2020 Annual Implementation Plan

for improving student outcomes

Fitzroy High School (8742)

Submitted for review by Linda Mitchell (School Principal) on 18 July, 2020 at 09:33 PM
Awaiting endorsement by Senior Education Improvement Leader
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 moving towards Embedding
	Curriculum planning and assessment	Evolving
	Evidence-based high-impact teaching strategies	Evolving moving towards Embedding
	Evaluating impact on learning	Emerging moving towards 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	Evolving

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

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

Enter your reflective comments	The school develops students to be self-regulating learners and actively promotes self-regulation and encourages personal responsibility. Some have difficulty with self-regulation, struggling at times to progress with their learning & motivation. There is sometimes variation in the learning & assessment experiences of students in middle & senior years, including a 'jump' in the level of rigor & challenge between the learning in Yrs 7-9 and Yr 10 in learning challenge and assessment. Students in Yrs 7-9 are not being required to meet agreed standards, and discipline is not being externally imposed on students to achieve at high levels. Some students indicate that there is not a culture of high expectations. In senior years, assessments both formal & informal, are regular, and provide feedback to support students to monitor their own learning needs & progress. Parents report that in some cases, students are aware of the assessment being used and its purpose & in others, students are not aware of the outcomes of assessment. There is variation between teachers in the frequency & content of feedback to students & parents. Students, parents & school personnel all identify that communication about student learning achievement & progress varies in regularity and quality between teachers. Students indicate that three-way conferences are an opportunity for students, teachers & parents to discuss student learning. Parents indicate that they do not feel that they are engaged as partners in the learning. Senior students have greater clarity about their intended learning & learning progress than younger students. The curriculum is being refined and teachers use a common template however there is

	variability between teachers as to their level of deep knowledge and confidence in delivering the curriculum. Teachers indicate this is a barrier to effective differentiation. Curriculum documentation does not always evidence differentiated learning tasks or success criteria.
Considerations for 2020	Voice is a feature of trusting relationships given the importance of developing strong relationships for improved teaching and learning, articulation or strengthening of student voice is an important place to start. Students indicate that they feel that they are able to bring forth ideas and have them heard and acted on. Student feedback is routinely sought through the Pivot Survey and also through the school's involvement in the Amplify project. However there is no formal structure to facilitate representative democracy in the school, other than student representatives who actively participate in School Council. There is no formal structure to enable regular, active student participation in school improvement initiatives, such as in the School Improvement Team. Parents indicate that school leadership is open to feedback, welcoming & responsive but are not aware of regular, structured opportunities for them to provide feedback. The school needs to build those opportunities beginning with improving communication with parents. The real-world, deep learning opportunities that students & teachers undertake are characterized by student agency, voice & authentic choice, however students indicate high levels of engagement in some subjects & lower levels of engagement in others. Subjects that enable students to have greater choice & that they perceive to have personal relevance are identified by students as being highly engaging. It is important to find out more about how students can be partners in their learning, setting goals with high expectations for themselves. The collaborative development of PLPs is an opportunity to enhance students' agency in learning & for teachers to better understand how students learn. Apart from partnerships, the other key message from the review is consistency, in expectations, communication, curriculum, pedagogy, assessment & reporting, as well as building collective efficacy for staff, which is already a feature of the PLC and PL program.
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	Improve the growth and achievement of all students
Target 1.1	Increase the proportion of students achieving at and above benchmark growth in NAPLAN Year 9 in: • Reading from 74 per cent in 2019 to 80 per cent by 2023 • Writing from 77 per cent in 2019 to 85 per cent by 2023 • Numeracy from 64 per cent in 2019 to 75 per cent by 2023
Target 1.2	Increase the proportion of students in the top two bands of NAPLAN in Year 9: • Reading from 38 per cent in 2019 to 45 per cent by 2023 • Writing from 16 per cent in 2019 to 25 per cent by 2023 • Numeracy from 25 per cent in 2019 to 35 per cent by 2023
Target 1.3	Maintain VCE completion and increase students achieving VCE Study Scores: • English from 29.1 in 2019 to 31 by 2023 • All study from 28.61 in 2019 to 30 by 2023 • The proportion of students achieving study scores above 37 in English from 14 per cent in 2019 to 18 per cent by 2023 • Maintain 100 per cent completion of VCE by 2023

Target 1.4	Improve the per cent of positive endorsement in the Staff Opinion Survey:
	• Collective efficacy from 38 per cent in 2019 to 50 per cent by 2023 • Teacher collaboration from 46 per cent in 2019 to 50 per cent by 2023 • Guaranteed and viable curriculum from 31 per cent in 2019 to 50 per cent by 2023 • Academic emphasis from 35 per cent in 2019 to 50 per cent by 2023
Target 1.5	Reduce the variance between the predicted VCE study score for each VCE study and the actual study scores as shown in VASS Report 10.
Key Improvement Strategy 1.a Evidence-based high-impact teaching strategies	Embed a clear teaching and learning model that is based on research relating to high impact teaching strategies.
Key Improvement Strategy 1.b Curriculum planning and assessment	Embed a holistic and systematic approach to curriculum, pedagogy and assessment
Key Improvement Strategy 1.c Building practice excellence	Continue to provide ongoing professional learning that is collaborative, involving reflection and feedback and that is fully integrated into the culture of the school
Key Improvement Strategy 1.d Curriculum planning and assessment	Develop the capacity of teachers to design deep learning programs that challenge students to construct and apply new knowledge and explicitly build deep levels of thinking.
Goal 2	Further empower students as learners and leaders to enable significant growth in motivation, wellbeing and agency.
Target 2.1	Improve the per cent of positive endorsement in the Students Attitudes to School Survey:

	Stimulated learning from • Year 7 to 9 52% (2019) to 60% (2023) • Year 10 to 12 59% (2019) to 70% (2023) Sense of confidence from • Year 7 to 9 55%(2019) to 65%(2023), • Year 10- to 12 62%(2019) to 70%(2023) Student voice, agency and leadership from • Years 7 to 9 39%(2019) to 50%(2023) • Years 10 to 12 56%(2019) to 65%(2023) Motivation and Interest from • Year 7 to 9 53% (2019) to 65%(2023) • Year 10 to 12 65% (2019) to 75% (2023) Differentiated learning challenge from • Year 7 to 9 49% (2019) to 60%(2023) • Year 10 to 12 62%(2019) to 70%(2023)
Target 2.2	Improve the per cent of positive endorsement in the Parent Opinion survey: • Student agency and voice from 69 per cent in 2019 to 75 per cent by 2023 • Stimulating learning environment from 75 per cent in 2019 to 80 per cent by 2023

Key Improvement Strategy 2.a Empowering students and building school pride	Further enhance formal and informal structures to engage with, listen to and respond to the full range of student perspectives and feedback to enable impact on the school culture.
Key Improvement Strategy 2.b Intellectual engagement and self-awareness	Embed a culture of high expectations for every student to promote intellectual engagement and the capacity to monitor their own progress and achievement.
Key Improvement Strategy 2.c Empowering students and building school pride	Develop the capacity of students and teacher to engage in an authentic learning partnership throughout the school.
Goal 3	Improve student engagement and attendance
Target 3.1	Improve the per cent of positive endorsement in the Staff Opinion Survey • Trust in students and parents from 46 per cent in 2019 to 55 per cent by 2023 • Parent and community involvement from 49 per cent in 2019 to 60 per cent by 2023 • Promote student ownership of learning goals from 53 per cent in 2019 to 60 per cent by 2023
Target 3.2	Improve the per cent of positive endorsement in the Students Attitudes to School Survey: Teacher concern from • Year 7 to 9 37%(2019) to 50%(2023) • Year 10 to 12 53%(2019) to 60%(2023)

	Effective classroom behavior from
	- Year 7 to 9 51%(2019) to 60%(2023) - Year 10 to 12 57%(2019) to 65%(2023) Sense of connectedness from - Year 7 to 9 51%(2019) to 60%(2023) - Year 10 to 12 53%(2019) to 60%(2023) Attitudes to Attendance from - Year 7 to 9 72% (2019) to80% (2023) - Year 10 to 12 79%(2019) to 85% (2023)
Target 3.3	Improve the per cent of positive endorsement in the Parent Opinion Survey: - Parent participation and involvement from 70 per cent in 2019 to 75 per cent by 2023 - School communication from 84 per cent in 2019 to 85 per cent by 2023 - Teacher communication from 68 per cent in 2019 to 70 per cent by 2023 - Student connectedness from 82 per cent in 2019 to 90 per cent by 2023
Target 3.4	Improve attendance: - Reduce the per cent of student with more than 20 days absent from 43 per cent in 2019 to 33 per cent by 2023 - Decrease the mean days absent per student per year from 24.79 days in 2019 to 18 by 2023

Key Improvement Strategy 3.a Parents and carers as partners	Further develop the partnership with parents and carers to maximise wellbeing and attendance.
Key Improvement Strategy 3.b Building communities	Work with parents and carers to provide consistent support and reinforcement of expectations about student learning and behavior.
Key Improvement Strategy 3.c Building communities	Improve the quality and consistency of school/parent communication in order to engage with parents to support school initiatives.

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.
Improve the growth and achievement of all students	Yes	Increase the proportion of students achieving at and above benchmark growth in NAPLAN Year 9 in: • Reading from 74 per cent in 2019 to 80 per cent by 2023 • Writing from 77 per cent in 2019 to 85 per cent by 2023 • Numeracy from 64 per cent in 2019 to 75 per cent by 2023	NA
		Increase the proportion of students in the top two bands of NAPLAN in Year 9: • Reading from 38 per cent in 2019 to 45 per cent by 2023 • Writing from 16 per cent in 2019 to 25 per cent by 2023 • Numeracy from 25 per cent in 2019 to 35 per cent by 2023	NA

		Maintain VCE completion and increase students achieving VCE Study Scores: • English from 29.1 in 2019 to 31 by 2023 • All study from 28.61 in 2019 to 30 by 2023 • The proportion of students achieving study scores above 37 in English from 14 per cent in 2019 to 18 per cent by 2023 • Maintain 100 per cent completion of VCE by 2023	Maintain 100% VCE completion and increase students achieving VCE Study Scores: English from 29.1 in 2019 to 29.5 in 2020 All study from 28.61 in 2019 to 29 in 2020 The proportion of students achieving study scores above 37 in English from 14 per cent in 2019 to 15 per cent in 2020
		Improve the per cent of positive endorsement in the Staff Opinion Survey: • Collective efficacy from 38 per cent in 2019 to 50 per cent by 2023 • Teacher collaboration from 46 per cent in 2019 to 50 per cent by 2023 • Guaranteed and viable curriculum from 31 per cent in 2019 to 50 per cent by 2023 • Academic emphasis from 35 per cent in 2019 to 50 per cent by 2023	Improve the per cent of positive endorsement in the Staff Opinion Survey: Collective efficacy from 38 per cent in 2019 to 41 per cent in 2020 Teacher collaboration from 46 per cent in 2019 to 47 per cent in 2020 Guaranteed and viable curriculum from 31 per cent in 2019 to 36 per cent in 2020 Academic emphasis from 35 per cent in 2019 to 39 per cent in 2020
		Reduce the variance between the predicted VCE study score for each VCE study and the actual study scores as shown in VASS Report 10.	This is not a focus for 2020 but will be a focus for 2021. In 2020 the focus will be on developing a greater understanding of the data especially the subjects where there a significant variation.

| Further empower students as learners and leaders to enable significant growth in motivation, wellbeing and agency. | Yes | Improve the per cent of positive endorsement in the Students Attitudes to School Survey:

Stimulated learning from

• Year 7 to 9 52% (2019) to 60% (2023)
• Year 10 to 12 59% (2019) to 70% (2023)

Sense of confidence from

• Year 7 to 9 55%(2019) to 65%(2023),
• Year 10- to 12 62%(2019) to 70%(2023)

Student voice, agency and leadership from

• Years 7 to 9 39%(2019) to 50%(2023)
• Years 10 to 12 56%(2019) to 65%(2023)

Motivation and Interest from

• Year 7 to 9 53% (2019) to 65%(2023)
• Year 10 to 12 65% (2019) to 75% (2023)

Differentiated learning challenge from

• Year 7 to 9 49% (2019) to 60%(2023)
• Year 10 to 12 62%(2019) to 70%(2023) | Improve the per cent of positive endorsement in the Students Attitudes to School Survey:

Stimulated learning from

Year 7 to 9 52% (2019) to 52% (2020)
Year 10 to 12 59% (2019) to 61% (2020)

Sense of confidence from

Year 7 to 9 55% (2019) to 57% (2020)
Year 10 to 12 62% (2019) to 64% (2020)

Student voice, agency and leadership from

Years 7 to 9 39% (2019) to 42% (2020)
Years 10 to 12 56% (2019) to 58% (2020)

Motivation and Interest from

Year 7 to 9 53% (2019) to 55% (2020)
Year 10 to 12 65% (2019) to 68% (2020)

Differentiated learning challenge from

Year 7 to 9 49% (2019) to 51% (2020)
Year 10 to 12 62% (2019) to 64% (2020) |
| | | Improve the per cent of positive endorsement in the Parent Opinion survey: | Improve the per cent of positive endorsement in the Parent Opinion survey: |

		• Student agency and voice from 69 per cent in 2019 to 75 per cent by 2023 • Stimulating learning environment from 75 per cent in 2019 to 80 per cent by 2023	Student agency and voice from 69 per cent in 2019 to 71 per cent in 2020 Stimulating learning environment from 75 per cent in 2019 to 76 per cent in 2020
Improve student engagement and attendance	Yes	Improve the per cent of positive endorsement in the Staff Opinion Survey • Trust in students and parents from 46 per cent in 2019 to 55 per cent by 2023 • Parent and community involvement from 49 per cent in 2019 to 60 per cent by 2023 • Promote student ownership of learning goals from 53 per cent in 2019 to 60 per cent by 2023	Improve the per cent of positive endorsement in the Staff Opinion Survey Trust in students and parents from 46 per cent in 2019 to 47 per cent in 2020 Parent and community involvement from 49 per cent in 2019 to 52 per cent in 2020 Promote student ownership of learning goals from 53 per cent in 2019 to 55 per cent in 2020
		Improve the per cent of positive endorsement in the Students Attitudes to School Survey: Teacher concern from • Year 7 to 9 37%(2019) to 50%(2023) • Year 10 to 12 53%(2019) to 60%(2023) Effective classroom behavior from • Year 7 to 9 51%(2019) to 60%(2023) • Year 10 to 12 57%(2019) to 65%(2023)	Improve the per cent of positive endorsement in the Students Attitudes to School Survey: Teacher concern from Year 7 to 9 37% (2019) to 40% (2020) Year 10 to 12 53%(2019) to 55% (2020) Effective classroom behavior from Year 7 to 9 51% (2019) to 53% (2020) Year 10 to 12 57% (2019) to 60% (2020) Sense of connectedness from

		Sense of connectedness from • Year 7 to 9 51%(2019) to 60%(2023) • Year 10 to 12 53%(2019) to 60%(2023) Attitudes to Attendance from • Year 7 to 9 72% (2019) to80% (2023) • Year 10 to 12 79%(2019) to 85% (2023)	Year 7 to 9 51% (2019) to 53% (2020) Year 10 to 12 53% (2019) to 55% (2020) Attitudes to Attendance from Year 7 to 9 72% (2019) to 74% (2020) Year 10 to 12 79% (2019) to 81% (2020)
		Improve the per cent of positive endorsement in the Parent Opinion Survey: • Parent participation and involvement from 70 per cent in 2019 to 75 per cent by 2023 • School communication from 84 per cent in 2019 to 85 per cent by 2023 • Teacher communication from 68 per cent in 2019 to 70 per cent by 2023 • Student connectedness from 82 per cent in 2019 to 90 per cent by 2023	Improve the per cent of positive endorsement in the Parent Opinion Survey: Parent participation and involvement from 70 per cent in 2019 to 71 percent in 2020 School communication from 84 per cent in 2019 to 85 per cent in 2020 Teacher communication from 68 per cent in 2019 to 69 per cent in 2020 Student connectedness from 82 per cent in 2019 to 84 per cent in 2020
		Improve attendance: • Reduce the per cent of student with more than 20 days absent from 43 per cent in 2019 to 33 per cent by 2023	NA

		• Decrease the mean days absent per student per year from 24.79 days in 2019 to 18 by 2023	

Goal 1	Improve the growth and achievement of all students	
12 Month Target 1.1	NA	
12 Month Target 1.2	NA	
12 Month Target 1.3	Maintain 100% VCE completion and increase students achieving VCE Study Scores: 　　English from 29.1 in 2019 to 29.5 in 2020 　　All study from 28.61 in 2019 to 29 in 2020 　　The proportion of students achieving study scores above 37 in English from 14 per cent in 2019 to 15 per cent in 2020	
12 Month Target 1.4	Improve the per cent of positive endorsement in the Staff Opinion Survey: 　　Collective efficacy from 38 per cent in 2019 to 41 per cent in 2020 　　Teacher collaboration from 46 per cent in 2019 to 47 per cent in 2020 　　Guaranteed and viable curriculum from 31 per cent in 2019 to 36 per cent in 2020 　　Academic emphasis from 35 per cent in 2019 to 39 per cent in 2020	
12 Month Target 1.5	This is not a focus for 2020 but will be a focus for 2021. In 2020 the focus will be on developing a greater understanding of the data especially the subjects where there a significant variation.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Evidence-based high-impact teaching strategies	Embed a clear teaching and learning model that is based on research relating to high impact teaching strategies.	Yes

KIS 2 Curriculum planning and assessment	Embed a holistic and systematic approach to curriculum, pedagogy and assessment	Yes
KIS 3 Building practice excellence	Continue to provide ongoing professional learning that is collaborative, involving reflection and feedback and that is fully integrated into the culture of the school	Yes
KIS 4 Curriculum planning and assessment	Develop the capacity of teachers to design deep learning programs that challenge students to construct and apply new knowledge and explicitly build deep levels of thinking.	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.	KIS 1a. 1.b and 1.c are key to developing the capacity of teachers to improve the growth and achievement of all students. If there is a clear teaching and learning model based on research and high impact teaching strategies, there will be greater collective efficacy in staff and more consistency for students. If there is a holistic and systematic approach to curriculum, pedagogy and assessment, teachers will be able to focus more on the HITs and on their ability to challenge students. Ongoing and targeted professional learning is clearly essential to making this happen and to develop the culture of collaboration and collective efficacy that is required to build the culture of high expectations and continuous improvement. It makes sense to choose these KIS as they came through very strongly in the PRSE and the focus groups. Also, some of the actions and activities that relate to these KIS were already underway and have come into further relief during Covid 19 and remote learning. The targets have been chosen within the parameters of what school data sets are likely to be available in 2020. The targets have been set as 25% increments of the four-year targets.	
Goal 2	Further empower students as learners and leaders to enable significant growth in motivation, wellbeing and agency.	
12 Month Target 2.1	Improve the per cent of positive endorsement in the Students Attitudes to School Survey: Stimulated learning from Year 7 to 9 52% (2019) to 52% (2020) Year 10 to 12 59% (2019) to 61% (2020) Sense of confidence from Year 7 to 9 55% (2019) to 57% (2020) Year 10 to 12 62% (2019) to 64% (2020) Student voice, agency and leadership from	

	Years 7 to 9 39% (2019) to 42% (2020) Years 10 to 12 56% (2019) to 58% (2020) Motivation and Interest from Year 7 to 9 53% (2019) to 55% (2020) Year 10 to 12 65% (2019) to 68% (2020) Differentiated learning challenge from Year 7 to 9 49% (2019) to 51% (2020) Year 10 to 12 62% (2019) to 64% (2020)
12 Month Target 2.2	Improve the per cent of positive endorsement in the Parent Opinion survey: Student agency and voice from 69 per cent in 2019 to 71 per cent in 2020 Stimulating learning environment from 75 per cent in 2019 to 76 per cent in 2020

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Empowering students and building school pride	Further enhance formal and informal structures to engage with, listen to and respond to the full range of student perspectives and feedback to enable impact on the school culture.	Yes
KIS 2 Intellectual engagement and self-awareness	Embed a culture of high expectations for every student to promote intellectual engagement and the capacity to monitor their own progress and achievement.	Yes
KIS 3 Empowering students and building school pride	Develop the capacity of students and teacher to engage in an authentic learning partnership throughout the school.	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.	KIS 2.a and 2.b are seen as essential starting points in order to build the capacity of KIS 2.c as well as Goal 3, Improve student engagement and attendance, and ultimately to Goal 1, Improve the growth and achievement of all students. If students are able to give feedback to the school in multiple forms, their engagement will improve as will the school culture. If a culture of high expectations is jointly created and embraced, then teachers and students can engage more easily in an authentic learning partnership. Furthermore, if students understand better what they need, and are able to monitor their own progress and achievement, they will be able to contribute to this partnership more effectively. It makes sense to choose these KIS as they came through very strongly in the PRSE and the focus groups. Also, some of the actions and activities that relate to these KIS were already underway and have come into further relief during Covid 19 and remote learning. The targets have been chosen within the parameters of what school data sets are likely to be available in 2020. The targets have been set as 25% increments of the four-year targets.
Goal 3	Improve student engagement and attendance

12 Month Target 3.1	Improve the per cent of positive endorsement in the Staff Opinion Survey
	
	    Trust in students and parents from 46 per cent in 2019 to 47 per cent in 2020
	    Parent and community involvement from 49 per cent in 2019 to 52 per cent in 2020
	    Promote student ownership of learning goals from 53 per cent in 2019 to 55 per cent in 2020

12 Month Target 3.2	Improve the per cent of positive endorsement in the Students Attitudes to School Survey: Teacher concern from Year 7 to 9 37% (2019) to 40% (2020) Year 10 to 12 53%(2019) to 55% (2020) Effective classroom behavior from Year 7 to 9 51% (2019) to 53% (2020) Year 10 to 12 57% (2019) to 60% (2020) Sense of connectedness from Year 7 to 9 51% (2019) to 53% (2020) Year 10 to 12 53% (2019) to 55% (2020) Attitudes to Attendance from

	Year 7 to 9 72% (2019) to 74% (2020) Year 10 to 12 79% (2019) to 81% (2020)

12 Month Target 3.3	Improve the per cent of positive endorsement in the Parent Opinion Survey:
	
	  Parent participation and involvement from 70 per cent in 2019 to 71 percent in 2020
	  School communication from 84 per cent in 2019 to 85 per cent in 2020
	  Teacher communication from 68 per cent in 2019 to 69 per cent in 2020
	  Student connectedness from 82 per cent in 2019 to 84 per cent in 2020

12 Month Target 3.4	NA

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Parents and carers as partners	Further develop the partnership with parents and carers to maximise wellbeing and attendance.	No
KIS 2 Building communities	Work with parents and carers to provide consistent support and reinforcement of expectations about student learning and behavior.	Yes
KIS 3 Building communities	Improve the quality and consistency of school/parent communication in order to engage with parents to support school initiatives.	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.	KIS 3.b and 3.c are ways of developing better partnerships with parents and carers in order to maximise student outcomes, particularly those relating to wellbeing and attendance. The need for better and more consistent communication came out strongly in the focus groups during the PRSE and has been particularly important during Covid 19 and remote learning. Also, some of the actions and activities that relate to these KIS were already underway, including School Wide Positive Behaviour Support. The targets have been chosen within the parameters of what school data sets are likely to be available in 2020. The targets have been set as 25% increments of the four-year targets. It should be noted that the Learning From Home surveys could be used as data sets for this year, particularly with regard to these two KIS.	

Define Actions, Outcomes and Activities

Goal 1	Improve the growth and achievement of all students
12 Month Target 1.1	NA
12 Month Target 1.2	NA

12 Month Target 1.3	Maintain 100% VCE completion and increase students achieving VCE Study Scores:
	    English from 29.1 in 2019 to 29.5 in 2020
	    All study from 28.61 in 2019 to 29 in 2020
	    The proportion of students achieving study scores above 37 in English from 14 per cent in 2019 to 15 per cent in 2020

12 Month Target 1.4	Improve the per cent of positive endorsement in the Staff Opinion Survey:
	
	    Collective efficacy from 38 per cent in 2019 to 41 per cent in 2020
	    Teacher collaboration from 46 per cent in 2019 to 47 per cent in 2020
	    Guaranteed and viable curriculum from 31 per cent in 2019 to 36 per cent in 2020
	    Academic emphasis from 35 per cent in 2019 to 39 per cent in 2020

12 Month Target 1.5	This is not a focus for 2020 but will be a focus for 2021. In 2020 the focus will be on developing a greater understanding of the data especially the subjects where there a significant variation.
KIS 1 Evidence-based high-impact teaching strategies	Embed a clear teaching and learning model that is based on research relating to high impact teaching strategies.
Actions	Develop and trial the Gradual Release of Responsibility model to deliver remote learning. Plan and deliver professional learning based on specific HITs.
Outcomes	Remote learning is planned and delivered according the the GRR model. Teacher feedback shows a greater sense of the importance of a clear T and L model. PLC feedback indicates that staff are more engaged with HITS. There is a greater sense of collective efficacy and increased evidence of collaboration. More teachers are asking for support with collaboration, differentiation and feedback.

Success Indicators	VCE outcomes and targets will be achieved as far as possible within the current climate. The Staff Opinion Survey will show an increase in Collective efficacy and Teacher Collaboration. GRR model for remote learning is documented and reviewed with a positive outcome.				
Activities and Milestones		**Who**	**Is this a PL Priority**	**When**	**Budget**
Develop and share the Gradual Release of Responsibility Model for remote learning lessons.		☑ Assistant Principal ☑ Leading Teacher(s) ☑ Learning Specialist(s)	☑ PLP Priority	from: Term 2 to: Term 4	$1,000.00 ☐ Equity funding will be used
Deliver professional learning on Pedagogical Model and HITs with a focus on differentiation, collaboration, feedback and goal setting and feed into PLC theories of action.		☑ Leading Teacher(s) ☑ Learning Specialist(s) ☑ PLC Leaders	☑ PLP Priority	from: Term 1 to: Term 4	$1,000.00 ☐ Equity funding will be used
KIS 2 Curriculum planning and assessment	Embed a holistic and systematic approach to curriculum, pedagogy and assessment				
Actions	Develop consistency in curriculum documentation processes and assessment approaches Develop, share and audit systematic curriculum outlines, including teaching and learning sequences; outline of resources used; and assessment and reporting timelines Begin to develop a shared approach to pedagogy using HITS, with an initial focus on differentiation, collaboration, feedback and goal setting Begin to utilise a shared instructional model for remote learning				
Outcomes	A major change in mindset would be the re framing of the way curriculum is developed, maintained and reviewed. In the more recent past there have been changes nearly every year because team members have moved up with their students. This has caused some issues with the requirements of teacher effort; consistency of approach; and timeliness of planning, making it more difficult for				

	teachers to focus on the HITs. This year, all teachers, in both teams and PLCs, will collaborate in the development of curriculum and assessment outlines and schedules according to prescribed templates; shared norms; and effective timelines. It is anticipated that teachers will feel more empowered in their ability to plan effectively as a result of consistent and timely processes and approaches. It will allow teachers to focus more on differentiation and goal setting and thus contribute to the main goal of growth and achievement for all students. Curriculum documentation and assessment approaches will also be more systematic for students and parents, and will be shared in advance with them so that they are clear about expectations, thus contributing to the other goals of the AIP.
Success Indicators	VCE outcomes and targets will be achieved as far as possible within the current climate. The Staff Opinion Survey will show an increase in Guaranteed and Viable Curriculum and Academic Emphasis.

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Develop and use common and consistent curriculum documentation templates and assessment schedules for teachers.	☑ Assistant Principal ☑ Learning Specialist(s) ☑ PLC Leaders ☑ Team Leader(s)	☑ PLP Priority	from: Term 1 to: Term 3	$2,000.00 ☐ Equity funding will be used
Develop and use agreed formative and summative assessment Learning Tasks, including those for reporting	☑ Leading Teacher(s) ☑ Learning Specialist(s) ☑ PLC Leaders	☑ PLP Priority	from: Term 1 to: Term 3	$1,000.00 ☐ Equity funding will be used
Create time in the meeting schedule for more small team collaboration around curriculum documentation and assessment	☑ Assistant Principal	☐ PLP Priority	from: Term 1 to: Term 2	$500.00 ☐ Equity funding will be used

Use team meeting time in Senior School to review assessment processes with a focus on the development of formative and summative assessment to determine student learning progress; analyse VCE data to understand the key skills required across a range of subject areas; and formalise assessment processes, including a SAC calendar across CC and FHS.	☑ Assistant Principal ☑ Leading Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 3	$500.00 ☐ Equity funding will be used

KIS 3 Building practice excellence	Continue to provide ongoing professional learning that is collaborative, involving reflection and feedback and that is fully integrated into the culture of the school
Actions	Make better use PLCs and team meeting time to deliver ongoing professional learning, including utilising Leading Teachers as well as Learning Specialists as instructional leaders with portfolios of expertise Focus on collective efficacy and instructional leadership in the work of the Teaching and Learning Leadership teams Provide data support to teachers to assist in understanding student levels and progress, and developing differentiated teaching and learning strategies Incorporate student feedback into professional learning, planning and reflection
Outcomes	A major change in mindset would be the re framing of the use of team meetings to focus more on professional learning for teaching and learning as well as student engagement and wellbeing. Due to the appointment of Team Leaders to particular teaching and learning portfolios, teams will see their Team Leaders more as instructional leaders. This will complement the work done in the Teaching and Learning Leadership teams, where the Assistant Principals work with the Learning Specialists and PLC Leaders to build their instructional knowledge and capacity to lead. Together, these strategies will build the culture of collaboration and collective efficacy of the teachers. Reflection and feedback will become a normal part of all meetings and endeavours and will be built into the culture of the school. This will include student feedback to teachers using programs such as Pivot. Teachers will gradually build a more solid understanding of data in order to better understand student levels of achievement and progress. They will be better able to develop differentiated teaching and learning strategies, which will have a direct impact on individual student growth and achievement. including, for 2020, in VCE outcomes.
Success Indicators	VCE outcomes and targets will be achieved as far as possible within the current climate. The Staff Opinion Survey will show an increase in Collective Efficacy and Teacher Collaboration. Members of the Leadership Team will have clear roles in school improvement, instructional leadership and professional learning. Team, PLC and Teaching and Learning Leadership meetings will have clear structures and outcomes, seen in the meeting schedules, agendas, minutes and actions completed.

Activities and Milestones	**Who**	**Is this a PL Priority**	**When**	**Budget**

Deliver professional learning in the whole school literacy strategy; share literacy goals around writing; and implement activities in PLCs	☑ Assistant Principal ☑ Learning Specialist(s) ☑ Literacy Improvement Teacher ☑ Literacy Leader ☑ PLC Leaders	☑ PLP Priority	from: Term 1 to: Term 4	$12,000.00 ☑ Equity funding will be used
Gather feedback on Explicit teaching, including Worked Examples and Differentiation, informing further work in the Teaching and Learning Leadership Team and the development of a differentiation protocol to be implemented in PLCs.	☑ Learning Specialist(s) ☑ PLC Leaders	☑ PLP Priority	from: Term 1 to: Term 4	$1,000.00 ☐ Equity funding will be used
Recreate roles of Team Leaders and Learning Specialists to ensure that they are instructional leaders with portfolios of expertise. Recreate meeting schedules and agendas to ensure sufficient time for the delivery of professional learning.	☑ Assistant Principal ☑ Learning Specialist(s) ☑ Principal ☑ School Leadership Team ☑ Team Leader(s)	☐ PLP Priority	from: Term 1 to: Term 4	$500.00 ☐ Equity funding will be used
Building capacity of teachers via Tutorial program-delivery of modules that relate to skills required by students in VCE/VCAL.	☑ Assistant Principal ☑ Team Leader(s)	☑ PLP Priority	from: Term 1 to: Term 4	$2,000.00 ☐ Equity funding will be used
Create a literacy/numeracy Google sheet allowing teacher access to all literacy and numeracy data for all students	☑ Learning Specialist(s)	☑ PLP Priority	from: Term 1	$500.00

				to: Term 4	☐ Equity funding will be used

Goal 2	Further empower students as learners and leaders to enable significant growth in motivation, wellbeing and agency.
12 Month Target 2.1	Improve the per cent of positive endorsement in the Students Attitudes to School Survey: Stimulated learning from Year 7 to 9 52% (2019) to 52% (2020) Year 10 to 12 59% (2019) to 61% (2020) Sense of confidence from Year 7 to 9 55% (2019) to 57% (2020) Year 10 to 12 62% (2019) to 64% (2020) Student voice, agency and leadership from Years 7 to 9 39% (2019) to 42% (2020) Years 10 to 12 56% (2019) to 58% (2020) Motivation and Interest from Year 7 to 9 53% (2019) to 55% (2020) Year 10 to 12 65% (2019) to 68% (2020) Differentiated learning challenge from Year 7 to 9 49% (2019) to 51% (2020) Year 10 to 12 62% (2019) to 64% (2020)
12 Month Target 2.2	Improve the per cent of positive endorsement in the Parent Opinion survey: Student agency and voice from 69 per cent in 2019 to 71 per cent in 2020 Stimulating learning environment from 75 per cent in 2019 to 76 per cent in 2020

KIS 1 Empowering students and building school pride	Further enhance formal and informal structures to engage with, listen to and respond to the full range of student perspectives and feedback to enable impact on the school culture.
Actions	Work with School Council and student reps to survey student body about representation Work with School Council to review the school dress code Continue to use student feedback and focus groups around key issues and analyse data to inform approach Develop new or reviewed structures which enable the full range of student perspective and feedback
Outcomes	A major change in mindset would be the development of more formal structures to complement the informal structures which the school already has. Students will take the lead and School Council will be heavily involved. By the end of the year, there will be a reviewed dress code, the methodology for which could be a catalyst for future consultations with students and the broader school community. New and reviewed formal and informal structures will be developed, trialed and incorporated into next year's whole school program. Student feedback about teaching and learning will continue to be used to inform teacher practice and will eventually lead to improved student outcomes.
Success Indicators	The Parent Opinion survey will show an increase in student agency and voice Data from student surveys and focus groups will show an increased sense of voice and agency

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Analyse data from student surveys including the Learning from home student survey and the student focus groups for the School Review	☑ Assistant Principal ☑ Principal ☑ School Leadership Team	☐ PLP Priority	from: Term 1 to: Term 4	$500.00 ☐ Equity funding will be used
Work with Education subcommittee of School Council to seek input on student voice, agency and leadership with a view to: a. developing a statement that clarifies the purpose of student voice and representation b. doing an descriptive audit of current school practices that	☑ Principal	☐ PLP Priority	from: Term 2 to: Term 4	$1,000.00 ☐ Equity funding will be used

facilitate student voice and representation c. making recommendations on how to achieve the next level of student voice and representation					
Join Vic SRC and give School Council student reps access to find resources	☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	$1,000.00 ☑ Equity funding will be used
Develop a proposal for a Senior School Committee including students from VCE/VCAL at FHS and CC	☑ Assistant Principal ☑ Team Leader(s)	☐ PLP Priority	from: Term 2 to: Term 4	$2,000.00 ☐ Equity funding will be used
Continue with student focus groups around mobile phone policy implementation, Personal Learning Plans	☑ Assistant Principal	☐ PLP Priority	from: Term 1 to: Term 4	$1,500.00 ☑ Equity funding will be used
Continue to use Pivot and other student feedback data to inform teaching and learning and PLC theories of action	☑ Assistant Principal ☑ Learning Specialist(s) ☑ PLC Leaders	☑ PLP Priority	from: Term 3 to: Term 4	$1,000.00 ☑ Equity funding will be used

KIS 2 Intellectual engagement and self-awareness	Embed a culture of high expectations for every student to promote intellectual engagement and the capacity to monitor their own progress and achievement.
Actions	Begin to develop a clear school-wide narrative about "high expectations" and "intellectual engagement" Develop the capacity of teachers to assist students in effective goal setting and monitoring of progress and achievement Develop the capacity of students to monitor their own progress and achievement through Personal Learning Plans

	Review and restructure associated programs and approaches eg Advisory, Tutorial, Excel, Three Way Conferences, high ability learners
Outcomes	The school will have a shared and well understood narrative about what "high expectations" and "intellectual engagement" means, one that is thoughtful, challenging and inclusive. Students will be able to engage purposefully with their Personal Learning Plans and will have the support of their Advisors and teachers. The school structures, including the timetable and learning programs, will support these endeavours and will be reviewed and restructured to do so. By the end of 2020 there will be sufficient time allowed in Advisory and other teaching programs to allow students to set goals, monitor their progress and achievement and work towards their personal best. By the end of 2020, there will be some clear plans for additional or restructured programs to support high ability learners to achieve their goals.
Success Indicators	The Parent Opinion survey will show an increase in student agency and voice as well as stimulating learning environment The Student Attitudes to School Survey will show improvement in Stimulating Learning and Differentiated Learning Challenge Data from the Learning from Home student survey will indicate improvement and success in students' ability to monitor their own progress and achievement Data from student surveys and focus groups will show an increased ability to set goals and monitor their own progress and achievement New and reviewed or restructured programs will be developed and incorporated into next year's teaching and learning program

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Begin to consider both the overt and hidden messages sent about high expectations in every official school process, eg school communications, transition, course selection, reporting	☑ Assessment & Reporting Coordinator ☑ Assistant Principal ☑ Principal ☑ School Leadership Team	☐ PLP Priority	from: Term 3 to: Term 4	$4,000.00 ☑ Equity funding will be used

Restructure curriculum time and timetable to allow students to engage more purposefully with their Personal Learning Plans, Advisors and teachers	☑ Assistant Principal ☑ Leadership Team ☑ Principal	☐ PLP Priority	from: Term 1 to: Term 1	$500.00 ☐ Equity funding will be used
Develop Advisory curriculum to allow students to slowly build an understanding of themselves as individuals as well as learners. Increase student voice and agency through their PLP's.	☑ Leadership Team ☑ Leading Teacher(s) ☑ Student Wellbeing Co-ordinator	☑ PLP Priority	from: Term 1 to: Term 4	$4,000.00 ☐ Equity funding will be used
Develop a Late Submission of Work process to build expectations of the importance of timely completion of tasks. Implement a weekly catch up session designed to support students who need extra help but also to build a culture of accountability among students for their use of class time and ability to complete work.	☑ Assistant Principal ☑ Leading Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$2,000.00 ☐ Equity funding will be used
Appoint a High Ability Practice Leader. Trial extension materials in Mathematics for high ability students, building teacher capacity to utilise these.	☑ Learning Specialist(s) ☑ Numeracy Leader ☑ PLT Leaders ☑ Principal	☐ PLP Priority	from: Term 2 to: Term 4	$3,000.00 ☐ Equity funding will be used
Professional Learning to Advisory teachers on how to build and use a Google Site Personal Learning Plan. Focus on meta-cognition and understanding self as a learner.	☑ Assistant Principal ☑ Leading Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$2,000.00 ☑ Equity funding will be used

Goal 3	Improve student engagement and attendance

12 Month Target 3.1	Improve the per cent of positive endorsement in the Staff Opinion Survey
	
	   Trust in students and parents from 46 per cent in 2019 to 47 per cent in 2020
	   Parent and community involvement from 49 per cent in 2019 to 52 per cent in 2020
	   Promote student ownership of learning goals from 53 per cent in 2019 to 55 per cent in 2020

12 Month Target 3.2	Improve the per cent of positive endorsement in the Students Attitudes to School Survey: Teacher concern from Year 7 to 9 37% (2019) to 40% (2020) Year 10 to 12 53%(2019) to 55% (2020) Effective classroom behavior from Year 7 to 9 51% (2019) to 53% (2020) Year 10 to 12 57% (2019) to 60% (2020) Sense of connectedness from Year 7 to 9 51% (2019) to 53% (2020) Year 10 to 12 53% (2019) to 55% (2020) Attitudes to Attendance from Year 7 to 9 72% (2019) to 74% (2020) Year 10 to 12 79% (2019) to 81% (2020)

12 Month Target 3.3	Improve the per cent of positive endorsement in the Parent Opinion Survey:
	
	   Parent participation and involvement from 70 per cent in 2019 to 71 percent in 2020
	   School communication from 84 per cent in 2019 to 85 per cent in 2020
	   Teacher communication from 68 per cent in 2019 to 69 per cent in 2020
	   Student connectedness from 82 per cent in 2019 to 84 per cent in 2020

12 Month Target 3.4	NA
KIS 1 Building communities	Work with parents and carers to provide consistent support and reinforcement of expectations about student learning and behavior.
Actions	New SWPBS leader appointed and school to implement stage two of the SWPBS initiative Professional learning undertaken with teachers on SWPBS, including a focus in remote learning Communication with parents and carers about SWPBS and learning expectations Ongoing work with School Council working group about reporting and feedback on student learning resulting in a reviewed reporting procedure
Outcomes	As a result of working together with parents and carers, students will understand better what the learning and behaviour expectations are, teachers will feel more supported; and parents will be more engaged. Curriculum overviews with clear timelines, including assessment schedules, will be developed and communicated with parents. A Late Submission of work process/policy will be developed and communicated with parents. A new reporting procedure will be in place, which better takes into account the students' parents' need for clear and timely feedback. There will be a change in mindset about the importance of partnerships and collaboration. This is especially important in the year of Covid 19 and remote learning.
Success Indicators	The Staff Opinion survey will show an increase in trust in students and parents; parent and community involvement ; and promote student ownership of learning goals. The Student Attitudes to School survey will show an increase in Effective Classroom Behaviour, Sense of Connectedness and Teacher Concern. The Parent Opinion survey will show an increase in parent participation and involvement; school communication; and teacher communication. Data from the Learning from Home parent survey will indicate improvement and success in the school-home communication, including around the expectations for student learning and behaviour.

Activities and Milestones	Who	Is this a PL Priority	When	Budget
SWPBS team complete and communicate matrix, including professional learning; development of SWPB matrix specifically for remote learning	☑ Leading Teacher(s) ☑ Wellbeing Team	☑ PLP Priority	from: Term 1	$2,000.00

			to: Term 4	☐ Equity funding will be used
Positive SWPBS Compass posts about student behaviour, effort and achievement can be viewed by parents; SWPBS certificates sent home to parents	☑ Leading Teacher(s) ☑ Wellbeing Team	☐ PLP Priority	from: Term 1 to: Term 4	$1,000.00 ☐ Equity funding will be used
School Council/Leadership working group on reporting and feedback on student learning developed, with Terms of Reference and goals, including staff, students and parents	☑ Assessment & Reporting Coordinator ☑ Assistant Principal ☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	$500.00 ☐ Equity funding will be used
Reviewed reporting procedure, including updates of reporting style guides; checking of reports; and timeline for report completion	☑ Assessment & Reporting Coordinator ☑ Assistant Principal ☑ Learning Specialist(s)	☑ PLP Priority	from: Term 1 to: Term 4	$1,000.00 ☐ Equity funding will be used
Curriculum and assessment overviews communicated with parents	☑ Assistant Principal ☑ Leadership Team ☑ Learning Specialist(s) ☑ PLC Leaders ☑ Principal	☑ PLP Priority	from: Term 1 to: Term 4	$1,000.00 ☐ Equity funding will be used

| Introduction of formal at risk process for the Senior School including communication with parent/guardian and student; follow up with at risk notification via Compass and formal communication home; follow up communication between student and teacher (and parent/guardian if required) | ☑ Assistant Principal
☑ Team Leader(s) | ☐ PLP Priority | from:
Term 1
to:
Term 4 | $500.00

☐ Equity funding will be used |

KIS 2 Building communities	Improve the quality and consistency of school/parent communication in order to engage with parents to support school initiatives.
Actions	Apply learnings from school review about parents wanting more consistent communication in terms of timing, source and style Apply learnings from Learning from Home parent survey about school communication during Covid 19 Ongoing work with School Council about school/parent communication resulting in a reviewed communication strategy and protocols Ensure that the full range of school community languages and cultures has been taken into account
Outcomes	As a result of working together with parents and carers, the school will understand better how to engage parents to support school initiatives. A new and reviewed communication strategy and protocols for the school will be in place bu the end of the year, which will be shared with the whole staff. The full range of school community languages and cultures will have been taken into account when designing communication and there will be positive feedback about this from the community There will be a change in mindset about the importance of partnerships and collaboration. This is especially important in the year of Covid 19 and remote learning.
Success Indicators	The Staff Opinion Survey will show an increase in trust in students and parents; parent and community involvement ; and promote student ownership of learning goals. The Parent Opinion survey will show an increase in parent participation and involvement; school communication; and teacher communication. Data from the Learning from Home parent survey will indicate improvement and success in the school-home communication, including around the expectations for student learning and behaviour.

Activities and Milestones	Who	Is this a PL Priority	When	Budget
School Council/Leadership working group on school/parent communication, with Terms of Reference and goals, including staff, students and parents	☑ Principal	☐ PLP Priority	from: Term 3 to: Term 4	$2,000.00

					$\square$ Equity funding will be used
Analyse parent focus group comments from School review and Learning from Home parent survey	☑ Principal ☑ School Leadership Team	$\square$ PLP Priority	from: Term 1 to: Term 4	$500.00 $\square$ Equity funding will be used	
Create and communicate a reviewed communication strategy and protocols for the school	☑ Education Support ☑ Principal ☑ School Leadership Team	$\square$ PLP Priority	from: Term 3 to: Term 4	$10,000.00 ☑ Equity funding will be used	

Equity Funding Planner

Equity Spending Totals

Category	Total proposed budget ($)	Spend ($)
Equity funding associated with Activities and Milestones	$31,500.00	$20,100.00
Additional Equity funding	$90,000.00	$57,000.00
Grand Total	$121,500.00	$77,100.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget ($)	Equity Spend ($)
Deliver professional learning in the whole school literacy strategy; share literacy goals around writing; and implement activities in PLCs	from: Term 1 to: Term 4	☑ School-based staffing ☑ Teaching and learning programs and resources	$12,000.00	$10,000.00
Join Vic SRC and give School Council student reps access to find resources	from: Term 1 to: Term 4	☑ Teaching and learning programs and resources	$1,000.00	$300.00
Continue with student focus groups around mobile phone policy implementation, Personal Learning Plans	from: Term 1 to: Term 4	☑ School-based staffing ☑ Support services	$1,500.00	$300.00
Continue to use Pivot and other student feedback data to inform teaching and learning and PLC theories of action	from: Term 3 to: Term 4	☑ Teaching and learning programs and resources ☑ Support services	$1,000.00	$500.00

Begin to consider both the overt and hidden messages sent about high expectations in every official school process, eg school communications, transition, course selection, reporting	from: Term 3 to: Term 4	☑ School-based staffing ☑ Teaching and learning programs and resources ☑ Support services	$4,000.00	$2,000.00
Professional Learning to Advisory teachers on how to build and use a Google Site Personal Learning Plan. Focus on meta-cognition and understanding self as a learner.	from: Term 1 to: Term 4	☑ School-based staffing ☑ Teaching and learning programs and resources ☑ Professional development (excluding CRT costs and new FTE)	$2,000.00	$2,000.00
Create and communicate a reviewed communication strategy and protocols for the school	from: Term 3 to: Term 4	☑ School-based staffing ☑ Teaching and learning programs and resources ☑ Support services ☑ Assets	$10,000.00	$5,000.00
Totals			$31,500.00	$20,100.00

Additional Equity spend

Outline here any additional Equity spend for 2020	When	Category	Total proposed budget ($)	Equity Spend ($)
Hands on Learning Program	from: Term 1 to: Term 4	☑ School-based staffing ☑ Teaching and learning programs and resources	$60,000.00	$30,000.00
Quick Smart Program	from: Term 1 to: Term 4	☑ School-based staffing ☑ Teaching and learning programs and resources	$30,000.00	$27,000.00

		☑ Professional development (excluding CRT costs and new FTE) ☑ CRT		
Totals			$90,000.00	$57,000.00

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Develop and share the Gradual Release of Responsibility Model for remote learning lessons.	☑ Assistant Principal ☑ Leading Teacher(s) ☑ Learning Specialist(s)	from: Term 2 to: Term 4	☑ Curriculum development ☑ Formalised PLC/PLTs ☑ Demonstration lessons	☑ Whole School Pupil Free Day ☑ Professional Practice Day ☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ PLC Initiative ☑ Internal staff ☑ Learning Specialist ☑ Pedagogical Model ☑ High Impact Teaching Strategies (HITS)	☑ On-site
Deliver professional learning on Pedagogical Model and HITs with a focus on differentiation, collaboration, feedback and goal setting and feed into PLC theories of action.	☑ Leading Teacher(s) ☑ Learning Specialist(s) ☑ PLC Leaders	from: Term 1 to: Term 4	☑ Curriculum development ☑ Formalised PLC/PLTs ☑ Individualised Reflection	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ PLC Initiative ☑ Internal staff ☑ Learning Specialist ☑ Pedagogical Model ☑ High Impact Teaching Strategies (HITS)	☑ On-site
Develop and use common and consistent curriculum documentation templates and assessment schedules for teachers.	☑ Assistant Principal ☑ Learning Specialist(s) ☑ PLC Leaders ☑ Team Leader(s)	from: Term 1 to: Term 3	☑ Planning ☑ Curriculum development ☑ Formalised PLC/PLTs	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ Literacy expertise ☑ PLC Initiative ☑ Internal staff ☑ Learning Specialist ☑ Practice Principles for Excellence in Teaching and Learning	☑ On-site

					☑ Pedagogical Model ☑ High Impact Teaching Strategies (HITS)	
Develop and use agreed formative and summative assessment Learning Tasks, including those for reporting	☑ Leading Teacher(s) ☑ Learning Specialist(s) ☑ PLC Leaders	from: Term 1 to: Term 3	☑ Planning ☑ Design of formative assessments ☑ Formalised PLC/PLTs	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ Timetabled Planning Day ☑ PLC/PLT Meeting	☑ PLC Initiative ☑ Internal staff ☑ Learning Specialist ☑ Practice Principles for Excellence in Teaching and Learning ☑ High Impact Teaching Strategies (HITS)	☑ On-site
Deliver professional learning in the whole school literacy strategy; share literacy goals around writing; and implement activities in PLCs	☑ Assistant Principal ☑ Learning Specialist(s) ☑ Literacy Improvement Teacher ☑ Literacy Leader ☑ PLC Leaders	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Collaborative Inquiry/Action Research team	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ Network Professional Learning ☑ PLC/PLT Meeting	☑ Literacy expertise ☑ PLC Initiative ☑ Learning Specialist ☑ Literacy Leaders ☑ Practice Principles for Excellence in Teaching and Learning ☑ Pedagogical Model ☑ High Impact Teaching Strategies (HITS) ☑ MYLNS initiative professional learning	☑ Off-site Literacy PD through network

					☑ MYLYNS Improvement teacher ☑ MYLYNS Network teacher	
Gather feedback on Explicit teaching, including Worked Examples and Differentiation, informing further work in the Teaching and Learning Leadership Team and the development of a differentiation protocol to be implemented in PLCs.	☑ Learning Specialist(s) ☑ PLC Leaders	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Formalised PLC/PLTs	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ Network Professional Learning ☑ PLC/PLT Meeting	☑ Literacy expertise ☑ PLC Initiative ☑ Internal staff ☑ Learning Specialist ☑ Literacy Leaders ☑ Practice Principles for Excellence in Teaching and Learning ☑ Pedagogical Model ☑ High Impact Teaching Strategies (HITS)	☑ On-site
Building capacity of teachers via Tutorial program-delivery of modules that relate to skills required by students in VCE/VCAL.	☑ Assistant Principal ☑ Team Leader(s)	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Collaborative Inquiry/Action Research team	☑ Professional Practice Day ☑ Formal School Meeting / Internal Professional Learning Sessions ☑ Timetabled Planning Day	☑ Internal staff	☑ On-site
Create a literacy/numeracy Google sheet allowing teacher access to all literacy	☑ Learning Specialist(s)	from: Term 1 to: Term 4	☑ Planning ☑ Preparation	☑ Professional Practice Day	☑ Literacy expertise ☑ Learning Specialist ☑ Literacy Leaders	☑ On-site

and numeracy data for all students			☑ Moderated assessment of student learning	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Practice Principles for Excellence in Teaching and Learning ☑ Pedagogical Model ☑ High Impact Teaching Strategies (HITS) ☑ MYLNS initiative professional learning ☑ Numeracy leader ☑ MYLYNS Improvement teacher ☑ MYLYNS Network teacher	
Continue to use Pivot and other student feedback data to inform teaching and learning and PLC theories of action	☑ Assistant Principal ☑ Learning Specialist(s) ☑ PLC Leaders	from: Term 3 to: Term 4	☑ Planning ☑ Collaborative Inquiry/Action Research team ☑ Student voice, including input and feedback	☑ Professional Practice Day ☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ PLC Initiative ☑ Internal staff ☑ External consultants Pivot ☑ Practice Principles for Excellence in Teaching and Learning ☑ Pedagogical Model ☑ High Impact Teaching Strategies (HITS)	☑ On-site

Develop Advisory curriculum to allow students to slowly build an understanding of themselves as individuals as well as learners. Increase student voice and agency through their PLP's.	☑ Leadership Team ☑ Leading Teacher(s) ☑ Student Wellbeing Co-ordinator	from: Term 1 to: Term 4	☑ Planning ☑ Curriculum development ☑ Student voice, including input and feedback	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ Timetabled Planning Day ☑ PLC/PLT Meeting	☑ PLC Initiative ☑ Internal staff ☑ Departmental resources Amplify ☑ Practice Principles for Excellence in Teaching and Learning ☑ Pedagogical Model ☑ High Impact Teaching Strategies (HITS)	☑ On-site
Professional Learning to Advisory teachers on how to build and use a Google Site Personal Learning Plan. Focus on meta-cognition and understanding self as a learner.	☑ Assistant Principal ☑ Leading Teacher(s)	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Curriculum development	☑ Professional Practice Day ☑ Formal School Meeting / Internal Professional Learning Sessions ☑ Timetabled Planning Day	☑ Internal staff ☑ Departmental resources Amplify ☑ Practice Principles for Excellence in Teaching and Learning	☑ On-site
SWPBS team complete and communicate matrix, including professional learning; development of SWPB matrix specifically for remote learning	☑ Leading Teacher(s) ☑ Wellbeing Team	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Student voice, including input and feedback	☑ Professional Practice Day ☑ Formal School Meeting / Internal Professional Learning Sessions ☑ Network Professional Learning	☑ Internal staff ☑ Departmental resources SWPBS ☑ Practice Principles for Excellence in Teaching and Learning ☑ Pedagogical Model	☑ On-site

					☑ High Impact Teaching Strategies (HITS)	
Reviewed reporting procedure, including updates of reporting style guides; checking of reports; and timeline for report completion	☑ Assessment & Reporting Coordinator ☑ Assistant Principal ☑ Learning Specialist(s)	from: Term 1 to: Term 4	☑ Moderated assessment of student learning ☑ Formalised PLC/PLTs ☑ Individualised Reflection	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ Timetabled Planning Day ☑ PLC/PLT Meeting	☑ PLC Initiative ☑ Internal staff ☑ External consultants Support from ACER ☑ Practice Principles for Excellence in Teaching and Learning ☑ Pedagogical Model ☑ High Impact Teaching Strategies (HITS)	☑ On-site
Curriculum and assessment overviews communicated with parents	☑ Assistant Principal ☑ Leadership Team ☑ Learning Specialist(s) ☑ PLC Leaders ☑ Principal	from: Term 1 to: Term 4	☑ Design of formative assessments ☑ Curriculum development ☑ Formalised PLC/PLTs	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ Timetabled Planning Day ☑ PLC/PLT Meeting	☑ PLC Initiative ☑ Internal staff	☑ On-site