

2020 Annual Implementation Plan

for improving student outcomes

Sandringham College (8739)



Submitted for review by Amy Porter (School Principal) on 20 December, 2019 at 10:16 AM
Endorsed by Coralee Pratt (Senior Education Improvement Leader) on 24 January, 2020 at 02:20 PM
Endorsed by Andrew Barlow (School Council President) on 13 February, 2020 at 04:50 PM

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	Evolving moving towards Embedding
Professional leadership	Building leadership teams	Embedding moving towards Excelling
	Instructional and shared leadership	Evolving moving towards Embedding
	Strategic resource management	Evolving moving towards Embedding
	Vision, values and culture	Embedding

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

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

Enter your reflective comments	<p>2019 has seen significant change and growth across the College particularly in the area of developing consistency of teaching practice 7-12. We have achieved our targeted growth in NAPLAN - increasing the number of students in the top two bands in both reading and numeracy by 8% and a median VCE ATAR of 30 for the first time in a number of years. With a continued focus on HITS and the development of a rigorous, guaranteed and viable curriculum the College is confident that continued improvement will occur over the life span of the current Strategic Plan.</p> <p>In 2019 there has been authentic collaboration within Professional Learning Teams with the College aiming to strengthen the importance of these teams and to articulate their role in lifting student outcomes. The meeting schedule has been adapted to preference the collaboration of teachers in order to grow high quality classroom practice. The result of the increased focus on PLCs has been:</p> <ul style="list-style-type: none"> - a powerful collaborative approach to curriculum development 7-9 - increased consistency in assessment and reporting 7-12 - improvement in moderation practices 7-12 - successful implementation of High Impact Teaching Strategy 1 across the College.
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	<p>In 2019 the College also began the initial stages of introducing the School Wide Positive Behaviours for Learning Framework and this work will continue into 2020. There has also been an increased focus on ensuring that the priority cohort students are catered for through the appointment of a Student Engagement Coordinator (0.5EFT), the clear delineation of roles and responsibilities within the student management, wellbeing and careers teams and the development of improved College wide process and practices. A whole school approach has been key to ensuring that the needs of all students are met.</p>
<p>Considerations for 2020</p>	<ol style="list-style-type: none"> 1. Continued focus on building teacher collaboration through PLCs to improve teacher pedagogy (HITS) and to develop a guaranteed, viable and rigorous curriculum 2. The introduction of Phase 2 of SWPB for Learning across the College 3. Continued focus on increase of student voice in curriculum development and in affecting classroom practice 4. Development of teacher capacity to use data/evidence as a basis for informing practice within the classroom with a particular focus on understanding and catering for the 4 instruction groups 5. Continued focus on building the capacity of leaders to interpret and use PAT, ODT, NAPLAN, VCE, AtoSS data to drive improvement 6. Continued growth and development of the student support structures at Sandringham College - Wellbeing, Careers, International Team, ICT and ES Admin. 7. Focus on implementing a structured support system for EAL students and the provision of ILPs for each.
<p>Documents that support this plan</p>	

SSP Goals Targets and KIS

Goal 1	To improve learning outcomes for all students through the use of evidence based best practice by teachers and leaders.
Target 1.1	<p>VCE Targets</p> <p>By the end of Strategic Plan cycle:</p> <ul style="list-style-type: none"> • At least 75 per cent of all VCE studies will show a <i>value add</i> of +2 against the GAT for students undertaking a 3 & 4 V Unit • The VCE median score will be at least 30 • The number of VCE study scores of 40 and above will be at least 10 per cent
Target 1.2	<p>NAPLAN Targets</p> <p>By the end of Strategic Plan cycle:</p> <ul style="list-style-type: none"> • The percentage of Year 9 students making <i>medium or high relative learning growth</i> to be equal to or more than 75 per cent in NAPLAN Reading • The percentage of Year 9 students making <i>medium or high relative learning growth</i> to be equal to or more than 75 per cent in NAPLAN Writing • The percentage of Year 9 students making <i>medium or high relative learning growth</i> to be equal to or more than 75 per cent in NAPLAN Numeracy
Target 1.3	<p>Staff Opinion Survey Targets</p> <p>By the end of Strategic Plan cycle:</p>

	<ul style="list-style-type: none"> • Overall percentage endorsement for Teaching and Learning - Practice Improvement to be at or above 75 per cent • Teaching and Learning - Planning to be at or above 75 per cent • Overall percentage endorsement for Teaching and Learning - Implementation to be at or above 75 per cent • Overall percentage endorsement for Teaching and Learning - Evaluation to be at or above 75 per cent
<p>Target 1.4</p>	<p>Student Attitudes to School Survey Targets</p> <p>By the end of the Strategic Plan cycle:</p> <ul style="list-style-type: none"> • Stimulating learning - Whole College AtoSS result at or above the 75th percentile • Differentiated Learning Challenge - Whole College AtoSS result at or above the 75th percentile
<p>Key Improvement Strategy 1.a Evidence-based high-impact teaching strategies</p>	<p>Develop and imbed a learning architecture include a pedagogical model based on High Impact Teaching Strategies and best practice methodologies</p>
<p>Key Improvement Strategy 1.b Curriculum planning and assessment</p>	<p>Develop and imbed a rigorous, guaranteed and viable curriculum</p>
<p>Key Improvement Strategy 1.c Building practice excellence</p>	<p>Strengthen Professional Learning Teams to increase teacher collective focus on improving classroom practice</p>

Key Improvement Strategy 1.d Curriculum planning and assessment	Align all assessment and reporting practices to the learning architecture and the rigorous, guaranteed and viable curriculum
Key Improvement Strategy 1.e Evaluating impact on learning	Imbed the use of multiple feedback mechanisms focussed on improving teacher practice
Key Improvement Strategy 1.f Instructional and shared leadership	Build the pedagogical expertise of teachers and leaders in the use of evidence/data as a basis for personalising learning and differentiating pedagogy and curriculum
Goal 2	To develop a cohesive school culture that embraces high expectations and is based on the college values of respect, integrity, creativity, excellence and community
Target 2.1	Student Attitudes to School Survey Targets By the end of Strategic Plan cycle: <ul style="list-style-type: none"> • Stimulated learning - Whole College AtoSS result at or above the 75th percentile • Student voice and agency - Whole College AtoSS result at or above the 75th percentile • Teacher concern - Whole College AtoSS result at or above the 75th percentile • Managing bullying - Whole College AtoSS at or above the 75th percentile • Effective teaching time - Whole College AtoSS result at or above the 75th percentile • School staged transitions (Y7 & new students) - Whole College AtoSS result at or above the 75th percentile
Target 2.2	Staff Opinion Survey Targets By the end of Strategic Plan cycle: <ul style="list-style-type: none"> • Overall percentage endorsement for School Climate to be at or above 75 per cent • Overall percentage endorsement for School Leadership to be at or above 75 per cent

<p>Key Improvement Strategy 2.a Setting expectations and promoting inclusion</p>	<p>Implementation of the School Wide Positive Behaviours for Learning Framework</p>
<p>Key Improvement Strategy 2.b Health and wellbeing</p>	<p>Review and strengthen student entry, movement through and exit of the College</p>
<p>Key Improvement Strategy 2.c Intellectual engagement and self-awareness</p>	<p>Implement a new Year 9 integrated learning program focussed on increasing student engagement and the development of learner self-awareness</p>
<p>Key Improvement Strategy 2.d Empowering students and building school pride</p>	<p>Implement a new Year 9 integrated learning program to increase student engagement, understanding of growth mindset principles and the development of self awareness of the individual as a learner</p>
<p>Key Improvement Strategy 2.e Building communities</p>	<p>Build a positive, cohesive school culture around a 'one school' philosophy</p>

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
To improve learning outcomes for all students through the use of evidence based best practice by teachers and leaders.	Yes	<p>VCE Targets</p> <p>By the end of Strategic Plan cycle:</p> <ul style="list-style-type: none"> • At least 75 per cent of all VCE studies will show a <i>value add</i> of against the GAT for students undertaking a 3 & 4 VCE Unit • The VCE median score will be at least 30 • The number of VCE study scores of 40 and above will be at least 50 per cent 	The number of VCE studies with a value add of +2 will increase by 5% in 2020
		<p>NAPLAN Targets</p> <p>By the end of Strategic Plan cycle:</p> <ul style="list-style-type: none"> • The percentage of Year 9 students making <i>medium or high relative learning growth</i> to be equal to or more than 75 per cent in NAPLAN Reading 	<p>By the conclusion of 2020 the number of Year 9 students making high relative learning growth in the top two bands in Reading, Writing and Numeracy will increase from:</p> <p>Numeracy 5% Reading 5% Writing 5%</p>

		<ul style="list-style-type: none"> • The percentage of Year 9 students making <i>medium or high relative learning growth</i> to be equal to or more than 75 per cent in NAPLAN Writing • The percentage of Year 9 students making <i>medium or high relative learning growth</i> to be equal to or more than 75 per cent in NAPLAN Numeracy 	<p>By the conclusion of 2021 the number of Year 9 students making medium relative learning growth Reading, Writing and Numeracy will increase by 5%</p>
		<p>Staff Opinion Survey Targets</p> <p>By the end of Strategic Plan cycle:</p> <ul style="list-style-type: none"> • Overall percentage endorsement for Teaching and Learning - Practice Improvement to be at or above 75 per cent • Teaching and Learning - Planning to be at or above 75 per cent • Overall percentage endorsement for Teaching and Learning - Implementation to be at or above 75 per cent • Overall percentage endorsement for Teaching and Learning - Evaluation to be at or above 75 per cent 	<p>By the conclusion of 2020:</p> <p>Overall percentage endorsement for Teaching and Learning: Practice Improvement to reach 70%</p> <p>Overall percentage endorsement for Teaching and Learning: Planning to increase from 68% to at or above 70%</p> <p>Overall percentage endorsement for Teaching and Learning: Implementation Planning to increase from 68% to at or above 70%</p> <p>Overall percentage endorsement for Teaching and Learning: Evaluation to increase from 68% to at or above 70%</p>

		<p>Student Attitudes to School Survey Targets</p> <p>By the end of the Strategic Plan cycle:</p> <ul style="list-style-type: none"> • Stimulating learning - Whole College AtoSS result at or above the 75th percentile • Differentiated Learning Challenge - Whole College AtoSS result at or above the 75th percentile 	<p>By the conclusion of 2020:</p> <p>Whole School Attitudes to School Survey Stimulating Learning 33% to at or above 45%</p> <p>Whole School Attitudes to School Survey Differentiated Learning Challenge 50% to be at or above 55%</p>
<p>To develop a cohesive school culture that embraces high expectations and is based on the college values of respect, integrity, creativity, excellence and community</p>	<p>Yes</p>	<p>Student Attitudes to School Survey Targets</p> <p>By the end of Strategic Plan cycle:</p> <ul style="list-style-type: none"> • Stimulated learning - Whole College AtoSS result at or above the 75th percentile • Student voice and agency - Whole College AtoSS result at or above the 75th percentile • Teacher concern - Whole College AtoSS result at or above the 75th percentile • Managing bullying - Whole College AtoSS at or above the 75th percentile • Effective teaching time - Whole College AtoSS result at or above the 75th percentile • School staged transitions (Y7 & new students) - Whole College AtoSS result at or above the 75th percentile 	<p>By the conclusion of 2020:</p> <p>Stimulated learning - Whole College AtoSS result to at or above 50%</p> <p>Student voice and agency - Whole College AtoSS result from to at or above 55%</p> <p>Teacher concern - Whole College AtoSS result at or above the 75th percentile</p> <p>Managing bullying - Whole College AtoSS result from to at or above 50%</p> <p>Effective teaching time - Whole College AtoSS result to at or above 55%</p> <p>School staged transitions (Y7 & new students) - Whole College AtoSS result to at or above 60%</p>

		<p>Staff Opinion Survey Targets</p> <p>By the end of Strategic Plan cycle:</p> <ul style="list-style-type: none"> • Overall percentage endorsement for School Climate to be at or above 75 per cent • Overall percentage endorsement for School Leadership to be at or above 75 per cent 	<p>By the conclusion of 2020:</p> <p>Overall percentage endorsement for School Climate from 63.53% to at or above 68%</p> <p>Overall percentage endorsement for School Leadership from to at or above 65% per cent</p>
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Goal 1	To improve learning outcomes for all students through the use of evidence based best practice by teachers and leaders.
12 Month Target 1.1	The number of VCE studies with a value add of +2 will increase by 5% in 2020
12 Month Target 1.2	<p>By the conclusion of 2020 the number of Year 9 students making high relative learning growth in the top two bands in Reading, Writing and Numeracy will increase from:</p> <p>Numeracy 5% Reading 5% Writing 5%</p> <p>By the conclusion of 2021 the number of Year 9 students making medium relative learning growth Reading, Writing and Numeracy will increase by 5%</p>

12 Month Target 1.3	<p>By the conclusion of 2020:</p> <p>Overall percentage endorsement for Teaching and Learning: Practice Improvement to reach 70%</p> <p>Overall percentage endorsement for Teaching and Learning: Planning to increase from 68% to at or above 70%</p> <p>Overall percentage endorsement for Teaching and Learning: Implementation Planning to increase from 68% to at or above 70%</p> <p>Overall percentage endorsement for Teaching and Learning: Evaluation to increase from 68% to at or above 70%</p>	
12 Month Target 1.4	<p>By the conclusion of 2020:</p> <p>Whole School Attitudes to School Survey Stimulating Learning 33% to at or above 45%</p> <p>Whole School Attitudes to School Survey Differentiated Learning Challenge 50% to be at or above 55%</p>	
Key Improvement Strategies	Is this KIS selected for focus this year?	
KIS 1 Evidence-based high-impact teaching strategies	Develop and imbed a learning architecture include a pedagogical model based on High Impact Teaching Strategies and best practice methodologies	Yes
KIS 2 Curriculum planning and assessment	Develop and imbed a rigorous, guaranteed and viable curriculum	Yes
KIS 3 Building practice excellence	Strengthen Professional Learning Teams to increase teacher collective focus on improving classroom practice	No
KIS 4	Align all assessment and reporting practices to the learning architecture and the rigorous, guaranteed and viable curriculum	No

Curriculum planning and assessment		
KIS 5 Evaluating impact on learning	Imbed the use of multiple feedback mechanisms focussed on improving teacher practice	No
KIS 6 Instructional and shared leadership	Build the pedagogical expertise of teachers and leaders in the use of evidence/data as a basis for personalising learning and differentiating pedagogy and curriculum	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.	<p>The College continues to focus on building teacher capability in curriculum and pedagogical knowledge. Recent NAPLAN result indicate that the actions being taken by the teachers within classrooms and the whole school approach is making a difference. There has been an increase in the students in the top two bands in reading and numeracy of 8%.</p> <p>There is overwhelming support from teachers for the development of a rigorous, guaranteed and viable curriculum. The new curriculum aims to raise the bar for every student with a particular focus on those in the middle two instruction groups within each classroom. The support for this is indicated through the staff opinion survey with a growth in the percentage endorsement in the areas of Practice Improvement from 58.24% in 2017 - 68.59% in 2019 and the areas of teaching and learning - planning and teaching and learning implementation of around 5% between 2017 and 2019. There is also a strong move towards developing a student centered curriculum based on the gradual release of responsibility and HITS; to instruct less, to provide opportunities for critical thinking, increased group work, and to receive more feedback from students in order to address the continuing low results in the AtoSS stimulating learning data which remains at around 30% endorsement at the 7-9 campus and 37% at the 10-12.</p> <p>The College remains committed to ensuring that teachers have time to meet together to develop curriculum, to share pedagogy and best practice, to moderate and gather evidence/data around student learning and development. With an endorsement of 75.85% for time to meet to collaborate, Professional Learning Communities will remain central to the focus to improve student outcomes and increased time has been given for teams to meet and work together in the 2020 meeting schedule. There will be continued allocation of time release through the PD budget to allow teachers to work together at school in PLCs.</p>	
Goal 2	To develop a cohesive school culture that embraces high expectations and is based on the college values of respect, integrity, creativity, excellence and community	
12 Month Target 2.1	<p>By the conclusion of 2020:</p> <p>Stimulated learning - Whole College AtoSS result to at or above 50%</p>	

	<p>Student voice and agency - Whole College AtoSS result from to at or above 55%</p> <p>Teacher concern - Whole College AtoSS result at or above the 75th percentile</p> <p>Managing bullying - Whole College AtoSS result from to at or above 50%</p> <p>Effective teaching time - Whole College AtoSS result to at or above 55%</p> <p>School staged transitions (Y7 & new students) - Whole College AtoSS result to at or above 60%</p>	
12 Month Target 2.2	<p>By the conclusion of 2020:</p> <p>Overall percentage endorsement for School Climate from 63.53% to at or above 68%</p> <p>Overall percentage endorsement for School Leadership from to at or above 65% per cent</p>	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Setting expectations and promoting inclusion	Implementation of the School Wide Positive Behaviours for Learning Framework	Yes
KIS 2 Health and wellbeing	Review and strengthen student entry, movement through and exit of the College	No
KIS 3 Intellectual engagement and self-awareness	Implement a new Year 9 integrated learning program focussed on increasing student engagement and the development of learner self-awareness	Yes

<p>KIS 4 Empowering students and building school pride</p>	<p>Implement a new Year 9 integrated learning program to increase student engagement, understanding of growth mindset principles and the development of self awareness of the individual as a learner</p>	<p>No</p>
<p>KIS 5 Building communities</p>	<p>Build a positive, cohesive school culture around a 'one school' philosophy</p>	<p>No</p>
<p>Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.</p>	<p>There has been a lack of consistency with classroom management and classroom routines and this is largely due to teachers not assiduously following the vision and values of the college. The lack of consistency is reflected in the AtoSS data with only 35% endorsement for effective classroom behaviour and 44% for effective teaching time 7-9 and similar data of 58% effective classroom management and 52% for effective classroom management . It is evident that there is a need to provide clear directions and have sound processes in place to support teachers in the effort to improve student learning through better classroom structures.</p> <p>In 2019 the College began working on the The School Wide Positive Behaviours for Learning Framework with a cross campus collegiate team. Consultative processes have been undertaken with students and staff. The focus has been on developing a consistent, sound and well researched system of classroom management and shared expectations of school wide behaviours. In 2020 this model will be implemented incrementally across the College.</p> <p>The year 9 program has been renamed Djeembana (meaning a meeting place in Indigenous language) and will focus on developing the skills and capacity of students through the Victorian Curriculum General Capabilities, increasing choice, agency and voice within learning. The aim is to address the lowest data in the school around engagement:</p> <p>Effective classroom behaviour - 27.0 Effective teaching time - 33.3 Stimulated learning - 17.9 Student voice and agency - 15.1</p> <p>A new Careers/Pathways coordinator has been appointed and a transitions, careers and pathways plan will be developed and implemented in 2020. There is a greater focus on transitions and pathways into, through and beyond the College. Within this plan will also be the targeted careers/wellbeing counselling of all students in the bottom 10% of academic results each term in order to better support them to achieve success.</p>	

Define Actions, Outcomes and Activities

Goal 1	To improve learning outcomes for all students through the use of evidence based best practice by teachers and leaders.
12 Month Target 1.1	The number of VCE studies with a value add of +2 will increase by 5% in 2020
12 Month Target 1.2	<p>By the conclusion of 2020 the number of Year 9 students making high relative learning growth in the top two bands in Reading, Writing and Numeracy will increase from:</p> <p>Numeracy 5% Reading 5% Writing 5%</p> <p>By the conclusion of 2021 the number of Year 9 students making medium relative learning growth Reading, Writing and Numeracy will increase by 5%</p>
12 Month Target 1.3	<p>By the conclusion of 2020:</p> <p>Overall percentage endorsement for Teaching and Learning: Practice Improvement to reach 70%</p> <p>Overall percentage endorsement for Teaching and Learning: Planning to increase from 68% to at or above 70%</p> <p>Overall percentage endorsement for Teaching and Learning: Implementation Planning to increase from 68% to at or above 70%</p> <p>Overall percentage endorsement for Teaching and Learning: Evaluation to increase from 68% to at or above 70%</p>
12 Month Target 1.4	<p>By the conclusion of 2020:</p> <p>Whole School Attitudes to School Survey Stimulating Learning 33% to at or above 45%</p> <p>Whole School Attitudes to School Survey Differentiated Learning Challenge 50% to be at or above 55%</p>

KIS 1 Evidence-based high-impact teaching strategies	Develop and imbed a learning architecture include a pedagogical model based on High Impact Teaching Strategies and best practice methodologies
Actions	<p>The College will focus on the implementation of the SAEPAR Instructional Model, College Learning Architecture and HITs across all classrooms in 2020:</p> <ul style="list-style-type: none"> - all teachers will be provided with the targeted Professional Readings, Professional Development and coaching through PLCs to support their understanding of, and ability to use, the SAEPAR Instructional Model, College Learning Architecture and HITS - all teachers will use HITS strategies 1, 2 and 3, the SAEPAR Instructional Model and the College Learning Architecture within their practice in order to improve student outcomes. Teachers will document that use of these through the PDP process - all PLCs will focus on collaborative learning and sharing of best practice around the SAEPAR Instructional Model, the College Learning Architecture and HITS 1, 2 and 3 - all PLCs will use high quality moderation practices (College Learning Architecture) that include effective use of evidence and encourage challenging conversations in order to improve accuracy and authenticity of assessment tasks. This will be documented through PLC minutes and PDP plans.
Outcomes	<p>By the end of 2020:</p> <ol style="list-style-type: none"> 1. All teachers will use the College Learning Architecture, the SAEPAR Instructional Model and HITS in planning and for the delivery of high impact teaching and learning within classrooms 2. Within PLCs teachers will share best practice around HITS 1,2 3, the SAEPAR Instructional Model and College Learning Architecture in order to enhance the outcomes of all students across the school 3. All PLCs will be undertaking effective moderation practices based on evidence and challenging conversations in order to improve accuracy and authenticity of assessment tasks 4. Teachers will actively and positively participate in PLCs, learning walks and peer observation to consciously ensure that there is effective implementation of the SAEPAR Instructional Model, HITS and College Learning Architecture
Success Indicators	<p>There will be a growth in endorsement in the in the staff opinion survey:</p> <p>Instructional Leadership to increase to 70%</p>

	Use pedagogical model to increase to 70% Use high impact teaching strategies to increase to 75% Renewal of knowledge and skills to increase by up to 75% Applicability of Professional Learning to increase to 75% Guaranteed and viable curriculum to increase to 65% PDP plans will reflect teacher focus on the use of the SAEPAR Instructional Model, College Learning Architecture and HITS PLC minutes will reflect the implementation of effective moderation practices			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Provide professional development to staff around the Learning Architecture and the role it plays in improving teacher efficacy and student outcomes. Provide Professional development to staff around the SAEPAR Instructional Model and the role it plays in improving teacher efficacy and student outcomes	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Support teachers throughout the year in their use of HITS 1, 2 3, the Learning Architecture and the SAEPAR instructional model.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teaching and Learning Coordinator	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Provide visual cues for teachers and students in all classrooms - The Learning Architecture, College SAEPAR Instructional Model & Learning Intention and Success Criteria placeholders	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$5,000.00

				<input type="checkbox"/> Equity funding will be used
Provide professional readings, podcasts and online tutorials in the development and implementation of HITS 1, 2 and 3	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00 <input type="checkbox"/> Equity funding will be used
KIS 2 Curriculum planning and assessment	Develop and imbed a rigorous, guaranteed and viable curriculum			
Actions	<p>The College will focus on the implementation of a guaranteed, viable and rigorous curriculum at Year 7 and the development of the GVC+R at Years 8 &10. Working with Learning Partner Esther Weichert in 2020 the College will:</p> <ul style="list-style-type: none"> - implement the new Year 7 curriculum in all Year 7 classes and across all domains - commence the development of a Year 8 Curriculum starting in Semester 2 in all domains - commence the development of the Year 10 Curriculum - English, Mathematics, Art Design and technology and the Performing Arts - provide PD to all staff on the Learning Architecture/SAEPAR Instructional Model and the Gradual Release of Responsibility Concepts to be used school wide (Esther Weichert) - gather feedback from students in relation to the new curriculum in order to ensure that it is increasing engagement, improving outcomes and embodying student voice - link the work of Professional Learning Communities to the collaborative development of curriculum 			
Outcomes	<p>By the end of 2020:</p> <ol style="list-style-type: none"> 1. The new curriculum will be implemented in all Year 7 classrooms 2. PLCs will have moderated to ensure effectiveness and rigour of the Year 7 curriculum making relevant adjustments and changes as needed 3. ALT 1 and the first Unit of work will be mapped for Year 8 using the new GVC+R 4. ALT 1 and 2 and the first 2 units of work will be mapped for Year 10 - English, Mathematics, Art Design and Technology and the Performing Arts using the GVC+R <p>2. Teachers involved in developing the curriculum and associated assessment tasks will feel confident in delivering a curriculum that</p>			

	<p>is both challenging and engaging</p> <p>3. Domain leaders empowered as leaders of learning within the school</p> <p>4. Increased engagement across all Year 7 classrooms and feedback from students in the AtoSS indicates effectiveness of the new curriculum</p>			
Success Indicators	<p>By the end of 2020:</p> <p>Whole School Attitudes to School Survey Stimulating Learning at or above 50%</p> <p>Whole School Attitudes to School Survey Differentiated Learning Challenge to be at or above 50%</p> <p>Overall percentage endorsement for Teaching and Learning: Practice Improvement to increase from 68% to 70%</p> <p>Overall percentage endorsement for Teaching and Learning: Planning to increase from 67% to at or above 70%</p> <p>Overall percentage endorsement for Teaching and Learning: Implementation Planning to increase from 68% to at or above 70%</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Engage with Learning Partner Esther Weichert for 2020. Esther will attend the school on a regular basis to work with staff across Terms 1,2,3,4.	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$30,000.00 <input type="checkbox"/> Equity funding will be used
Provide opportunities for time release for PLCs to work on developing the Year 8 and Year 10 curriculums	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00 <input type="checkbox"/> Equity funding will be used
Dedicate professional learning time to ensure that all teachers understand the Learning Architecture, SAEPAR Model and Gradual Release of Responsibility	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

KIS 3 Instructional and shared leadership	Build the pedagogical expertise of teachers and leaders in the use of evidence/data as a basis for personalising learning and differentiating pedagogy and curriculum			
Actions	<p>In 2020 the school will take a more strategic approach to understanding and using data to improve practice and student outcomes:</p> <ul style="list-style-type: none"> - the College will strengthen and diversity the data team - introduce ICT tools to assist teachers to identify the four instructional groups in each class using normative data. - strengthen teacher capacity to track student growth using data - support Domain leaders to unpack the PAT, ODT, NAPLAN and VCE data to look for trends and areas for focus - support Domain leaders to have conversations with teachers in their teams about PAT, ODT, NAPLAN and VCE data 			
Outcomes	<p>By the end of 2020:</p> <ol style="list-style-type: none"> 1. All teachers can use data to identify the four instruction groups within their classroom 3. ICT tool is developed and able to support teacher data use 4. An analysis of ODT/PAT, NAPLAN/VCE has been undertaken and areas of focus and improvement identified 			
Success Indicators	<p>Staff Opinion Survey - Teaching and Learning - Evaluation</p> <p>Monitor effectiveness using data 61.59 to over 65</p> <p>Understand how to analyse data 56.09 to over 60</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Training Domain leaders in the use of data - how to unpack it, analyse it and make informed judgements	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Team Leader(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Engage with DET specialists in data analysis and use	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Team Leader(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			to: Term 4	<input type="checkbox"/> Equity funding will be used
Implement the use of Microsoft PowerBI	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Team Leader(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <input type="checkbox"/> Equity funding will be used
Two staff members to attend data literacy training at Bastow	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Team Leader(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <input type="checkbox"/> Equity funding will be used
Goal 2	To develop a cohesive school culture that embraces high expectations and is based on the college values of respect, integrity, creativity, excellence and community			
12 Month Target 2.1	<p>By the conclusion of 2020:</p> <p>Stimulated learning - Whole College AtoSS result to at or above 50%</p> <p>Student voice and agency - Whole College AtoSS result from to at or above 55%</p> <p>Teacher concern - Whole College AtoSS result at or above the 75th percentile</p> <p>Managing bullying - Whole College AtoSS result from to at or above 50%</p> <p>Effective teaching time - Whole College AtoSS result to at or above 55%</p> <p>School staged transitions (Y7 & new students) - Whole College AtoSS result to at or above 60%</p>			

12 Month Target 2.2	<p>By the conclusion of 2020:</p> <p>Overall percentage endorsement for School Climate from 63.53% to at or above 68%</p> <p>Overall percentage endorsement for School Leadership from to at or above 65% per cent</p>
KIS 1 Setting expectations and promoting inclusion	Implementation of the School Wide Positive Behaviours for Learning Framework
Actions	<p>By the end of 2020 we will have:</p> <ul style="list-style-type: none"> - Completed the introduction of the Tier 1 teacher and education support staff training for the matrix of School Wide Positive Behaviours for Learning - Completed the disciplinary process and reward systems for the school wide postive behaviour process
Outcomes	<p>By the conclusion of 2020:</p> <ol style="list-style-type: none"> 1. Teachers will be aware of the School Wide Positive Behaviours for Learning Framework 2. Parents will be aware of the School Wide Positive Behaviours for Learning Framework 3. Students will be aware of the School Wide Positive Behaviours for Learning Framework 4. Teachers and education support staff will be trained in Tier 1 of the matrix of SWPB 5. The disciplinary process and reward system for the process for the SWPB process will be completed 6. The SWPB team will reflect on the outcomes of 2020 and plan for strengthening the use of the framework in 2021
Success Indicators	<p>By the end of 2020:</p> <p>The School Wide Positive Behaviours for Learning team has worked with staff, students and parents to implement the SWPB Framework across the college.</p> <p>The School Wide Positive Behaviours for Learning Framework implementation has been reflected upon, documentation has been updated and and it has been communicated to students, staff and parents.</p> <p>AtoSS Data</p>

	<p>Sense of connectedness from 64.6 to 68 or over Student voice and agency from 33.3 to 35 or over Advocate at school from 44.8 to 48 or over Managing bullying from 38.9 to 40 or over Respect for diversity from 55.2 to 58 or over</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
PD afternoon for staff to launch the implementation phase of SWPB	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Team Leader(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$500.00 <input type="checkbox"/> Equity funding will be used
Information provided at 2020 parent expo with an opportunity for parents to contribute feedback	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
KIS 2 Intellectual engagement and self-awareness	Implement a new Year 9 integrated learning program focused on increasing student engagement and the development of learner self-awareness			
Actions	<p>In 2020 the College will be launching a new Year 9 program called Djeembana (meaning 'a meeting place' in Indigenous language) and will focus on developing the skills and capacity of students through the Victorian Curriculum General Capabilities, increasing choice, agency and voice within learning. The aim is to address the lowest data in the school around engagement:</p> <p>Effective classroom behaviour - 27.0 Effective teaching time - 33.3 Stimulated learning - 17.9 Student voice and agency - 15.1</p>			
Outcomes	By the end of 2020:			

	1. Full curriculum developed and implemented 2. Teachers trained in the General Capabilities 3. Reflection, moderation and further development of the program undertaken and 2021 program created			
Success Indicators	Year 9 data to improve: Effective classroom behaviour - 27.0 to at or above 35 Effective teaching time - 33.3 to at or above 35 Stimulated learning - 17.9 to at or above 25 Student voice and agency - 15.1 to at or above 20			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Program run in Term 2	<input checked="" type="checkbox"/> Team Leader(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$10,000.00 <input type="checkbox"/> Equity funding will be used

Equity Funding Planner

Equity Spending Totals

Category	Total proposed budget (\$)	Spend (\$)
Equity funding associated with Activities and Milestones	\$5,000.00	\$5,000.00
Additional Equity funding	\$40,000.00	\$40,000.00
Grand Total	\$45,000.00	\$45,000.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Provide professional development to staff around the Learning Architecture and the role it plays in improving teacher efficacy and student outcomes. Provide Professional development to staff around the SAEPAR Instructional Model and the role it plays in improving teacher efficacy and student outcomes	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> CRT	\$5,000.00	\$5,000.00
Totals			\$5,000.00	\$5,000.00

Additional Equity spend

Outline here any additional Equity spend for 2020	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Additional funding to Mental Health Practitioner	from: Term 1	<input checked="" type="checkbox"/> School-based staffing	\$10,000.00	\$10,000.00

	to: Term 4			
Employment of tutors to run homework centre at 7-9 and 10-12 campus	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Other Alumni who are currently studying at university	\$20,000.00	\$20,000.00
Additional funding to support extended MYLNS tutoring/support to students	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$10,000.00	\$10,000.00
Totals			\$40,000.00	\$40,000.00

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
<p>Provide professional development to staff around the Learning Architecture and the role it plays in improving teacher efficacy and student outcomes.</p> <p>Provide Professional development to staff around the SAEPAR Instructional Model and the role it plays in improving teacher efficacy and student outcomes</p>	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> External consultants Esther Weichert	<input checked="" type="checkbox"/> On-site
<p>Support teachers throughout the year in their use of HITS 1, 2 3, the Learning Architecture and the SAEPAR instructional model.</p>	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teaching and Learning Coordinator	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants Esther Weichert	<input checked="" type="checkbox"/> On-site

Provide professional readings, podcasts and online tutorials in the development and implementation of HITS 1, 2 and 3	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Engage with Learning Partner Esther Weichert for 2020. Esther will attend the school on a regular basis to work with staff across Terms 1,2,3,4.	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> External consultants <i>Esther Weichert</i>	<input checked="" type="checkbox"/> On-site
Provide opportunities for time release for PLCs to work on developing the Year 8 and Year 10 curriculums	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> External consultants <i>Esther Weichert</i>	<input checked="" type="checkbox"/> On-site
Dedicate professional learning time to ensure that all teachers understand the Learning Architecture, SAEPAR Model and Gradual Release of Responsibility	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> External consultants <i>Esther Weichert</i>	<input checked="" type="checkbox"/> On-site
Training Domain leaders in the use of data - how to unpack it, analyse it and make informed judgements	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Team Leader(s)	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

Engage with DET specialists in data analysis and use	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Team Leader(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Departmental resources Regional data coaches	<input checked="" type="checkbox"/> On-site
Implement the use of Microsoft PowerBI	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Team Leader(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Two staff members to attend data literacy training at Bastow	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Team Leader(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Professional Practice Day	<input checked="" type="checkbox"/> Bastow program/course	<input checked="" type="checkbox"/> Off-site Bastow Data Literacy for School Leaders
PD afternoon for staff to launch the implementation phase of SWPB	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Team Leader(s)	from: Term 2 to: Term 2	<input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resources DET SWPB Coach	<input checked="" type="checkbox"/> On-site