2020 Annual Implementation Plan

for improving student outcomes

Mount Beauty Secondary College (8100)

Submitted for review by Simone Roy (School Principal) on 30 December, 2019 at 04:57 PM
Awaiting endorsement by Senior Education Improvement Leader
Awaiting endorsement by School Council President

Self-evaluation Summary - 2020

	FISO Improvement Model Dimensions The 6 High-impact Improvement Initiatives are highlighted below in red.	Self-evaluation Level
Excellence in teaching and learning	Building practice excellence	Emerging moving towards Evolving
	Curriculum planning and assessment	Emerging moving towards Evolving
	Evidence-based high-impact teaching strategies	Evolving
	Evaluating impact on learning	Evolving

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

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

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

Enter your reflective comments	It was pleasing to link the data from various sources to the FISO improvement model and see that the data supports the progress we have made along the continuum. The goals set in 2019 AIP were all worked on. Some were completed in full and others need further work to ensure they are embedded practices, as unless something is embedded, it is easy for it to 'drop off the list' and be forgotten about and then not incorporated in to our busy daily schedules. The whole teaching staff were introduced to the Inquiry Cycle Challenge as part of the PLC process this year, aloowing this work to continue into the future. As the focus was based on literacy work for the mini practice cycle, as well as when the whole staff completed the process, there was discussion about how this could be changed next year to include other foci. Although the data suggests that students are engaged and believe attendance is important, teacher feedback would suggest otherwise, as class role records show that many student miss a lot of class time. This is usually because they are away on extra-curricular activities, but we do also have a lot of absence due to ill health, medical appointments that are made on school days and families taking their students out of school to attend family holidays. The expectation has always been that students catch up, however the enforcement of this has been lacking and also hard to administer. Parents overall seem to be quite content with their involvement in the College and the education their students receive, which is positive, as often when we receive feedback from parents, it is generally negative rather than .

Considerations for 2020	Consistency of implementation will be a focus for 2020 in our AIP goals and KIS. The consistent leson structure has been part of the AIP for the last 2 years now, but there is still inconsistent use of it across the board. Making sure it is part of everybody's lesson, every day will be a key focus for next year. The SIT will also play a part in helping embed this practise through further implementation of classroom walk throughs on a regular basis. Part of the lesson structure also takes in the literacy focus, being the words of the week and incorporating an assessment task with a literacy focus. Again, this will need further work, as if the lesson structure is not an established habit, then the words of the week aren't likely to be as well. An audit of the curriculum against the VC will ensure up to date information on how the VC is being covered, as there have been a number of new units of work added and older ones removed since the last audit. It will also provide the opportunity to ensure ATSI persepctives have been included and possibly even include a focus on Respectful Relationships and the learnings from that, whcih will occur next year. Another goal and KIS to focus on will be to strengthen the model of shared leadership across the school, with an audit of positions of responsbility, their role descriptions, and the leadership structure. This should help clarify roles and what resposnibilities fit with a role, as well as providing a clear understanding of 'who does what'. Continuing a focus on building consistency in teaching to deliver excellence in teaching and learning will see the use of PLCs and looking at the assessment schedule, which will help monitor student progress and the effectiveness of the learning program.
Documents that support this plan	

SSP Goals Targets and KIS

<table>
<tr><td>Goal 1</td><td>To strengthen the model of shared and distributed leadership across the school.</td></tr>
<tr><td>Target 1.1</td><td>
Improve levels of Parent Opinion in the area of School Improvement at or above 2017 benchmark.
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Staff Opinion Survey results from 2017 used as baseline data to monitor improvements in all areas.
<u>School Climate:</u>
Maintain or improve from an overall school score (mean) of 83.12 in 2017.
<u>School Leadership:</u>
Maintain or improve from an overall school score (mean) of 82.72 in 2017.
<u>School Staff Safety and Wellbeing:</u>
Maintain or improve from an overall school score (mean) of 84.14 in 2017.
<u>Professional Learning:</u>
Maintain or improve from an overall school score (mean) of 74.96 in 2017 to 80% by 2021.
<u>Teaching and Learning:</u>
Maintain or improve from an overall school score (mean) 78.99 in 2017 to 80% by 2021.
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Building leadership teams</td><td>Build effective leadership structure and teaching teams to maximise student learning.</td></tr>
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Instructional and shared leadership</td><td>Develop the role of the School Improvement Team (SIT) to articulate and implement processes that support quality planning and decision-making aligned with the strategic plan.</td></tr>
<tr><td>Goal 2</td><td>To build consistency in teaching across the school to deliver excellence in teaching and learning.</td></tr>
<tr><td>Target 2.1</td><td>
Increase the proportion of students at A or B in all areas of Mathematics, Science and English against the Victorian Curriculum standards Years 7-10 from 2017 levels.Semester 2 2016 English AusVELS Levels.
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<tr><td>Statistics and probability</td><td>From 46.2% in 2017 to 48% in 2021</td></tr>
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Semester 2 2016 Science AusVELS Levels:
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Dimension	Goal for A & B results, Yr 7-10
Science inquiry skills	From 39.4% in 2017 to 41% in 2021
Science understanding	From 43.4% in 2017 to 45% in 2021

- Increase the proportion of students showing high growth in NAPLAN from Years 7 to Year 9 over the 2018-21 period in all areas of English and Mathematics.

Year 7 NAPLAN
Maintain or improve high growth results of 30% or above in 2017 (Reading 34.48%; Writing 31.03%).
Improve the following high growth results from 2017 by 2021.

NAPLAN Area	2017 High Growth Result	2021 High Growth Target
Spelling	17.24%	**21%**
G&P	20.69%	**24%**
Numeracy	29.63%	**33%**

Year 9 NAPLAN
Maintain or improve high growth results of 30% or above in 2017 (Reading 40%; Spelling 47.62%; Numeracy 40%).
Improve the following high growth results from 2017 by 2021

NAPLAN Area	2017 High Growth Result	2021 High Growth Target
Writing	19.05%	**25%**
G&P	23.81%	**28%**

- To improve the mean study score for VCE from the 2016 level of 30.09. We aim to raise the VCE mean study score to 32 over the next 4 years.
- To increase the number of students with a study score of 37+ in English from 4% (2012-16) to 8% (2017-2021)

Key Improvement Strategy 2.a
Evidence-based high-impact teaching strategies

Develop data literacy within the school with clear roles and responsibilities for the School Improvement Team, English and Mathematics coordinators, other faculty leaders and all staff.

Key Improvement Strategy 2.b Evaluating impact on learning	Ensure that the school's assessment schedule informs teaching and learning and curriculum development and is used to monitor student learning progress and program effectiveness.
Key Improvement Strategy 2.c Curriculum planning and assessment	Develop the whole school curriculum plan to further embed the Victorian curriculum into all areas of the Year 7-10 curriculum.
Key Improvement Strategy 2.d Evidence-based high-impact teaching strategies	Develop an agreed lesson structure in literacy and numeracy which includes elements of learning intention, success criteria and homework/study.
Goal 3	To deepen student engagement, wellbeing and student voice within the school.
Target 3.1	• Improve Attitudes to School Survey (ATOSS) survey data scores/percentiles in the domains of Learning Characteristics and Disposition, Teacher Student Relations and Social Engagement from 2017 Benchmarks. **Maintain or improve 2017 percentile results.** **Year 7-9 Students:** Maintain or improve Teacher Concern from 20.4 in 2017 to 25.0 in 2021. Maintain or improve Student Voice and Agency from 50.0 in 2017 to 55.0 in 2021. **Year 10-12 Students:** Maintain or improve Resilience from 16.9 in 2017 to 20.0 in 2021. Maintain or improve Self-regulation and Goal Setting from 11.5 in 2017 to 15.0 in 2021. Maintain or improve Sense of Confidence from 4.7 in 2017 to 9.0 in 2021. Maintain or improve Effort from 11.8 in 2017 to 15.0 in 2021. Maintain or improve School Stage Transitions (Y10-12) from 9.1 in 2017 to 15.0 in 2021. Maintain or improve Student Voice and Agency from 10.8 in 2017 to 15.0 in 2021. • Increased positive responses on the ATOSS in the domains of Learning Characteristics and Disposition, Teacher Student Relations and Social Engagement from 2017 Benchmarks. **Maintain or improve 2017 positive response results.**

	Overall results (Years 7-12): Improve Teacher Concern from 37% in 2017 to 50% in 2021. Improve Student Voice and Agency from 38% in 2017 to 50% in 2021.
Key Improvement Strategy 3.a Empowering students and building school pride	Provide increased opportunities and participation in student leadership roles in the school.
Key Improvement Strategy 3.b Empowering students and building school pride	To further develop student voice and agency in the school in leadership roles, input into decision-making at school and class level and development of individual learning goals.
Key Improvement Strategy 3.c Empowering students and building school pride	Investigate, plan, implement and evaluate a whole school positive behaviour approach.
Key Improvement Strategy 3.d Vision, values and culture	The whole school approach to be based on a revised set of school values and consistently implemented across the school.
Key Improvement Strategy 3.e Setting expectations and promoting inclusion	The whole school approach to include systems for feedback to students and recognition and reward for high achievement and progress across curriculum, social and behavioural areas.

Select Annual Goals and KIS

<table>
<tr><th>Four Year Strategic Goals</th><th>Is this selected for focus this year?</th><th>Four Year Strategic Targets</th><th>12 month target

The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</th></tr>
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Improve School Staff Survey (SSS) results in all areas from: 70% positive in 2019 to 75% positive in 2020 in School Climate. 60% positive in 2019 to 65% positive in 2020 in School Leadership. 58% positive in 2019 to 63%</td></tr>
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55% positive in 2019 to 60% positive in 2020 in Professional Learning.
56% positive (average) in 2019 to 60% positive (average) in 2020 in Teaching and Learning (2019 results were: 53%+ for evaluation, 58%+ for implementation, 59%+ for planning and 54%+ for practice improvement).</td>
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2019 to 45% in 2020.

Increase proportion of VCF-10 'above expected level' results in English for Writing to increase from 29% in Semester 1 2019 to 32% in Semester 1 2020 and to increase from 26% in Semester 2 2019 to 30% in Semester 2 2020.

The median study score to improve from 26 in 2019 to 28 in 2020.

		• To increase the number of students with a study score of 37+ in English from 4% (2012-16) to 8% (2017-2021)	
To deepen student engagement, wellbeing and student voice within the school.	No	• Improve Attitudes to School Survey (ATOSS) survey data scores/percentiles in the domains of Learning Characteristics and Disposition, Teacher Student Relations and Social Engagement from 2017 Benchmarks. **Maintain or improve 2017 percentile results.** **Year 7-9 Students:** Maintain or improve Teacher Concern from 20.4 in 2017 to 25.0 in 2021. Maintain or improve Student Voice and Agency from 50.0 in 2017 to 55.0 in 2021. **Year 10-12 Students:** Maintain or improve Resilience from 16.9 in 2017 to 20.0 in 2021. Maintain or improve Self-regulation and Goal Setting from 11.5 in 2017 to 15.0 in 2021. Maintain or improve Sense of Confidence from 4.7 in 2017 to 9.0 in 2021. Maintain or improve Effort from 11.8 in 2017 to 15.0 in 2021. Maintain or improve School Stage Transitions (Y10-12) from 9.1 in 2017 to 15.0 in 2021. Maintain or improve Student Voice and Agency from 10.8 in 2017 to 15.0 in 2021. • Increased positive responses on the ATOSS in the domains of Learning Characteristics and Disposition, Teacher Student Relations and Social Engagement from 2017 Benchmarks. **Maintain or improve 2017 positive response results.** **Overall results (Years 7-12):** Improve Teacher Concern from 37% in 2017 to 50% in 2021. Improve Student Voice and Agency from 38% in 2017 to 50% in 2021.	

Goal 1	To strengthen the model of shared and distributed leadership across the school.	
12 Month Target 1.1	Increase general school improvement (in the school ethos and environment module of POS) from 62% positive in 2019 to 65% positive in 2020. Improve School Staff Survey (SSS) results in all areas from: 70% positive in 2019 to 75% positive in 2020 in School Climate. 60% positive in 2019 to 65% positive in 2020 in School Leadership. 58% positive in 2019 to 63% positive in 2020 in School Staff Safety&Wellbeing. 55% positive in 2019 to 60% positive in 2020 in Professional Learning. 56% positive (average) in 2019 to 60% positive (average) in 2020 in Teaching and Learning (2019 results were: 53%+ for evaluation, 58%+ for implementation, 59%+ for planning and 54%+ for practice improvement).	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Building leadership teams	Build effective leadership structure and teaching teams to maximise student learning.	Yes
KIS 2 Instructional and shared leadership	Build teacher capacity to ensure consistency of practice and to deliver effective teaching and learning.	Yes
KIS 3 Instructional and shared leadership	Develop a whole school professional learning plan and program.	No
KIS 4 Instructional and shared leadership	Develop the role of the School Improvement Team (SIT) to articulate and implement processes that support quality planning and decision-making aligned with the strategic plan.	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.	Implementing the PLC process means putting the students first, by focusing on their learning. This requires teachers to focus on what they are teaching and how they are teaching it, then monitoring to see if students have learnt what they wanted them to learn. Building teacher capacity to ensure consistency of practise has been part of our work over the last 2 years, so 2020 will build on this preparatory work and ensure consistent practice is being used throughout the College, focussing on using the agreed lesson structure, based on the use of HITS, differentiating work for students and assessment tasks with a literacy focus. With School Staff Survey results showing 48% positive on using skills to measure impact, 48% positive on understanding how to analyse data, 52% positive using evidence to inform teaching practice and 39% positive on using data for curriculum planning, the PLC process fits perfectly into these areas and would build staff capacity in all areas. The leadership structure is currently in place, however the understanding throughout the school of the leadership structure is something that needs to be worked on. Clearly defining our leadership structure, by having position or role descriptions, and a visual representation of the structure, will make it clear to everyone who, or what groups, make decisions and how they are made. This KIS links strongly with KIS 1d; develop the role of the School Improvement Team (SIT) to articulate and implement processes that support quality planning and decision-making aligned with the strategic plan. Again, the SIT is in place, but there is less clarity around the members of the SIT and their roles. By documenting the school's leadership structure, the role of the SIT will be more transparent, and hopefully, will develop a deeper understanding of the leadership structure and the various roles within that by all.	
Goal 2	To build consistency in teaching across the school to deliver excellence in teaching and learning.	
12 Month Target 2.1	Increase proportion of students showing high growth in NAPLAN from Year 7 to Year 9 in: Writing: from 31% in 2019 to 33% in 2020. G&P: from 41% in 2019 to 45% in 2020. Increase proportion of VCF-10 'above expected level' results in English for Writing to increase from 29% in Semester 1 2019 to 32% in Semester 1 2020 and to increase from 26% in Semester 2 2019 to 30% in Semester 2 2020. The median study score to improve from 26 in 2019 to 28 in 2020.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Evidence-based high-impact teaching strategies	Develop data literacy within the school with clear roles and responsibilities for the School Improvement Team, English and Mathematics coordinators, other faculty leaders and all staff.	No

KIS 2 Evaluating impact on learning	Ensure that the school's assessment schedule informs teaching and learning and curriculum development and is used to monitor student learning progress and program effectiveness.	Yes
KIS 3 Curriculum planning and assessment	Develop the whole school curriculum plan to further embed the Victorian curriculum into all areas of the Year 7-10 curriculum.	Yes
KIS 4 Evidence-based high-impact teaching strategies	Develop an agreed lesson structure in literacy and numeracy which includes elements of learning intention, success criteria and homework/study.	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.	The agreed lesson structure is being used throughout the College, but without consistency at this stage. After implementing it for the last 2 years, we would expect that by the end of 2020, using the agreed lesson structure should be consistently used by all teachers in every lesson, as the beginning and end of a lesson. Through the use of PLCs, teaching and learning, and curriculum development, will be used to monitor students' learning and program effectiveness. This process will help with the assessment schedule, by ensuring pre and post testing is completed for teachers to be able to evaluate the effectiveness of their teaching. With only 35% of staff positive about moderating assessment tasks together, the PLC process should help to promote opportunities for this practice to increase. After an initial audit of the Victorian Curriculum against what was being taught when the new curriculum was introduced, it is timely to complete another audit to see if there are still any areas not being covered, as well as to ensure ATSI perspectives are included where ever possible. It would also be worthwhile linking the work done in the VC to the senior school study designs, as a way of helping to prepare our students with the skills and knowledge they will need at senior levels. With only 49% of students positive about stimulated learning, it will provide an opportunity for teachers to also review their curriculum.	

Define Actions, Outcomes and Activities

Goal 1	To strengthen the model of shared and distributed leadership across the school.
12 Month Target 1.1	Increase general school improvement (in the school ethos and environment module of POS) from 62% positive in 2019 to 65% positive in 2020. Improve School Staff Survey (SSS) results in all areas from: 70% positive in 2019 to 75% positive in 2020 in School Climate. 60% positive in 2019 to 65% positive in 2020 in School Leadership. 58% positive in 2019 to 63% positive in 2020 in School Staff Safety&Wellbeing. 55% positive in 2019 to 60% positive in 2020 in Profesional Learning. 56% positive (average) in 2019 to 60% positive (average) in 2020 in Teaching and Learning (2019 results were: 53%+ for evaluation, 58%+ for implementation, 59%+ for planning and 54%+ for practice imrpvement).
KIS 1 Building leadership teams	Build effective leadership structure and teaching teams to maximise student learning.
Actions	•Develop a visual representation of the leadership structure, in order to build clarity around roles.
Outcomes	Students will be: • able to identify the appropriate person within the school to communicate with regarding all manner of matters. ES will be: • aware of the leadership structure and the roles within the structure. • able to identify the appropriate person within the school to communicate with regarding all manner of matters. Teachers will be: • aware of the leadership structure and the roles within the structure. • able to identify the appropriate person within the school to communicate with regarding all manner of matters. • able to contribute to the development of clear role descriptions for the varius roles within the college to provide role clarity and understanding. Leaders will be: • able to demonstrate and explain the leadership structure to others and have clear role descriptions. • able to contribute to the development of clear role descriptions for the varius roles within the college.

Success Indicators	Increased knowledge by all school community members of who they need to speak to, within the college, regarding specific matters. Documented position or role descriptions saved onto the network for all roles/positions. Documented visual representation of the leadership structure. Increased clarity and understanding of the various roles/positions within the College.

Activities and Milestones	**Who**	**Is this a PL Priority**	**When**	**Budget**
Development of a visual representation of the leadership structure.	☑ School Improvement Team ☑ School Leadership Team	☐ PLP Priority	from: Term 1 to: Term 1	$0.00 ☐ Equity funding will be used
Documentation of the visual representation of the leadership structure.	☑ Education Support ☑ Leadership Team	☐ PLP Priority	from: Term 1 to: Term 1	$100.00 ☐ Equity funding will be used
Socialisation of the visual representation of the leadership structure to the	☑ All Staff ☑ Curriculum Co-ordinator (s) ☑ Student(s)	☐ PLP Priority	from: Term 1 to: Term 2	$0.00 ☐ Equity funding will be used
Organise dedicated meeting time where staff can document any positions of responsibility, or roles they have, within the college and save onto the network.	☑ All Staff	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used

KIS 2 Instructional and shared leadership	Build teacher capacity to ensure consistency of practice and to deliver effective teaching and learning.
Actions	•Build staff capacity, by using collaborative practices, to design and implement learning that is developmental and differentiated below and beyond expected level. •Further develop the capability of teachers to analyse student data to improve teaching practice.
Outcomes	Students will be: • challenged to learn at their particular point of developmental need. Teachers will be: • able to use data to identify the level that their students are operating at and articulate the growth they have made. • able to develop work that is differentiated below and beyond expected level, to meet the needs of their students. Leaders will be: • able to provide professional learning opportunities to teachers on differentiation. • able to provide professional learning opportunities to teachers on using data to improve teaching practice. • able to provide time for teachers to collaborate to use data to improve teaching practice and develop curriculum that is differentiated.
Success Indicators	Improved positive responses in School Staff Survey (SSS) in Teaching and Learning, especially relating to monitoring effectiveness using data, understand how to analyse data, use evidence to inform teaching practice, plan differentiated learning activities and use data for curriculum planning. Improved results in Attitudes to School Survey (ATOSS) in parent factor Effective teaching practice for cognitive engagement. Increased correlation between Semester 1 teacher judgements and NAPLAN results. Increased evidence of differentiated tasks in the documented curriculum. Record of professional learning on differentiation. Record of professional learning on using data to improve teaching practice.

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Organise and provide dedicated Professional Learning time within the meeting schedule, with a focus on analysing various forms of student data to improve teaching practice; and differentiating work for students in all subject areas.	☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	$0.00

				☐ Equity funding will be used
Lead a range of Professional Learning activities during the allocated Professional Learning time to build staff capacity in analysing and using data to improve teaching practice and differentiate work for students in all subject areas.	☑ Learning Specialist(s) ☑ PLC Leaders ☑ PLT Leaders	☑ PLP Priority	from: Term 1 to: Term 4	$3,000.00 ☐ Equity funding will be used
Participate in allocated Professional Learning time to build capacity in analysing and using data to improve teaching practice and differentiate work for students in my subject areas.	☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Implement and document the strategies from the Professional Learning time into my documented curriculum.	☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Collect and use various forms of student data, including student feedback or pre-testing, to challenge students at their developmental point of need.	☑ Student(s) ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used

KIS 3 Instructional and shared leadership	Develop the role of the School Improvement Team (SIT) to articulate and implement processes that support quality planning and decision-making aligned with the strategic plan.
Actions	•Develop a visual representation of the SIT and the responsibilities of the members.
Outcomes	Teachers will be: • aware of the School Improvement Team (SIT), the members and their responsibilities.

	• able to contribute to, or participate in, the implementation of processes that align with the AIP/SSP. Leaders will be: • able to provide meeting time for the SIT. • building the SIT capacity to implement processes that align with the AIP/SSP.
Success Indicators	Documented visual representation of the SIT and the responsibilities of the members. Increased knowledge of the SIT, its role, members and processes it is implementing, by all school staff.

Activities and Milestones	**Who**	**Is this a PL Priority**	**When**	**Budget**
Develop a visual representation of the School Improvement Team (SIT) and a defined role description.	☑ Leadership Team ☑ School Improvement Team	☐ PLP Priority	from: Term 1 to: Term 1	$0.00 ☐ Equity funding will be used
Document the visual representation of the School Improvement Team (SIT) and role description.	☑ Education Support ☑ School Improvement Team	☐ PLP Priority	from: Term 1 to: Term 1	$100.00 ☐ Equity funding will be used
Socialise the visual representation of the School Improvement Team (SIT) and role description.	☑ All Staff ☑ Curriculum Co-ordinator (s) ☑ Student(s)	☐ PLP Priority	from: Term 1 to: Term 2	$0.00 ☐ Equity funding will be used
Implement processes that align with the AIP/SSP, as introduced by the School Improvement Team (SIT).	☑ Education Support ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used

Goal 2	To build consistency in teaching across the school to deliver excellence in teaching and learning.
12 Month Target 2.1	Increase proportion of students showing high growth in NAPLAN from Year 7 to Year 9 in: Writing: from 31% in 2019 to 33% in 2020. G&P: from 41% in 2019 to 45% in 2020. Increase proportion of VCF-10 'above expected level' results in English for Writing to increase from 29% in Semester 1 2019 to 32% in Semester 1 2020 and to increase from 26% in Semester 2 2019 to 30% in Semester 2 2020. The median study score to improve from 26 in 2019 to 28 in 2020.
KIS 1 Evaluating impact on learning	Ensure that the school's assessment schedule informs teaching and learning and curriculum development and is used to monitor student learning progress and program effectiveness.
Actions	•Complete an audit of, and document, the school's current assessment schedule within each faculty area. •Develop teacher capacity to use assessments and data to inform teaching and learning, by using the Professional Learning Community (PLC) approach.
Outcomes	Students will be: • able to recognise their growth from their assessment feedback eg. rubrics, criteria sheets. • completing subject specific versions of pre and post testing to determine what they already know at the start of the topic and what they have learnt by the end of the topic. Teachers will be: • using subject specific pre-testing, to collect data, to inform their teaching and learning programs. • further developing and updating their documented curriculum. • monitoring student growth in their results/ability over a topic/term/semester, and the effectiveness of their teaching programs, through a range of assessments. Leaders will be: • working collaborativey to develop an updated assessment schedule, visible to all. • applying a PLC approach to ensure assessments and teaching and learning programs challenge students at their varoius levels.
Success Indicators	Increased student understanding of rubrics/criteria sheets and how to use them effectively. Increased documentation of pre-testing assessments/tasks within each Learning Area's units of work, as well as results in teacher records. Improved School Staff Survey results in Moderating assessment tasks together.

	Documented assessment schedule. Improved PLC maturity, as measured on the PLC matrix.

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Organise and provide dedicated time within the meeting schedule for Faculty groups to audit and document the current assessment schedule within their Learning Areas.	☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Lead a range of activities through the Professional Learning Community (PLC) approach, to build teacher capacity to use assessments and data to inform teaching and learning.	☑ PLC Leaders	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Participate in the Professional Learning Community (PLC) approach, and use the improvement cycle structure, to develop and use assessments and data to inform teaching and learning.	☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Use dedicated meeting times to document the current assessment schedule in my Learning Area's units of work.	☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Use dedicated meeting times to document pre-testing assessments/tasks and the associated rubrics/criteria sheets in my Learning Area's units of work.	☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used

Provide time in classes to develop student understanding of the assessment's rubrics/criteria sheets and students' recognition of their growth.	☑ Student(s) ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used

KIS 2 Curriculum planning and assessment	Develop the whole school curriculum plan to further embed the Victorian curriculum into all areas of the Year 7-10 curriculum.
Actions	•Audit and update the school's curriculum plan, to ensure all units of study align to the Victorian Curriculum.
Outcomes	Students will be: • engaged in a comprehensive range of units that meet the requirements of the appropriate curriculum document eg. Victorian Curriculum, VCAA Study Designs, etc. • able to demonstrate a greater understanding of indigenous cultures due to explicit teaching of cultural perspectives. Teachers will be: • further developing and updating their documented curriculum to ensure assessment tasks link directly to the appropriate curriculum documents and achievement standards eg. Victorian Curriculum, VCAA Study Designs, etc. • incorporating teaching cultural perspectives where possible into their units of work. Leaders will be: • working collaborativey to gain an overview of how the Victorian Curriculum is covered in our current units of work, including any missing areas. • able to observe cultural perspectives throughout our current units of work.
Success Indicators	Documented, updated curriculum plan. Units of work documented, showing links to appropriate curriculum documents and achievement standards. Units of work documented, with tasks including cultural perspectives.

Activities and Milestones	**Who**	**Is this a PL Priority**	**When**	**Budget**
Organise and provide dedicated time within the meeting schedule for Faculty groups to audit, update and document the curriculum plan within their Learning Areas.	☑ Principal	☐ PLP Priority	from: Term 1 to: Term 1	$0.00

				☐ Equity funding will be used
Collate the information provided by Faculty groups to document the curriculum plan, showing the alignment to the VCF-10.	☑ Curriculum Co-ordinator (s)	☐ PLP Priority	from: Term 1 to: Term 1	$0.00 ☐ Equity funding will be used
Analyse the collated information, provided by Faculty groups, for alignment to the VCF-10.	☑ Curriculum Co-ordinator (s) ☑ School Improvement Team	☐ PLP Priority	from: Term 1 to: Term 1	$0.00 ☐ Equity funding will be used
Organise and provide dedicated time within the meeting schedule for Faculty groups to update and document their Learning Area's units of work.	☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Participate in the dedicated meeting times to provide information towards the audit of the curriculum plan within my Learning Area's units of work.	☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 1	$0.00 ☐ Equity funding will be used
Use dedicated meeting times to document my Learning Area's units of work, showing links to appropriate curriculum documents and achievement standards.	☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Use dedicated meeting times to document my Learning Area's units of work, with tasks including cultural perspectives.	☑ Teacher(s)	☐ PLP Priority	from: Term 1	$0.00

			to: Term 4	☐ Equity funding will be used

KIS 3 Evidence-based high-impact teaching strategies	Develop an agreed lesson structure in literacy and numeracy which includes elements of learning intention, success criteria and homework/study.
Actions	•Develop and implement classroom walkthroughs/peer observations to support the consistent implementation of the College's agreed lesson structure. •Develop an induction process, and supporting documentation, to ensure new, returning staff and Casual Relief Teachers are trained in the agreed lesson structure. •Provide time for staff to further develop and document the literacy strategy, with a focus on writing/spelling, into their curriculum coursework.
Outcomes	Students will be: • confident in the use of the Words of the Week and use them in their written classwork and assessments. • operating with awareness and clear understanding of the learning intention and success criteria. • able to observe consistent use of the agreed lesson structure in all classes, with all teachers. • contributing to the co-construction of Success Criteria in their classes, where appropriate. • contributing to reflection time at the end of lessons on their success/areas to improve. ES will be: • providing support to staff regarding the use of the agreed lesson structure, when this is appropriate to their role. • providing support to document the agreed lesson structure for the induction process. Teachers will be: • including the agreed lesson structure in their Performance and Development Plans (PDPs). • embedding the use of the agreed lesson structure in all their lessons. • dedicating time in class to deconstruct Learning Intentions, co-construct Success Criteria and allow reflection against the Success Criteria at the end of each lesson. • documenting the learning intentions, success criteria and Words of the Week. • documenting the assessment tasks and rubrics/criteria sheets that incorporate a literacy focus on writing/spelling. • participating in peer observations, linked to their Professional Practice Days (PPD) and through the Learning Specialist. Leaders will be: • participating in classroom walkthroughs and observing the consistent use of the agreed lesson structure. • collaborating with a range of staff to develop an induction process and supporting documentation.

Success Indicators	Increased School Staff Survey results relating to and Professional learning through peer observation. Records of leaders and teachers participating in classroom walkthroughs/peer observations. Increased proportion of students being able to explain the learning intentions and success criteria. Proportion of students above expected level between Semester 1 and Semester 2 in Teacher judgements in writing to be maintained or increased. Proportion of students below expected level between Semester 1 and Semester 2 in Teacher judgements in writing to be maintained or decreased. Documented induction process relating to the agreed lesson structure. Classroom walkthrough/peer observation records showing more consistency in the use of the agreed lesson structure.

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Organise and provide dedicated time within the meeting schedule, for teachers to document the agreed lesson structure, including the literacy strategy, with a focus on writing/spelling.	☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Develop a clear induction process to ensure that all staff, including new, returning or Casual Relief Teachers are trained in the agreed lesson structure.	☑ School Improvement Team	☐ PLP Priority	from: Term 1 to: Term 2	$0.00 ☐ Equity funding will be used
Document the induction process, and supporting documentation, in the agreed lesson structure.	☑ Education Support ☑ School Improvement Team	☐ PLP Priority	from: Term 1 to: Term 2	$0.00 ☐ Equity funding will be used
Develop a process to implement classroom walkthroughs/peer observations to help support the consistent implementation of the College's agreed lesson structure and auditing what student learning is happening.	☑ School Improvement Team	☐ PLP Priority	from: Term 1 to: Term 1	$0.00 ☐ Equity funding will be used

Document the process to incorporate classroom walkthroughs/peer observations into regular practice, to help support the consistent implementation of the College's agreed lesson structure and auditing what student learning is happening.	☑ Education Support ☑ School Improvement Team	☐ PLP Priority	from: Term 1 to: Term 1	$0.00 ☐ Equity funding will be used
Socialise the process to incorporate classroom walkthroughs/peer observations with all teachers.	☑ School Improvement Team	☑ PLP Priority	from: Term 1 to: Term 1	$200.00 ☐ Equity funding will be used
Provide structured support to help teachers implement classroom walkthroughs/peer observations into their practice.	☑ School Improvement Team	☐ PLP Priority	from: Term 2 to: Term 4	$0.00 ☐ Equity funding will be used
Use the dedicated meeting times to document the agreed lesson structure into my Learning Area's units of work.	☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Use the dedicated meeting time to document at least one assessment task with a focus on writing/spelling in every unit of work for Years 7-10.	☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Provide time in class to implement the agreed lesson structure, including deconstructing Learning Intentions, co-constructing Success Criteria and reflecting on success/areas for improvement.	☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used

Participate in classroom walkthroughs/peer observations as part of my Professional Practice Day (PPD) time, to help support the consistent implementation of the College's agreed lesson structure and auditing what student learning is happening.	☑ School Improvement Team ☑ Teacher(s)	☐ PLP Priority	from: Term 2 to: Term 4	$0.00 ☐ Equity funding will be used
Maintain a personal record, including notes, of classroom walkthroughs/peer observations as one form of evidence for my Performance and Development Plan (PDP) process.	☑ School Improvement Team ☑ Teacher(s)	☐ PLP Priority	from: Term 2 to: Term 4	$0.00 ☐ Equity funding will be used
Provide financial support for a dedicated literacy support and consolidation class at Year 7, for students identified as being below expected levels, continuing to assist past students of this targeted class, where possible in later years.	☑ Literacy Support	☐ PLP Priority	from: Term 1 to: Term 4	$21,000.00 ☑ Equity funding will be used
Provide support, as needed, to the Literacy and Numeracy Support teachers as part of the Middle Years Literacy and Numeracy Strategy (MYLNS).	☑ Literacy Support ☑ Numeracy Support	☐ PLP Priority	from: Term 1 to: Term 4	$1,000.00 ☑ Equity funding will be used

Equity Funding Planner

Equity Spending Totals

Category	Total proposed budget ($)	Spend ($)
Equity funding associated with Activities and Milestones	$22,000.00	$22,000.00
Additional Equity funding	$0.00	$0.00
Grand Total	$22,000.00	$22,000.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget ($)	Equity Spend ($)
Provide financial support for a dedicated literacy support and consolidation class at Year 7, for students identified as being below expected levels, continuing to assist past students of this targeted class, where possible in later years.	from: Term 1 to: Term 4	☑ School-based staffing ☑ Teaching and learning programs and resources	$21,000.00	$21,000.00
Provide support, as needed, to the Literacy and Numeracy Support teachers as part of the Middle Years Literacy and Numeracy Strategy (MYLNS).	from: Term 1 to: Term 4	☑ Teaching and learning programs and resources ☑ Professional development (excluding CRT costs and new FTE) ☑ CRT	$1,000.00	$1,000.00
Totals			$22,000.00	$22,000.00

Additional Equity spend

Outline here any additional Equity spend for 2020	When	Category	Total proposed budget ($)	Equity Spend ($)

Totals	$0.00	$0.00

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Lead a range of Professional Learning activities during the allocated Professional Learning time to build staff capacity in analysing and using data to improve teaching practice and differentiate work for students in all subject areas.	☑ Learning Specialist(s) ☑ PLC Leaders ☑ PLT Leaders	from: Term 1 to: Term 4	☑ Collaborative Inquiry/Action Research team ☑ Curriculum development ☑ Formalised PLC/PLTs	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ PLC Initiative ☑ Internal staff ☑ Learning Specialist ☑ High Impact Teaching Strategies (HITS)	☑ On-site
Participate in allocated Professional Learning time to build capacity in analysing and using data to improve teaching practice and differentiate work for students in my subject areas.	☑ Teacher(s)	from: Term 1 to: Term 4	☑ Planning ☑ Design of formative assessments ☑ Curriculum development	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ PLC Initiative ☑ Internal staff ☑ Learning Specialist ☑ High Impact Teaching Strategies (HITS)	☑ On-site
Socialise the process to incorporate classroom walkthroughs/peer observations with all teachers.	☑ School Improvement Team	from: Term 1 to: Term 1	☑ Planning ☑ Preparation ☑ Peer observation including feedback and reflection	☑ Professional Practice Day	☑ Internal staff ☑ Learning Specialist ☑ Practice Principles for Excellence in Teaching and Learning	☑ On-site