019)</p>

	<p>In each year of the Strategic Plan, Year 7 Numeracy to be at or above the similar schools % from the previous year. 8% (2018) to 17% (2019)</p> <p>In each year of the Strategic Plan, Year 9 Numeracy to be at or above the similar schools % from the previous year. 11% (2018) to 16% (2019)</p>
<p>Target 1.2</p>	<p>Decrease the percentage of students experiencing low relative growth in NAPLAN</p> <p>In each year of the Strategic Plan, % of Year 5 students making high relative growth in Reading to be at or above the similar schools percentage from the previous year. 8% (2018) to 20% (2019)</p> <p>In each year of the Strategic Plan, % of Year 7 students making high relative growth in Reading to be at or above the similar schools percentage from the previous year. 0% (2018) to 14% (2019)</p> <p>In each year of the Strategic Plan, % of Year 9 students making high relative growth in Reading to be at or above the similar schools percentage from the previous year. 6% (2018) to 19% (2019)</p> <p>In each year of the Strategic Plan, % of Year 5 students making high relative growth in Numeracy to be at or above the state percentage from the previous year. 17% (2018) to 25% (2019)</p> <p>In each year of the Strategic Plan, % of Year 7 students making high relative growth in Numeracy to be at or above the similar schools percentage from the previous year. 0% (2018) to 19% (2019)</p> <p>In each year of the Strategic Plan, % of Year 9 students making high relative growth in Numeracy to be at or above the similar schools percentage from the previous year. 13% (2018) to 23% (2019)</p>

	<p>In each year of the Strategic Plan, % of Year 5 students making high relative growth in Writing to be at or above the similar schools percentage from the previous year. 9% (2018) to 14% (2019)</p> <p>In each year of the Strategic Plan, % of Year 7 students making high relative growth in Writing to be at or above the state percentage from the previous year. 15% (2018) to 22% (2019)</p>
Target 1.3	Improve the mean VCE All Study Score from 27 (2018) to 30 (2022) and the percentage of students above 37 in comparison with similar schools.
Target 1.4	Improve completion rates in VET (63% in 2018) and VCAL (47% in 2018) to 70% in both (2019).
Key Improvement Strategy 1.a Curriculum planning and assessment	Establish a whole school approach to the generation, analysis and use of data for curriculum planning and to drive teaching and learning.
Key Improvement Strategy 1.b Curriculum planning and assessment	Enhance the efficiency and effectiveness of whole school curriculum practices and processes, including curriculum review mechanisms.
Key Improvement Strategy 1.c Building practice excellence	Align evidence-based professional learning to build the capacity of the learning community.
Goal 2	Improve student engagement with learning.

Target 2.1	Increase student attendance rates measured by a decrease in the percentage of students with 20+ days, to match state targets.
Target 2.2	Improve the AToS in the measures of motivation, engagement, Effective teaching time, connectedness, stimulated learning to match state targets.
Target 2.3	Improve Parent Opinion survey measures of Stimulating Learning Environment, Effective Teaching, High Expectations for Success, and School Connectedness to match similar schools.
Key Improvement Strategy 2.a Evidence-based high-impact teaching strategies	Establish and implement consistent use of the high impact teaching strategies by all teachers throughout the College.
Key Improvement Strategy 2.b Evaluating impact on learning	Build the instructional leadership capacity of all teachers.
Key Improvement Strategy 2.c Evaluating impact on learning	Establish structures and process to enhance Professional Learning Communities (PLCs).
Goal 3	Improve student wellbeing.
Target 3.1	Improve the AToS measures of Teacher Concern, Student Voice and Agency, and Resilience to match similar schools.

Target 3.2	Increase the Parent Opinion survey measures in all factors in the Safety domain and the Student Development domain to exceed both state and similar schools.
Target 3.3	Improve the Staff Opinion measures of Teaching and Learning in the practice improvement module to match similar schools.
Key Improvement Strategy 3.a Setting expectations and promoting inclusion	Establish, implement and continuously monitor a whole school approach to positive behaviour.
Key Improvement Strategy 3.b Empowering students and building school pride	Enhance opportunities for student voice, agency and leadership.
Key Improvement Strategy 3.c Building practice excellence	Align evidence-based professional learning to build the capacity of the learning community.

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
Improve student learning outcomes.	Yes	<p>Increase the percentage of students in the top two bands of achievement in NAPLAN</p> <p>In each year of the Strategic Plan, Year 3 Reading to be at or above the similar schools % from the previous year. 38% (2018) to 46% (2019)</p> <p>In each year of the Strategic Plan, Year 5 Reading to be at or above the similar schools % from the previous year. 14% (2018) to 31% (2019)</p> <p>In each year of the Strategic Plan, Year 7 Reading to be at or above state % from the previous year. 18% (2018) to 26% (2019)</p> <p>In each year of the Strategic Plan, Year 9 Reading to be at or above state % from the previous year 16 % (2018) to (20% in 2019)</p>	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>Year 3 Reading 38% (2018) to 46% (2019) Year 3 Numeracy 25% (2018) to 34% (2019)</p> <p>Year 5 Reading 14% (2018) to 31% (2019) Year 5 Writing 7% (2018) to 14% (2019)</p> <p>Year 7 Reading 18% (2018) to 26% (2019) Year 7 Writing 5% (2018) to 9% (2019) Year 7 Numeracy 8% (2018) to 17% (2019)</p> <p>Year 9 Reading 16 % (2018) to (20% in 2019) Year 9 Numeracy 11% (2018) to 16% (2019)</p>

		<p>In each year of the Strategic Plan, Year 5 Writing to be at or above the state % from the previous year. 7% (2018) to 14% (2019)</p> <p>In each year of the Strategic Plan, Year 7 Writing to be at or above the state % from the previous year. 5% (2018) to 9% (2019)</p> <p>In each year of the Strategic Plan, Year 3 Numeracy to be at or above the similar schools % from the previous year. 25% (2018) to 34% (2019)</p> <p>In each year of the Strategic Plan, Year 7 Numeracy to be at or above the similar schools % from the previous year. 8% (2018) to 17% (2019)</p> <p>In each year of the Strategic Plan, Year 9 Numeracy to be at or above the similar schools % from the previous year. 11% (2018) to 16% (2019)</p>	
		<p>Decrease the percentage of students experiencing low relative growth in NAPLAN</p> <p>In each year of the Strategic Plan, % of Year 5 students making high relative growth in Reading to be at or above the similar schools percentage from the previous year. 8% (2018) to 20% (2019)</p>	<p>Year 5 students making high relative growth in Reading from 8% (2018) to 20% (2019)</p> <p>Year 5 students making high relative growth in Numeracy from 17% (2018) to 25% (2019)</p> <p>Year 5 students making high relative growth in Writing from 9% (2018) to 14% (2019)</p>

	<p>In each year of the Strategic Plan, % of Year 7 students making high relative growth in Reading to be at or above the similar schools percentage from the previous year. 0% (2018) to 14% (2019)</p> <p>In each year of the Strategic Plan, % of Year 9 students making high relative growth in Reading to be at or above the similar schools percentage from the previous year. 6% (2018) to 19% (2019)</p> <p>In each year of the Strategic Plan, % of Year 5 students making high relative growth in Numeracy to be at or above the state percentage from the previous year. 17% (2018) to 25% (2019)</p> <p>In each year of the Strategic Plan, % of Year 7 students making high relative growth in Numeracy to be at or above the similar schools percentage from the previous year. 0% (2018) to 19% (2019)</p> <p>In each year of the Strategic Plan, % of Year 9 students making high relative growth in Numeracy to be at or above the similar schools percentage from the previous year. 13% (2018) to 23% (2019)</p> <p>In each year of the Strategic Plan, % of Year 5 students making high relative growth in Writing to be at or above the</p>	<p>Year 7 students making high relative growth in Reading from 0% (2018) to 14% (2019)</p> <p>Year 7 students making high relative growth in Numeracy from 0% (2018) to 19% (2019)</p> <p>Year 7 students making high relative growth in Writing from 15% (2018) to 22% (2019)</p> <p>Year 9 students making high relative growth in Reading from 6% (2018) to 19% (2019)</p> <p>Year 9 students making high relative growth in Numeracy from 13% (2018) to 23% (2019)</p>
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		<p>similar schools percentage from the previous year. 9% (2018) to 14% (2019)</p> <p>In each year of the Strategic Plan, % of Year 7 students making high relative growth in Writing to be at or above the state percentage from the previous year. 15% (2018) to 22% (2019)</p>	
		<p>Improve the mean VCE All Study Score from 27 (2018) to 30 (2022) and the percentage of students above 37 in comparison with similar schools.</p>	<p>Increase mean VCE ALL Study Score from 27 to 28 in 2019</p>
		<p>Improve completion rates in VET (63% in 2018) and VCAL (47% in 2018) to 70% in both (2019).</p>	<p>Achieve 10% increase in VET & VCAL completion rates in 2019</p>
<p>Improve student engagement with learning.</p>	<p>Yes</p>	<p>Increase student attendance rates measured by a decrease in the percentage of students with 20+ days, to match state targets.</p>	<p>Year 5 to be 24%</p> <p>Year 6 to be 27%</p> <p>Year 7 to be 27%</p> <p>Year 8 to be 35%</p> <p>Year 9 to be 39%</p> <p>Year 10 to be 33%</p> <p>Year 11 to be 25%</p> <p>Year 12 to be 19%</p>

		<p>Improve the AToS in the measures of motivation, engagement, Effective teaching time, connectedness, stimulated learning to match state targets.</p>	<p>Motivation in Year 10 -12 to be 64% positive endorsement Engagement in Year 4-6 to increase to 81% positive endorsement Effective Teaching Time in Year 10-12 to 61% positive endorsement Contentedness in Year 4-6 increase to 81% positive endorsement Contentedness in Year 10-12 increase to 52% positive endorsement Stimulated Learning in Years 4-6 increase to 81% positive endorsement</p>
		<p>Improve Parent Opinion survey measures of Stimulating Learning Environment, Effective Teaching, High Expectations for Success, and School Connectedness to match similar schools.</p>	<p>Increase Stimulating Learning Environment to 72% positive endorsement Increase Effective Teaching to 74% positive endorsement Increase High Expectations for Success to 83% positive endorsement Increase School Contentedness to 88% positive endorsement</p>
<p>Improve student wellbeing.</p>	<p>Yes</p>	<p>Improve the AToS measures of Teacher Concern, Student Voice and Agency, and Resilience to match similar schools.</p>	<p>Increase Teacher Concern in Yr 4-6 to 78% positive endorsement Increase Teacher Concern in Yr 7-9 to 49% positive endorsement Increase Teacher Concern in Yr 10-12 to 50% positive endorsement</p> <p>Increase Student Voice and Agency in Yr 4-6 to 70% positive endorsement Increase Student Voice and Agency in Yr 7-9 to 50% positive endorsement Increase Student Voice and Agency in Yr 10-12 to 53% positive endorsement</p>

			<p>Increase Resilience in Yr 4-6 to 85% positive endorsement</p> <p>Increase Resilience in Yr 7-9 to 62% positive endorsement</p> <p>Increase Resilience in Yr 10-12 to 60% positive endorsement</p>
		<p>Increase the Parent Opinion survey measures in all factors in the Safety domain and the Student Development domain to exceed both state and similar schools.</p>	<p>Increase overall Safety to 78% positive endorsement</p> <p>Increase overall Student Development to 79% positive endorsement</p>
		<p>Improve the Staff Opinion measures of Teaching and Learning in the practice improvement module to match similar schools.</p>	<p>Increase 'believes feedback improves practice' to 62% positive endorsement</p> <p>Increase 'discuss problems of practice' to 69% positive endorsement</p> <p>Increase 'interest in improving practice' to 69% positive endorsement</p> <p>Increase 'professional learning through peer observation' to 49% positive endorsement</p> <p>Increase 'seek feedback to improve practice' to 53% positive endorsement</p> <p>Increase 'timetabled meetings to support collaboration' to 69% positive endorsement</p> <p>Increase 'understanding contribution to staff improvement' to 71% positive endorsement</p> <p>Increase 'use pedagogical model' to 63% positive endorsement</p>

Goal 1	Improve student learning outcomes.
12 Month Target 1.1	<p>Year 3 Reading 38% (2018) to 46% (2019) Year 3 Numeracy 25% (2018) to 34% (2019)</p> <p>Year 5 Reading 14% (2018) to 31% (2019) Year 5 Writing 7% (2018) to 14% (2019)</p> <p>Year 7 Reading 18% (2018) to 26% (2019) Year 7 Writing 5% (2018) to 9% (2019) Year 7 Numeracy 8% (2018) to 17% (2019)</p> <p>Year 9 Reading 16 % (2018) to (20% in 2019) Year 9 Numeracy 11% (2018) to 16% (2019)</p>
12 Month Target 1.2	<p>Year 5 students making high relative growth in Reading from 8% (2018) to 20% (2019) Year 5 students making high relative growth in Numeracy from 17% (2018) to 25% (2019) Year 5 students making high relative growth in Writing from 9% (2018) to 14% (2019)</p> <p>Year 7 students making high relative growth in Reading from 0% (2018) to 14% (2019) Year 7 students making high relative growth in Numeracy from 0% (2018) to 19% (2019) Year 7 students making high relative growth in Writing from 15% (2018) to 22% (2019)</p> <p>Year 9 students making high relative growth in Reading from 6% (2018) to 19% (2019) Year 9 students making high relative growth in Numeracy from 13% (2018) to 23% (2019)</p>
12 Month Target 1.3	Increase mean VCE ALL Study Score from 27 to 28 in 2019
12 Month Target 1.4	Achieve 10% increase in VET & VCAL completion rates in 2019

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Curriculum planning and assessment	Establish a whole school approach to the generation, analysis and use of data for curriculum planning and to drive teaching and learning.	Yes
KIS 2 Curriculum planning and assessment	Enhance the efficiency and effectiveness of whole school curriculum practices and processes, including curriculum review mechanisms.	No
KIS 3 Building practice excellence	Align evidence-based professional learning to build the capacity of the learning community.	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.	These are areas of focus as recommended by the school review.	
Goal 2	Improve student engagement with learning.	
12 Month Target 2.1	Year 5 to be 24% Year 6 to be 27% Year 7 to be 27% Year 8 to be 35% Year 9 to be 39% Year 10 to be 33% Year 11 to be 25% Year 12 to be 19%	
12 Month Target 2.2	Motivation in Year 10 -12 to be 64% positive endorsement Engagement in Year 4-6 to increase to 81% positive endorsement Effective Teaching Time in Year 10-12 to 61% positive endorsement Contentedness in Year 4-6 increase to 81% positive endorsement	

	Contentedness in Year 10-12 increase to 52% positive endorsement Stimulated Learning in Years 4-6 increase to 81% positive endorsement	
12 Month Target 2.3	Increase Stimulating Learning Environment to 72% positive endorsement Increase Effective Teaching to 74% positive endorsement Increase High Expectations for Success to 83% positive endorsement Increase School Contentedness to 88% positive endorsement	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Evidence-based high-impact teaching strategies	Establish and implement consistent use of the high impact teaching strategies by all teachers throughout the College.	Yes
KIS 2 Evaluating impact on learning	Establish structures and process to enhance Professional Learning Communities (PLCs).	Yes
KIS 3 Evaluating impact on learning	Build the instructional leadership capacity of all teachers.	No
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	These are areas of focus as recommended by the school review.	
Goal 3	Improve student wellbeing.	
12 Month Target 3.1	Increase Teacher Concern in Yr 4-6 to 78% positive endorsement Increase Teacher Concern in Yr 7-9 to 49% positive endorsement Increase Teacher Concern in Yr 10-12 to 50% positive endorsement	

	<p>Increase Student Voice and Agency in Yr 4-6 to 70% positive endorsement Increase Student Voice and Agency in Yr 7-9 to 50% positive endorsement Increase Student Voice and Agency in Yr 10-12 to 53% positive endorsement</p> <p>Increase Resilience in Yr 4-6 to 85% positive endorsement Increase Resilience in Yr 7-9 to 62% positive endorsement Increase Resilience in Yr 10-12 to 60% positive endorsement</p>	
12 Month Target 3.2	<p>Increase overall Safety to 78% positive endorsement Increase overall Student Development to 79% positive endorsement</p>	
12 Month Target 3.3	<p>Increase 'believes feedback improves practice' to 62% positive endorsement Increase 'discuss problems of practice' to 69% positive endorsement Increase 'interest in improving practice' to 69% positive endorsement Increase 'professional learning through peer observation' to 49% positive endorsement Increase 'seek feedback to improve practice' to 53% positive endorsement Increase 'timetabled meetings to support collaboration' to 69% positive endorsement Increase 'understanding contribution to staff improvement' to 71% positive endorsement Increase 'use pedagogical model' to 63% positive endorsement</p>	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Setting expectations and promoting inclusion	Establish, implement and continuously monitor a whole school approach to positive behaviour.	Yes
KIS 2 Empowering students and building school pride	Enhance opportunities for student voice, agency and leadership.	No
KIS 3 Building practice excellence	Align evidence-based professional learning to build the capacity of the learning community.	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.

These are areas of focus as recommended by the school review.

Define Actions, Outcomes and Activities

Goal 1	Improve student learning outcomes.
12 Month Target 1.1	<p>Year 3 Reading 38% (2018) to 46% (2019) Year 3 Numeracy 25% (2018) to 34% (2019)</p> <p>Year 5 Reading 14% (2018) to 31% (2019) Year 5 Writing 7% (2018) to 14% (2019)</p> <p>Year 7 Reading 18% (2018) to 26% (2019) Year 7 Writing 5% (2018) to 9% (2019) Year 7 Numeracy 8% (2018) to 17% (2019)</p> <p>Year 9 Reading 16 % (2018) to (20% in 2019) Year 9 Numeracy 11% (2018) to 16% (2019)</p>
12 Month Target 1.2	<p>Year 5 students making high relative growth in Reading from 8% (2018) to 20% (2019) Year 5 students making high relative growth in Numeracy from 17% (2018) to 25% (2019) Year 5 students making high relative growth in Writing from 9% (2018) to 14% (2019)</p> <p>Year 7 students making high relative growth in Reading from 0% (2018) to 14% (2019) Year 7 students making high relative growth in Numeracy from 0% (2018) to 19% (2019) Year 7 students making high relative growth in Writing from 15% (2018) to 22% (2019)</p> <p>Year 9 students making high relative growth in Reading from 6% (2018) to 19% (2019) Year 9 students making high relative growth in Numeracy from 13% (2018) to 23% (2019)</p>
12 Month Target 1.3	Increase mean VCE ALL Study Score from 27 to 28 in 2019

12 Month Target 1.4	Achieve 10% increase in VET & VCAL completion rates in 2019			
KIS 1 Curriculum planning and assessment	Establish a whole school approach to the generation, analysis and use of data for curriculum planning and to drive teaching and learning.			
Actions	Build data literacy of all staff to understand student growth in more depth Strengthen knowledge of VCE and VCAL systems and processes for improvement Implement instructional model Implement a whole school approach to the teaching of reading and approach to reading intervention Develop appropriate data walls to make next steps visible			
Outcomes	That staff understand their responsibility for learning growth - an adaptive mindset change Review of data and assessments which inform teacher judgement and an evaluation of their adequacy Increased knowledge of determining where students are at and how to guide their next steps Planning for differentiation (HITS) Balanced assessments - professional learning in formative assessments			
Success Indicators	Evidence of consistent use instructional model in lesson plans and curriculum documents Updated assessment schedule Increase in teachers undertaking moderation and professional networking with other VCE teachers Document outlining approach to reading and evidence in teacher planning Visibility of student 'faces' on data			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Review school relative growth data and undertake data literacy PD to understand growth	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$2,000.00 <input type="checkbox"/> Equity funding will be used

Review assessment schedules at all levels to evaluate, balance, functionality, reliability, validity and alter accordingly	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Explore instructional models and the associated HITS to determine best fit for school context	<input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 3	\$0.00 <input type="checkbox"/> Equity funding will be used
Strengthening of resourcing to VCAL program to improve rigor and establish high expectations	<input checked="" type="checkbox"/> Assistant Principal <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	\$83,335.00 <input checked="" type="checkbox"/> Equity funding will be used
Develop and implement norms for meetings and PLCs	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$500.00 <input type="checkbox"/> Equity funding will be used
Put faces on student data and determine effective ways of displaying data walls	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$300.00 <input type="checkbox"/> Equity funding will be used
Implement and monitor MultiLit sessions throughout the whole school for reading catch-up	<input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Literacy Support	<input type="checkbox"/> PLP Priority	from: Term 2	\$110,000.00

	<input checked="" type="checkbox"/> Teacher(s)		to: Term 4	<input checked="" type="checkbox"/> Equity funding will be used
Review key policies in curriculum, learning, teaching and assessment	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Undertake Data Wise training	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$200.00 <input type="checkbox"/> Equity funding will be used
KIS 2 Building practice excellence	Align evidence-based professional learning to build the capacity of the learning community.			
Actions	Engage in Professional Learning Communities (PLC) Initiative Develop professional knowledge of formative assessment Engage in analysis of VCE data and establish protocols Research evidence-based reading catch up program			
Outcomes	Understanding of the enquiry process which places evaluation of student learning at the center Strategies and tools for embedding formative assessment Development of professional networking opportunities for VCE teachers			
Success Indicators	Improvement in reading growth data Effective PLCs and meeting times as evidence by minutes Attendance at VCE meetings and PD and ongoing engagement			
Activities and Milestones	Who	Is this a PL Priority	When	Budget

Undertake professional learning in MultiLit suite of reading supports	<input checked="" type="checkbox"/> Literacy Support <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$4,600.00 <input checked="" type="checkbox"/> Equity funding will be used
Professional reading and discussion Dylan Wiliam's work on formative assessment for implementation within the classroom	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Professional learning on VCE ranking and moderation; thorough review of previous years data; exploration of protocols of successful schools	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$200.00 <input type="checkbox"/> Equity funding will be used
Engage in PLC initiative in second semester to learn about effective PLC processes and structures	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> PLC Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$500.00 <input type="checkbox"/> Equity funding will be used
Develop comprehensive templates for ILPs and the management of SSGs to better support individual needs	<input checked="" type="checkbox"/> Allied Health <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$150.00 <input type="checkbox"/> Equity funding will be used
Develop effective staff PDPs that capture the work of the AIP	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Build positive school culture through clear communication, accountability and expectations (via handbooks, induction processes, and staff meetings).	<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
Goal 2	Improve student engagement with learning.			
12 Month Target 2.1	Year 5 to be 24% Year 6 to be 27% Year 7 to be 27% Year 8 to be 35% Year 9 to be 39% Year 10 to be 33% Year 11 to be 25% Year 12 to be 19%			
12 Month Target 2.2	Motivation in Year 10 -12 to be 64% positive endorsement Engagement in Year 4-6 to increase to 81% positive endorsement Effective Teaching Time in Year 10-12 to 61% positive endorsement Contentedness in Year 4-6 increase to 81% positive endorsement Contentedness in Year 10-12 increase to 52% positive endorsement Stimulated Learning in Years 4-6 increase to 81% positive endorsement			
12 Month Target 2.3	Increase Stimulating Learning Environment to 72% positive endorsement Increase Effective Teaching to 74% positive endorsement Increase High Expectations for Success to 83% positive endorsement Increase School Contentedness to 88% positive endorsement			
KIS 1 Evaluating impact on learning	Establish structures and process to enhance Professional Learning Communities (PLCs).			
Actions	Engage in the PLC Initiative and establish collaborative time for inquiry cycles Introduce homeroom and diary program Introduce student attendance and other awards at assembly Review lesson times			

	Monitor activities which take students out of class			
Outcomes	Collaborative time used for true collaboration and planning for learning, not administration Improved quality of learning time in class More time on task Greater sense of belonging and streamlined parent communication lines			
Success Indicators	Student increase in ratings of teacher concern and belonging Student and parent increase in stimulating learning Meeting and PLC minutes showing evidence of evaluation of learning and planning Staff able to articulate and demonstrate how formative assessment is embedded into daily practice and how practice is impacted			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Engage in PLC initiative and investigate student engagement and challenging learning through the enquiry cycle	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> PLC Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$300.00 <input type="checkbox"/> Equity funding will be used
Develop a range of formative and summative assessment data to provide basis for regular feedback	<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 3 to: Term 4	\$300.00 <input type="checkbox"/> Equity funding will be used
Develop processes to ensure consistency of teacher judgement and evaluation of impact	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$300.00 <input type="checkbox"/> Equity funding will be used

KIS 2 Evidence-based high-impact teaching strategies	Establish and implement consistent use of the high impact teaching strategies by all teachers throughout the College.			
Actions	HITs: 1. Differentiated Learning - professional learning on pre-assessment -develop high expectations - professional learning in developing IILPs 2. Structured lessons Develop and implement an instructional model Introduce peer observation			
Outcomes	Understanding of High Impact Teaching Strategies incorporated within new Instructional Model			
Success Indicators	Evidence of instructional model being used in classrooms through planning documents, peer observations and learning walks.			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Engage in PLC initiative	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> PLC Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$300.00 <input type="checkbox"/> Equity funding will be used
Professional learning on 'Differentiation' as a HITs and others in Instructional Model	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$300.00 <input type="checkbox"/> Equity funding will be used
Explore numeracy toolkit with Primary and maths staff	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Numeracy Support	<input type="checkbox"/> PLP Priority	from: Term 3	\$0.00

	<input checked="" type="checkbox"/> Principal		to: Term 4	<input type="checkbox"/> Equity funding will be used
Goal 3	Improve student wellbeing.			
12 Month Target 3.1	<p>Increase Teacher Concern in Yr 4-6 to 78% positive endorsement Increase Teacher Concern in Yr 7-9 to 49% positive endorsement Increase Teacher Concern in Yr 10-12 to 50% positive endorsement</p> <p>Increase Student Voice and Agency in Yr 4-6 to 70% positive endorsement Increase Student Voice and Agency in Yr 7-9 to 50% positive endorsement Increase Student Voice and Agency in Yr 10-12 to 53% positive endorsement</p> <p>Increase Resilience in Yr 4-6 to 85% positive endorsement Increase Resilience in Yr 7-9 to 62% positive endorsement Increase Resilience in Yr 10-12 to 60% positive endorsement</p>			
12 Month Target 3.2	<p>Increase overall Safety to 78% positive endorsement Increase overall Student Development to 79% positive endorsement</p>			
12 Month Target 3.3	<p>Increase 'believes feedback improves practice' to 62% positive endorsement Increase 'discuss problems of practice' to 69% positive endorsement Increase 'interest in improving practice' to 69% positive endorsement Increase 'professional learning through peer observation' to 49% positive endorsement Increase 'seek feedback to improve practice' to 53% positive endorsement Increase 'timetabled meetings to support collaboration' to 69% positive endorsement Increase 'understanding contribution to staff improvement' to 71% positive endorsement Increase 'use pedagogical model' to 63% positive endorsement</p>			
KIS 1 Setting expectations and promoting inclusion	Establish, implement and continuously monitor a whole school approach to positive behaviour.			
Actions	<p>Continue implementation of Tier One fidelity of SWPBS Develop strategies to monitor and evaluate consistency of integration of SWPBS into teacher practice</p>			

	Develop explicit lessons to teach SWPBS which are contextually and culturally appropriate Ensure involvement of staff and student of development of SWPBS Develop a SWPBS handbook Establishment of tangible and intangible rewards Work with regional data coach Teacher self-observation of use SWPBS			
Outcomes	Increase in positive culture within the school Staff focusing on positive behaviors, noticing and acknowledging these Consistency in application of framework for teaching expected behaviour Increase in student responsibility for their behaviour			
Success Indicators	Consistent approach to teaching behavior evident throughout school Values made visible and explicit throughout the school Students able to explain SWPBs and the values and expected behavior Teacher self-observation and evaluation leading to actions for focus and improvement			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Develop a behaviour matrix and create posters to clarify what each expectation looks like	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$250.00 <input type="checkbox"/> Equity funding will be used
Review matrix with students and families on a regular basis	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Establish processes to teach staff school values and expectations	<input checked="" type="checkbox"/> Assistant Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Place matrix in classroom and outside environments where they are visible	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$10,000.00 <input type="checkbox"/> Equity funding will be used
Develop a positive response flow chart of responding to behaviors	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$50.00 <input type="checkbox"/> Equity funding will be used
Develop a process to quality assure staff implementation of SWPBS	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Implement peer observation process	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 4 to: Term 4	\$200.00 <input type="checkbox"/> Equity funding will be used
Tracking and monitoring of SWPBS data	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$200.00 <input type="checkbox"/> Equity funding will be used

Review implementation of SWPBS with students	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Engage with SWPBS data coach	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Develop tangible and intangible rewards	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$5,000.00 <input type="checkbox"/> Equity funding will be used
KIS 2 Building practice excellence	Align evidence-based professional learning to build the capacity of the learning community.			
Actions	Ensure staff expectation and responsibilities are clear and embedded in practice Creation of a safe and inclusive learning environment for all staff			
Outcomes	Consistency in staff expectations			
Success Indicators	Increase in ratings of staff satisfaction Increase in parent satisfaction ratings			
Activities and Milestones	Who	Is this a PL Priority	When	Budget

Implement instructional and pedagogical model	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 4 to: Term 4	\$500.00 <input type="checkbox"/> Equity funding will be used
Implement and resource a homeroom pastoral model to promote connectedness and belonging	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$40,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Develop staff and student handbooks for role clarity	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$300.00 <input type="checkbox"/> Equity funding will be used
Continue to develop and update roles and responsibilities and organisational design	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 3	\$100.00 <input type="checkbox"/> Equity funding will be used
Embed Respectful Relationships throughout the curriculum and ensure clear documentation	<input checked="" type="checkbox"/> Allied Health <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$500.00 <input type="checkbox"/> Equity funding will be used
Self-asses on matrix for Inclusive Education to determine areas for growth and professional learning	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: 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	\$237,935.00	\$237,935.00
Additional Equity funding	\$198,670.00	\$212,461.00
Grand Total	\$436,605.00	\$450,396.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Strengthening of resourcing to VCAL program to improve rigor and establish high expectations	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$83,335.00	\$83,335.00
Implement and monitor MultiLit sessions throughout the whole school for reading catch-up	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources	\$110,000.00	\$110,000.00
Undertake professional learning in MultiLit suite of reading supports	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$4,600.00	\$4,600.00
Implement and resource a homeroom pastoral model to promote connectedness and belonging	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$40,000.00	\$40,000.00

Totals	\$237,935.00	\$237,935.00
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Additional Equity spend

Outline here any additional Equity spend for 2019	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Additional Primary School Teacher	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$96,119.00	\$110,000.00
Additional Educational Support Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Support services	\$37,540.00	\$37,450.00
Allied Health - Occupational Therapist	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Support services	\$65,011.00	\$65,011.00
Totals			\$198,670.00	\$212,461.00

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Review school relative growth data and undertake data literacy PD to understand growth	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s)	from: Term 2 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Bastow program/course <input checked="" type="checkbox"/> External consultants Materials form Harvard Data Wise program	<input checked="" type="checkbox"/> On-site
Undertake professional learning in MultiLit suite of reading supports	<input checked="" type="checkbox"/> Literacy Support <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> External consultants Macquarie University - MultiLit Suite	<input checked="" type="checkbox"/> Off-site Melbourne
Engage in PLC initiative in second semester to learn about effective PLC processes and structures	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> PLC Leaders	from: Term 3 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative	<input checked="" type="checkbox"/> Off-site Both on and off site
Engage in PLC initiative and investigate student engagement and challenging learning through the enquiry cycle	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> PLC Leaders	from: Term 3 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative	<input checked="" type="checkbox"/> On-site

Engage in PLC initiative	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> PLC Leaders	from: Term 3 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative	<input checked="" type="checkbox"/> On-site
Professional learning on 'Differentiation' as a HITs and others in Instructional Model	<input checked="" type="checkbox"/> Leadership Team	from: Term 3 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Bastow program/course <input checked="" type="checkbox"/> Departmental resources EIL	<input checked="" type="checkbox"/> On-site
Establish processes to teach staff school values and expectations	<input checked="" type="checkbox"/> Assistant Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resources SWPBS Data Coach - Michelle Stone	<input checked="" type="checkbox"/> On-site
Implement instructional and pedagogical model	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 4 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"/> Bastow program/course	<input checked="" type="checkbox"/> On-site