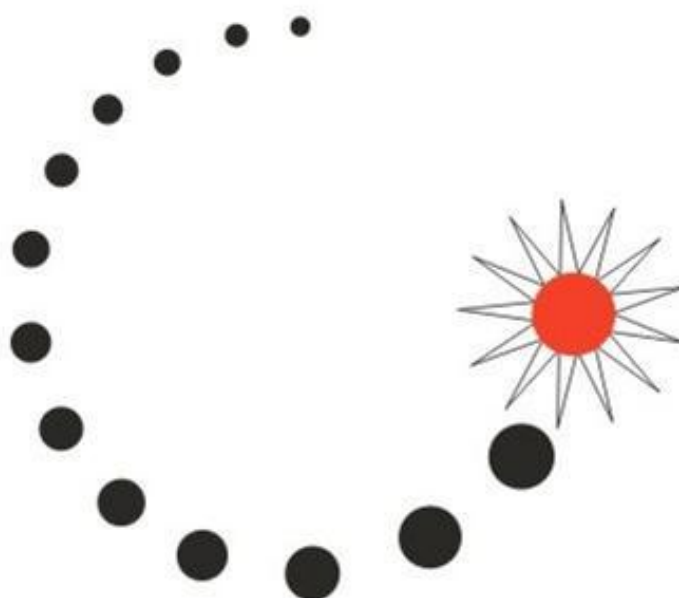


# **2020 Annual Implementation Plan**

## **for improving student outcomes**

Myrtleford P-12 College (8873)



# **Myrtleford P12 College**

Submitted for review by Zlatko Pear (School Principal) on 03 February, 2020 at 01:42 PM  
Endorsed by Joanne Grimmond (Senior Education Improvement Leader) on 04 March, 2020 at 11:57 AM  
Awaiting endorsement by School Council President

## Self-evaluation Summary - 2020

|  | <b>FISO Improvement Model Dimensions</b><br>The 6 High-impact Improvement Initiatives are highlighted below in red. | <b>Self-evaluation Level</b>      |
|--|---|-----------------------------------|
| <b>Excellence in teaching and learning</b> | Building practice excellence  | Evolving moving towards Embedding |
|  | Curriculum planning and assessment  | Embedding                         |
|  | Evidence-based high-impact teaching strategies  | Evolving moving towards Embedding |
|  | Evaluating impact on learning   | Evolving moving towards Embedding |
| <b>Professional leadership</b>             | 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 moving towards Embedding |
|                               | Setting expectations and promoting inclusion  | Evolving moving towards Embedding |
|                               | Health and wellbeing                          | Evolving moving towards Embedding |
|                               | Intellectual engagement and self-awareness    | Evolving moving towards Embedding |

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

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| <b>Enter your reflective comments</b>   | The 2019 focus was on writing as a key area. Whilst improving writing outcomes was the major goal of 2019, the College also focused on improving data literacy across the staff. Much of this work was based on the learnings gained from work with Lyn Sharratt and 'Putting Faces on Data'.  |
| <b>Considerations for 2020</b>          | Our goals are around improving data literacy for teachers - using student learning data and student feedback to assess and modify our teaching practices. Implementing the PLC inquiry cycle will be the major focus for 2020. We will improve the structures in place to collect student feedback and voice to help improve the future direction of the school. |
| <b>Documents that support this plan</b> |  |

## SSP Goals Targets and KIS

|   |   |
|---|---|
| <b>Goal 1</b>   | Improve student engagement, aspiration and wellbeing  |
| <b>Target 1.1</b>   | By 2023, the SSS: whole staff trust in students factor will increase from 62% to 70%  |
| <b>Target 1.2</b>   | <p>By 2023, increase positive responses in the POS in:</p> <ul style="list-style-type: none"> <li>• Parent positive endorsement for teacher communication from 85% to 88%</li> <li>• Parent involvement and participation from 82% to 85%</li> <li>• Student motivation and support from 81% to 85%</li> </ul>  |
| <b>Target 1.3</b>   | <p>By 2023, increase positive responses in the AToSS in:</p> <ul style="list-style-type: none"> <li>• Learning confidence in Years 4–6 from 12% to 25%</li> <li>• Learning confidence in Years 7–12 from 62% to 70%</li> <li>• Motivation and interest in Years 4–6 from 47.4% to 55%</li> <li>• Motivation and interest in Years 7–12 from 12.1% to 25%</li> </ul> |
| <b>Key Improvement Strategy 1.a</b><br>Setting expectations and promoting inclusion | Establish a culture of high expectations with a whole community commitment to the vision and values of the College which displays a growth mindset, maximising success for all students   |
| <b>Key Improvement Strategy 1.b</b>   | Enhance the learning partnership between home and school  |

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| Parents and carers as partners  |  |
| <b>Key Improvement Strategy 1.c</b><br>Intellectual engagement and self-awareness | Grow the learning opportunities and pathways for students school completion  |
| <b>Goal 2</b>   | Improve student engagement through student voice, learner agency and student leadership  |
| <b>Target 2.1</b>   | By 2023 student absence will improve in P–6 from 17.5 days to 15 days and in Year 7–12 from 23 days to 20 days   |
| <b>Target 2.2</b>   | <p>By 2023, increase in positive responses in AToSS for:</p> <ul style="list-style-type: none"> <li>● Self-regulation and goal setting in Years 4–6 from 32.9% to 40%</li> <li>● Self-regulation and goal setting in Years 7–12 from 6.9% to 20%</li> <li>● Student voice and agency whole school from 54% to 60%</li> <li>● Student voice and agency in Years 4–6 from 61.3% to 65%</li> <li>● Student voice and agency in Years 7–12 16.8% to 25%</li> <li>● Attitudes to attendance and stimulated learning will increase in Years P–6 from 32% to 40%</li> <li>● Attitudes to attendance and stimulated learning in Years 7-12 from 24%to 30%</li> </ul> |
| <b>Target 2.3</b>   | <p>By 2023 increase in positive responses in SSS: whole school positive endorsement for:</p> <ul style="list-style-type: none"> <li>● Collective efficacy from 68% to 70%</li> <li>● Academic emphasis from 59% to 65%</li> <li>● Student feedback from 82% to 85%</li> </ul>  |

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| <b>Key Improvement Strategy 2.a</b><br>Empowering students and building school pride | Develop, document and implement a whole of College strategy to improve student voice, learner agency and student leadership  |
| <b>Key Improvement Strategy 2.b</b><br>Empowering students and building school pride | Empower students to act as partners in improving learning outcomes by setting their own goals, taking responsibility for their learning and influencing decisions within the College   |
| <b>Key Improvement Strategy 2.c</b><br>Intellectual engagement and self-awareness    | Activate student voice and agency to establish an authentic learning partnership throughout the College which develops independent and self-regulating learners  |
| <b>Goal 3</b>  | Improve student achievement and learning growth  |
| <b>Target 3.1</b>  | <p>By 2023 increase the percentage of students making high/medium relative growth in NAPLAN numeracy in:</p> <ul style="list-style-type: none"> <li>● Year 3–5 from 80% to 85%</li> <li>● Year 5–7 from 55% to 70%</li> <li>● Year 7–9 from 66% to 70%</li> </ul> <p>By 2023 increase the percentage of students in the top two NAPLAN numeracy bands in:</p> <ul style="list-style-type: none"> <li>● Year 3 from 18% to 25%</li> <li>● Year 5 from 25% to 30%</li> <li>● Year 7 from 23% to 30%</li> <li>● Year 9 from 10% to 20%</li> </ul> |
| <b>Target 3.2</b>  | By 2023 in Teacher Judgements:   |

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|---|---|
|   | <ul style="list-style-type: none"> <li>• Increase the percentage of students at or above the expected level in writing in years 7 - 10 from 57% to 75%</li> </ul>   |
| <b>Target 3.3</b>   | By 2023 increase the VCE English Mean Study Score from 26.1 to 28   |
| <b>Target 3.4</b>   | <p>By 2023 Teacher Judgement will show a decrease in the whole school average for students below expected growth in years 1 - 10.</p> <ol style="list-style-type: none"> <li>1. Reading from 30% to 10%</li> <li>2. Writing from 24% to 10%</li> <li>3. Number and Algebra from 22% to 10%</li> </ol> |
| <b>Key Improvement Strategy 3.a</b><br>Building practice excellence                   | Implement the Professional Learning Community (PLC) Inquiry process to build consistency in planning and practice which is characterised by improved feedback processes, stronger collaboration and peer observations   |
| <b>Key Improvement Strategy 3.b</b><br>Evidence-based high-impact teaching strategies | Implement a whole school instructional model that integrates the use of HITS and challenges all students to be successful   |
| <b>Key Improvement Strategy 3.c</b><br>Evidence-based high-impact teaching strategies | Build teacher capability to utilise data and a range of assessment strategies to teach a differentiated and stimulating curriculum that targets each student's point of need  |





## Select Annual Goals and KIS

| Four Year Strategic Goals                            | Is this selected for focus this year? | Four Year Strategic Targets  | 12 month target  |
|--|---------------------------------------|--|--|
| Improve student engagement, aspiration and wellbeing | Yes                                   | By 2023, the SSS: whole staff trust in students factor will increase from 62% to 70%   | The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.<br><br>The SSS: whole staff trust in students factor will increase from 62% to 65%  |
|  |                                       | By 2023, increase positive responses in the POS in: <ul style="list-style-type: none"> <li>• Parent positive endorsement for teacher communication from 85% to 88%</li> <li>• Parent involvement and participation from 82% to 85%</li> <li>• Student motivation and support from 81% to 85%</li> </ul>  | Increase positive responses in the POS in:<br><br>Parent positive endorsement for teacher communication from 85% to 86%<br>Parent involvement and participation from 82% to 83%<br>Student motivation and support from 81% to 82%  |
|  |                                       | By 2023, increase positive responses in the AToSS in: <ul style="list-style-type: none"> <li>• Learning confidence in Years 4–6 from 12% to 25%</li> <li>• Learning confidence in Years 7–12 from 62% to 70%</li> <li>• Motivation and interest in Years 4–6 from 47.4% to 55%</li> <li>• Motivation and interest in Years 7–12 from 12.1% to 25%</li> </ul> | Increase positive responses in the AToSS in:<br><br>Learning confidence in Years 4–6 from 12% to 15%<br>Learning confidence in Years 7–12 from 62% to 65%<br>Motivation and interest in Years 4–6 from 47.4% to 50%<br>Motivation and interest in Years 7–12 from 12.1% to 15% |

|   |     |  |   |
|---|-----|--|---|
| Improve student engagement through student voice, learner agency and student leadership | No  | By 2023 student absence will improve in P–6 from 17.5 days to 15 days and in Year 7–12 from 23 days to 20 days   |   |
|   |     | <p>By 2023, increase in positive responses in AToSS for:</p> <ul style="list-style-type: none"> <li>• Self-regulation and goal setting in Years 4–6 from 32.9% to 40%</li> <li>• Self-regulation and goal setting in Years 7–12 from 6.9% to 20%</li> <li>• Student voice and agency whole school from 54% to 60%</li> <li>• Student voice and agency in Years 4–6 from 61.3% to 65%</li> <li>• Student voice and agency in Years 7–12 16.8% to 25%</li> <li>• Attitudes to attendance and stimulated learning will increase in Years P–6 from 32% to 40%</li> <li>• Attitudes to attendance and stimulated learning in Years 7-12 from 24%to 30%</li> </ul> |   |
|   |     | <p>By 2023 increase in positive responses in SSS: whole school positive endorsement for:</p> <ul style="list-style-type: none"> <li>• Collective efficacy from 68% to 70%</li> <li>• Academic emphasis from 59% to 65%</li> <li>• Student feedback from 82% to 85%</li> </ul>  |   |
| Improve student achievement and learning growth   | Yes | By 2023 increase the percentage of students making high/medium relative growth in NAPLAN numeracy in:  | By 2023 increase the percentage of students making high/medium relative growth in NAPLAN numeracy in: |

|  |  |   |  |
|--|--|---|--|
|  |  | <ul style="list-style-type: none"> <li>• Year 3–5 from 80% to 85%</li> <li>• Year 5–7 from 55% to 70%</li> <li>• Year 7–9 from 66% to 70%</li> </ul> <p>By 2023 increase the percentage of students in the top two NAPLAN numeracy bands in:</p> <ul style="list-style-type: none"> <li>• Year 3 from 18% to 25%</li> <li>• Year 5 from 25% to 30%</li> <li>• Year 7 from 23% to 30%</li> <li>• Year 9 from 10% to 20%</li> </ul> | <ul style="list-style-type: none"> <li>•Year 3–5 from 80% to 82%</li> <li>•Year 5–7 from 55% to 60%</li> <li>•Year 7–9 from 66% to 68%</li> </ul> <p>By 2023 increase the percentage of students in the top two NAPLAN numeracy bands in:</p> <ul style="list-style-type: none"> <li>•Year 3 from 18% to 20%</li> <li>•Year 5 from 25% to 27%</li> <li>•Year 7 from 23% to 25%</li> <li>•Year 9 from 10% to 15%</li> </ul> |
|  |  | <p>By 2023 in Teacher Judgements:</p> <ul style="list-style-type: none"> <li>• Increase the percentage of students at or above the expected level in writing in years 7 - 10 from 57% to 75%</li> </ul>   | <p>By 2023 in Teacher Judgements:</p> <ul style="list-style-type: none"> <li>•Increase the percentage of students at or above the expected level in writing in years 7 - 10 from 57% to 65%</li> </ul>   |
|  |  | <p>By 2023 increase the VCE English Mean Study Score from 26.1 to 28</p>  | <p>By 2023 increase the VCE English Mean Study Score from 26.1 to 27</p>   |
|  |  | <p>By 2023 Teacher Judgement will show a decrease in the whole school average for students below expected growth in years 1 - 10.</p> <p>1. Reading from 30% to 10%</p>   | <p>By 2023 Teacher Judgement will show a decrease in the whole school average for students below expected growth in years 1 - 10.</p> <p>1. Reading from 30% to 20%</p> <p>2. Writing from 24% to 18%</p>  |

|  |  |  |                                       |
|--|--|--|---------------------------------------|
|  |  | <p>2. Writing from 24% to 10%</p> <p>3. Number and Algebra from 22% to 10%</p> | 3. Number and Algebra from 22% to 17% |
|--|--|--|---------------------------------------|

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|--|---|---|
| <b>Goal 1</b>  | Improve student engagement, aspiration and wellbeing  |   |
| <b>12 Month Target 1.1</b>                                   | The SSS: whole staff trust in students factor will increase from 62% to 65%   |   |
| <b>12 Month Target 1.2</b>                                   | <p>Increase positive responses in the POS in:</p> <p>Parent positive endorsement for teacher communication from 85% to 86%</p> <p>Parent involvement and participation from 82% to 83%</p> <p>Student motivation and support from 81% to 82%</p>  |   |
| <b>12 Month Target 1.3</b>                                   | <p>Increase positive responses in the AToSS in:</p> <p>Learning confidence in Years 4–6 from 12% to 15%</p> <p>Learning confidence in Years 7–12 from 62% to 65%</p> <p>Motivation and interest in Years 4–6 from 47.4% to 50%</p> <p>Motivation and interest in Years 7–12 from 12.1% to 15%</p> |   |
| <b>Key Improvement Strategies</b>                            |   | Is this KIS selected for focus this year? |
| <b>KIS 1</b><br>Setting expectations and promoting inclusion | Establish a culture of high expectations with a whole community commitment to the vision and values of the College which displays a growth mindset, maximising success for all students   | Yes                                       |
| <b>KIS 2</b><br>Parents and carers as partners               | Enhance the learning partnership between home and school  | No  |

|   |   |    |
|---|---|----|
| <b>KIS 3</b><br>Intellectual engagement and self-awareness  | Grow the learning opportunities and pathways for students school completion   | No |
| Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention. | The College established that outcomes for students would be enhanced through the creation of consistent, high expectations of all learners. The College noted that a culture of high expectations would require the building of staff capacity to support and lead students to be able to take responsibility for their learning, to be more cognitively engaged, to set their own learning goals, to make explicit feedback practices and to employ metacognitive strategies. The College found that further work was required in unpacking what it means to have high expectations and what needs to be in place for students, staff and parents to have a College wide culture of high expectations. |    |
| <b>Goal 2</b>   | Improve student achievement and learning growth   |    |
| <b>12 Month Target 2.1</b>  | By 2023 increase the percentage of students making high/medium relative growth in NAPLAN numeracy in: <ul style="list-style-type: none"> <li>•Year 3–5 from 80% to 82%</li> <li>•Year 5–7 from 55% to 60%</li> <li>•Year 7–9 from 66% to 68%</li> </ul><br>By 2023 increase the percentage of students in the top two NAPLAN numeracy bands in: <ul style="list-style-type: none"> <li>•Year 3 from 18% to 20%</li> <li>•Year 5 from 25% to 27%</li> <li>•Year 7 from 23% to 25%</li> <li>•Year 9 from 10% to 15%</li> </ul>  |    |
| <b>12 Month Target 2.2</b>  | By 2023 in Teacher Judgements: <ul style="list-style-type: none"> <li>•Increase the percentage of students at or above the expected level in writing in years 7 - 10 from 57% to 65%</li> </ul>   |    |
| <b>12 Month Target 2.3</b>  | By 2023 increase the VCE English Mean Study Score from 26.1 to 27   |    |
| <b>12 Month Target 2.4</b>  | By 2023 Teacher Judgement will show a decrease in the whole school average for students below expected growth in years 1 - 10.  |    |

|   |  |   |
|---|--|---|
|   | <p>1. Reading from 30% to 20%</p> <p>2. Writing from 24% to 18%</p> <p>3. Number and Algebra from 22% to 17%</p>   |   |
| <b>Key Improvement Strategies</b>   |  | Is this KIS selected for focus this year? |
| <b>KIS 1</b><br>Building practice excellence  | Implement the Professional Learning Community (PLC) Inquiry process to build consistency in planning and practice which is characterised by improved feedback processes, stronger collaboration and peer observations  | Yes                                       |
| <b>KIS 2</b><br>Evidence-based high-impact teaching strategies  | Implement a whole school instructional model that integrates the use of HITS and challenges all students to be successful  | No  |
| <b>KIS 3</b><br>Evidence-based high-impact teaching strategies  | Build teacher capability to utilise data and a range of assessment strategies to teach a differentiated and stimulating curriculum that targets each student's point of need   | 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 review Panel agreed that the student achievement data throughout the College could be improved through establishing higher levels of consistency of curriculum practice. The Panel noted a focus needed to be on building the consistency of teacher practice incorporating student feedback; learner agency into daily practice; stronger collaboration and peer observation across the whole College; the building of teacher capability to fully utilise data to teach a differentiated and stimulating curriculum. |   |

## Define Actions, Outcomes and Activities

|  |   |
|--|---|
| <b>Goal 1</b>  | Improve student engagement, aspiration and wellbeing  |
| <b>12 Month Target 1.1</b>                                   | The SSS: whole staff trust in students factor will increase from 62% to 65%   |
| <b>12 Month Target 1.2</b>                                   | Increase positive responses in the POS in:<br><br>Parent positive endorsement for teacher communication from 85% to 86%<br>Parent involvement and participation from 82% to 83%<br>Student motivation and support from 81% to 82%   |
| <b>12 Month Target 1.3</b>                                   | Increase positive responses in the AToSS in:<br><br>Learning confidence in Years 4–6 from 12% to 15%<br>Learning confidence in Years 7–12 from 62% to 65%<br>Motivation and interest in Years 4–6 from 47.4% to 50%<br>Motivation and interest in Years 7–12 from 12.1% to 15%  |
| <b>KIS 1</b><br>Setting expectations and promoting inclusion | Establish a culture of high expectations with a whole community commitment to the vision and values of the College which displays a growth mindset, maximising success for all students   |
| <b>Actions</b>   | The College will gain the commitment of the whole school community to the values and vision of the College through ensuring that they are explicit in all policies and guidelines. This commitment will support a learning environment that maximises success for all students.   |
| <b>Outcomes</b>  | Students will -<br>> be able to articulate the College values<br>> able to explain the Growth Mindset model<br><br>Teachers will -<br>> be able to articulate the College values<br>> incorporate College values into awards and positive acknowledgement of student<br>> explicitly explain the Growth Mindset model and the Learning Pit<br>> embed Growth Mindset principles in their teaching and learning programs |

|  | <p>Leaders will -</p> <ul style="list-style-type: none"> <li>&gt; refer to the College values in decision making</li> <li>&gt; audit policies and guidelines to ensure the College values and vision are explicit in documentation</li> </ul>  |                                       |                                  |   |
|--|--|---------------------------------------|----------------------------------|---|
| <b>Success Indicators</b>  | <ul style="list-style-type: none"> <li>&gt; College values and vision are visible around the school</li> <li>&gt; Awards are linked to College values</li> <li>&gt; Growth Mindset displays are evident in classrooms</li> <li>&gt; College communication to include College values</li> </ul> |                                       |                                  |   |
| <b>Activities and Milestones</b>                                   | <b>Who</b>   | <b>Is this a PL Priority</b>          | <b>When</b>                      | <b>Budget</b>   |
| Display College values and vision around the College.              | <input checked="" type="checkbox"/> Leadership Team  | <input type="checkbox"/> PLP Priority | from:<br>Term 1<br>to:<br>Term 2 | \$5,000.00<br><br><input type="checkbox"/> Equity funding will be used        |
| College awards reflect College values.                             | <input checked="" type="checkbox"/> Leadership Team  | <input type="checkbox"/> PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | \$1,000.00<br><br><input type="checkbox"/> Equity funding will be used        |
| Create Growth mindset displays for classrooms.                     | <input checked="" type="checkbox"/> Teacher(s)   | <input type="checkbox"/> PLP Priority | from:<br>Term 1<br>to:<br>Term 2 | \$0.00<br><br><input checked="" type="checkbox"/> Equity funding will be used |
| Show evidence of Growth Mindset in teaching and learning programs. | <input checked="" type="checkbox"/> Teacher(s)   | <input type="checkbox"/> PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | \$0.00<br><br><input type="checkbox"/> Equity funding will be used            |



|  |   |                                       |                                  |  |
|--|---|---------------------------------------|----------------------------------|--|
| Policies and correspondence to include College vision and values.                      | <input checked="" type="checkbox"/> All Staff   | <input type="checkbox"/> PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | \$0.00<br><br><input type="checkbox"/> Equity funding will be used |
| Randomly ask students to recount the College Values                                    | <input checked="" type="checkbox"/> Student(s)  | <input type="checkbox"/> PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | \$0.00<br><br><input type="checkbox"/> Equity funding will be used |
| College Values Poster and Colouring Competition (Year 5/6 to do a video) run in Term 1 | <input checked="" type="checkbox"/> Student(s)  | <input type="checkbox"/> PLP Priority | from:<br>Term 1<br>to:<br>Term 1 | \$0.00<br><br><input type="checkbox"/> Equity funding will be used |
| <b>Goal 2</b>  | Improve student achievement and learning growth   |                                       |                                  |  |
| <b>12 Month Target 2.1</b>   | <p>By 2023 increase the percentage of students making high/medium relative growth in NAPLAN numeracy in:</p> <ul style="list-style-type: none"> <li>•Year 3–5 from 80% to 82%</li> <li>•Year 5–7 from 55% to 60%</li> <li>•Year 7–9 from 66% to 68%</li> </ul> <p>By 2023 increase the percentage of students in the top two NAPLAN numeracy bands in:</p> <ul style="list-style-type: none"> <li>•Year 3 from 18% to 20%</li> <li>•Year 5 from 25% to 27%</li> <li>•Year 7 from 23% to 25%</li> <li>•Year 9 from 10% to 15%</li> </ul> |                                       |                                  |  |
| <b>12 Month Target 2.2</b>   | <p>By 2023 in Teacher Judgements:</p> <ul style="list-style-type: none"> <li>•Increase the percentage of students at or above the expected level in writing in years 7 - 10 from 57% to 65%</li> </ul>  |                                       |                                  |  |

|  |   |
|--|---|
| <b>12 Month Target 2.3</b>                   | By 2023 increase the VCE English Mean Study Score from 26.1 to 27   |
| <b>12 Month Target 2.4</b>                   | By 2023 Teacher Judgement will show a decrease in the whole school average for students below expected growth in years 1 - 10.<br>1. Reading from 30% to 20%<br>2. Writing from 24% to 18%<br>3. Number and Algebra from 22% to 17%   |
| <b>KIS 1</b><br>Building practice excellence | Implement the Professional Learning Community (PLC) Inquiry process to build consistency in planning and practice which is characterised by improved feedback processes, stronger collaboration and peer observations   |
| <b>Actions</b>                               | Teacher teams will routinely use student learning data to diagnose their own development priorities through the PLC inquiry cycle. They review actual changes in practice, document the impact of new approaches and plan further improvements.<br><br>The College will develop explicit systems for collaboration, classroom observation, the modelling of effective practice and feedback.  |
| <b>Outcomes</b>                              | Students will -<br>> be able to understand and assess their progress and articulate what they need to learn next in relation to their learning.<br><br>Teachers will -<br>> collect data on student learning and use this data to inform teacher practice.<br>> explore best practice through the PLC inquiry cycle<br>> include evidence of differentiation in teaching programs.<br>> provide feedback to students which will articulate progress as well as next steps required to advance their learning.<br><br>Leaders will -<br>> see a consistent school wide practice implementing the PLC inquiry cycle<br>> see evidence of staff using best practice according to the PLC inquiry cycle<br>> observe and engage with staff working together within the PLC inquiry cycles |

| Success Indicators  | <ul style="list-style-type: none"> <li>&gt; Completion of PLC inquiry cycle recording sheet</li> <li>&gt; Data walls will be regularly updated</li> <li>&gt; Staff PDPs reflect focus on PLC inquiry cycle</li> </ul> |  |                                  |  |
|---|---|--|----------------------------------|--|
| Activities and Milestones   | Who   | Is this a PL Priority                            | When                             | Budget   |
| Completion of PLC inquiry cycle - P-10 to use data to inform practice | <input checked="" type="checkbox"/> Leadership Team   | <input checked="" type="checkbox"/> PLP Priority | from:<br>Term 1<br>to:<br>Term 3 | \$0.00<br><br><input type="checkbox"/> Equity funding will be used     |
| Teachers will have a common PDP goal related to PLC inquiry cycle.    | <input checked="" type="checkbox"/> Teacher(s)  | <input type="checkbox"/> PLP Priority            | from:<br>Term 1<br>to:<br>Term 1 | \$0.00<br><br><input type="checkbox"/> Equity funding will be used     |
| Curriculum documentation is modified to include differentiation.      | <input checked="" type="checkbox"/> Teacher(s)  | <input checked="" type="checkbox"/> PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | \$0.00<br><br><input type="checkbox"/> Equity funding will be used     |
| Curriculum documentation is routinely audited.                        | <input checked="" type="checkbox"/> Leadership Team   | <input type="checkbox"/> PLP Priority            | from:<br>Term 1<br>to:<br>Term 4 | \$2,000.00<br><br><input type="checkbox"/> Equity funding will be used |
| Teachers conference with students about their learning progress.      | <input checked="" type="checkbox"/> Teacher(s)  | <input type="checkbox"/> PLP Priority            | from:<br>Term 1<br>to:<br>Term 4 | \$0.00<br><br><input type="checkbox"/> Equity funding will be used     |

|  |  |                                       |                                  |  |
|--|--|---------------------------------------|----------------------------------|--|
| <p>Teachers to assess reading and writing at least once a term and record results on Data Walls. School Leaders to routinely go through Data Walls with staff to ensure adequate support is occurring to improve student outcomes.</p> | <input checked="" type="checkbox"/> Leadership Team<br><input checked="" type="checkbox"/> Teacher(s)  | <input type="checkbox"/> PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | \$0.00<br><br><input type="checkbox"/> Equity funding will be used |
| <p>Students to set goals for their reading and writing using Reader's Notebooks (P-6) and Cold Write results (P-8)</p>   | <input checked="" type="checkbox"/> Student(s)   | <input type="checkbox"/> PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | \$0.00<br><br><input type="checkbox"/> Equity funding will be used |
| <b>KIS 2</b><br>Evidence-based high-impact teaching strategies   | Build teacher capability to utilise data and a range of assessment strategies to teach a differentiated and stimulating curriculum that targets each student's point of need   |                                       |                                  |  |
| <b>Actions</b>   | The College will develop whole school assessment strategies which will develop teacher capabilities to use a range of assessment data to diagnose learning needs and inform planning for student learning.   |                                       |                                  |  |
| <b>Outcomes</b>  | <p>Students will -</p> <ul style="list-style-type: none"> <li>&gt; be able to understand and assess their progress and articulate what they need to learn next in relation to their learning.</li> </ul> <p>Teachers will -</p> <ul style="list-style-type: none"> <li>&gt; collect data on student learning and use this data to inform teacher practice.</li> <li>&gt; use professional learning time to plan and prioritise assessment data analysis</li> <li>&gt; monitor student learning and seek feedback from colleagues via learning walks and talks and peer observation</li> <li>&gt; actively participate in peer observation and sharing reflective feedback to improve practice.</li> <li>&gt; provide feedback to students which will articulate progress as well as next steps required to advance their learning.</li> <li>&gt; be actively involved in collaboration on other VCE teachers.</li> </ul> <p>Leaders will -</p> <ul style="list-style-type: none"> <li>&gt; see a consistent school wide practice for using data to inform practice.</li> <li>&gt; see evidence of staff using best practice through participation in learning walks and talks and peer observation</li> <li>&gt; observe and engage with staff working together to evaluate the impact of their teaching.</li> <li>&gt; facilitate learning walks and talks</li> </ul> |                                       |                                  |  |

|  | <ul style="list-style-type: none"> <li>&gt; organise staffing structures to support school priorities (learning specialists, intervention, MYLNS)</li> <li>&gt; liaise with other VCE providers to promote collaboration</li> </ul>  |  |                                  |  |
|--|--|--|----------------------------------|--|
| <b>Success Indicators</b>  | <ul style="list-style-type: none"> <li>&gt; student led conferences occurring</li> <li>&gt; publication of a whole school assessment schedule</li> <li>&gt; teaching programs to include evidence of differentiation</li> <li>&gt; PLT agendas show evidence of time for assessment data analysis</li> <li>&gt; staff PDPs reflect focus on peer observation and learning walks and talks</li> <li>&gt; peer observation checklist</li> <li>&gt; curriculum audits show evidence of differentiation as a result of data analysis</li> <li>&gt; cross school VCE collaboration meeting/s have taken place.</li> </ul> |  |                                  |  |
| <b>Activities and Milestones</b>   | <b>Who</b>   | <b>Is this a PL Priority</b>                     | <b>When</b>                      | <b>Budget</b>  |
| PL calendar will dedicate time for all staff to analyse and use data to improve student outcomes | <input checked="" type="checkbox"/> Leadership Team  | <input checked="" type="checkbox"/> PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | \$0.00<br><br><input type="checkbox"/> Equity funding will be used |
| Teachers will have a common PDP goal related to peer observation and learning walks and talks    | <input checked="" type="checkbox"/> Leadership Team  | <input checked="" type="checkbox"/> PLP Priority | from:<br>Term 1<br>to:<br>Term 1 | \$0.00<br><br><input type="checkbox"/> Equity funding will be used |
| Teachers will utilise the resources from the Department's Literacy and Numeracy portals.         | <input checked="" type="checkbox"/> Teacher(s)   | <input checked="" type="checkbox"/> PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | \$0.00<br><br><input type="checkbox"/> Equity funding will be used |
| Students prepared to lead Student Led Conferences  | <input checked="" type="checkbox"/> Teacher(s)   | <input type="checkbox"/> PLP Priority            | from:<br>Term 3                  | \$0.00   |

|  |   |  |                                  |  |
|--|---|--|----------------------------------|--|
|  |   |  | to:<br>Term 3                    | <input type="checkbox"/> Equity funding will be used                               |
| Whole school assessment schedule updated.                    | <input checked="" type="checkbox"/> Leadership Team | <input type="checkbox"/> PLP Priority            | from:<br>Term 1<br>to:<br>Term 1 | \$0.00<br><br><input type="checkbox"/> Equity funding will be used                 |
| Curriculum documentation routinely audited.                  | <input checked="" type="checkbox"/> Leadership Team | <input type="checkbox"/> PLP Priority            | from:<br>Term 1<br>to:<br>Term 4 | \$0.00<br><br><input type="checkbox"/> Equity funding will be used                 |
| Schedule for peer observation organised via Collegiate Teams | <input checked="" type="checkbox"/> Leadership Team | <input type="checkbox"/> PLP Priority            | from:<br>Term 1<br>to:<br>Term 4 | \$0.00<br><br><input type="checkbox"/> Equity funding will be used                 |
| Schedule for Learning Walks and Talks established.           | <input checked="" type="checkbox"/> Leadership Team | <input type="checkbox"/> PLP Priority            | from:<br>Term 1<br>to:<br>Term 4 | \$0.00<br><br><input type="checkbox"/> Equity funding will be used                 |
| Purchase resources for learning data collection              | <input checked="" type="checkbox"/> Team Leader(s)  | <input type="checkbox"/> PLP Priority            | from:<br>Term 1<br>to:<br>Term 4 | \$15,000.00<br><br><input checked="" type="checkbox"/> Equity funding will be used |
| Enable teachers to attend VCE Collaboration meeting.         | <input checked="" type="checkbox"/> Teacher(s)      | <input checked="" type="checkbox"/> PLP Priority | from:<br>Term 1                  | \$10,000.00  |

|  |  |  |               |   |
|--|--|--|---------------|---|
|  |  |  | to:<br>Term 4 | <input type="checkbox"/> Equity funding will<br>be used |
|--|--|--|---------------|---|

# Equity Funding Planner

## Equity Spending Totals

| Category   | Total proposed budget (\$) | Spend (\$)          |
|--|----------------------------|---------------------|
| Equity funding associated with Activities and Milestones | \$15,000.00                | 0.00                |
| Additional Equity funding                                | \$220,600.00               | \$218,600.00        |
| <b>Grand Total</b>                                       | <b>\$235,600.00</b>        | <b>\$218,600.00</b> |

## Activities and Milestones

| Activities and Milestones                       | When                             | Category   | Total proposed budget (\$) | Equity Spend (\$) |
|---|----------------------------------|--|----------------------------|-------------------|
| Create Growth mindset displays for classrooms.  | from:<br>Term 1<br>to:<br>Term 2 |  | \$0.00                     |                   |
| Purchase resources for learning data collection | from:<br>Term 1<br>to:<br>Term 4 | <input checked="" type="checkbox"/> Teaching and learning programs and resources | \$15,000.00                | \$0.00            |
| <b>Totals</b>                                   |                                  |  | <b>\$15,000.00</b>         |                   |

## Additional Equity spend

| Outline here any additional Equity spend for 2020   | When            | Category   | Total proposed budget (\$) | Equity Spend (\$) |
|---|-----------------|--|----------------------------|-------------------|
| Resources to support Inclusion Education Specialist | from:<br>Term 1 | <input checked="" type="checkbox"/> Teaching and learning programs and resources | \$7,000.00                 | \$5,000.00        |



|  |                                  |   |             |             |
|--|----------------------------------|---|-------------|-------------|
|  | to:<br>Term 4                    |   |             |             |
| Additional tutoring support for VCE students - Edrolo      | from:<br>Term 1<br>to:<br>Term 4 | <input checked="" type="checkbox"/> Teaching and learning programs and resources  | \$4,000.00  | \$4,000.00  |
| Maths Pathway - Year 7-9                                   | from:<br>Term 1<br>to:<br>Term 4 | <input checked="" type="checkbox"/> Teaching and learning programs and resources  | \$6,000.00  | \$6,000.00  |
| Support students working below expected levels - literacy  | from:<br>Term 1<br>to:<br>Term 4 | <input checked="" type="checkbox"/> School-based staffing   | \$10,000.00 | \$10,000.00 |
| Support students working below expected levels - numeracy  | from:<br>Term 1<br>to:<br>Term 4 | <input checked="" type="checkbox"/> School-based staffing   | \$10,000.00 | \$10,000.00 |
| In class support to help improve student outcomes.         | from:<br>Term 1<br>to:<br>Term 4 | <input checked="" type="checkbox"/> School-based staffing   | \$60,000.00 | \$60,000.00 |
| Support students with special needs (welfare, trauma, PSD) | from:<br>Term 1<br>to:<br>Term 4 | <input checked="" type="checkbox"/> School-based staffing   | \$45,000.00 | \$45,000.00 |
| Provide additional pathways for disengaged students.       | from:<br>Term 1<br>to:<br>Term 4 | <input checked="" type="checkbox"/> School-based staffing<br><input checked="" type="checkbox"/> Teaching and learning programs and resources | \$30,000.00 | \$30,000.00 |

|  |                                  |  |                     |                     |
|--|----------------------------------|--|---------------------|---------------------|
| Providing educational resources for students from disadvantaged circumstances. | from:<br>Term 1<br>to:<br>Term 4 | <input checked="" type="checkbox"/> Other<br>uniform, books, excursions, etc | \$10,000.00         | \$10,000.00         |
| Support students with individual learning needs.                               | from:<br>Term 1<br>to:<br>Term 4 | <input checked="" type="checkbox"/> CRT                                      | \$8,000.00          | \$8,000.00          |
| Purchase of hardware.  | from:<br>Term 1<br>to:<br>Term 4 | <input checked="" type="checkbox"/> Assets                                   | \$30,000.00         | \$30,000.00         |
| Access programs to raise student aspirations - Elevate                         | from:<br>Term 1<br>to:<br>Term 4 | <input checked="" type="checkbox"/> Other<br>outside experts/presenters      | \$600.00            | \$600.00            |
| <b>Totals</b>  |                                  |  | <b>\$220,600.00</b> | <b>\$218,600.00</b> |

## Professional Learning and Development Plan

| Professional Learning Priority   | Who               | When                             | Key Professional Learning Strategies                               | Organisational Structure   | Expertise Accessed   | Where      |
|--|-------------------|----------------------------------|--|--|--|------------|
| Completion of PLC inquiry cycle - P-10 to use data to inform practice                            | ☑ Leadership Team | from:<br>Term 1<br>to:<br>Term 3 | ☑ Formalised PLC/PLTs  | ☑ Formal School Meeting / Internal Professional Learning Sessions<br>☑ PLC/PLT Meeting | ☑ Internal staff   | ☑ On-site  |
| Curriculum documentation is modified to include differentiation.                                 | ☑ Teacher(s)      | from:<br>Term 1<br>to:<br>Term 4 | ☑ Curriculum development   | ☑ Professional Practice Day  | ☑ Internal staff   | ☑ On-site  |
| PL calendar will dedicate time for all staff to analyse and use data to improve student outcomes | ☑ Leadership Team | from:<br>Term 1<br>to:<br>Term 4 | ☑ Formalised PLC/PLTs  | ☑ PLC/PLT Meeting  | ☑ Internal staff   | ☑ On-site  |
| Teachers will have a common PDP goal related to peer observation and learning walks and talks    | ☑ Leadership Team | from:<br>Term 1<br>to:<br>Term 1 | ☑ Planning<br>☑ Peer observation including feedback and reflection | ☑ Communities of Practice  | ☑ Internal staff   | ☑ On-site  |
| Teachers will utilise the resources from the Department's Literacy and Numeracy portals.         | ☑ Teacher(s)      | from:<br>Term 1<br>to:<br>Term 4 | ☑ Planning<br>☑ Preparation<br>☑ Curriculum development            | ☑ Professional Practice Day<br>☑ PLC/PLT Meeting                                       | ☑ Internal staff<br>☑ Learning Specialist<br>☑ Literacy Leaders<br>☑ Numeracy leader | ☑ On-site  |
| Enable teachers to attend VCE Collaboration meeting.   | ☑ Teacher(s)      | from:<br>Term 1                  | ☑ Moderated assessment of student learning                         | ☑ Communities of Practice  | ☑ Internal staff   | ☑ Off-site |

|  |  |               |  |  |  |   |
|--|--|---------------|--|--|--|---|
|  |  | to:<br>Term 4 | <input checked="" type="checkbox"/> Curriculum development |  |  | various<br>locations<br>around<br>network |
|--|--|---------------|--|--|--|---|