

2021 Annual Implementation Plan

for improving student outcomes

Fitzroy High School (8742)



Submitted for review by Linda Mitchell (School Principal) on 05 February, 2021 at 02:28 PM
Awaiting endorsement by Senior Education Improvement Leader
Awaiting endorsement by School Council President

Self-evaluation Summary - 2021

	FISO Improvement Model Dimensions The 6 High-impact Improvement Initiatives are highlighted below in red.	Self-evaluation Level
Excellence in teaching and learning	Building practice excellence	Embedding
	Curriculum planning and assessment	Embedding
	Evidence-based high-impact teaching strategies	Embedding
	Evaluating impact on learning	Evolving moving towards Embedding
Professional leadership	Building leadership teams	Embedding
	Instructional and shared leadership	Embedding
	Strategic resource management	Embedding
	Vision, values and culture	Embedding
Positive climate for learning	Empowering students and building school pride	Evolving
	Setting expectations and promoting inclusion	Embedding
	Health and wellbeing	Embedding

	Intellectual engagement and self-awareness	Emerging moving towards Evolving
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Community engagement in learning		Building communities	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 early development of curriculum plans, common documentation templates, assessment schedules and reviewed reporting processes based on evidence have contributed to a higher level of Excellence in Teaching and Learning as well as Professional Leadership. Reviewed PLC structures, with more opportunities for leading teachers, learning specialists and principal class to mentor middle leaders, is building the capacity of all PLC members. SWPBS is more embedded, as is the revamped PLP for students, but further work on student leadership and ownership of learning goals is required. Greater collaboration with parents on building an inclusive culture and learning and wellbeing supports has occurred but continues to be a work in progress and a priority. Attendance is a major area for improvement. Global citizenship aspects of the curriculum need auditing, as does the ATSI priority area.
Considerations for 2021	Important to learn more about the impact of changes and improvements through parent, student and staff focus groups, including analysing the survey data.
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	2021 Priorities Goal
Target 1.1	Support for the 2021 Priorities
Key Improvement Strategy 1.a Curriculum planning and assessment	Learning, catch-up and extension priority
Key Improvement Strategy 1.b Health and wellbeing	Happy, active and healthy kids priority
Key Improvement Strategy 1.c Building communities	Connected schools priority
Goal 2	Improve the growth and achievement of all students
Target 2.1	<p>Increase the proportion of students achieving at and above benchmark growth in NAPLAN Year 9 in:</p> <ul style="list-style-type: none"> ● 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 2.2	<p>Increase the proportion of students in the top two bands of NAPLAN in Year 9:</p> <ul style="list-style-type: none"> ● 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 2.3	<p>Maintain VCE completion and increase students achieving VCE Study Scores:</p> <ul style="list-style-type: none"> ● 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 2.4	<p>Improve the per cent of positive endorsement in the Staff Opinion Survey:</p> <ul style="list-style-type: none"> ● 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 2.5	<p>Reduce the variance between the predicted VCE study score for each VCE study and the actual study scores as shown in VASS Report 10.</p>
Key Improvement Strategy 2.a Evidence-based high-impact teaching strategies	<p>Embed a clear teaching and learning model that is based on research relating to high impact teaching strategies.</p>
Key Improvement Strategy 2.b	<p>Embed a holistic and systematic approach to curriculum, pedagogy and assessment</p>

Curriculum planning and assessment	
Key Improvement Strategy 2.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 2.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 3	Further empower students as learners and leaders to enable significant growth in motivation, wellbeing and agency.
Target 3.1	<p>Improve the per cent of positive endorsement in the Students Attitudes to School Survey:</p> <p>Stimulated learning from</p> <ul style="list-style-type: none"> ● Year 7 to 9 52% (2019) to 60% (2023) ● Year 10 to 12 59% (2019) to 70% (2023) <p>Sense of confidence from</p> <ul style="list-style-type: none"> ● Year 7 to 9 55%(2019) to 65%(2023), ● Year 10- to 12 62%(2019) to 70%(2023) <p>Student voice, agency and leadership from</p> <ul style="list-style-type: none"> ● Years 7 to 9 39%(2019) to 50%(2023) ● Years 10 to 12 56%(2019) to 65%(2023) <p>Motivation and Interest from</p> <ul style="list-style-type: none"> ● Year 7 to 9 53% (2019) to 65%(2023) ● Year 10 to 12 65% (2019) to 75% (2023)

	<p>Differentiated learning challenge from</p> <ul style="list-style-type: none"> ● Year 7 to 9 49% (2019) to 60%(2023) ● Year 10 to 12 62%(2019) to 70%(2023)
Target 3.2	<p>Improve the per cent of positive endorsement in the Parent Opinion survey:</p> <ul style="list-style-type: none"> ● 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 3.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 3.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 3.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 4	Improve student engagement and attendance
Target 4.1	<p>Improve the per cent of positive endorsement in the Staff Opinion Survey</p> <ul style="list-style-type: none"> ● 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

	<ul style="list-style-type: none"> ● Promote student ownership of learning goals from 53 per cent in 2019 to 60 per cent by 2023
<p>Target 4.2</p>	<p>Improve the per cent of positive endorsement in the Students Attitudes to School Survey:</p> <p>Teacher concern from</p> <ul style="list-style-type: none"> ● Year 7 to 9 37%(2019) to 50%(2023) ● Year 10 to 12 53%(2019) to 60%(2023) <p>Effective classroom behavior from</p> <ul style="list-style-type: none"> ● Year 7 to 9 51%(2019) to 60%(2023) ● Year 10 to 12 57%(2019) to 65%(2023) <p>Sense of connectedness from</p> <ul style="list-style-type: none"> ● Year 7 to 9 51%(2019) to 60%(2023) ● Year 10 to 12 53%(2019) to 60%(2023) <p>Attitudes to Attendance from</p> <ul style="list-style-type: none"> ● Year 7 to 9 72% (2019) to80% (2023) ● Year 10 to 12 79%(2019) to 85% (2023)
<p>Target 4.3</p>	<p>Improve the per cent of positive endorsement in the Parent Opinion Survey:</p> <ul style="list-style-type: none"> ● 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

	<ul style="list-style-type: none"> ● Student connectedness from 82 per cent in 2019 to 90 per cent by 2023
Target 4.4	<p>Improve attendance:</p> <ul style="list-style-type: none"> ● 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 4.a Parents and carers as partners	Further develop the partnership with parents and carers to maximise wellbeing and attendance.
Key Improvement Strategy 4.b Building communities	Work with parents and carers to provide consistent support and reinforcement of expectations about student learning and behavior.
Key Improvement Strategy 4.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.
2021 Priorities Goal	Yes	Support for the 2021 Priorities	<p>1. Learning, catch-up and extension priority</p> <p>a.) Students in tutoring and MYLNS programs:</p> <p>years 7-10: growth of at least one curriculum level in English and Maths years 11-12: growth in expected achievement in identified VCE VET or VCAL units, as shown by teacher judgements, assessments and work submission all students: improvement in attendance</p> <p>b.) Improve the per cent of positive endorsement in AToSS:</p> <p>Differentiated learning challenge from: Year 7 to 9 49% (2019) to 60% (2021) Year 10 to 12 62% (2019) to 65% (2021)</p> <p>c.) Improve the per cent of positive endorsement in the Staff Opinion Survey:</p> <p>Collective efficacy from 38% (2019) to 47% (2021)</p>

			<p>Teacher collaboration from 46% (2019) to 50% (2021)</p> <p>Academic emphasis from 35% (2019) to 39% (2021)</p> <p>2. Happy, active and healthy kids priority.</p> <p>a.) Improve the per cent of positive endorsement in AToSS:</p> <p>Stimulated learning from: Year 7 to 9 52% (2019) to 59% (2021) Year 10 to 12 59% (2019) to 65% (2021)</p> <p>Student voice, agency and leadership from: Years 7 to 9 39% (2019) to 50% (2021) Years 10 to 12 56% (2019) to 60% (2021)</p> <p>b.) Improve the per cent of positive endorsement in the Parent Opinion survey:</p> <p>Student agency and voice from 69% (2019) to 71% (2021)</p> <p>Stimulating learning environment from 75% (2019) to 76% (2021)</p> <p>3. Connected schools priority</p> <p>a.) Improve attendance:</p> <p>Reduce the per cent of student with more than 20 days absent from 43% (2019) to 40% (2021)</p> <p>Decrease the mean days absent per</p>
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			<p>student per year from 24.79 days in 2019 to 21 by 2021</p> <p>b.) Improve the per cent of positive endorsement in AToSS:</p> <p>Sense of connectedness from Year 7 to 9 51% (2019) to 55% (2021) Year 10 to 12 53% (2019) to 57% (2021)</p> <p>Attitudes to Attendance from Year 7 to 9 72% (2019) to 75% (2021) Year 10 to 12 79% (2019) to 83% (2021)</p> <p>c.) Improve the per cent of positive endorsement in the Parent Opinion Survey:</p> <p>Parent participation and involvement from 70% (2019) to 73% (2021) Student connectedness from 82% (2019) to 85% (2021)</p>
Improve the growth and achievement of all students	No	<p>Increase the proportion of students achieving at and above benchmark growth in NAPLAN Year 9 in:</p> <ul style="list-style-type: none"> ● 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 	

		<p>Increase the proportion of students in the top two bands of NAPLAN in Year 9:</p> <ul style="list-style-type: none"> ● 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 	
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		<ul style="list-style-type: none"> ● Academic emphasis from 35 per cent in 2019 to 50 per cent by 2023 	
		Reduce the variance between the predicted VCE study score for each VCE study and the actual study scores as shown in VASS Report 10.	
Further empower students as learners and leaders to enable significant growth in motivation, wellbeing and agency.	No	<p>Improve the per cent of positive endorsement in the Students Attitudes to School Survey:</p> <p>Stimulated learning from</p> <ul style="list-style-type: none"> ● Year 7 to 9 52% (2019) to 60% (2023) ● Year 10 to 12 59% (2019) to 70% (2023) <p>Sense of confidence from</p> <ul style="list-style-type: none"> ● Year 7 to 9 55%(2019) to 65%(2023), ● Year 10- to 12 62%(2019) to 70%(2023) <p>Student voice, agency and leadership from</p> <ul style="list-style-type: none"> ● Years 7 to 9 39%(2019) to 50%(2023) ● Years 10 to 12 56%(2019) to 65%(2023) <p>Motivation and Interest from</p> <ul style="list-style-type: none"> ● Year 7 to 9 53% (2019) to 65%(2023) 	

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Improve student engagement and attendance	No	<p>Improve the per cent of positive endorsement in the Staff Opinion Survey</p> <ul style="list-style-type: none"> ● 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 	

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		<p>Improve the per cent of positive endorsement in the Parent Opinion Survey:</p> <ul style="list-style-type: none"> ● 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 	

		<ul style="list-style-type: none"> • 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 	
		<p>Improve attendance:</p> <ul style="list-style-type: none"> • 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 	

Goal 1	2021 Priorities Goal
12 Month Target 1.1	<p>1. Learning, catch-up and extension priority</p> <p>a.) Students in tutoring and MYLNS programs:</p> <p>years 7-10: growth of at least one curriculum level in English and Maths years 11-12: growth in expected achievement in identified VCE VET or VCAL units, as shown by teacher judgements, assessments and work submission all students: improvement in attendance</p> <p>b.) Improve the per cent of positive endorsement in AToSS:</p> <p>Differentiated learning challenge from: Year 7 to 9 49% (2019) to 60% (2021) Year 10 to 12 62% (2019) to 65% (2021)</p>

c.) Improve the per cent of positive endorsement in the Staff Opinion Survey:

Collective efficacy from 38% (2019) to 47% (2021)

Teacher collaboration from 46% (2019) to 50% (2021)

Academic emphasis from 35% (2019) to 39% (2021)

2. Happy, active and healthy kids priority.

a.) Improve the per cent of positive endorsement in AToSS:

Stimulated learning from:

Year 7 to 9 52% (2019) to 59% (2021)

Year 10 to 12 59% (2019) to 65% (2021)

Student voice, agency and leadership from:

Years 7 to 9 39% (2019) to 50% (2021)

Years 10 to 12 56% (2019) to 60% (2021)

b.) Improve the per cent of positive endorsement in the Parent Opinion survey:

Student agency and voice from 69% (2019) to 71% (2021)

Stimulating learning environment from 75% (2019) to 76% (2021)

3. Connected schools priority

a.) Improve attendance:

Reduce the per cent of student with more than 20 days absent from 43% (2019) to 40% (2021)

Decrease the mean days absent per student per year from 24.79 days in 2019 to 21 by 2021

b.) Improve the per cent of positive endorsement in AToSS:

Sense of connectedness from

Year 7 to 9 51% (2019) to 55% (2021)

	<p>Year 10 to 12 53% (2019) to 57% (2021)</p> <p>Attitudes to Attendance from Year 7 to 9 72% (2019) to 75% (2021) Year 10 to 12 79% (2019) to 83% (2021)</p> <p>c.) Improve the per cent of positive endorsement in the Parent Opinion Survey:</p> <p>Parent participation and involvement from 70% (2019) to 73% (2021) Student connectedness from 82% (2019) to 85% (2021)</p>	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Curriculum planning and assessment	Learning, catch-up and extension priority	Yes
KIS 2 Health and wellbeing	Happy, active and healthy kids priority	Yes
KIS 3 Building communities	Connected schools priority	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2021.	

Define Actions, Outcomes and Activities

Goal 1	2021 Priorities Goal
12 Month Target 1.1	<p>1. Learning, catch-up and extension priority</p> <p>a.) Students in tutoring and MYLNS programs:</p> <p>years 7-10: growth of at least one curriculum level in English and Maths years 11-12: growth in expected achievement in identified VCE VET or VCAL units, as shown by teacher judgements, assessments and work submission all students: improvement in attendance</p> <p>b.) Improve the per cent of positive endorsement in AToSS:</p> <p>Differentiated learning challenge from: Year 7 to 9 49% (2019) to 60% (2021) Year 10 to 12 62% (2019) to 65% (2021)</p> <p>c.) Improve the per cent of positive endorsement in the Staff Opinion Survey:</p> <p>Collective efficacy from 38% (2019) to 47% (2021) Teacher collaboration from 46% (2019) to 50% (2021) Academic emphasis from 35% (2019) to 39% (2021)</p> <p>2. Happy, active and healthy kids priority.</p> <p>a.) Improve the per cent of positive endorsement in AToSS:</p> <p>Stimulated learning from: Year 7 to 9 52% (2019) to 59% (2021) Year 10 to 12 59% (2019) to 65% (2021)</p> <p>Student voice, agency and leadership from: Years 7 to 9 39% (2019) to 50% (2021)</p>

	<p>Years 10 to 12 56% (2019) to 60% (2021)</p> <p>b.) Improve the per cent of positive endorsement in the Parent Opinion survey:</p> <p>Student agency and voice from 69% (2019) to 71% (2021)</p> <p>Stimulating learning environment from 75% (2019) to 76% (2021)</p> <p>3. Connected schools priority</p> <p>a.) Improve attendance:</p> <p>Reduce the per cent of student with more than 20 days absent from 43% (2019) to 40% (2021) Decrease the mean days absent per student per year from 24.79 days in 2019 to 21 by 2021</p> <p>b.) Improve the per cent of positive endorsement in AToSS:</p> <p>Sense of connectedness from Year 7 to 9 51% (2019) to 55% (2021) Year 10 to 12 53% (2019) to 57% (2021)</p> <p>Attitudes to Attendance from Year 7 to 9 72% (2019) to 75% (2021) Year 10 to 12 79% (2019) to 83% (2021)</p> <p>c.) Improve the per cent of positive endorsement in the Parent Opinion Survey:</p> <p>Parent participation and involvement from 70% (2019) to 73% (2021) Student connectedness from 82% (2019) to 85% (2021)</p>
<p>KIS 1 Curriculum planning and assessment</p>	<p>Learning, catch-up and extension priority</p>
<p>Actions</p>	<p>Embed a culture of high expectations for every student to promote intellectual engagement and the capacity to monitor their own progress and achievement, including a clear school-wide narrative about "high expectations" and "intellectual engagement" 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</p>

	<p>Focus on collective efficacy and instructional leadership in the work of the Teaching and Learning Leadership teams</p> <p>Provide data support to teachers to assist in understanding student levels and progress, and developing differentiated teaching and learning strategies</p> <p>Incorporate student feedback into professional learning, planning and reflection</p> <p>Develop the capacity of teachers to assist students in effective goal setting and monitoring of progress and achievement</p> <p>Develop the capacity of students to monitor their own progress and achievement through Personal Learning Plans</p> <p>Develop and roll out a whole school literacy strategy based on writing</p>			
Outcomes	<p>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 2021 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 2021, there will be some clear plans for additional or restructured programs to support high ability learners to achieve their goals. A major change in mindset is 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. 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 catchup and extension. There will be a literacy strategy for writing embedded.</p>			
Success Indicators	<p>Students meet the goals set in the MYLNS and catchup programs</p> <p>Data from student surveys and focus groups will show an increased ability to set goals and monitor their own progress and achievement</p> <p>New and reviewed or restructured programs will be developed and incorporated into next year's teaching and learning program</p> <p>PLC Maturity Matrix improves</p> <p>Staff Opinion Survey in nominated areas improves</p> <p>Parent Opinion Survey in nominated areas improves</p> <p>AToSS in nominated areas improves</p> <p>Writing strategy rolled out</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget

Appoint tutors, select students for tutoring and MYLNS, create timetable, develop methodologies	<input type="checkbox"/> Assistant Principal <input type="checkbox"/> Leading Teacher(s) <input type="checkbox"/> Learning Specialist(s) <input type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <input type="checkbox"/> Equity funding will be used
Reorganise PLC and team meeting structure for more purposeful PL and capacity building	<input type="checkbox"/> Assistant Principal <input type="checkbox"/> Leading Teacher(s) <input type="checkbox"/> Learning Specialist(s) <input type="checkbox"/> PLC Leaders <input type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <input type="checkbox"/> Equity funding will be used
Deliver PL in literacy strategy and incorporate into curriculum documentation	<input type="checkbox"/> Learning Specialist(s) <input type="checkbox"/> Literacy Leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <input type="checkbox"/> Equity funding will be used
Continue to redevelop the PLP and make better use of Advisory time, three way conferences and reports	<input type="checkbox"/> Assessment & Reporting Coordinator <input type="checkbox"/> Assistant Principal <input type="checkbox"/> Leading Teacher(s) <input type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input type="checkbox"/> Equity funding will be used
KIS 2	Happy, active and healthy kids priority			

Health and wellbeing				
Actions	<p>Further empower students as learners and leaders to enable significant growth in motivation, wellbeing and agency. 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. Work with community to review the school dress code and student leadership opportunities Continue to use student feedback and focus groups around key issues and analyse data to inform approach</p>			
Outcomes	<p>All students will show growth as well as feeling that their learning is stimulating and that they have agency. Their PLPs will reflect that. 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. The process of using student voice and data becomes embedded.</p>			
Success Indicators	<p>Staff Opinion Survey in nominated areas improves Parent Opinion Survey in nominated areas improves AToSS in nominated areas improves Established formal and informal structures to engage with, listen to and respond to the full range of student perspectives</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
<p>Work with Education subcommittee of School Council to seek input on student voice, agency and leadership with a view to:</p> <p>a. developing a statement that clarifies the purpose of student voice and representation b. doing a descriptive audit of current school practices that facilitate student voice and representation c. making recommendations on how to achieve the next level of student voice and representation</p>	<input type="checkbox"/> Assistant Principal <input type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$1,000.00</p> <p><input type="checkbox"/> Equity funding will be used</p>
<p>Introduce a Senior School Committee including students from VCE/VCAL at FHS and CC</p>	<input type="checkbox"/> Leading Teacher(s)	<input type="checkbox"/> PLP Priority	<p>from: Term 1</p>	<p>\$2,000.00</p>

			to: Term 4	<input type="checkbox"/> Equity funding will be used
Continue to use Pivot and other student feedback data to inform teaching and learning and PLC theories of action	<input type="checkbox"/> Leading Teacher(s) <input type="checkbox"/> Learning Specialist(s) <input type="checkbox"/> PLC Leaders	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <input type="checkbox"/> Equity funding will be used
Review dress code with students, teachers, parents and School Council	<input type="checkbox"/> Assistant Principal <input type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00 <input type="checkbox"/> Equity funding will be used
KIS 3 Building communities	Connected schools priority			
Actions	Work with parents and carers to provide consistent support and reinforcement of expectations about student attendance, learning and behavior. Professional learning undertaken with teachers on SWPBS Communication with parents and carers about SWPBS and learning expectations 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. Students will understand better what the attendane, 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. A new and reviewed communication strategy and protocols for the school will be in place by 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. There will be a change in mindset about the importance of partnerships and collaboration. This is especially important after the year of Covid 19 and remote learning.			
Success Indicators	Staff Opinion Survey in nominated areas improves Parent Opinion Survey in nominated areas improves AToSS in nominated areas improves Attendance will improve Evidence of new work submission and reporting processes and communication			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Reviewed reporting procedure, including updates of reporting style guides; checking of reports; and timeline for report completion	<input type="checkbox"/> Assessment & Reporting Coordinator <input type="checkbox"/> Assistant Principal <input type="checkbox"/> Leading Teacher(s) <input type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$1,000.00 <input type="checkbox"/> Equity funding will be used
Curriculum and assessment overviews communicated with parents	<input type="checkbox"/> Assistant Principal <input type="checkbox"/> PLC Leaders	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00 <input type="checkbox"/> Equity funding will be used
Late submission of work process for years 7-10 and 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)	<input type="checkbox"/> Assistant Principal <input type="checkbox"/> Leading Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <input type="checkbox"/> Equity funding will be used

<p>Create and communicate a reviewed communication strategy and protocols for the school that includes various languages</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Assistant Principal <input type="checkbox"/> Education Support <input type="checkbox"/> Leading Teacher(s) 	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$5,000.00</p> <p><input type="checkbox"/> Equity funding will be used</p>
<p>Positive SWPBS Compass posts about student behaviour, effort and achievement can be viewed by parents; SWPBS certificates sent home to parents</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Leading Teacher(s) <input type="checkbox"/> Wellbeing Team 	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$5,000.00</p> <p><input type="checkbox"/> Equity funding will be used</p>

Equity Funding Planner

Equity Spending Totals

Category	Total proposed budget (\$)	Spend (\$)
Equity funding associated with Activities and Milestones	\$37,000.00	\$30,000.00
Additional Equity funding	\$55,000.00	\$55,000.00
Grand Total	\$92,000.00	\$85,000.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Appoint tutors, select students for tutoring and MYLNS, create timetable, develop methodologies	from: Term 1 to: Term 4	<input type="checkbox"/> School-based staffing <input type="checkbox"/> Teaching and learning programs and resources <input type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input type="checkbox"/> CRT	\$10,000.00	\$5,000.00
Deliver PL in literacy strategy and incorporate into curriculum documentation	from: Term 1 to: Term 4	<input type="checkbox"/> School-based staffing <input type="checkbox"/> Teaching and learning programs and resources <input type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input type="checkbox"/> CRT	\$10,000.00	\$10,000.00
Continue to redevelop the PLP and make better use of Advisory time, three way conferences and reports	from: Term 1 to: Term 4	<input type="checkbox"/> School-based staffing <input type="checkbox"/> Teaching and learning programs and resources	\$5,000.00	\$5,000.00

		<input type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input type="checkbox"/> CRT		
Late submission of work process for years 7-10 and 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)	from: Term 1 to: Term 4	<input type="checkbox"/> School-based staffing <input type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$2,000.00	\$0.00
Create and communicate a reviewed communication strategy and protocols for the school that includes various languages	from: Term 1 to: Term 4	<input type="checkbox"/> School-based staffing <input type="checkbox"/> Teaching and learning programs and resources <input type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input type="checkbox"/> CRT	\$5,000.00	\$5,000.00
Positive SWPBS Compass posts about student behaviour, effort and achievement can be viewed by parents; SWPBS certificates sent home to parents	from: Term 1 to: Term 4	<input type="checkbox"/> School-based staffing <input type="checkbox"/> Teaching and learning programs and resources <input type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input type="checkbox"/> Other SWPBS certificates and other acknowledgements, such as canteen passes and movie tickets	\$5,000.00	\$5,000.00
Totals			\$37,000.00	\$30,000.00

Additional Equity spend

Outline here any additional Equity spend for 2021	When	Category	Total proposed budget (\$)	Equity Spend (\$)
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Hands on Learning program	from: Term 1 to: Term 4	<input type="checkbox"/> School-based staffing <input type="checkbox"/> Teaching and learning programs and resources <input type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input type="checkbox"/> Other development of the tram (Hands on Learning classroom)	\$45,000.00	\$45,000.00
Quicksmart program	from: Term 1 to: Term 4	<input type="checkbox"/> School-based staffing <input type="checkbox"/> Teaching and learning programs and resources	\$10,000.00	\$10,000.00
Totals			\$55,000.00	\$55,000.00

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Appoint tutors, select students for tutoring and MYLNS, create timetable, develop methodologies	<input type="checkbox"/> Assistant Principal <input type="checkbox"/> Leading Teacher(s) <input type="checkbox"/> Learning Specialist(s) <input type="checkbox"/> Principal	from: Term 1 to: Term 4	<input type="checkbox"/> Planning <input type="checkbox"/> Preparation <input type="checkbox"/> Design of formative assessments	<input type="checkbox"/> Timetabled Planning Day <input type="checkbox"/> Network Professional Learning <input type="checkbox"/> Communities of Practice	<input type="checkbox"/> Internal staff <input type="checkbox"/> Learning Specialist <input type="checkbox"/> Literacy Leaders <input type="checkbox"/> Practice Principles for Excellence in Teaching and Learning <input type="checkbox"/> Pedagogical Model <input type="checkbox"/> High Impact Teaching Strategies (HITS) <input type="checkbox"/> Student Achievement Manager <input type="checkbox"/> MYLNS initiative professional learning <input type="checkbox"/> Numeracy leader <input type="checkbox"/> MYLYNS Improvement teacher	<input type="checkbox"/> On-site
Reorganise PLC and team meeting structure for more purposeful PL and capacity building	<input type="checkbox"/> Assistant Principal <input type="checkbox"/> Leading Teacher(s) <input type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	<input type="checkbox"/> Planning <input type="checkbox"/> Collaborative Inquiry/Action Research team <input type="checkbox"/> Formalised PLC/PLTs	<input type="checkbox"/> Professional Practice Day <input type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input type="checkbox"/> PLC/PLT Meeting	<input type="checkbox"/> PLC Initiative <input type="checkbox"/> Learning Specialist <input type="checkbox"/> Literacy Leaders <input type="checkbox"/> Practice Principles for Excellence in Teaching and Learning	<input type="checkbox"/> On-site

	<input type="checkbox"/> PLC Leaders <input type="checkbox"/> Principal				<input type="checkbox"/> Pedagogical Model <input type="checkbox"/> High Impact Teaching Strategies (HITS) <input type="checkbox"/> Numeracy leader	
Deliver PL in literacy strategy and incorporate into curriculum documentation	<input type="checkbox"/> Learning Specialist(s) <input type="checkbox"/> Literacy Leader	from: Term 1 to: Term 4	<input type="checkbox"/> Moderated assessment of student learning <input type="checkbox"/> Curriculum development <input type="checkbox"/> Formalised PLC/PLTs	<input type="checkbox"/> Whole School Pupil Free Day <input type="checkbox"/> Professional Practice Day <input type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input type="checkbox"/> PLC/PLT Meeting	<input type="checkbox"/> Literacy expertise <input type="checkbox"/> PLC Initiative <input type="checkbox"/> Learning Specialist <input type="checkbox"/> Literacy Leaders <input type="checkbox"/> Practice Principles for Excellence in Teaching and Learning <input type="checkbox"/> Pedagogical Model <input type="checkbox"/> High Impact Teaching Strategies (HITS)	<input type="checkbox"/> On-site
Continue to redevelop the PLP and make better use of Advisory time, three way conferences and reports	<input type="checkbox"/> Assessment & Reporting Coordinator <input type="checkbox"/> Assistant Principal <input type="checkbox"/> Leading Teacher(s) <input type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 4	<input type="checkbox"/> Preparation <input type="checkbox"/> Collaborative Inquiry/Action Research team <input type="checkbox"/> Student voice, including input and feedback	<input type="checkbox"/> Professional Practice Day <input type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input type="checkbox"/> Timetabled Planning Day	<input type="checkbox"/> Internal staff	<input type="checkbox"/> On-site

<p>Continue to use Pivot and other student feedback data to inform teaching and learning and PLC theories of action</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Leading Teacher(s) <input type="checkbox"/> Learning Specialist(s) <input type="checkbox"/> PLC Leaders 	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Collaborative Inquiry/Action Research team <input type="checkbox"/> Individualised Reflection <input type="checkbox"/> Student voice, including input and feedback 	<ul style="list-style-type: none"> <input type="checkbox"/> Professional Practice Day <input type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input type="checkbox"/> Timetabled Planning Day <input type="checkbox"/> PLC/PLT Meeting 	<ul style="list-style-type: none"> <input type="checkbox"/> PLC Initiative <input type="checkbox"/> Internal staff <input type="checkbox"/> Practice Principles for Excellence in Teaching and Learning <input type="checkbox"/> Pedagogical Model <input type="checkbox"/> High Impact Teaching Strategies (HITS) 	<ul style="list-style-type: none"> <input type="checkbox"/> On-site
<p>Reviewed reporting procedure, including updates of reporting style guides; checking of reports; and timeline for report completion</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Assessment & Reporting Coordinator <input type="checkbox"/> Assistant Principal <input type="checkbox"/> Leading Teacher(s) <input type="checkbox"/> Learning Specialist(s) 	<p>from: Term 1 to: Term 2</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Planning <input type="checkbox"/> Moderated assessment of student learning <input type="checkbox"/> Curriculum development 	<ul style="list-style-type: none"> <input type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input type="checkbox"/> Timetabled Planning Day 	<ul style="list-style-type: none"> <input type="checkbox"/> Internal staff <input type="checkbox"/> Learning Specialist <input type="checkbox"/> Practice Principles for Excellence in Teaching and Learning <input type="checkbox"/> Pedagogical Model <input type="checkbox"/> High Impact Teaching Strategies (HITS) 	<ul style="list-style-type: none"> <input type="checkbox"/> On-site
<p>Late submission of work process for years 7-10 and 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</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Assistant Principal <input type="checkbox"/> Leading Teacher(s) 	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Planning <input type="checkbox"/> Preparation <input type="checkbox"/> Collaborative Inquiry/Action Research team 	<ul style="list-style-type: none"> <input type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input type="checkbox"/> Timetabled Planning Day 	<ul style="list-style-type: none"> <input type="checkbox"/> Internal staff 	<ul style="list-style-type: none"> <input type="checkbox"/> On-site

(and parent/guardian if required)						
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