

2019 Annual Implementation Plan

for improving student outcomes

Rushworth P-12 College (6238)



Submitted for review by Leanne Miller (School Principal) on 21 December, 2018 at 09:58 PM
Endorsed by Paul Hon (Senior Education Improvement Leader) on 19 February, 2019 at 04:24 PM
Endorsed by Cass Alexander (School Council President) on 18 March, 2019 at 09:36 PM

Self-evaluation Summary - 2019

Rushworth P-12 College (6238)

	FISO Improvement Model Dimensions The 6 High-impact Improvement Initiatives are highlighted below in red	Self-evaluation Level	Evidence and Analysis
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Excellence in teaching and learning	Building practice excellence	Evolving	All of staff participated in providing feedback on our progress against the continuum. Building practice excellence is an area that we focused on in 2017 - in particular the implementation of our instructional model. PLT's focused on the focused and guided instruction phase of our model. There was varied success in the groups depending on the leaders. We have already commenced work on addressing this for 2018 by working with a consultant from the University of Melbourne to develop a rubric to guide our staff and leaders. We are also to be participants in the PLC initiative in 2018 which again should strengthen our work in this area. Google classrooms was used to help staff collaborate during Staff Learning sessions and areas of learning needs were identified throughout the progress and sessions developed to address these with staff. In 2018, we hope to have staff using data to guide the formation of their guided groups. Teachers Performance & Development Plans all had a strong line of sight with the AIP and therefore the work that was being developed through the processes outlined above.
	Curriculum planning and assessment	Emerging	As we completed this self evaluation we saw that there was still major work to be undertaken that related to the documentation of the curriculum. Much time has been given in the last term of this year to assist us in making strong progress in this area. One of our 2018 Leading Teachers returned from family leave and has led this work. We have used the funding that we received earlier to help fund the coverage of teachers. Teachers have identified the areas they will work on. We commenced with an overview and then course outlines. The expectation to complete strong weekly planning throughout the year in 2018 will continue to be developed as we focus on data to ensure that this planning meets and responds to the needs of our individual students.
	Evidence-based high-impact teaching strategies	Evolving moving towards Embedding	We have spent time developing staff's understanding of our instructional model which has the Gradual Release of Responsibility (GRR) as its supportive framework. The Weekly Planning document is a key to having staff fully reflect on their practises and hence us making this a continued priority in 2018. This first year has been the year of introduction whereas we are needing to strengthen the understanding as we continue to revisit the learning in the upcoming year. The four phases of the GRR incorporates the strategies outlined in the FISO HITS document and we wish to fully embed this in each and every lesson. It is a framework that will allow us to meet the learning needs of individual students through the gathering and use of formative assessment data.
	Evaluating impact on learning	Emerging	Teachers are beginning to collaborate but there is much work to be done in this area. The Communities of Practice started this year with all VCE teachers meeting with teachers from either Echuca SC, Kyabram P-12, or Rochester SC. Our teachers were willing to be involved in this but it is in the early stages. Our involvement in the School Improvement Initiative in 2018 will provide us with a similar opportunity to engage with teachers from Boort P-12. There is no strong evidence to support our assessment here as we are at the Emerging stage in all areas. This dimension will be a strong focus in 2018 and beyond. The analysing of student data is outlined in our rubric for PLCs that will be used in 2018.

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

Positive climate for learning	Empowering students and building school pride	Emerging moving towards Evolving	
	Setting expectations and promoting inclusion	Emerging moving towards Evolving	
	Health and wellbeing	Emerging moving towards Evolving	The PBIS program has reportedly had a large impact on the college providing an approach that made a difference. To ensure that the approach stays relevant when staff and students naturally change, we have involved ourselves in the DET PBIS initiative which will commence in 2018. The challenge will be not to believe that we already have the answers but to strengthen the work that has already been done and advance this further by being open to learning. We must also be prepared to undertake new work and give all staff and students a voice - it is not about the past but about creating a culture with shared values and expectations of those that are in the present.
	Intellectual engagement and self-awareness	Emerging moving towards Evolving	The college has invested in having small class sizes (Primary classes organised with P-2 (14 students); 3-4 (14 students); and 5-6 (19 students - this cohort grew throughout the year as students transferred across from a neighbouring school) to assist staff in meeting the needs of our students while we develop a practise where it becomes normal to work with small groups of students during the lesson. In the secondary area, we attempted to keep the class sizes around 15 in English and Mathematics from Years 7 to 10 for the same reasons. In 2018, all classes will be around this figure except for Year 8 which will have 18. These figures may change as we continue to receive new enrolment enquiries but also know that other students are leaving (some looking for a school that can meet their expectations more readily while others due to family moving to different towns). As we embed the GRR into our practise, we will naturally move through this continuum. It is a good measure of how we are progressing in this implementation.

Community engagement in learning	Building communities	Emerging moving towards Evolving	
	Global citizenship	Emerging	
	Networks with schools, services and agencies	Emerging moving towards Evolving	We have worked with our neighbouring schools to build a COP that has focused on the teaching and moderation of VCE classes. This is only in the beginning stage but staff are familiar with the terminology "COP". Staff met with teachers from these schools twice throughout the year and most could see the benefit of this. In 2018, we will work with Boort P-12 to continue to develop this expertise as part of the School Improvement Initiative. This may break down some of the positive relationships that have already been formed (such as the English team who have benefitted from working with Rochester Secondary teachers) and could have been progressed just due to difficulties in fitting in all priorities for the year. There will be different opportunities from this new partnership and staff will need to demonstrate our value of being resilient as this process begins.
	Parents and carers as partners	Emerging moving towards Evolving	We have tried various ways of engaging with our parents and carers throughout the year. Facebook is the most effective way to communicate, however, the information shared there is more general than providing details around individual student's achievements.

Enter your reflective comments	There is a recognition by all staff that we are not habitually using data to guide our practises and reflect on the effectiveness of initiatives that are being embedded within the college. We are ready to take this step and our involvement in the PLC initiative in the latter half of 2018 has provided us with a platform to make this next step. Those that attended the training are keen to embed the language of the improvement cycle in their PLC groups.
Considerations for «Year1»	We need to : <ul style="list-style-type: none"> - maintain a strong focus on teaching and learning - continue to focus on improving the reading growth of all students - meet the emotional and social learning needs of each student in order to provide a safe learning environment for all
Documents that support this plan	

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target																								
To maximise literacy learning and growth for every student.	Yes	<p>All students to demonstrate at least 12 months growth in one year of schooling in Foundation to Year 10 English, VCE and VCAL as evidenced by;</p> <ul style="list-style-type: none"> • Victorian Curriculum teacher judgments that is triangulated by evidence (PATR; On Demand; Running Records; Benchmarking; & NAPLAN for Yrs 3, 5, 7 & 9) • A school VCE English mean study score of 25 (State mean 30) • VCAL Individual Learning Program progression of literacy based on achievement of documented high expectation. • Individual Learning Plan goals being met for specific students 	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>ILP goals for students eligible for PSD program met. VCAL program fully documented.</p>																								
		<p>To increase <i>Student Attitudes to School Survey</i> (SATSS) positive responses to a high or very high performance level rating according to the split points outlined in the five-by-five tables that are used to measure school improvement.</p> <table border="1" data-bbox="644 919 2303 1178"> <thead> <tr> <th></th> <th>4-6</th> <th>7-9</th> <th>10-12</th> </tr> </thead> <tbody> <tr> <td>Differentiated learning challenge</td> <td>from 67% to 85%</td> <td>from 65% to 85%</td> <td>from 74% to 90%</td> </tr> <tr> <td>Effective teaching time</td> <td>from 70% to 85%</td> <td>from 63% to 85%</td> <td>from 61% to 90%</td> </tr> <tr> <td>Sense of confidence</td> <td>from 53% to 85%</td> <td>from 63% to 85%</td> <td>from 64% to 90%</td> </tr> <tr> <td>Stimulated learning</td> <td>from 68% to 85%</td> <td>from 59% to 85%</td> <td>from 69% to 90%</td> </tr> <tr> <td>High expectations for success</td> <td>from 88% to 95%</td> <td>from 76% to 85%</td> <td>from 81% to 90%</td> </tr> </tbody> </table>		4-6	7-9	10-12	Differentiated learning challenge	from 67% to 85%	from 65% to 85%	from 74% to 90%	Effective teaching time	from 70% to 85%	from 63% to 85%	from 61% to 90%	Sense of confidence	from 53% to 85%	from 63% to 85%	from 64% to 90%	Stimulated learning	from 68% to 85%	from 59% to 85%	from 69% to 90%	High expectations for success	from 88% to 95%	from 76% to 85%	from 81% to 90%	<p>Differentiated learning challenge: 4-6 from 67% to 71%; 7-9 from 65% to 70%; 10-12 from 74% to 78%</p> <p>Effective teaching time: 4-6 from 70% to 74%; 7-9 from 63% to 68%; 10-12 from 61% to 68%</p> <p>Sense of confidence: 4-6 from 53% to 61%; 63% to 68.5%; 10-12 from 64% to 70%</p> <p>Stimulated learning: 4-6 from 68% to 72%; 7-9 from 59% to 65%; 10-12 from 69% to 74%</p> <p>High expectations for success: 4-6 from 88% to 90%; 7-9 from 76% to 78%; 10-12 from 81% to 83%</p>
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Goal 1	To maximise literacy learning and growth for every student.		
12 Month Target 1.1	ILP goals for students eligible for PSD program met. VCAL program fully documented.		
12 Month Target 1.2	<p>Differentiated learning challenge: 4-6 from 67% to 71%; 7-9 from 65% to 70%; 10-12 from 74% to 78%</p> <p>Effective teaching time: 4-6 from 70% to 74%; 7-9 from 63% to 68%; 10-12 from 61% to 68%</p> <p>Sense of confidence: 4-6 from 53% to 61%; 63% to 68.5%; 10-12 from 64% to 70%</p> <p>Stimulated learning: 4-6 from 68% to 72%; 7-9 from 59% to 65%; 10-12 from 69% to 74%</p> <p>High expectations for success: 4-6 from 88% to 90%; 7-9 from 76% to 78%; 10-12 from 81% to 83%</p>		
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12 Month Target 1.4	<p>Student Motivation and Support from 80% to 83%</p> <p>Stimulating Learning Environment from 63% to 68%</p> <p>Effective Teaching from 65% to 69%</p> <p>High Expectations for success from 75% to 78%</p>		
Key Improvement Strategies			Is this KIS selected for focus this year?
KIS 1 Building practice excellence	Continue to embed our instructional model which incorporates the High Impact Teaching Strategies (HITS)		Yes
KIS 2 Curriculum planning and assessment	Embed the curriculum documentation of literacy across all learning areas.		Yes
KIS 3 Evaluating impact on learning	Develop high level assessment strategies to evaluate our impact on learning.		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	All three KIS attached to this goal intertwine with each other. We have already commenced the work around the establishment of PLCs and have strengthened our understanding further through our involvement in the PLC initiative in the latter half of 2018. As a college we are ready to shift to this inquiry approach to improving student outcomes. The use of data supports our implementation and refinement of our instructional model which we have overlayed with the Gradual Release of Responsibility framework. The phases, particularly the Guided Instruction phase, is an area of focus which will allow us to use data and implement the PLC inquiry approach quite naturally and purposefully.		

Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	The focus on reading is continuing the work we have been undertaking from 2016 onwards through our involvement in the University of Melbourne's Network of Schools program. Our students reading data is of concern with the vast majority of our students not experiencing expected growth or working at expected levels. We have also started work on the use of Developmental Rubrics with staff using these to chart their own growth in the implementation of our instructional model in 2018. Developing these for student use is the next logical step.	
Goal 2	To embed a positive school culture that improves student engagement.	
12 Month Target 2.1	<p>Effective classroom behaviour: 4-6 from 62% to 68%; 7-9 from 50% to 59%; 10-12 from 55% to 62%</p> <p>Effort: 4-6 from 64% to 69%; 7-9 from 69% to 73%; 10-12 from 69% to 73%</p> <p>Teacher concern: 4-6 from 67% to 71%; 7-9 from 48% to 57%; 10-12 from 49% to 57%</p> <p>Resilience: 4-6 from 50% to 59%; 7-9 from 56% to 63%; 10-12 from 58% to 64%</p> <p>Managing bullying: 4-6 from 35% to 48%; 7-9 from 42% to 53%; 10-12 from 54% to 62%</p> <p>Experience of bullying: 4-6 from 5% to 25%; 7-9 from 30% to 42%; 10-12 from 61% to 68%</p> <p>Respect for diversity: 4-6 from 37% to 49%; 7-9 from 43% to 54%; 10-12 from 38% to 49%</p> <p>Student voice and agency: 4-6 from 58% to 64%; 7-9 from 48% to 57%; 10-12 from 59% to 65%</p>	
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12 Month Target 2.4	<p>Student Absences in F-6 from 51% to 47%</p> <p>Student Absences in 7-12 from 50% to 46%</p>	
Key Improvement Strategies	Is this KIS selected for focus this year?	
KIS 1 Vision, values and culture	<p>Ensure that the college's vision, mission and value statements are:</p> <p>in alignment with our priorities of the School Strategic Plan;</p> <p>of assistance in developing pride within the college;</p> <p>and embedded in our actions.</p>	Yes
KIS 2 Empowering students and building school pride	Continue to develop our student voice and leadership strategies to promote opportunities for authentic student decision-making and leadership throughout the college.	Yes
KIS 3 Setting expectations and promoting inclusion	Embed and develop further our approach to improving attendance.	Yes
KIS 4 Setting expectations and promoting inclusion	Continue to develop and embed our School Wide Positive Behaviour Support framework	Yes
KIS 5 Parents and carers as partners	Engage our families as partners.	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.

Our review in 2018 highlighted a need to develop a stronger and shared vision for the school as there was uncertainty around this voiced by staff. Our SATSS data shows a strong need to improve the relationship between our students. Our attendance data indicates that students are not as engaged with their schooling as we would like which is linked to student relationships, academic emphasis and a sense of safety and connectedness to school. Parents and carers are seen as key partners in making these improvements and hence we are eager to engage them in working with us to support their children.

Define Actions, Outcomes and Activities

Goal 1	To maximise literacy learning and growth for every student.
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12 Month Target 1.2	Differentiated learning challenge: 4-6 from 67% to 71%; 7-9 from 65% to 70%; 10-12 from 74% to 78% Effective teaching time: 4-6 from 70% to 74%; 7-9 from 63% to 68%; 10-12 from 61% to 68% Sense of confidence: 4-6 from 53% to 61%; 63% to 68.5%; 10-12 from 64% to 70% Stimulated learning: 4-6 from 68% to 72%; 7-9 from 59% to 65%; 10-12 from 69% to 74% High expectations for success: 4-6 from 88% to 90%; 7-9 from 76% to 78%; 10-12 from 81% to 83%
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12 Month Target 1.4	Student Motivation and Support from 80% to 83% Stimulating Learning Environment from 63% to 68% Effective Teaching from 65% to 69% High Expectations for success from 75% to 78%
KIS 1 Building practice excellence	Continue to embed our instructional model which incorporates the High Impact Teaching Strategies (HITS)
Actions	Theory of Action: If we continue to focus on systematically analysing and evaluating teaching practices and student achievement data through the implementation of an inquiry process, then we will have fidelity in relation to the implementation of our Instructional Model. Actions Develop teacher capacity to work in a PLC using student data to guide the inquiry process Develop a culture of collaboration and collective responsibility to develop effective and consistent teaching practices to improve student achievement Develop teacher capacity to establish classroom routines that allow for the various phases of the Gradual Release of Responsibility framework to be implemented.
Outcomes	Leaders will: - establish norms for their PLC group - establish a culture within their PLCs where the improvement cycle guides the process and actions of participants - be a lead learner Teachers will: - work in PLCs - use data throughout the inquiry cycle Students will: - understand the instructional model and the various phases of the Gradual Release of Responsibility - know how to work as a whole class, as a small group, or independently so that the classroom environment is supportive of learning and the implementation of the instructional model. - demonstrate stronger engagement in their learning
Success Indicators	SATSS SOS

	Petchakuchas Weekly planning reflective of PLC work and instructional model			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Student learning data is collated on specific platforms and accessible for all staff.	<input checked="" type="checkbox"/> Education Support	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$800.00 <input type="checkbox"/> Equity funding will be used
Formation of PLC groups	<input checked="" type="checkbox"/> School Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Staff conducting various inquiry cycles throughout year focusing on maximising literacy outcomes	<input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Delivery of Pechakuchas at the end of each cycle	<input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
KIS 2 Curriculum planning and assessment	Embed the curriculum documentation of literacy across all learning areas.			
Actions	<p>Theory of Action: If we use students' reading data to analyse and plan for the full range of learning needs of individual students, then we improve their comprehension of texts.</p> <p>Actions</p> <ul style="list-style-type: none"> Develop teachers' data literacy skills Develop staff's understanding of how to collect, record and access data Develop teachers understanding of the instructional reading strategies (read alouds; shared; guided; and independent) Develop teachers ability to select appropriately levelled texts for individual students to improve engagement 			
Outcomes	<p>Teachers will:</p> <ul style="list-style-type: none"> - see themselves as teachers of literacy (specifically reading) - access and use student learning data <p>ensure that each lesson has a reading component to it</p> <ul style="list-style-type: none"> - plan the reading component of each lesson dependent on student learning data - access reading data to seek appropriately levelled text - utilise the instructional reading strategy most suitable to the text that they wish the students to read either as a whole class, small groups or individually. - <p>Students will:</p> <ul style="list-style-type: none"> - participate fully in the various instructional reading strategies with the mindset that they can improve their reading levels <p>Parents/Carers will:</p> <ul style="list-style-type: none"> - value reading and demonstrate this to their child 			

Success Indicators	Reading logs for primary students Reading logs for secondary students Weekly planning documents			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Establishment of reading libraries in secondary area of school	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$12,500.00 <input checked="" type="checkbox"/> Equity funding will be used
Use agreed data that relates to reading to provide us with information around a student's reading level	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Participate in coaching sessions with the Literacy Coach (Primary staff)	<input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$46,800.00 <input checked="" type="checkbox"/> Equity funding will be used
Participate in coaching sessions with the Literacy Coach (Yr 7 & 8 English teachers)	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$19,200.00 <input checked="" type="checkbox"/> Equity funding will be used
Participation by all teachers in Professional Learning sessions that relate to the various instructional reading strategies	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Academic vocabulary is an indicator in all developmental rubrics	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Weekly planning demonstrates the use of various instructional reading strategies in classes	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Teachers work in PLCs with a focus on improving student reading outcomes	<input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Parent/Carer Information sessions held in the primary area where information about how families can support their children with their reading is held.	<input checked="" type="checkbox"/> Literacy Leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Participation in the Secondary BASTOW Leading Literacy course with a focus on reading	<input checked="" type="checkbox"/> Literacy Leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$5,600.00

	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)		to: Term 4	<input checked="" type="checkbox"/> Equity funding will be used
Participate as required in the Middle Years Literacy and Numeracy Initiative	<input checked="" type="checkbox"/> Literacy Leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$4,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Purchase appropriately levelled texts to support the implementation of the reading phases in Year 7-10.	<input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$4,000.00 <input checked="" type="checkbox"/> Equity funding will be used

KIS 3 Evaluating impact on learning	Develop high level assessment strategies to evaluate our impact on learning.
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Actions	<p>Theory of Action: If we make clear relationships between the curriculum standards, learning goals, learning activities and assessment strategies then teachers are able to capture students' knowledge and skills to quantify learning progress and to identify next steps.</p> <p>Actions Develop teacher capacity to create developmental rubrics Develop teacher capacity to plan using developmental rubrics</p> <p>Theory of Action If we use assessment data to provide regular feedback and reporting to students and parents/carers, then there will be greater engagement with learning</p> <p>Actions Develop a deep understanding of the use and purpose of assessment to inform planning for student learning</p> <p>Theory of Action If we triangulate student data then we will have a greater ability to identify learning needs.</p> <p>Actions Develop strong understandings of the chosen standardised assessment tools being used.</p>
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Outcomes	<p>Teachers will:</p> <ul style="list-style-type: none"> - create developmental rubrics for student use before commencing a unit of work - collaborate in teams, where possible, to create developmental rubrics - use prior knowledge to assess where students sit on a developmental rubric and plan lessons accordingly - provide students and their parents/carers with access to learning data <p>Students will:</p> <ul style="list-style-type: none"> - know their individual learning goals as they progress through a unit of work - be able to better monitor their progress towards their goals - seek and receive specific feedback relating to their individual learning goals - have access to their assessment results <p>Parents/Carers will:</p> <ul style="list-style-type: none"> - know their child's individual learning goals as they progress through a unit of work - be able to better monitor their child's progress towards their goals
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	<ul style="list-style-type: none"> - seek and receive specific feedback relating to their child's individual learning goals - have access to their child's assessment results 			
Success Indicators	Assessment schedule developed Collaboration evident with the creation of developmental rubrics Professional learning sessions held Developmental rubrics being used in Three-Way Conferences Assessment data available to students and parents/carers on Xuno			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Determine and purchase (if necessary) the assessment tools that will be used to collect student reading data in each year level throughout the college.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$2,000.00 <input checked="" type="checkbox"/> Equity funding will be used
All teaching staff provided with professional learning to develop an understanding of what a developmental rubric is and the skills to develop these for units of work across all learning areas.	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$7,600.00 <input checked="" type="checkbox"/> Equity funding will be used
Teachers work collaboratively to create developmental rubrics for units of work in all Learning Areas	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Development of an assessment schedule for all year levels across the college.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Goal 2	To embed a positive school culture that improves student engagement.			
12 Month Target 2.1	Effective classroom behaviour: 4-6 from 62% to 68%; 7-9 from 50% to 59%; 10-12 from 55% to 62% Effort: 4-6 from 64% to 69%; 7-9 from 69% to 73%; 10-12 from 69% to 73% Teacher concern: 4-6 from 67% to 71%; 7-9 from 48% to 57%; 10-12 from 49% to 57% Resilience: 4-6 from 50% to 59%; 7-9 from 56% to 63%; 10-12 from 58% to 64% Managing bullying: 4-6 from 35% to 48%; 7-9 from 42% to 53%; 10-12 from 54% to 62% Experience of bullying: 4-6 from 5% to 25%; 7-9 from 30% to 42%; 10-12 from 61% to 68% Respect for diversity: 4-6 from 37% to 49%; 7-9 from 43% to 54%; 10-12 from 38% to 49% Student voice and agency: 4-6 from 58% to 64%; 7-9 from 48% to 57%; 10-12 from 59% to 65%			
12 Month Target 2.2	Academic emphasis from 13% to 28% Collective efficacy from 14% to 29% Collective responsibility from 40% to 47% Parent and community involvement from 34% to 43% Trust in students and parents from 14% to 29% Trust in colleagues from 39% to 47%			
12 Month Target 2.3	Student connectedness from 80% to 83% Experience of bullying from 30% to 40%			

	Managing Bullying from 55% to 60% Student Agency and Voice from 70% to 75%			
12 Month Target 2.4	Student Absences in F-6 from 51% to 47% Student Absences in 7-12 from 50% to 46%			
KIS 1 Vision, values and culture	Ensure that the college's vision, mission and value statements are: in alignment with our priorities of the School Strategic Plan; of assistance in developing pride within the college; and embedded in our actions.			
Actions	Co-construction of the college's vision, mission and value statements Opportunities for student voice and Student Voice Team development			
Outcomes	Ownership of a vision, mission and values statements by all stakeholders			
Success Indicators	Student Voice and Agency Sense of connectedness Documentation of vision, mission and values statements			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Consult with the Student Voice Team (SVT) to develop the college's vision, mission and value statements.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Student(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Develop SVT knowledge of the FISO continua, including self-evaluation data and links to strategic plan and monitor these in our actions.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Consult with School Council to develop the college's vision, mission and value statements.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
The SVT promotes their role at the start and throughout the year and encourages participation that represent a diversity of learners.	<input checked="" type="checkbox"/> Student(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Provide a parent forum to develop the college's vision, mission and value statements.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
Finalise with all staff the college's vision, mission and value statements.	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
KIS 2	Continue to develop our student voice and leadership strategies to promote opportunities for authentic student decision-making and leadership throughout the college.			

Empowering students and building school pride				
Actions	<p>Teachers and students work collaboratively to reflect on and improve teaching and learning across the whole school.</p> <p>An effective Student Voice Team is reestablished with a focus on student learning. Student leaders are drawn from a diverse range of student backgrounds and are not necessarily restricted to those who are articulate and high achievers</p>			
Outcomes	<p>Students will engage in more collaborative activities that give them opportunities for leadership</p> <p>Teachers will receive more regular and targeted feedback on their teaching from the students</p> <p>Students will better understand the teaching and learning process and have more agency over their learning</p>			
Success Indicators	<p>SATSS</p> <p>Student pass out data</p> <p>Classroom teacher observations</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Norms established around collaborative group work and Student Voice Team (SVT) development of a collaboration rubric	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Student(s)	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
SVT agenda regular, scheduled use of learning pass outs and student learning walks, with feedback between students and teachers	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Student(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
SVT participate in an inquiry cycle that actively reviews data and shares with the college in summary during staff learning sessions/PLCs, school council, assemblies and in newsletters	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Student(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
SVT develops an understanding of student agency and promotes it in the classroom with their teachers	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
SVT have input into 2020 AIP	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Student(s)	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
KIS 3 Setting expectations and promoting inclusion	Embed and develop further our approach to improving attendance.			
Actions	<p>Students demonstrate a sense of enjoyment in learning. They regard their teachers positively and feel they are taught in an engaging way.</p> <p>Teachers set learning goals for students and monitor achievement.</p>			
Outcomes	<p>Staff are more directly involved and aware of their impact on student attendance</p> <p>Policy and process are aligned</p>			

Success Indicators	Attendance incident data Attendance data SATSS School Staff Survey Parent Survey			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Reports list subject attendance statistics	<input checked="" type="checkbox"/> Education Support	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Assessment items visible on Xuno with documented follow up process in place	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Review of policy with staff, students and parents	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 4 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Attendance Officer monitors attendance, creates alerts and supports referrals to leaders and wellbeing team with actions visible on Xuno	<input checked="" type="checkbox"/> Education Support	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$16,280.00 <input checked="" type="checkbox"/> Equity funding will be used
Bullying incidents entered on Xuno by notified staff member and actioned as per Bullying Prevention policy	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Students with <80% attendance work with teachers to set learning engagement goals	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Team Leaders and Wellbeing Team follow up on alerts from Attendance Officer as appropriate	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
KIS 4 Setting expectations and promoting inclusion	Continue to develop and embed our School Wide Positive Behaviour Support framework			
Actions	The school expands teacher capacity and skill, providing effective, ongoing professional learning to enhance staff/student relationships. The school develops targeted interventions for students and cohorts to support pro-social and self-regulating behaviours.			

	All classes provide safe and welcoming learning environments in which students respect and value on-task learning.			
Outcomes	Staff develop their capacity to provide trauma-informed practice Staff feel more confident managing challenging behaviours More consistency of School Wide Positive Behaviours implementation			
Success Indicators	ATSS School Staff Survey Parent Survey Incident data Referrals			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Implementation of the Berry Street Education Model' Body' and 'Relationships' strategies in all classrooms through classroom observations and PLCs.	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$9,300.00 <input checked="" type="checkbox"/> Equity funding will be used
Delivery of professional learning on managing challenging behaviours, with a focus on reteaching stage of SWPBS based on incident data.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
All incident data entered on Xuno by staff at point of incident	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Implement clearer action-focused process, with referral system on Xuno linked to new leadership structure that links tier 1 and tier 2 work.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Wellbeing Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Audit of Respectful Relationships curriculum and creation of curriculum map	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
Identify connections for SWPBS with house system	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Creation of policy and consolidation of documentation into staff handbook	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used

Induction is followed with observations and time for support/coaching	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
Incorporation of bullying board process into Bullying Prevention policy	<input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Observations to connect policy to classroom practice with communication, feedback and coaching	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

KIS 5 Parents and carers as partners	Engage our families as partners.			
Actions	<p>The school partners with parents/carers to develop students' cognitive strategies for self-management</p> <p>The school works with parents/carers to ensure that their children are supported to reach their potential.</p>			
Outcomes	<p>School processes and successes are more transparent to parents</p> <p>Clarity around the responsibility of the parent/carers and the responsibility of the school</p>			
Success Indicators	<p>Parent Survey</p> <p>School Staff Survey</p> <p>Parent Participation</p>			

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Leaders run Positive Culture Community Nights for parents and the community each semester to promote behaviour expectations, school policies and procedures	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,200.00 <input checked="" type="checkbox"/> Equity funding will be used
Secondary teachers build a culture of volunteering in YEP programs	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Continue to provide Bringing Up Great Kids each semester	<input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Engage parents in assemblies: presenting Aussie of the month, recognition of staff of the month	<input checked="" type="checkbox"/> Education Support	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Increase promotion and connection of advisory teachers as first point of contact	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Increase promotion of Xuno for learning communication: assessment schedule, assessment items. Provide tutorial sessions for parents.	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Primary teachers build a culture of collaborative reading with parents	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Equity Funding Planner

Equity Spending Totals

Category	Total proposed budget (\$)	Equity Spend (\$)
Equity funding associated with Activities and Milestones	\$130,480.00	\$130,480.00
Additional Equity funding	\$234,586.00	\$206,223.66
Grand Total	\$365,066.00	\$336,703.66

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Establishment of reading libraries in secondary area of school	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Other Purchase of slat walls forms \$8500 of this allocation. Remaining \$4000 is for reading materials.	\$12,500.00	\$12,500.00
Participate in coaching sessions with the Literacy Coach (Primary staff)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$46,800.00	\$46,800.00
Participate in coaching sessions with the Literacy Coach (Yr 7 & 8 English teachers)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$19,200.00	\$19,200.00
Participation in the Secondary BASTOW Leading Literacy course with a focus on reading	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> CRT	\$5,600.00	\$5,600.00
Participate as required in the Middle Years Literacy and Numeracy Initiative	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> CRT	\$4,000.00	\$4,000.00
Purchase appropriately levelled texts to support the implementation of the reading phases in Year 7-10.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources	\$4,000.00	\$4,000.00
Determine and purchase (if necessary) the assessment tools that will be used to collect student reading data in each year level throughout the college.	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Teaching and learning programs and resources	\$2,000.00	\$2,000.00
All teaching staff provided with professional learning to develop an understanding of what a developmental rubric is and the skills to develop these for units of work across all learning areas.	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$7,600.00	\$7,600.00

Attendance Officer monitors attendance, creates alerts and supports referrals to leaders and wellbeing team with actions visible on Xuno	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$16,280.00	\$16,280.00
Implementation of the Berry Street Education Model' Body' and 'Relationships' strategies in all classrooms through classroom observations and PLCs.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$9,300.00	\$9,300.00
Leaders run Positive Culture Community Nights for parents and the community each semester to promote behaviour expectations, school policies and procedures	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Other Engaging our families with the school and providing learning sessions to support with parenting	\$1,200.00	\$1,200.00
Secondary teachers build a culture of volunteering in YEP programs	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources	\$2,000.00	\$2,000.00
Totals			\$130,480.00	\$130,480.00

Additional Equity spend

Outline here any additional Equity spend for 2019	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Campaspe Youth Partnerships Contribution - engagement of students	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Other Contribution to the Campaspe Youth Partnership group	\$4,000.00	\$4,000.00
N Building upgrade of furniture	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Other Tables for N Building as we create orderly and focused learning spaces.	\$22,173.00	\$22,173.00
W Building upgrade of lockers for students in Years 10-12.	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Other Lockers for W Building (students in Years 10-12) as we support students be ready to learn and to increase a sense of safety.	\$22,500.00	\$22,500.00
Hands On Learning Program	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources	\$5,000.00	\$2,120.22
Excursion contingency to allow for the participation of all students in these type of learning experiences.	from: Term 1 to: Term 4		\$5,000.00	\$5,000.00
Social Worker (0.9 time fraction)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$77,985.00	\$52,502.44
Behaviour Coach/Family Support	from: Term 1	<input checked="" type="checkbox"/> School-based staffing	\$21,626.00	\$21,626.00

	to: Term 4			
Additional Team Leaders (2 x teachers on higher duty payments)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$57,552.00	\$57,552.00
Hands on Learning Teacher (0.25)	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$18,750.00	\$18,750.00
Totals			\$234,586.00	\$206,223.66

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Staff conducting various inquiry cycles throughout year focusing on maximising literacy outcomes	<input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Delivery of Pechakuchas at the end of each cycle	<input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Participation by all teachers in Professional Learning sessions that relate to the various instructional reading strategies	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> External consultants Literacy Coach	<input checked="" type="checkbox"/> On-site
Teachers work in PLCs with a focus on improving student reading outcomes	<input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> External consultants Literacy Coach	<input checked="" type="checkbox"/> On-site
Participation in the Secondary BASTOW Leading Literacy course with a focus on reading	<input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Professional Practice Day	<input checked="" type="checkbox"/> Bastow program/course	<input checked="" type="checkbox"/> Off-site BASTOW - North Melbourne
Participate as required in the Middle Years Literacy and Numeracy Initiative	<input checked="" type="checkbox"/> Literacy Leader	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"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Professional Practice Day	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Bastow program/course	<input checked="" type="checkbox"/> Off-site Unknown at this stage
All teaching staff provided with professional learning to develop an understanding of what a developmental rubric is and the skills to develop these for units of work across all learning areas.	<input checked="" type="checkbox"/> Teacher(s)	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Preparation <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 Bronwyn Jones, University of Melbourne	<input checked="" type="checkbox"/> On-site
Teachers work collaboratively to create developmental rubrics for units of work in all Learning Areas	<input checked="" type="checkbox"/> Teacher(s)	from: Term 2 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 Bronwyn Jones, University of Melbourne	<input checked="" type="checkbox"/> On-site

Assessment items visible on Xuno with documented follow up process in place	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development <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"/> On-site
Implementation of the Berry Street Education Model' Body' and 'Relationships' strategies in all classrooms through classroom observations and PLCs.	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants Berry Street	<input checked="" type="checkbox"/> On-site
Implement clearer action-focused process, with referral system on Xuno linked to new leadership structure that links tier 1 and tier 2 work.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Peer observation including feedback and reflection <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"/> Departmental resources Michelle Stone, DET SWPBS	<input checked="" type="checkbox"/> On-site