2021 Annual Implementation Plan

for improving student outcomes

Numurkah Secondary College (8190)

Submitted for review by Claire Kelly (School Principal) on 15 February, 2021 at 11:21 AM
Endorsed by Trent McCrae (Senior Education Improvement Leader) on 15 February, 2021 at 11:26 AM
Endorsed by Roger Jones (School Council President) on 22 February, 2021 at 12:17 PM

Self-evaluation Summary - 2021

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

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

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

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

Enter your reflective comments	The following key areas of school improvement will be central to the work of the next AIP: • Student learning growth • The college's teaching and learning approach (LEARN) • Evidence–based high impact teaching strategies (HITS) • Assessment strategies and student feedback • Student voice, leadership and agency • Student wellbeing and resilience • Student attendance • Teacher accountability, consistency and high expectations.
Considerations for 2021	Emerging PCL Themes for 2021: 1 • Formative assessment at VCE to ascertain where students are at compared to the state ` 2 • Creating S/N requirements at VCE to improve student expectations. Ie. set amount of work that must be done each week

	to pass 3 • Creating curriculum that is authentic (taught) and sequenced over time (builds understanding | skills/concepts | knowledge) over years. 4 • Planning and writing curriculum for an extension program. (Started as the ARC project conversation 13 months ago with Eng/Maths departments.) 5 • Developing writing assessment for English that allows alignment of our marking and feedback relative to state performance. 6 • Using lesson observations and coaching to change teacher practice. 7 • Improving Y6-Y7 Transition | Eg. building relationships with Primary schools, working with their data, supporting differentiation at Y7 8 • Improving student voice and agency to enhance learning (Eg. goal setting, resilience, mindset) 9 • Improving student engagement through consistent expectations, promoting inclusion and empowering students 10 • Improving VCAL. Could be improving the program OR improving the understanding and perceptions of students in earlier elective years (Y8,9 and 10) to make it an attractive, meaningful and valuable pathway for our students. 11 • Improving junior school to senior transition and ensuring a robust career pathway for all our students 12 • Using IEP information to change the classroom practice of teachers. 13 • Improving student's self-efficacy, aspirations and self-worth. (Reducing apathy, low expectations and low self-esteem) 14 • Targeted intervention for students who struggle to read, struggle to count or have another high need.
Documents that support this plan	01. Key directions for 2021.docx (0.42 MB)

SSP Goals Targets and KIS

Goal 1	2021 Priorities Goal
Target 1.1	Support for the 2021 Priorities
Key Improvement Strategy 1.a Curriculum planning and assessment	Learning, catch-up and extension priority
Key Improvement Strategy 1.b Health and wellbeing	Happy, active and healthy kids priority
Key Improvement Strategy 1.c Building communities	Connected schools priority
Goal 2	To improve the learning growth of all students.
Target 2.1	By 2023, the student AToSS data shows >75 per cent positive endorsement for Years 7–12 students in: · Effective teaching time; · Differentiated learning challenge; · Stimulated learning; · High expectations for success.
Target 2.2	NAPLAN, or similar benchmarking data, demonstrates that by 2023:

	• More than 75% are at, or above, benchmark growth for reading from Year 7 to Year 9; • More than 75% are at, or above, benchmark growth for writing from Year 7 to Year 9; • More than 75% are at, or above, benchmark growth for numeracy from Year 7 to Year 9.
Target 2.3	The mean study score for all VCE studies is above 28.0 by 2022 .
Target 2.4	SSS data in 2023 shows >65 per cent positive endorsement for Principal/Teacher to: • Plan differentiated learning activities; • Understand formative assessment; • Use high impact teaching strategies; • Use evidence to inform teaching practice; • Understand how to analyse data.
Key Improvement Strategy 2.a Evaluating impact on learning	Strengthen the data literacy and assessment skills of all teachers.
Key Improvement Strategy 2.b Instructional and shared leadership	Create professional learning communities with a focus on inquiry and improvement in key initiatives.

Key Improvement Strategy 2.c Evidence-based high-impact teaching strategies	Develop an agreed staff culture of consistency and accountability in professional practice
Goal 3	To improve student engagement and responsibility for learning.
Target 3.1	By 2023 AToSS data shows >75 per cent positive endorsement for Years 7–12 students in: • Sense of confidence; • Motivation and interest; • Self–regulation and goal setting; • Student voice and agency.
Target 3.2	SSS data in 2023 shows >75 per cent positive endorsement for Principal/Teacher to: • Promote student ownership of learning goals; • Believe student engagement is key to learning; • Use student feedback to improve practice.
Target 3.3	Student absence rate is less than 16 days/student by 2023.
Key Improvement Strategy 3.a	Develop an understanding of the importance of active student engagement in learning and its impact on attendance.

Setting expectations and promoting inclusion	
Key Improvement Strategy 3.b Empowering students and building school pride	Expand student voice and agency within their learning and across the college.
Key Improvement Strategy 3.c Evidence-based high-impact teaching strategies	Build teacher capacity to conduct stimulating classes that engage and challenge all students.
Goal 4	To create a positive, safe and inclusive learning environment for all students.
Target 4.1	By 2023 the AToSS data shows >75 per cent positive endorsement for Years 7–12 students in: • Advocate at school; • Sense of connectedness; • Resilience; • Teacher concern.
Target 4.2	POS data in 2023 has >50 per cent positive endorsement in: • Teacher communication; • Managing bullying; • Confidence and resiliency skills; • Promoting positive behaviour.

Target 4.3	SSS data in 2023 shows >60 per cent positive endorsement for Principal/Teacher to: • Trust in students and parents (XX% 2019); • Teacher collaboration (XX% 2019); • Support growth and learning of whole student (XX% 2019).
Key Improvement Strategy 4.a Health and wellbeing	Refine and embed a whole college approach to positive and respectful behaviours.
Key Improvement Strategy 4.b Setting expectations and promoting inclusion	Strengthen the understanding, ownership, and capacity of staff to build the resilience and positive social and emotional wellbeing of students.
Key Improvement Strategy 4.c Parents and carers as partners	Create greater opportunities for parent involvement in the college and build stronger community partnerships.

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.
2021 Priorities Goal	Yes	Support for the 2021 Priorities	Please see below.
To improve the learning growth of all students.	Yes	By 2023, the student AToSS data shows >75 per cent positive endorsement for Years 7–12 students in: · Effective teaching time; · Differentiated learning challenge; · Stimulated learning; · High expectations for success.	Student AToSS data shows >75 per cent positive endorsement for Years 7–12 students in: · Stimulated learning; · High expectations for success.
		NAPLAN, or similar benchmarking data, demonstrates that by 2023: • More than 75% are at, or above, benchmark growth for reading from Year 7 to Year 9; • More than 75% are at, or above, benchmark growth for writing from Year 7 to Year 9;	More than 75% are at, or above, benchmark growth for reading from Year 7 to Year 9; More than 75% are at, or above, benchmark growth for writing from Year 7 to Year 9;

		• More than 75% are at, or above, benchmark growth for numeracy from Year 7 to Year 9.	
		The mean study score for all VCE studies is above 28.0 by 2022 .	he mean study score for all VCE studies is above 28.0.
		SSS data in 2023 shows >65 per cent positive endorsement for Principal/Teacher to: • Plan differentiated learning activities; • Understand formative assessment; • Use high impact teaching strategies; • Use evidence to inform teaching practice; • Understand how to analyse data.	SSS data in 2023 shows >65 per cent positive endorsement for Principal/Teacher to: • Plan differentiated learning activities; • Understand formative assessment; • Use high impact teaching strategies; • Use evidence to inform teaching practice;
To improve student engagement and responsibility for learning.	No	By 2023 AToSS data shows >75 per cent positive endorsement for Years 7–12 students in: • Sense of confidence; • Motivation and interest; • Self–regulation and goal setting; • Student voice and agency.	

		SSS data in 2023 shows >75 per cent positive endorsement for Principal/Teacher to: • Promote student ownership of learning goals; • Believe student engagement is key to learning; • Use student feedback to improve practice.	
		Student absence rate is less than 16 days/student by 2023.	
To create a positive, safe and inclusive learning environment for all students.	Yes	By 2023 the AToSS data shows >75 per cent positive endorsement for Years 7–12 students in: • Advocate at school; • Sense of connectedness; • Resilience; • Teacher concern.	AToSS data shows >75 per cent positive endorsement for Years 7–12 students in: Advocate at school; Sense of connectedness; Teacher concern.
		POS data in 2023 has >50 per cent positive endorsement in:	POS data has >50 per cent positive endorsement in:

		• Teacher communication; • Managing bullying; • Confidence and resiliency skills; • Promoting positive behaviour.	• Teacher communication; • Managing bullying; • Promoting positive behaviour.
		SSS data in 2023 shows >60 per cent positive endorsement for Principal/Teacher to: • Trust in students and parents (XX% 2019); • Teacher collaboration (XX% 2019); • Support growth and learning of whole student (XX% 2019).	SSS data shows >60 per cent positive endorsement for Principal/Teacher to: • Trust in students and parents; • Teacher collaboration; • Support growth and learning of whole student.

Goal 1	2021 Priorities Goal	
12 Month Target 1.1	Please see below.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Curriculum planning and assessment	Learning, catch-up and extension priority	Yes
KIS 2	Happy, active and healthy kids priority	Yes

Health and wellbeing		
KIS 3 Building communities	Connected schools priority	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2021.	
Goal 2	To improve the learning growth of all students.	
12 Month Target 2.1	Student AToSS data shows >75 per cent positive endorsement for Years 7–12 students in: · Stimulated learning; · High expectations for success.	
12 Month Target 2.2	More than 75% are at, or above, benchmark growth for reading from Year 7 to Year 9; More than 75% are at, or above, benchmark growth for writing from Year 7 to Year 9;	
12 Month Target 2.3	he mean study score for all VCE studies is above 28.0.	
12 Month Target 2.4	SSS data in 2023 shows >65 per cent positive endorsement for Principal/Teacher to: • Plan differentiated learning activities; • Understand formative assessment; • Use high impact teaching strategies; • Use evidence to inform teaching practice;	
Key Improvement Strategies		Is this KIS selected for focus this year?

KIS 1 Evaluating impact on learning	Strengthen the data literacy and assessment skills of all teachers.	No
KIS 2 Instructional and shared leadership	Create professional learning communities with a focus on inquiry and improvement in key initiatives.	Yes
KIS 3 Evidence-based high-impact teaching strategies	Develop an agreed staff culture of consistency and accountability in professional practice	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.	Goal: Learning Catch-up and Extension: Improve learning growth outcomes across KLA areas, with a focus on Literacy Learning. Agreed Problems of Practice * Gaps within documented curriculum. * Teacher knowledge of and delivery of curriculum. * Consistency of teaching practice across the college. Goal: Happy, active and healthy kids / Connected school: Harness the full capacity of the community and parents to collectively encourage students' learning, and enhance student outcomes. Agreed Problem of Practice * Level of expectations / aspirations of parents / teachers and students.	
Goal 3	To create a positive, safe and inclusive learning environment for all students.	
12 Month Target 3.1	AToSS data shows >75 per cent positive endorsement for Years 7–12 students in: Advocate at school; Sense of connectedness; Teacher concern.	
12 Month Target 3.2	POS data has >50 per cent positive endorsement in:	

	• Teacher communication; • Managing bullying; • Promoting positive behaviour.	
12 Month Target 3.3	SSS data shows >60 per cent positive endorsement for Principal/Teacher to: • Trust in students and parents; • Teacher collaboration; • Support growth and learning of whole student.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Health and wellbeing	Refine and embed a whole college approach to positive and respectful behaviours.	Yes
KIS 2 Setting expectations and promoting inclusion	Strengthen the understanding, ownership, and capacity of staff to build the resilience and positive social and emotional wellbeing of students.	Yes
KIS 3 Parents and carers as partners	Create greater opportunities for parent involvement in the college and build stronger community partnerships.	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.	Goal: Learning Catch-up and Extension: Improve learning growth outcomes across KLA areas, with a focus on Literacy Learning. Agreed Problems of Practice * Gaps within documented curriculum. * Teacher knowledge of and delivery of curriculum. * Consistency of teaching practice across the college. Goal: Happy, active and healthy kids / Connected school: Harness the full capacity of the community and parents to collectively encourage students' learning, and enhance student outcomes.	

	Agreed Problem of Practice * Level of expectations / aspirations of parents / teachers and students.

Define Actions, Outcomes and Activities

Goal 1	2021 Priorities Goal
12 Month Target 1.1	Please see below.
KIS 1 Curriculum planning and assessment	Learning, catch-up and extension priority
Actions	• PLP incorporates Support for Curriculum Documentation Writing, inclusive of formative assessment (common assessment tasks) Preparing and planning for VCE success – backward mapping. • Learning management system to support formative assessment • Improve capability to read data. • Modify role descriptions to support middle leaders to lead the work. • Modify timetables to enable PLC times to be enacted across the alliance. • Timetable weekly walkthroughs • Build AIP goal into teacher & leadership PDP's • Implement literacy intervention using Fontas and Pinell for 2021 Year 7, 9 students. • Implement strong MYLNS structure to support students in Year 8 and 10. • Implement strong Tutoring structure to support students form 7 to 10.
Outcomes	Evidence of Impact Students: • Articulate language of reading and writing strategies and processes • Articulate personal learning goals • Can articulate what needs to be achieved for success • Able to provide & receive feedback Teacher • Improves understanding and explicit teaching of writing strategies and processes (6 traits of writing) • Aligned and developmental curriculum well underway.

	• Enhanced understanding of achievement standards • Enhanced formative assessment capability • Utilise data – able to create data profiles.
Success Indicators	TARGETS NAPLAN Increase high growth in Year 9 reading by 15% Decrease low growth in Year 9 reading by 15% Decrease bottom two bands in Year 9 reading by 15% Increase high growth in Year 9 writing by 15% Decrease low growth in Year 9 writing by 15% Decrease bottom two bands in Year 9 writing by 15% Teacher Judgements Increased alignment to other school data sets 12 month growth in all students (using e-write and PAT R comprehension and vocabulary data) AtoSS Increase positive endorsement for Self-Regulation and Goals Setting by 15 %

Activities and Milestones	**Who**	**Is this a PL Priority**	**When**	**Budget**
Documenting Year 7 to 10 Curriculum: - development of school improvement plan - revising current curriculum outline - building capacity of all teachers through collaborative sharing - sourcing of new classroom resources to support the delivery - employment of an additional classroom support staff - employment of numeracy coach	☑ Leadership Team	☑ PLP Priority	from: Term 1 to: Term 4	$100,000.00 ☑ Equity funding will be used
MYLNS intevention supporting the most vulnerable students. That is the 'red' tier 5 to 10% of the cohort.	☑ Leading Teacher(s)	☑ PLP Priority	from: Term 1	$25,000.00

	☑ Literacy Leader ☑ Numeracy Leader		to: Term 4	☐ Equity funding will be used
TLI intevention supporting second wave intevention. That is the 'orange' tier 15 to 20% of the cohort.	☑ Leading Teacher(s) ☑ Literacy Leader ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$200,000.00 ☐ Equity funding will be used
Fontas and Pinell literacy intevention. Supporting uo to 70% of Year 7 and Year 8 stduents and supporting first wave classroom practice.	☑ Education Support ☑ Leading Teacher(s) ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$150,000.00 ☐ Equity funding will be used

KIS 2 Health and wellbeing	Happy, active and healthy kids priority
Actions	Equip students with the knowledge, skills and dispositions for lifelong learning and shaping the world around them, through the implantation of effective trauma informed practice. Harness the full capacity of the community and parents to collectively encourage students' learning, and enhance student outcomes. Professional Learning – whole staff – PBIS. Actions which will support connected schools – led by Leadership and supported by all staff within a vertical homegroup structure: • ensure there are shared NSC vision and values that reflect the aspirations and expectations of the whole community. • develop a communications plan to identify how the school community is consulted and ensures the school community is informed about the implementation of the school improvement strategy and progress towards the achievement of strengthened partnerships

	• develop deeper understandings of students' backgrounds and family situations to more effectively cater for individual learning needs and tailor communication with their families • embed practices for parent to be engaged and understand the learning progress of their children and how to effectively support them to learn, with a focus on less confident and hard-to-reach families. • provide regular updates to parents on the progress of their children through detailed information about individual student learning achievement and areas for focus and growth. • develop productive relationships with community agencies as well as community members (including businesses) to make strategic use of existing resources and capabilities.
Outcomes	Evidence of Impact Student o Articulate language of PBIS o Education model strategies and processes o Articulate personal learning goals o Can articulate what needs to be achieved for success o Able to provide & receive feedback o Engaged in Berry Street Education model strategies and processes Teacher • Improves understanding and explicit teaching of PBIS strategies and processes • Align curriculum to support trauma informed practice principles • Enhance understanding of student context, background and need • Build formative assessment capability • Utilise whole-school wellbeing data– create wellbeing data profiles. Leadership • Whole-school learning management system in place to support collation and assessment of current student engagement and wellbeing needs • Improve capability to read / analyse and respond to data • Modify role descriptions to support middle leaders to lead the work • Modify timetables to enable professional learning to be delivered and engaged in within the day.

	• Timetable weekly walkthroughs. • Build AIP goal into teacher & leadership PDP's.
Success Indicators	TARGETS Reduce number of serious incidents on Learning Management Platform by 15%. AtoSS Student distress down by 15% Student Morale up by 15% Equity tracking Target and track progress of students who attract equity funding – using green (at level) yellow (below) and red (well-below) traffic system. o Increase the number of students in green by 15% o Decrease the number of students in red by 15%

Activities and Milestones	**Who**	**Is this a PL Priority**	**When**	**Budget**
Whole staff PBIS reset	☑ All Staff	☑ PLP Priority	from: Term 1 to: Term 4	$100,000.00 ☑ Equity funding will be used
Create a culture of aspirations: Communicate the vision & direction.	☑ Assistant Principal ☑ Leadership Team ☑ Principal	☑ PLP Priority	from: Term 1 to: Term 4	$10,000.00 ☐ Equity funding will be used
Clear processes & procedures	☑ Leadership Team	☑ PLP Priority	from: Term 1 to: Term 4	$1,000.00 ☐ Equity funding will be used

KIS 3 Building communities	Connected schools priority
Actions	Actions which will support connected schools – led by Leadership and support by all staff within a vertical homegroup structure: • ensure there are shared NSC vision and values that reflect the aspirations and expectations of the whole community. • develop a communications plan to identify how the school community is consulted and ensures the school community is informed about the implementation of the school improvement strategy and progress towards the achievement of strengthened partnerships • develop deeper understandings of students' backgrounds and family situations to more effectively cater for individual learning needs and tailor communication with their families • embed practices for parent to be engaged and understand the learning progress of their children and how to effectively support them to learn, with a focus on less confident and hard-to-reach families.
Outcomes	All staff will develop deeper understandings of students' backgrounds and family situations to more effectively cater for individual learning needs and tailor communication with their families Parents will have mulitpile and disfirentaiated opportunities to be engaged and understand the learning progress of their children and how to effectively support them to learn.
Success Indicators	AtoSS: Increase positive endorsement for Self-Regulation and Goals Setting by 15 %

Activities and Milestones	**Who**	**Is this a PL Priority**	**When**	**Budget**
Support for Vertical Homegroups.	☑ All Staff	☑ PLP Priority	from: Term 1 to: Term 4	$5,000.00 ☐ Equity funding will be used
Role modelling • Meet deadlines • Be responsive • Reflect school values	☑ All Staff	☑ PLP Priority	from: Term 1 to: Term 4	$10,000.00

• Be positive • Set the standard				☐ Equity funding will be used

Goal 2	To improve the learning growth of all students.
12 Month Target 2.1	Student AToSS data shows >75 per cent positive endorsement for Years 7–12 students in: · Stimulated learning; · High expectations for success.
12 Month Target 2.2	More than 75% are at, or above, benchmark growth for reading from Year 7 to Year 9; More than 75% are at, or above, benchmark growth for writing from Year 7 to Year 9;
12 Month Target 2.3	he mean study score for all VCE studies is above 28.0.
12 Month Target 2.4	SSS data in 2023 shows >65 per cent positive endorsement for Principal/Teacher to: • Plan differentiated learning activities; • Understand formative assessment; • Use high impact teaching strategies; • Use evidence to inform teaching practice;
KIS 1 Instructional and shared leadership	Create professional learning communities with a focus on inquiry and improvement in key initiatives.
Actions	Develop a culture of PLCs based on the DET PLC model.
Outcomes	• Improves understanding of Curriculum Documentation processes and practices. • Aligned and developmental curriculum • Enhance understanding of the achievement standards • Increased capacity / undertstandning of formative assessment • Utilise data – to create data profiles.

Success Indicators	Teacher Judgements Aligned more closely to other school datat sets. 12 month growth for all students (PAT R comprehension and vocabulary data)			
Activities and Milestones	**Who**	**Is this a PL Priority**	**When**	**Budget**
PLC professional learning.	☑ All Staff	☑ PLP Priority	from: Term 1 to: Term 4	$100,000.00 ☑ Equity funding will be used
Role clarity • Provide role descriptions • Organisational structures • Decision making processes • SSP/AIP/PDP aligned	☑ Leadership Team	☑ PLP Priority	from: Term 1 to: Term 4	$1,000.00 ☐ Equity funding will be used
KIS 2 Evidence-based high-impact teaching strategies	Develop an agreed staff culture of consistency and accountability in professional practice			
Actions	Develop a culture of PLCs based on the DET PLC model.			
Outcomes	Improves understanding of Curriculum Documentation processes and practices. • Aligned and developmental curriculum • Enhance understanding of the achievement standards • Increased capacity / undertstandning of formative assessment • Utilise data – to create data profiles.			
Success Indicators	Teacher Judgements Aligned more closely to other school datat sets. 12 month growth for all students (PAT R comprehension and vocabulary data)			

Activities and Milestones	Who	Is this a PL Priority	When	Budget
PLC progressive work TBC in KLA teams.	☑ All Staff	☑ PLP Priority	from: Term 1 to: Term 4	$5,000.00 ☐ Equity funding will be used
Hold accountable & give feedback • Walkthroughs • Strong, effective PDP process • Challenge poor behaviour • Monitor classroom practice • Policies implemented • Have the hard conversations • Formative accountability	☑ All Staff ☑ Leadership Team	☑ PLP Priority	from: Term 1 to: Term 4	$2,000.00 ☐ Equity funding will be used
Value reflection/evaluation /modification • Use improvement cycle • Build reflections on programs into AIP • Build reflections on AIP progress into staff meetings • Conduct student exit interviews • Seek and respond to staff, student & parent feedback	☑ All Staff ☑ Leadership Team	☑ PLP Priority	from: Term 1 to: Term 4	$2,000.00 ☐ Equity funding will be used

Goal 3	To create a positive, safe and inclusive learning environment for all students.
12 Month Target 3.1	AToSS data shows >75 per cent positive endorsement for Years 7–12 students in: Advocate at school; Sense of connectedness; Teacher concern.
12 Month Target 3.2	POS data has >50 per cent positive endorsement in: • Teacher communication;

	• Managing bullying; • Promoting positive behaviour.
12 Month Target 3.3	SSS data shows >60 per cent positive endorsement for Principal/Teacher to: • Trust in students and parents; • Teacher collaboration; • Support growth and learning of whole student.
KIS 1 Health and wellbeing	Refine and embed a whole college approach to positive and respectful behaviours.
Actions	Work to support a school wide reset f PBIS.
Outcomes	Students o Articulate language of PBIS o Education model strategies and processes o Articulate personal learning goals o Can articulate what needs to be achieved for success o Able to provide & receive feedback o Engaged in Berry Street Education model strategies and processes Teachers • Improves understanding and explicit teaching of PBIS strategies and processes • Align curriculum to support trauma informed practice principles • Enhance understanding of student context, background and need • Build formative assessment capability • Utilise whole-school wellbeing data– create wellbeing data profiles. Leaderships • Whole-school learning management system in place to support collation and assessment of current student engagement and wellbeing needs • Improve capability to read / analyse and respond to data • Modify role descriptions to support middle leaders to lead the work • Modify timetables to enable professional learning to be delivered and engaged in within the day. • Timetable weekly walkthroughs. • Build AIP goal into teacher & leadership PDP's.

Success Indicators	TARGETS Reduce number of serious incidents on Learning Management Platform by 15%. AtoSS Student distress down by 15% Student Morale up by 15% Equity tracking Target and track progress of students who attract equity funding – using green (at level) yellow (below) and red (well-below) traffic system. o Increase the number of students in green by 15% o Decrease the number of students in red by 15%

Activities and Milestones	**Who**	**Is this a PL Priority**	**When**	**Budget**
PBIS professional learning for all staff.	☑ All Staff	☑ PLP Priority	from: Term 1 to: Term 4	$100,000.00 ☑ Equity funding will be used
Role modelling • Meet deadlines • Be responsive • Reflect school values • Be positive • Set the standard	☑ All Staff	☑ PLP Priority	from: Term 1 to: Term 4	$2,000.00 ☐ Equity funding will be used

KIS 2 Setting expectations and promoting inclusion	Strengthen the understanding, ownership, and capacity of staff to build the resilience and positive social and emotional wellbeing of students.
Actions	Work to support a school wide reset f PBIS.
Outcomes	Students o Articulate language of PBIS o Education model strategies and processes

	o Articulate personal learning goals o Can articulate what needs to be achieved for success o Able to provide & receive feedback o Engaged in Berry Street Education model strategies and processes Teachers • Improves understanding and explicit teaching of PBIS strategies and processes • Align curriculum to support trauma informed practice principles • Enhance understanding of student context, background and need • Build formative assessment capability • Utilise whole-school wellbeing data– create wellbeing data profiles. Leaderships • Whole-school learning management system in place to support collation and assessment of current student engagement and wellbeing needs • Improve capability to read / analyse and respond to data • Modify role descriptions to support middle leaders to lead the work • Modify timetables to enable professional learning to be delivered and engaged in within the day. • Timetable weekly walkthroughs. • Build AIP goal into teacher & leadership PDP's.
Success Indicators	TARGETS Reduce number of serious incidents on Learning Management Platform by 15%. AtoSS Student distress down by 15% Student Morale up by 15% Equity tracking Target and track progress of students who attract equity funding – using green (at level) yellow (below) and red (well-below) traffic system. o Increase the number of students in green by 15% o Decrease the number of students in red by 15%

Activities and Milestones	**Who**	**Is this a PL Priority**	**When**	**Budget**
PBIS enactment across the school.	☑ All Staff	☑ PLP Priority	from: Term 1 to: Term 4	$5,000.00 ☐ Equity funding will be used

Communicate the vision & direction • Staff meetings • Information evenings • School council • Newsletters • Informal conversations • Local community • Documents – SSP, AIP, PDP • Agreed practices – non negotiables	☑ All Staff	☑ PLP Priority	from: Term 1 to: Term 4	$2,000.00 ☐ Equity funding will be used
Follow priorities • Not side-tracked • Priorities resourced • Equity fund spending priority based • Explain relationship between decisions and priorities • Data determines priorities	☑ All Staff ☑ Leadership Team	☑ PLP Priority	from: Term 1 to: Term 4	$2,000.00 ☐ Equity funding will be used

KIS 3 Parents and carers as partners	Create greater opportunities for parent involvement in the college and build stronger community partnerships.
Actions	Develop productive relationships with community agencies as well as community members (including businesses) to make strategic use of existing resources and capabilities.
Outcomes	Develop productive relationships with community agencies as well as community members (including businesses) to make strategic use of existing resources and capabilities.
Success Indicators	Develop productive relationships with community agencies as well as community members (including businesses) to make strategic use of existing resources and capabilities.

Activities and Milestones	**Who**	**Is this a PL Priority**	**When**	**Budget**
Support staff to engage with external community organisations.	☑ All Staff	☑ PLP Priority	from: Term 1	$5,000.00

			to: Term 4	☐ Equity funding will be used

Equity Funding Planner

Equity Spending Totals

Category	Total proposed budget ($)	Spend ($)
Equity funding associated with Activities and Milestones	$400,000.00	$312,697.00
Additional Equity funding	$200,000.00	$100,000.00
Grand Total	$600,000.00	$412,697.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget ($)	Equity Spend ($)
Documenting Year 7 to 10 Curriculum: - development of school improvement plan - revising current curriculum outline - building capacity of all teachers through collaborative sharing - sourcing of new classroom resources to support the delivery - employment of an additional classroom support staff - employment of numeracy coach	from: Term 1 to: Term 4	☑ School-based staffing ☑ Teaching and learning programs and resources	$100,000.00	$100,000.00
Whole staff PBIS reset	from: Term 1 to: Term 4	☑ School-based staffing ☑ Professional development (excluding CRT costs and new FTE) ☑ Support services	$100,000.00	$50,000.00
PLC professional learning.	from: Term 1	☑ School-based staffing	$100,000.00	$100,000.00

	to: Term 4	☑ Teaching and learning programs and resources ☑ Professional development (excluding CRT costs and new FTE)		
PBIS professional learning for all staff.	from: Term 1 to: Term 4	☑ School-based staffing ☑ Teaching and learning programs and resources ☑ Professional development (excluding CRT costs and new FTE) ☑ Support services	$100,000.00	$62,697.00
Totals			$400,000.00	$312,697.00

Additional Equity spend

Outline here any additional Equity spend for 2021	When	Category	Total proposed budget ($)	Equity Spend ($)
2 X fulltime ES staff members and 1 X fulltime teaching staff member to run literacy intervention at Year 7 and Year 9 (Fontas and Pinnell)	from: Term 1 to: Term 4	☑ School-based staffing	$200,000.00	$100,000.00
Totals			$200,000.00	$100,000.00

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Documenting Year 7 to 10 Curriculum: - development of school improvement plan - revising current curriculum outline - building capacity of all teachers through collaborative sharing - sourcing of new classroom resources to support the delivery - employment of an additional classroom support staff - employment of numeracy coach	☑ Leadership Team	from: Term 1 to: Term 4	☑ Design of formative assessments ☑ Moderated assessment of student learning ☑ Curriculum development	☑ Whole School Pupil Free Day ☑ Professional Practice Day ☑ Formal School Meeting / Internal Professional Learning Sessions	☑ VCAA Curriculum Specialist ☑ PLC Initiative ☑ Internal staff ☑ Student Achievement Manager	☑ On-site
MYLNS intevention supporting the most vulnerable students. That is the 'red' tier 5 to 10% of the cohort.	☑ Leading Teacher(s) ☑ Literacy Leader ☑ Numeracy Leader	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Design of formative assessments	☑ Professional Practice Day ☑ Network Professional Learning ☑ PLC/PLT Meeting	☑ Student Achievement Manager	☑ On-site
TLI intevention supporting second wave intevention.	☑ Leading Teacher(s)	from: Term 1	☑ Planning ☑ Preparation	☑ Professional Practice Day	☑ Student Achievement Manager	☑ On-site

That is the 'orange' tier 15 to 20% of the cohort.	☑ Literacy Leader ☑ Teacher(s)	to: Term 4	☑ Collaborative Inquiry/Action Research team	☑ Timetabled Planning Day ☑ Network Professional Learning		
Fontas and Pinell literacy intevention. Supporting uo to 70% of Year 7 and Year 8 stduents and supporting first wave classroom practice.	☑ Education Support ☑ Leading Teacher(s) ☑ Teacher(s)	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Student voice, including input and feedback	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ Timetabled Planning Day	☑ Learning Specialist ☑ Literacy Leaders	☑ On-site
Whole staff PBIS reset	☑ All Staff	from: Term 1 to: Term 4	☑ Collaborative Inquiry/Action Research team ☑ Peer observation including feedback and reflection ☑ Formalised PLC/PLTs	☑ Whole School Pupil Free Day ☑ Professional Practice Day ☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff	☑ On-site
Create a culture of aspirations: Communicate the vision & direction.	☑ Assistant Principal ☑ Leadership Team ☑ Principal	from: Term 1 to: Term 4	☑ Peer observation including feedback and reflection ☑ Individualised Reflection	☑ Professional Practice Day	☑ Departmental resources ? The High Impact Teaching Strategies (HITs) ? The Practice Principles ? The Pedagogical Model ? The FISO Continua ? The PLC maturity matrix ? The Literacy	☑ On-site

					and Numeracy Strategy – phase two ? Amplify	
Clear processes & procedures	☑ Leadership Team	from: Term 1 to: Term 4	☑ Planning ☑ Preparation	☑ PLC/PLT Meeting	☑ Departmental resources ? The High Impact Teaching Strategies (HITs) ? The Practice Principles ? The Pedagogical Model ? The FISO Continua ? The PLC maturity matrix ? The Literacy and Numeracy Strategy – phase two ? Amplify	☑ On-site
Support for Vertical Homegroups.	☑ All Staff	from: Term 1 to: Term 4	☑ Student voice, including input and feedback	☑ Communities of Practice	☑ Departmental resources ? The High Impact Teaching Strategies (HITs) ? The Practice Principles ? The Pedagogical Model ? The FISO Continua ? The PLC maturity matrix ? The Literacy and Numeracy Strategy – phase two ? Amplify	☑ On-site

Role modelling • Meet deadlines • Be responsive • Reflect school values • Be positive • Set the standard	☑ All Staff	from: Term 1 to: Term 4	☑ Peer observation including feedback and reflection	☑ Professional Practice Day	☑ Departmental resources ? The High Impact Teaching Strategies (HITs) ? The Practice Principles ? The Pedagogical Model ? The FISO Continua ? The PLC maturity matrix ? The Literacy and Numeracy Strategy – phase two ? Amplify	☑ On-site
PLC professional learning.	☑ All Staff	from: Term 1 to: Term 4	☑ Moderated assessment of student learning ☑ Curriculum development ☑ Peer observation including feedback and reflection	☑ Whole School Pupil Free Day ☑ Professional Practice Day ☑ Formal School Meeting / Internal Professional Learning Sessions	☑ PLC Initiative ☑ Internal staff	☑ On-site
Role clarity • Provide role descriptions • Organisational structures • Decision making processes • SSP/AIP/PDP aligned	☑ Leadership Team	from: Term 1 to: Term 4	☑ Collaborative Inquiry/Action Research team	☑ Timetabled Planning Day	☑ Bastow program/course	☑ On-site

PLC progressive work TBC in KLA teams.	☑ All Staff	from: Term 1 to: Term 4	☑ Peer observation including feedback and reflection ☑ Formalised PLC/PLTs	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ PLC Initiative ☑ Internal staff	☑ On-site
Hold accountable & give feedback • Walkthroughs • Strong, effective PDP process • Challenge poor behaviour • Monitor classroom practice • Policies implemented • Have the hard conversations • Formative accountability	☑ All Staff ☑ Leadership Team	from: Term 1 to: Term 4	☑ Peer observation including feedback and reflection	☑ PLC/PLT Meeting	☑ Departmental resources ? The High Impact Teaching Strategies (HITs) ? The Practice Principles ? The Pedagogical Model ? The FISO Continua ? The PLC maturity matrix ? The Literacy and Numeracy Strategy – phase two ? Amplify	☑ On-site
Value reflection/evaluation /modification • Use improvement cycle • Build reflections on programs into AIP • Build reflections on AIP progress into staff meetings • Conduct student exit interviews • Seek and respond to staff, student & parent feedback	☑ All Staff ☑ Leadership Team	from: Term 1 to: Term 4	☑ Collaborative Inquiry/Action Research team	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ PLC Initiative ☑ Internal staff	☑ On-site

PBIS professional learning for all staff.	☑ All Staff	from: Term 1 to: Term 4	☑ Formalised PLC/PLTs ☑ Individualised Reflection ☑ Student voice, including input and feedback	☑ Whole School Pupil Free Day ☑ Professional Practice Day ☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff	☑ On-site
Role modelling • Meet deadlines • Be responsive • Reflect school values • Be positive • Set the standard	☑ All Staff	from: Term 1 to: Term 4	☑ Peer observation including feedback and reflection ☑ Individualised Reflection	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ Internal staff	☑ On-site
PBIS enactment across the school.	☑ All Staff	from: Term 1 to: Term 4	☑ Collaborative Inquiry/Action Research team ☑ Peer observation including feedback and reflection ☑ Individualised Reflection	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ Internal staff	☑ On-site
Communicate the vision & direction • Staff meetings • Information evenings • School council • Newsletters • Informal conversations • Local community • Documents – SSP, AIP, PDP	☑ All Staff	from: Term 1 to: Term 4	☑ Individualised Reflection	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ Departmental resources ? The High Impact Teaching Strategies (HITs) ? The Practice Principles ? The Pedagogical Model ? The FISO Continua ? The PLC maturity matrix ?	☑ On-site

• Agreed practices – non negotiables					The Literacy and Numeracy Strategy – phase two ? Amplify	
Follow priorities • Not side-tracked • Priorities resourced • Equity fund spending priority based • Explain relationship between decisions and priorities • Data determines priorities	☑ All Staff ☑ Leadership Team	from: Term 1 to: Term 4	☑ Preparation ☑ Individualised Reflection	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ Departmental resources ? The High Impact Teaching Strategies (HITs) ? The Practice Principles ? The Pedagogical Model ? The FISO Continua ? The PLC maturity matrix ? The Literacy and Numeracy Strategy – phase two ? Amplify	☑ On-site
Support staff to engage with external community organisations.	☑ All Staff	from: Term 1 to: Term 4	☑ Collaborative Inquiry/Action Research team	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff	☑ On-site