

2020 Annual Implementation Plan

for improving student outcomes

Neerim District Secondary College (8145)



Submitted for review by Brett Windsor (School Principal) on 09 March, 2020 at 11:13 AM
Endorsed by Julie Curtis (Senior Education Improvement Leader) on 09 March, 2020 at 11:23 AM
Awaiting endorsement by School Council President

Self-evaluation Summary - 2020

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

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

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

Enter your reflective comments	The School Review provided an opportunity to reflect exhaustively on progress towards the FISO Improvement Model dimensions. We are entering the first year of the strategic plan. Our work will be clearly focussed on building practice excellence, literacy and numeracy improvement and building a culture of high academic expectations.
Considerations for 2020	We will set in place the first AIP for this new strategic plan. Our major areas of focus in year one will be to being building processes to instil a culture of high expectations in students learning. An increased focus on improving VCE results in English and Maths will be undertaken. We will continue to focus on improving our instructional practice through the embedding of a agreed model of instruction.
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	To improve learning outcomes in literacy for every student
Target 1.1	Using VASS report 10, 90% of students will achieve an adjusted score of +3 in VCE English (40% in 2018).
Target 1.2	Improve the percentage of Year 9 students in the top two bands of NAPLAN Reading from 25% (2019) to 28% or above.
Target 1.3	Improve the percentage of Year 9 students achieving above benchmark growth for NAPLAN Reading from 32% (2019) to 36% or above.
Target 1.4	Improve the percentage of Year 9 students achieving above benchmark growth for NAPLAN Writing from 26% (2019) to 30% or above.
Key Improvement Strategy 1.a Evidence-based high-impact teaching strategies	Develop evidence-based assessment practices to inform teacher judgements and student learning outcomes
Key Improvement Strategy 1.b Instructional and shared leadership	Embed an agreed instructional framework throughout the college
Key Improvement Strategy 1.c Curriculum planning and assessment	Design and continuously evaluate data-informed sequential curriculum in key learning areas

Goal 2	To improve learning outcomes in numeracy for every student
Target 2.1	Increase study score for VCE Further Mathematics from 25.8 in 2018 to 28.0.
Target 2.2	Improve the percentage of Year 9 students achieving in the top two bands for Year 9 NAPLAN Numeracy from 24% (2019) to 28% or above.
Target 2.3	Improve the percentage of Year 9 students achieving above benchmark growth for NAPLAN Numeracy from 29% (2019) to 35% or above.
Key Improvement Strategy 2.a Building practice excellence	Implement a Professional Learning Community (PLC) model at the college to build staff collaboration and teamwork
Key Improvement Strategy 2.b Building practice excellence	Develop and implement an adult learning plan including peer observation, coaching and feedback
Key Improvement Strategy 2.c Evaluating impact on learning	Design and continuously evaluate data-informed sequential curriculum in key learning areas
Goal 3	To increase student engagement and motivation in learning.
Target 3.1	Reduce student absence rate from average 25.8 days per student per annum in 2018 to 22 days.

Target 3.2	Using Staff Opinion Survey (SOS) data - increase 'Academic emphasis' from 56% positive endorsement in 2019 to not less than 80% positive endorsement.
Target 3.3	Using SOS data -increase 'Collective focus on student learning' from 82% positive endorsement in 2019 to 95% positive endorsement.
Target 3.4	Using Attitudes to School survey (ATSS) data -increase student motivation and interest to 85% positive endorsement (70% in 2019); self regulation and goal setting to 85% positive endorsement (73% in 2019); and attitudes to attendance to 85% positive endorsement (67% in 2019)
Key Improvement Strategy 3.a Setting expectations and promoting inclusion	Develop and rigorously implement a school-wide attendance plan
Key Improvement Strategy 3.b Empowering students and building school pride	Build student agency in learning across the college
Key Improvement Strategy 3.c Setting expectations and promoting inclusion	Build a culture of academic rigour and high expectations throughout the college and the community

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
To improve learning outcomes in literacy for every student	Yes	Using VASS report 10, 90% of students will achieve an adjusted score of +3 in VCE English (40% in 2018).	90% of students in VCE English achieve an adjusted score of +1 in VCE English
		Improve the percentage of Year 9 students in the top two bands of NAPLAN Reading from 25% (2019) to 28% or above.	Using NAPLAN data – maintain the percentage of the students in the top two bands for Reading year 7 -9. (25%)
		Improve the percentage of Year 9 students achieving above benchmark growth for NAPLAN Reading from 32% (2019) to 36% or above.	<ul style="list-style-type: none"> Using NAPLAN benchmark growth data – maintain outcomes for Year 9 Reading at 32%
		Improve the percentage of Year 9 students achieving above benchmark growth for NAPLAN Writing from 26% (2019) to 30% or above.	Using NAPLAN benchmark growth data – maintain outcomes for students at 26% above benchmark in Year 9 Writing.
To improve learning outcomes in numeracy for every student	Yes	Increase study score for VCE Further Mathematics from 25.8 in 2018 to 28.0.	Increase study score for VCE Further Mathematics from 25.8 in 2018 to 26.5.

		Improve the percentage of Year 9 students achieving in the top two bands for Year 9 NAPLAN Numeracy from 24% (2019) to 28% or above.	Increase study score for VCE Further Mathematics from 25.8 in 2018 to 26.5.
		Improve the percentage of Year 9 students achieving above benchmark growth for NAPLAN Numeracy from 29% (2019) to 35% or above.	Using NAPLAN benchmark growth data – maintain outcomes for Year 9 Numeracy at 29%
To increase student engagement and motivation in learning.	Yes	Reduce student absence rate from average 25.8 days per student per annum in 2018 to 22 days.	Reduce student absence rate from average 25.8 days per student per annum in 2018 to 24 days in 2020
		Using Staff Opinion Survey (SOS) data - increase 'Academic emphasis' from 56% positive endorsement in 2019 to not less than 80% positive endorsement.	Using Staff Opinion Survey (SOS) data - increase 'Academic emphasis' from 56% positive endorsement in 2019 to 62% in 2020.
		Using SOS data -increase 'Collective focus on student learning' from 82% positive endorsement in 2019 to 95% positive endorsement.	Using SOS data -increase 'Collective focus on student learning' from 82% positive endorsement in 2019 to 95% positive endorsement.
		Using Attitudes to School survey (ATSS) data -increase student motivation and interest to 85% positive endorsement (70% in 2019); self regulation and goal setting to 85% positive endorsement (73% in 2019); and attitudes to attendance to 85% positive endorsement (67% in 2019)	Using Attitudes to School survey (ATSS) data -increase student 'High expectations for success' from 83% positive endorsement in 2019 to 85% positive endorsement.

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Goal 1	To improve learning outcomes in literacy for every student	
12 Month Target 1.1	90% of students in VCE English achieve an adjusted score of +1 in VCE English	
12 Month Target 1.2	Using NAPLAN data – maintain the percentage of the students in the top two bands for Reading year 7 -9. (25%)	
12 Month Target 1.3	<ul style="list-style-type: none"> Using NAPLAN benchmark growth data – maintain outcomes for Year 9 Reading at 32% 	
12 Month Target 1.4	Using NAPLAN benchmark growth data – maintain outcomes for students at 26% above benchmark in Year 9 Writing.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Evidence-based high-impact teaching strategies	Develop evidence-based assessment practices to inform teacher judgements and student learning outcomes	Yes
KIS 2 Instructional and shared leadership	Embed an agreed instructional framework throughout the college	Yes
KIS 3 Curriculum planning and assessment	Design and continuously evaluate data-informed sequential curriculum in key learning areas	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.	<p>As this is the first year of a new SSP, it has been identified as a key focus. Literacy has been a strong focus of the college over the last four years and significant improvement in writing has occurred. Not the same level of learning growth has occurred in reading. The college undertook the implementation of an agreed instructional framework in 2019 and we are looking to further embed this in practice in 2020.</p> <p>Staff have indicated that they are ready to build their knowledge and practice on the use of assessment and data to inform their teaching and improve outcomes for students. There was good take up of the use of learning intentions and success criteria in 2019 and we would like to further embed other elements of the instructional framework.</p>	

Goal 2	To improve learning outcomes in numeracy for every student	
12 Month Target 2.1	Increase study score for VCE Further Mathematics from 25.8 in 2018 to 26.5.	
12 Month Target 2.2	Increase study score for VCE Further Mathematics from 25.8 in 2018 to 26.5.	
12 Month Target 2.3	Using NAPLAN benchmark growth data – maintain outcomes for Year 9 Numeracy at 29%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Building practice excellence	Implement a Professional Learning Community (PLC) model at the college to build staff collaboration and teamwork	Yes
KIS 2 Building practice excellence	Develop and implement an adult learning plan including peer observation, coaching and feedback	No
KIS 3 Evaluating impact on learning	Design and continuously evaluate data-informed sequential curriculum in key learning areas	No
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	The college has not had a Professional Learning Community culture in place and we have not undertaken the training. Our first step in 2020 is to identify staff that would benefit from the training and take part in the Bastow PLC training (we are enrolled to participate in 2020). Staff indicated through conversations with the review panel, that they would like the opportunity to collaborate with colleagues on building curriculum, common assessment and inquiry to improve student outcomes.	
Goal 3	To increase student engagement and motivation in learning.	
12 Month Target 3.1	Reduce student absence rate from average 25.8 days per student per annum in 2018 to 24 days in 2020	
12 Month Target 3.2	Using Staff Opinion Survey (SOS) data - increase 'Academic emphasis' from 56% positive endorsement in 2019 to 62% in 2020.	

12 Month Target 3.3	Using SOS data -increase 'Collective focus on student learning' from 82% positive endorsement in 2019 to 95% positive endorsement.	
12 Month Target 3.4	Using Attitudes to School survey (ATSS) data -increase student 'High expectations for success' from 83% positive endorsement in 2019 to 85% positive endorsement.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Setting expectations and promoting inclusion	Develop and rigorously implement a school-wide attendance plan	Yes
KIS 2 Empowering students and building school pride	Build student agency in learning across the college	No
KIS 3 Setting expectations and promoting inclusion	Build a culture of academic rigour and high expectations throughout the college and the 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.	Attendance data has been in decline over the last 3 years. The college has gone from an average of 13 days per student in 2015 to over 25 days in 2019. There has been a focus on tackling chronic absenteeism but to this point there has been no improvement. The review panel believed that this was impacting on student performance.	

Define Actions, Outcomes and Activities

Goal 1	To improve learning outcomes in literacy for every student
12 Month Target 1.1	90% of students in VCE English achieve an adjusted score of +1 in VCE English
12 Month Target 1.2	Using NAPLAN data – maintain the percentage of the students in the top two bands for Reading year 7 -9. (25%)
12 Month Target 1.3	<ul style="list-style-type: none"> Using NAPLAN benchmark growth data – maintain outcomes for Year 9 Reading at 32%
12 Month Target 1.4	Using NAPLAN benchmark growth data – maintain outcomes for students at 26% above benchmark in Year 9 Writing.
KIS 1 Evidence-based high-impact teaching strategies	Develop evidence-based assessment practices to inform teacher judgements and student learning outcomes
Actions	<p>Whole school assessment schedule will be developed and implemented across the college. This will include CATs, SACs, and external assessment.</p> <p>All staff to undertake regular professional learning on data literacy.</p> <p>Investigate an English teacher becoming an examiner.</p> <p>All English staff using NAPLAN Items Analysis data to inform teaching.</p> <p>Level students reading through 'Qualitative assessment of text difficulty'</p> <p>Regular moderation of VCE assessment in English.</p> <p>All VCE staff using VASS exam item analysis.</p>
Outcomes	<p>Leaders will:</p> <p>Will work with teachers to ensure far more rigour will be placed on assessment practices.</p> <p>Teachers will:</p> <p>Undertake data literacy professional learning to enable a better understanding of how to use data to inform teaching practice. We would expect that consistent and collaborative approach to setting and marking assessment tasks.</p> <p>Have better knowledge of how to use external data to address student learning needs.</p> <p>Have a much better grasp of where every student is in their learning and will collaborate on how to move them forward. Triangulation of data will be common practice and will help teachers to make informed judgments about student learning.</p> <p>Students will:</p> <p>Have a good understanding of their achievement levels and the gaps in their learning.</p>

Success Indicators	<p>Leaders will: Develop a clear College Assessment Schedule that will used by all teachers. Provide professional learning on the use of assessment to improve learning.</p> <p>Teachers will: Use multiple sources of evidence and data to make informed judgments about student learning. Make more accurate teacher judgments t through the use of multiple data sets. All English and Maths teachers will be using PAT assessment. Year 1 SSP targets will be met.</p> <p>Students will: Be able to articulate their learning needs.</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
College Assessment Schedule will be developed with clear expectations on processes and procedures.	<input checked="" type="checkbox"/> Leading Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00 <input type="checkbox"/> Equity funding will be used
Data Literacy Professional Learning will be provided for all staff.	<input checked="" type="checkbox"/> Leading Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00 <input type="checkbox"/> Equity funding will be used
Levelling of all 7-10 students, and levelling of all library books, through 'Qualitative assessment of text difficulty'.	<input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$1,500.00 <input checked="" type="checkbox"/> Equity funding will be used
Items analysis data used by all English teachers.	<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	\$500.00 <input type="checkbox"/> Equity funding will be used

VCE teachers using VASS data to inform their teaching	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$500.00 <input type="checkbox"/> Equity funding will be used
KIS 2 Instructional and shared leadership	Embed an agreed instructional framework throughout the college			
Actions	Leadership team will continue to provide professional learning on the NDSC agreed instructional model (Gradual Release of Responsibility). A Professional Learning Plan and meeting schedule developed to support teacher learning of the various phases of the model. An implementation plan and action developed to ensure the embedding of the instructional model. Classroom observations and peer feedback implemented to build teacher knowledge of instructional practice.			
Outcomes	Leaders will: Develop and implement a peer coaching model to support the consistent use of the instructional model. Use multiple sources of information to track the use of the model in classrooms. Teachers will: Understand the instructional model and use it to plan and deliver lessons. Be using PLC time to plan classes together Students will: Be able to articulate what it is they are learning and why.			
Success Indicators	Leaders will: Be able to provide feedback from peer and leadership observations on the use of the Instructional Model in all classes. Evidence will include SIT meeting minutes Teachers will have a goal about the use of the Instructional Model in their Performance Plan. Feedback from students will indicate confidence in teachers knowledge of content and pedagogical practice in the SATS. Teacher confidence will be reflected in SOS. Students will: Demonstrate literacy outcomes and growth as measured by external and internal assessment.			

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Professional Learning Plan developed	<input checked="" type="checkbox"/> Assistant Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$3,000.00 <input checked="" type="checkbox"/> Equity funding will be used
A Peer Coaching model will be trialed	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$2,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Implementation and action plans developed for the staged and differentiated implementation of the instructional model	<input checked="" type="checkbox"/> Assistant Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <input type="checkbox"/> Equity funding will be used
Goal 2	To improve learning outcomes in numeracy for every student			
12 Month Target 2.1	Increase study score for VCE Further Mathematics from 25.8 in 2018 to 26.5.			
12 Month Target 2.2	Increase study score for VCE Further Mathematics from 25.8 in 2018 to 26.5.			
12 Month Target 2.3	Using NAPLAN benchmark growth data – maintain outcomes for Year 9 Numeracy at 29%			
KIS 1 Building practice excellence	Implement a Professional Learning Community (PLC) model at the college to build staff collaboration and teamwork			
Actions	Complete the PLC Maturity Matrix to determine current practice. Identify staff to complete PLC training. Complete PLC training and embed PLC practices across the school.			

	Create a meeting schedule to support the implementation of a PLC model. A PLC implementation Plan will be developed.			
Outcomes	<p>Leaders will: Identify staff to undertake the PLC training and support them with time release. They will also participate in the training. Provide time for domain based PLT meetings where staff can collaborate on curriculum development, assessment and pedagogical practice.</p> <p>Teachers will: Teachers that have undertaken PLC training will help build the knowledge and capacity of other staff. Build an understanding of what a PLC is. Build an understanding of the PLC inquiry cycle and participate in at least one inquiry cycle in 2020.</p>			
Success Indicators	<p>Leaders will: Demonstrate an understanding of the inquiry cycle and support teachers through the process. Collect and measure data from the PLC Maturity Matrix and provide feedback for teachers.</p> <p>Teachers will: Be able to use data and assessment to undertake an inquiry cycle to improve outcomes for students. Participate and engage in regular PLC meetings. Be able to measure student growth through use of data informed assessment practices.</p> <p>Students will: Demonstrate improve learning outcomes, particularly in numeracy. Articulate what they are learning and how they will be successful. Set personal learning goals based on assessment feedback from teachers.</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Undertake PLC training and start implementing practice into the College	<input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <input type="checkbox"/> Equity funding will be used
Create a meeting schedule and adult learning plan to support the work of PLC leaders and teams	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$2,000.00

			to: Term 4	<input type="checkbox"/> Equity funding will be used
Develop a PLC Implementation Plan	<input checked="" type="checkbox"/> Leading Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00 <input type="checkbox"/> Equity funding will be used
Goal 3	To increase student engagement and motivation in learning.			
12 Month Target 3.1	Reduce student absence rate from average 25.8 days per student per annum in 2018 to 24 days in 2020			
12 Month Target 3.2	Using Staff Opinion Survey (SOS) data - increase 'Academic emphasis' from 56% positive endorsement in 2019 to 62% in 2020.			
12 Month Target 3.3	Using SOS data -increase 'Collective focus on student learning' from 82% positive endorsement in 2019 to 95% positive endorsement.			
12 Month Target 3.4	Using Attitudes to School survey (ATSS) data -increase student 'High expectations for success' from 83% positive endorsement in 2019 to 85% positive endorsement.			
KIS 1 Setting expectations and promoting inclusion	Develop and rigorously implement a school-wide attendance plan			
Actions	Build staff knowledge of student agency using Amplify Review current practices regarding expectations about work submission at all year levels. Review administration of the ATTS survey. Implement an attendance communication strategy.			
Outcomes	Leaders will: Develop a clear communication strategy for parents and students regarding the importance of good attendance. Review current attendance recording processes. Teachers will: Monitor student attendance and communicate with relevant staff and parents any concerns.			

	Students will: Develop attendance goals as part of their Learning Coach conversations with staff.			
Success Indicators	Leaders will: Closely monitor attendance. Attendance data will show improvement over 2019. Teachers will: Monitor and provide feedback to students and parents when there is a concern over attendance. Students will: Set attendance goals and improve on their attendance			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Communicate high expectations to students, parents and the College community on attendance	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Leading Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Review attendance processes and procedures.	<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	\$2,000.00 <input type="checkbox"/> Equity funding will be used
Employ an Attendance Officer to work with students at risk.	<input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$30,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Appoint a Student Leader who will be responsible for communicating our high expectations for attendance.	<input checked="" type="checkbox"/> Student(s)	<input type="checkbox"/> PLP Priority	from: Term 1	\$500.00

			to: Term 4	<input type="checkbox"/> Equity funding will be used
KIS 2 Setting expectations and promoting inclusion	Build a culture of academic rigour and high expectations throughout the college and the community			
Actions	Review current practices regarding expectations about work submission at all year levels. Extend the role of School Captains to establish a culture of student voice and student agency Develop and embed agreed policies and practices for high expectations and rigour. Develop a College Vision Statement that supports high expectations.			
Outcomes	Leaders will: Work with all staff to develop an agreed Vision Statement to support high expectations. Develop guidelines for the submission of work for all year levels. Develop an assessment schedule. Teachers will: Provide input and feedback on the College Vision Statement. Set high expectations on work submission. Students will: Meet due dates. Submit all work to a high standard.			
Success Indicators	Leaders will: Monitor data from the ATSS and SOS around high expectations for success and collective focus on student learning. Collect data and feedback from teachers on work submission. Teachers will: Monitor work completion and provide feedback to leaders. Students will: Develop learning goals about work submission.			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Develop and agreed 'Vision' statement that sets rigour and high expectations for students.	<input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1	\$1,500.00

	<input checked="" type="checkbox"/> Teacher(s)		to: Term 4	<input type="checkbox"/> Equity funding will be used
Develop guidelines and procedures for the submission of work.	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,500.00 <input type="checkbox"/> Equity funding will be used
Develop an assessment schedule	<input checked="" type="checkbox"/> Leading Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$500.00 <input type="checkbox"/> Equity funding will be used

Equity Funding Planner

Equity Spending Totals

Category	Total proposed budget (\$)	Spend (\$)
Equity funding associated with Activities and Milestones	\$37,500.00	\$34,500.00
Additional Equity funding	\$115,000.00	\$115,000.00
Grand Total	\$152,500.00	\$149,500.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Levelling of all 7-10 students, and levelling of all library books, through 'Qualitative assessment of text difficulty'.	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources	\$1,500.00	\$1,500.00
Professional Learning Plan developed	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$3,000.00	\$1,000.00
A Peer Coaching model will be trialed	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$2,000.00	\$2,000.00
Communicate high expectations to students, parents and the College community on attendance	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Support services	\$1,000.00	\$0.00

Employ an Attendance Officer to work with students at risk.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$30,000.00	\$30,000.00
Totals			\$37,500.00	\$34,500.00

Additional Equity spend

Outline here any additional Equity spend for 2020	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Additional staff to cater for students at risk.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$115,000.00	\$115,000.00
Totals			\$115,000.00	\$115,000.00

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
College Assessment Schedule will be developed with clear expectations on processes and procedures.	<input checked="" type="checkbox"/> Leading Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Data Literacy Professional Learning will be provided for all staff.	<input checked="" type="checkbox"/> Leading Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Items analysis data used by all English teachers.	<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"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
VCE teachers using VASS data to inform their teaching	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Professional Learning Plan developed	<input checked="" type="checkbox"/> Assistant Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Pedagogical Model	<input checked="" type="checkbox"/> On-site

					<input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	
A Peer Coaching model will be trialed	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <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"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Implementation and action plans developed for the staged and differentiated implementation of the instructional model	<input checked="" type="checkbox"/> Assistant Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Undertake PLC training and start implementing practice into the College	<input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Network Professional Learning <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> PLC Initiative	<input checked="" type="checkbox"/> Off-site We will undertake the Bastow PLC training.
Create a meeting schedule and adult learning plan to support the work of PLC leaders and teams	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

Review attendance processes and procedures.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Leading Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <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"/> SEIL <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
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