**2019 Annual Implementation Plan**

Submitted for review by Danielle Derksen (School Principal) on 21 December, 2018 at 01:23 PM  
Endorsed by Damien Jenkyn (Senior Education Improvement Leader) on 28 February, 2019 at 05:53 PM  
Endorsed by Lee Bramley (School Council President) on 05 March, 2019 at 02:31 PM

**for improving student outcomes**

Eaglehawk Secondary College (7790)



**Self-evaluation Summary - 2019**

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|  | 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 | Evolving moving towards Embedding |
|  | Evidence-based high-impact teaching strategies | Evolving moving towards Embedding |
|  | Evaluating impact on learning | Evolving |

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

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| **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 | Embedding |
|  | Intellectual engagement and self-awareness | Evolving moving towards Embedding |

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

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| **Enter your reflective comments** | 2018 Attitudes to School Survey data shows an improvement in all survey factors apart from Year 7 Transitions although percentages are still relatively low across the areas. Student Voice and Agency has risen by 5% and will be a focus area throughout the new SSP. An Acting Learning Specialist has been appointed in term three 2018 to become substantive in term one 2019. |
| **Considerations for 2019** | A Project Based Learning model will be implemented at year 7 in 2019 with Humanities, Science and English delivering an interdisciplinary curriculum. The model will enhance the way English is currently taught with two teachers now team teaching each Teacher Advisory group and supporting Literacy development through the PBL and explicit teaching. Spreading the four 70 minute English sessions across two teachers allows for teachers to learn more about PBL while working along side one another to increase confidence. |
| **Documents that support this plan** |  |

**Select Annual Goals and KIS**

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| Four Year Strategic Goals | Is this selected for focus this year? | **Four Year Strategic Targets** | 12 month targetThe 12 month target is an incremental step towards meeting the 4-year target, using the same data set. |
| To improve student achievement and learning growth across all curriculum areas, but particularly in Literacy and Numeracy. | Yes | ***Achievement***  By 2021, increase the percentage of students with high or medium gain in Reading and Writing (NAPLAN 7–9) to match or exceed results in similar schools.  By 2021, increase the percentages of students in the top two bands of NAPLAN at Year 9 for Reading, Writing and Numeracy so that the percentages match or exceed results in similar schools.  *By 2021, decrease the percentage of students assessed below the expected level in Teacher Judgements from Years 7–10 in all areas of Literacy and Numeracy to match or are better than results in similar schools*. | Year 7 NAPLAN 2018 2019 Reading Medium/Growth 46.81% 51% Writing Medium Growth 48.61% 52% Reading High Growth 11.35% 16% Writing High Growth 7.64% 8.64% Numeracy High Growth 12.77% 17%  Year 9 NAPLAN 2018 2019 Reading Medium Growth 47.42% 52% Writing Medium Growth 53.12% 58% Reading High Growth 20.62% 25% Writing High Growth 9.38% 19% Numeracy High Growth 22.68% 27% \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Year 7 Teacher Judgement Semester 1 Below expected Level 2018 2019 Reading & Viewing 50% 35% Speaking & Listening 55% 40% Writing 45% 30% Measurement & Geometry 51% 34% Number & Algebra 48% 32%  Year 8 Teacher Judgement Semester 1  Below expected Level 2018 2019 Reading & Viewing 57% 32% Speaking & Listening 52% 38% Writing 60% 45% Measurement & Geometry 35% 20% Number & Algebra 47% 32%  Year 9 Teacher Judgement Semester 1  Below expected Level 2018 2019 Reading & Viewing 43% 28% Speaking & Listening 40% 25% Writing 51% 36% Measurement & Geometry 45% 30% Number & Algebra 69% 54%  Year 10 Teacher Judgement Semester 1  Below expected Level 2018 2019 Reading & Viewing 50% 35% Speaking & Listening 53% 38% Writing 54% 40% Measurement & Geometry 59% 44% Number & Algebra 54% 40% |
| ***Staff Opinion***  *By 2021, variables on the SSS to reflect improvement to match or exceed the following percent endorsement:*  *Knowledge of high impact teaching strategies—80 per cent*  *Moderate assessment tasks together—75 per cent*  *Understand how to use data—75 per cent*  *Professional learning to improve practice—80 per cent* | Staff Opinion 2018 2019   Knowledge of HITS. 63% 68% Moderate Assessment  Tasks Together. 61% 66% Understand How to Analyse  Data. 58% 63% Professional Learning to  Improve Practice. 67% 72% |
| ***Student Attitudes***  *By 2021, variables in the AToSS for the whole College to match or exceed the following percent endorsement:*  *Effective teaching time—75 per cent*  *Stimulated learning—75 per cent*  *Differentiated learning challenge—80 per cent* | Student Attitudes 2018 2019  Effective Teaching Time. 63% 68% Stimulated Learning. 57% 62%  Differentiated Learning  Challenge. 64% 69% |
| To create a stimulating, 21st century learning environment where students take a higher level of responsibility for their learning and become more engaged, independent and self–regulating learners. | Yes | ***Attendance***  *By 2021, improve student attendance so that attendance matches or exceeds results in similar schools.* | Absences. 2018 2019  40% 25%  Attendance. 2017 2019  87.9% 90% |
| ***Student Attitudes***  *By 2021, variables in the AToSS for the whole College to match or exceed the following percent endorsement:*  *Motivation and interest—60 per cent*  *Self–regulation and goal setting—60 per cent*  *Sense of confidence—60 per cent*  *Attitudes to attendance—60 per cent* | Student Attitudes 2018 2019   Motivation and interest. 63% 68% Self-regulation & goal/setting. 59% 64% Sense of confidence. 59% 64% Attitudes to attendance. 69% 74% |
| ***Staff opinion***  *By 2021, variables on the SSS to reflect improvement to match or exceed the following percent endorsement:*  *Use student feedback to improve practice—75 per cent*  *Promote student ownership of learning goals—75 per cent* | Staff Opinion 2018 2019 Seek Student feedback to Improve Practice. 63% 68% Promote student ownership  of learning goals. 64% 69% |
| To maximise student achievement, engagement and wellbeing outcomes through the development of a learning community of reflective practitioners focused on continuous improvement. | Yes | ***Parent Opinion***  *By 2021, variables on the Parent Opinion Survey (POS) to reflect improvement to match or exceed the following percent endorsement:*  *Parent participation and involvement—85 per cent*  *Student motivation and support—85 per cent*  *School improvement—85 per cent* | Parent Opinion 2018 2019  Parent participation  and involvement. 71% 76% Student motivation  and support. 57% 62% School improvement. 67% 72% |
| ***Student Attitudes***  *By 2021, variables in the AToSS for the whole College to match or exceed the following percent endorsement:*  *High expectations for success—70 per cent*  *Sense of connectedness—70 per cent* | Student Attitudes 2018 2019  High Expectations  for Success. 77% 82% Sense of Connectedness. 58% 63% |
| ***Staff Opinion***  *By 2021, variables on the SSS to reflect improvement to match or exceed the following percent endorsement:*  *Collective efficacy—75 per cent*  *Academic emphasis—70 per cent*  *Collective responsibility—80 per cent*  *Instructional leadership—75 per cent* | Staff Opinion 2018 2019  Collective Efficacy. 59% 64% Academic Emphasis. 52% 57% Collective Responsibility. 72% 77% Instructional Leadership. 57% 62% |

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| Goal 1 | To improve student achievement and learning growth across all curriculum areas, but particularly in Literacy and Numeracy. | |
| 12 Month Target 1.1 | Year 7 NAPLAN 2018 2019 Reading Medium/Growth 46.81% 51% Writing Medium Growth 48.61% 52% Reading High Growth 11.35% 16% Writing High Growth 7.64% 8.64% Numeracy High Growth 12.77% 17%  Year 9 NAPLAN 2018 2019 Reading Medium Growth 47.42% 52% Writing Medium Growth 53.12% 58% Reading High Growth 20.62% 25% Writing High Growth 9.38% 19% Numeracy High Growth 22.68% 27% \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Year 7 Teacher Judgement Semester 1 Below expected Level 2018 2019 Reading & Viewing 50% 35% Speaking & Listening 55% 40% Writing 45% 30% Measurement & Geometry 51% 34% Number & Algebra 48% 32%  Year 8 Teacher Judgement Semester 1  Below expected Level 2018 2019 Reading & Viewing 57% 32% Speaking & Listening 52% 38% Writing 60% 45% Measurement & Geometry 35% 20% Number & Algebra 47% 32%  Year 9 Teacher Judgement Semester 1  Below expected Level 2018 2019 Reading & Viewing 43% 28% Speaking & Listening 40% 25% Writing 51% 36% Measurement & Geometry 45% 30% Number & Algebra 69% 54%  Year 10 Teacher Judgement Semester 1  Below expected Level 2018 2019 Reading & Viewing 50% 35% Speaking & Listening 53% 38% Writing 54% 40% Measurement & Geometry 59% 44% Number & Algebra 54% 40% | |
| 12 Month Target 1.2 | Staff Opinion 2018 2019   Knowledge of HITS. 63% 68% Moderate Assessment  Tasks Together. 61% 66% Understand How to Analyse  Data. 58% 63% Professional Learning to  Improve Practice. 67% 72% | |
| 12 Month Target 1.3 | Student Attitudes 2018 2019  Effective Teaching Time. 63% 68% Stimulated Learning. 57% 62%  Differentiated Learning  Challenge. 64% 69% | |
| **Key Improvement Strategies** | | Is this KIS selected for focus this year? |
| **KIS 1**  Building practice excellence | Build teacher capability to utilise data and a range of assessment strategies to teach to a student’s point of learning need so that every student is challenged and achieves the expected progress or better than the expected progress. | No |
| **KIS 2**  Building practice excellence | Strengthen the capacity of all teachers to consistently employ evidence–based, high impact teaching strategies based on the agreed Eaglehawk SC instructional model. | Yes |
| **KIS 3**  Building practice excellence | Fully implement a College Literacy across the Curriculum Plan, focusing on improving Reading and Writing evidence–based instruction and on building the capacity of every teacher to be a teacher of Literacy. | 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. | An analysis of the schools NAPLAN Reading and Writing data identified an high percentage of students in the bottom two bands in Year 9 and a high proportion of students demonstrating low to medium growth in Reading and Writing. Additionally, the schools Panorama Report indicated lower growth compared to like schools. While data was improving in NAPLAN Numeracy results had fallen in 2018 and there was also a considerable difference in teacher judgements compared to NAPLAN. | |
| Goal 2 | To create a stimulating, 21st century learning environment where students take a higher level of responsibility for their learning and become more engaged, independent and self–regulating learners. | |
| 12 Month Target 2.1 | Absences. 2018 2019  40% 25%  Attendance. 2017 2019  87.9% 90% | |
| 12 Month Target 2.2 | Student Attitudes 2018 2019   Motivation and interest. 63% 68% Self-regulation & goal/setting. 59% 64% Sense of confidence. 59% 64% Attitudes to attendance. 69% 74% | |
| 12 Month Target 2.3 | Staff Opinion 2018 2019 Seek Student feedback to Improve Practice. 63% 68% Promote student ownership  of learning goals. 64% 69% | |
| **Key Improvement Strategies** | | Is this KIS selected for focus this year? |
| **KIS 1**  Empowering students and building school pride | Raise levels of student voice and learner agency so that: • they are more consistently involved in regularly establishing meaningful learning goals, reflective practices, peer and self assessment • the quality of teacher/student feedback is further improved and higher levels of student decision making, student efficacy and accountability for their own learning is developed | Yes |
| **KIS 2**  Building practice excellence | Build every teacher’s capacity about how to increase student intellectual engagement and participation in learning by embedding visible learning principles and a more student–centred approach to teaching and learning in the College’s instructional model. | Yes |
| **KIS 3**  Empowering students and building school pride | Research and implement strategies to raise attendance and review the College Attendance policy to ensure the best systems and processes are in place to improve levels of attendance. | 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 school review highlighted that student voice and agency was implemented at the College through the development of an SRC and through student leadership positions. However, it was observed that while student voice and learner agency was used in some classrooms it was not consistently used as an effective strategy to improve student achievement or engagement. Three areas of the Attitudes to School survey were noted that resulted in low scores in 2017 and remained low in 2018 were Self Regulation and Goal Setting, Sense of Confidence, Effort and Motivation and Interest. Classroom observations indicated that students were not actively engaged in their learning in many classrooms and it was concluded that there was a need to improve student engagement across the College through strategies to enable higher levels of metacognition, goal setting and self assessment. It was also noted on the student attitudes survey that Attitudes to Attendance was rated at very low levels and believed by raising levels of student cognitive engagement and enabling a more student-centered and stimulating learning environment may positively impact student attitudes. | |
| Goal 3 | To maximise student achievement, engagement and wellbeing outcomes through the development of a learning community of reflective practitioners focused on continuous improvement. | |
| 12 Month Target 3.1 | Parent Opinion 2018 2019  Parent participation  and involvement. 71% 76% Student motivation  and support. 57% 62% School improvement. 67% 72% | |
| 12 Month Target 3.2 | Student Attitudes 2018 2019  High Expectations  for Success. 77% 82% Sense of Connectedness. 58% 63% | |
| 12 Month Target 3.3 | Staff Opinion 2018 2019  Collective Efficacy. 59% 64% Academic Emphasis. 52% 57% Collective Responsibility. 72% 77% Instructional Leadership. 57% 62% | |
| **Key Improvement Strategies** | | Is this KIS selected for focus this year? |
| **KIS 1**  Parents and carers as partners | Strengthen the partnership between staff, students and parents/carers to build a culture of high expectations and shared responsibility for improvements in student achievement, engagement and wellbeing. | No |
| **KIS 2**  Vision, values and culture | Establish a community of reflective practitioners (staff, students and parents) focused on continuous improvement by developing a strengthened culture of raised expectations, shared responsibility and collective accountability. | Yes |
| **KIS 3**  Instructional and shared leadership | Review the College leadership structures and roles in line with the new Strategic Plan and build the instructional leadership capacity of all in leadership roles. ( | 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. | While the school review highlighted that the College Parent and Staff opinion results were strong in 2017 and that this opinion was backed up through review activities undertaken by the Panel, staff and parent attitudes fell slightly in 2018. Other data such as student attitudes and review activities such as classroom visits and leader interviews indicated that the College learning culture may benefit from a renewed focus on building higher expectations and aspirations; strengthening the home/school partnership; and enhancing the capacity of leaders to be instructional leaders who lead for higher levels of consistency and accountability. | |

**Define Actions, Outcomes and Activities**

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| Goal 1 | To improve student achievement and learning growth across all curriculum areas, but particularly in Literacy and Numeracy. | | | | |
| 12 Month Target 1.1 | Year 7 NAPLAN 2018 2019 Reading Medium/Growth 46.81% 51% Writing Medium Growth 48.61% 52% Reading High Growth 11.35% 16% Writing High Growth 7.64% 8.64% Numeracy High Growth 12.77% 17%  Year 9 NAPLAN 2018 2019 Reading Medium Growth 47.42% 52% Writing Medium Growth 53.12% 58% Reading High Growth 20.62% 25% Writing High Growth 9.38% 19% Numeracy High Growth 22.68% 27% \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Year 7 Teacher Judgement Semester 1 Below expected Level 2018 2019 Reading & Viewing 50% 35% Speaking & Listening 55% 40% Writing 45% 30% Measurement & Geometry 51% 34% Number & Algebra 48% 32%  Year 8 Teacher Judgement Semester 1  Below expected Level 2018 2019 Reading & Viewing 57% 32% Speaking & Listening 52% 38% Writing 60% 45% Measurement & Geometry 35% 20% Number & Algebra 47% 32%  Year 9 Teacher Judgement Semester 1  Below expected Level 2018 2019 Reading & Viewing 43% 28% Speaking & Listening 40% 25% Writing 51% 36% Measurement & Geometry 45% 30% Number & Algebra 69% 54%  Year 10 Teacher Judgement Semester 1  Below expected Level 2018 2019 Reading & Viewing 50% 35% Speaking & Listening 53% 38% Writing 54% 40% Measurement & Geometry 59% 44% Number & Algebra 54% 40% | | | | |
| 12 Month Target 1.2 | Staff Opinion 2018 2019   Knowledge of HITS. 63% 68% Moderate Assessment  Tasks Together. 61% 66% Understand How to Analyse  Data. 58% 63% Professional Learning to  Improve Practice. 67% 72% | | | | |
| 12 Month Target 1.3 | Student Attitudes 2018 2019  Effective Teaching Time. 63% 68% Stimulated Learning. 57% 62%  Differentiated Learning  Challenge. 64% 69% | | | | |
| KIS 1 Building practice excellence | Strengthen the capacity of all teachers to consistently employ evidence–based, high impact teaching strategies based on the agreed Eaglehawk SC instructional model. | | | | |
| **Actions** | 1. Instructional Leaders will lead Professional Learning Communities to implement HITS with a specific focus on Feedback, Metacognition and Worked examples.  2. Eaglehawk Secondary College Teaching Model will be aligned to Victorian Teaching and Learning Model and made visible in learning spaces. 3. Learning Specialists will work closely with classroom teachers to improve student learning through demonstrating HITS and the College Instructional Model. | | | | |
| **Outcomes** | Students will: 1. Have access to worked examples to use as models for their own writing. 2. Be supported to provide feedback about their learning to their teachers.  Teachers will: 1. Consistently implement the agreed Eaglehawk Secondary College Teaching Model. 2. Regularly refer to data when reflecting on teaching practice. 3. Work collaboratively using inquiry approaches to build curriculum and assessment knowledge, and deepen their pedagogical repertoire.  4.Use data and evidence of learning to understand the progress of their students. 5. Support students to understand and use agreed protocols for giving feedback to each other.  Leaders will: 1. Instructional leaders are using the Challenge Inquiry process to develop both leadership and teacher capacity and promote collaboration to reduce variability and build consistency of teaching practice using HITS. 2. The learning specialists’ proximity to the classroom provides opportunity to increase teacher confidence with giving and receiving feedback, use of HITS and VTLM. | | | | |
| **Success Indicators** | 1. Teachers are engaging in peer observations and feedback regarding HITS and the College Instructional Model.  2. At least one Performance and Development goal is aligned to improving practice using HITS and the College Instructional Model. 3. Teachers are using PIVOT feedback from students to build teacher practice. 4. Teachers are documenting units of work aligned with the College Instructional Model on Curriculum Website and Learning tasks uploaded on Compass.  5. Teachers Professional Development Plans are aligned with AIP goals. | | | | |
| Activities and Milestones | | Who | Is this a PL Priority | When | Budget |
| All teachers are participating in Peer Observation at least twice per term with a focus on HITS and the College Instructional Model. | | 🗹 Teacher(s) | 🗹 PLP Priority | from: Term 1  to: Term 4 | $2,000.00  🗹 Equity funding will be used |
| Staff professional learning on setting SMART goals including one common whole school goal regarding HITS. | | 🗹 All Staff  🗹 Leadership Team | 🗹 PLP Priority | from: Term 1 | $1,000.00  🗹 Equity funding will be used |
| All teachers will select two classes to gain feedback from students using PIVOT. | | 🗹 Teacher(s) | 🗹 PLP Priority | from: Term 1  to: Term 4 | $6,500.00  🗹 Equity funding will be used |
| Teachers will use their PIVOT survey feedback to inform their teaching practice as part of PLC meetings. | | 🗹 PLC Leaders  🗹 Teacher(s) | 🗹 PLP Priority | from: Term 1  to: Term 4 | $2,000.00  🗹 Equity funding will be used |
| The Instructional Leaders will have a common AIP agenda item in PLC meetings. | | 🗹 Leading Teacher(s) | 🗹 PLP Priority | from: Term 1  to: Term 4 | $2,000.00  🞎 Equity funding will be used |
| All teachers participating in professional development on Compass learning tasks and assessment and reporting. | | 🗹 KLA Leader | 🗹 PLP Priority | from: Term 1  to: Term 2 | $5,000.00  🗹 Equity funding will be used |
| All teachers will be provided with professional development on PIVOT surveys for Student Agency and Voice in learning. | | 🗹 Learning Specialist(s) | 🗹 PLP Priority | from: Term 1  to: Term 1 | $5,000.00  🗹 Equity funding will be used |
| KIS 2 Building practice excellence | Fully implement a College Literacy across the Curriculum Plan, focusing on improving Reading and Writing evidence–based instruction and on building the capacity of every teacher to be a teacher of Literacy. | | | | |
| **Actions** | 1. Build teacher capacity to implement effective writing strategies using 'The Seven Steps' Literacy model.  2. Develop a Whole School Curriculum Plan that is inclusive of explicit Literacy strategies for Reading and Writing. 3.Teachers will engage in peer observations to seek feedback on explicit literacy strategies and reflect on practice. 4. Continue to build teachers data literacy skills by developing a yearly data analysis schedule supported by work with the Education Improvement Leader and Regional Data Coach. 5. At least one Performance and Development goal is aligned to improving Literacy outcomes in Reading/Writing. | | | | |
| **Outcomes** | Students will: 1. Show improved use and understanding of metalanguage in their reading and writing.  2. Demonstrate improved capability to read and write with choice and control.  Teachers will: 1. In PLC's undertake self directed professional learning using evidence-based practices supported by DET resources.  2. Teachers analyse student achievement data regularly in both Core Curriculum and Professional Learning Community Teams to inform their practice. 3. Demonstrate a growth mindset through engaging in a PLC inquiry challenge process.   Leaders will: 1. Instructional Leaders will lead Professional Learning Communities (PLCs) to engage in inquiry challenges to identify Literacy needs of students across the school and support teachers’ ongoing professional learning to sustain a learning culture. 2. Literacy Learning Specialist will support teachers to improve outcomes in reading and writing. 3. Be able to clearly articulate to teachers how to use the Improvement Cycle to improve practice. 4. Build teacher confidence to teach writing skills through modeled lessons and professional development delivered by English LAL and Literacy Specialist. | | | | |
| **Success Indicators** | 1. Students have access to worked examples before undertaking the learning task. 2. Students are able to master new knowledge and skills before moving on. 3. Students are receiving feedback about their literacy development regularly. 4. Teachers regularly analyse, share data and evidence of student learning progress and achievement in CCT and PLC meetings. 5. Teachers regularly collaborate with colleagues to moderate student work samples. 6. Teacher judgments are more consistent with other achievement data. | | | | |
| Activities and Milestones | | Who | Is this a PL Priority | When | Budget |
| Implement the 'Seven Steps Literacy Program' across the College. | | 🗹 KLA Leader  🗹 Learning Specialist(s) | 🗹 PLP Priority | from: Term 1  to: Term 3 | $7,000.00  🗹 Equity funding will be used |
| Literacy Action Plan developed identifying Reading and Writing item analysis needs. | | 🗹 Learning Specialist(s) | 🗹 PLP Priority | from: Term 1  to: Term 2 | $3,000.00  🗹 Equity funding will be used |
| English teachers analyse the NAPLAN item analysis tool for Reading and Writing and share common trends in CCT meetings. | | 🗹 KLA Leader  🗹 Teacher(s) | 🗹 PLP Priority | from: Term 1  to: Term 1 | $1,000.00  🗹 Equity funding will be used |
| Participate in the Bastow Leading Literacy Program and use this to develop a Whole School Curriculum Plan to embed Literacy strategies. | | 🗹 KLA Leader  🗹 Leadership Team | 🗹 PLP Priority | from: Term 1  to: Term 4 | $5,000.00  🗹 Equity funding will be used |
| Learning Area Leaders will develop worked examples in their learning areas during CCT meetings. | | 🗹 Curriculum Co-ordinator (s)  🗹 KLA Leader | 🗹 PLP Priority | from: Term 1  to: Term 3 | $2,000.00  🗹 Equity funding will be used |
| Teachers are reflecting on achievement data against teacher judgments in CCT and PLC meetings. | | 🗹 All Staff  🗹 KLA Leader  🗹 Numeracy Leader  🗹 PLC Leaders | 🗹 PLP Priority | from: Term 1  to: Term 4 | $3,000.00  🗹 Equity funding will be used |
| Goal 2 | To create a stimulating, 21st century learning environment where students take a higher level of responsibility for their learning and become more engaged, independent and self–regulating learners. | | | | |
| 12 Month Target 2.1 | Absences. 2018 2019  40% 25%  Attendance. 2017 2019  87.9% 90% | | | | |
| 12 Month Target 2.2 | Student Attitudes 2018 2019   Motivation and interest. 63% 68% Self-regulation & goal/setting. 59% 64% Sense of confidence. 59% 64% Attitudes to attendance. 69% 74% | | | | |
| 12 Month Target 2.3 | Staff Opinion 2018 2019 Seek Student feedback to Improve Practice. 63% 68% Promote student ownership  of learning goals. 64% 69% | | | | |
| KIS 1 Empowering students and building school pride | Raise levels of student voice and learner agency so that: • they are more consistently involved in regularly establishing meaningful learning goals, reflective practices, peer and self assessment • the quality of teacher/student feedback is further improved and higher levels of student decision making, student efficacy and accountability for their own learning is developed | | | | |
| **Actions** | 1. Learning Specialist for Student Agency and Voice will assist teachers to develop process to reflect on the structures and practices that amplify student empowerment. 2. A Project Based Learning model will be introduced at Year 7 to increase opportunities for student agency and voice in learning. 3. Teachers will be using Pivot surveys to gain feedback on their individual teaching practice from their students. 4. At least one Performance and Development goal will be aligned to increasing student agency and voice in learning. | | | | |
| **Outcomes** | Students will:  1. Structures and process will have enabled students to be consistently involved in setting and reflecting on their own learning goals.  2. Be actively involved in building their own understanding of how to be responsible and accountable for their own learning. 3. Be able to explain their learning goals, why they are focused on that goal and how they will know when they have been successful. 4. Have access to a range of leadership roles that build their skills and capacity across the school community.  Teachers will: 1. Work with students to develop learning goals. 2. Be using evidence based and DET resources such as Amplify to engage in professional learning on how to increase student agency voice in their classes. 3. Be using the AToSS data to guide and inform teaching practice.  4. Use PIVOT survey feedback as evidence throughout their PDP.   Leadership will: 1. Be able to analyse AToSS data with teachers to provide support for capturing student voice.  2. Observe agency and voice during learning walks. | | | | |
| **Success Indicators** | 1. Students are setting and reflecting on their goals to inform and support their learning. 2. Learning walks are regularly informing and capturing increased Student Voice and Agency. 3. Student are more able to take responsibility for their own learning.  4. Improvement in AToSS factors of confidence, motivation and stimulated learning and agency and voice. 5. Teachers are using PIVOT survey data to improve their practice.  6. Students are engaging in more opportunities to use their voice in decision making at school. | | | | |
| Activities and Milestones | | Who | Is this a PL Priority | When | Budget |
| Info-sheets will be developed to support a visual understanding of student agency and voice in learning. | | 🗹 Learning Specialist(s) | 🗹 PLP Priority | from: Term 1  to: Term 2 | $2,000.00  🗹 Equity funding will be used |
| All staff participate in developing a shared understanding of agency and voice in learning through Professional Development at the beginning of the year. | | 🗹 All Staff  🗹 Learning Specialist(s) | 🗹 PLP Priority | from: Term 1  to: Term 1 | $2,000.00  🗹 Equity funding will be used |
| The Teacher Advisory Program incorporates lessons on goal setting and reflection. | | 🗹 All Staff  🗹 Leadership Team  🗹 PLC Leaders | 🗹 PLP Priority | from: Term 1  to: Term 4 | $4,000.00  🗹 Equity funding will be used |
| Develop a rubric of observable behaviours of engagement and agency and voice in learning to be used during learning walks. | | 🗹 All Staff  🗹 Learning Specialist(s)  🗹 PLC Leaders | 🗹 PLP Priority | from: Term 1  to: Term 2 | $2,000.00  🗹 Equity funding will be used |
| Student forums are conducted each term to engage student feedback about observable behaviours that show engagement in learning. | | 🗹 Leadership Team | 🗹 PLP Priority | from: Term 1  to: Term 4 | $5,000.00  🗹 Equity funding will be used |
| Students are participating in four PIVOT surveys across the year to give teachers feedback about agency and voice in learning. | | 🗹 All Staff | 🗹 PLP Priority | from: Term 1  to: Term 4 | $1,000.00  🗹 Equity funding will be used |
| KIS 2 Building practice excellence | Build every teacher’s capacity about how to increase student intellectual engagement and participation in learning by embedding visible learning principles and a more student–centred approach to teaching and learning in the College’s instructional model. | | | | |
| **Actions** | 1. Develop and document a shared Vision for Learning across the school that raises expectations for student achievement. 2. Develop teacher capacity and understanding of the College’s instructional model to use a student–centered approach to teaching and learning. 3. Develop teacher knowledge and capacity to plan for and implement student centered learning to ensure that students are engaged in their learning and that all receive effective and intellectually challenging instruction. 4. Develop teacher knowledge and capacity to work effectively to embed visible learning principles in their classroom practice. | | | | |
| **Outcomes** | Students will:  1. Be actively collaborating with teachers on how to improve their outcomes. 2. Students view themselves as co-learners.   Teachers will: 1. Use the College’s instructional model to enable all students to achieve at high levels. 2. Use using Visible Learning teaching practices processes to engage students in deeper and more sustained learning. 3. Are using clear learning intentions and success criteria so that students understand what they are meant to be learning and what success looks like. 4. Use descriptive feedback that moves student learning forward and helps students know what to do next to improve their learning. 5. Use developing formative assessment strategies that are used to collect evidence of achievement to identify where their students are at, where they need to go and how to get them there. 6. Use Compass learning tasks to include formative assessment throughout units of work.  Leadership will: 1. Support staff through PLC's to build their capacity to use visible learning strategies and processes to engage and support student learning. 2. Instructional Leaders are using PLC's as a forum for the development of teachers capacity with the use of the College’s Instructional Model to place students at the centered approach to teaching and learning. | | | | |
| **Success Indicators** | 1. AToSS will reflect an increase in student ownership of learning. 2. Students are receiving regular feedback on their progress and growth via formative assessment through Compass. 3. Learning Intentions and success criteria are applied consistently to every lesson. 4. Teachers are using formative assessment rubrics.  5. Documented Whole School Vision for Learning. | | | | |
| Activities and Milestones | | Who | Is this a PL Priority | When | Budget |
| Staff will participate in professional learning in the development of assessment rubrics. | | 🗹 All Staff  🗹 Curriculum Co-ordinator (s) | 🗹 PLP Priority | from: Term 1  to: Term 3 | $3,000.00  🗹 Equity funding will be used |
| Compass progressive assessment and reporting is introduced across the school. | | 🗹 All Staff | 🗹 PLP Priority | from: Term 1  to: Term 4 | $15,000.00  🗹 Equity funding will be used |
| Leaders of Learning in the school use the text 'Student-Centered Leadership' as professional reading and development. | | 🗹 Learning Specialist(s)  🗹 PLC Leaders  🗹 Principal | 🗹 PLP Priority | from: Term 1  to: Term 4 | $1,000.00  🗹 Equity funding will be used |
| Each learning Area has developed formative assessment rubrics. | | 🗹 Curriculum Co-ordinator (s)  🗹 KLA Leader | 🗹 PLP Priority | from: Term 1  to: Term 4 | $2,000.00  🗹 Equity funding will be used |
| Staff and students participate in providing feedback to develop a shared Vision for Learning. | | 🗹 All Staff | 🗹 PLP Priority | from: Term 1  to: Term 1 | $1,000.00  🗹 Equity funding will be used |
| Goal 3 | To maximise student achievement, engagement and wellbeing outcomes through the development of a learning community of reflective practitioners focused on continuous improvement. | | | | |
| 12 Month Target 3.1 | Parent Opinion 2018 2019  Parent participation  and involvement. 71% 76% Student motivation  and support. 57% 62% School improvement. 67% 72% | | | | |
| 12 Month Target 3.2 | Student Attitudes 2018 2019  High Expectations  for Success. 77% 82% Sense of Connectedness. 58% 63% | | | | |
| 12 Month Target 3.3 | Staff Opinion 2018 2019  Collective Efficacy. 59% 64% Academic Emphasis. 52% 57% Collective Responsibility. 72% 77% Instructional Leadership. 57% 62% | | | | |
| KIS 1 Vision, values and culture | Establish a community of reflective practitioners (staff, students and parents) focused on continuous improvement by developing a strengthened culture of raised expectations, shared responsibility and collective accountability. | | | | |
| **Actions** | 1. Implement Compass Learning Tasks and progressive assessment feedback and reporting to students and parents. 2. Introduce inter Community Learning Walks to increase collective accountability and consistency of practice. 3. Leaders are completing regular Leadership Walks to support consistency of practice against the instructional model. 4. Continue to build the capacity of staff to include formative assessment through the development of rubrics.  5. Create a culture of psychological safety to positively impact staff giving and receiving feedback about practice. 6. Embed the Professional Learning Community (PLC) model across the school. | | | | |
| **Outcomes** | Students will: 1. Be receiving regular feedback about their learning through Compass. 2. Participate in student feedback forums across Communities.  Teachers will: 1. Provide students with more regular feedback about their learning through Compass. 2. Provide student feedback through more opportunities for formative assessment. 3. Engage with challenge inquiries in PLCs using data to investigate and monitor learning goals.  Leadership will: 1. Implement and model reflective practice by introducing cross Community Learning Walks. 2. Establish cultures of psychological safety through professional learning and collaboration of innovation and ideas. 3. Share reflections of school improvement through observations during Leadership Walks. 4. Be able to use the PLC model consistently to identify, investigate and monitor improvement areas with their teams. | | | | |
| **Success Indicators** | 1. Teachers and Leaders are setting shared focus areas for learning walks and using the improvement model to implement goals and evaluate progress. 2. Student academic success is regularly celebrated and acknowledged at community and whole school assemblies.  3. Students and staff are able to clearly articulate the College's Vision for Learning.  4. Parents are accessing their child's achievement data through Compass. 5. Learning Walks are embedded practice across the College and scheduled each term.  6. The PLC model is fully embedded. 7. Staff are giving and receiving feedback to one another mindful of psychological safety. | | | | |
| Activities and Milestones | | Who | Is this a PL Priority | When | Budget |
| Staff and students have had input into identifying observable behaviours for Learning Walks. | | 🗹 Leadership Team  🗹 Teacher(s) | 🗹 PLP Priority | from: Term 1  to: Term 2 | $2,000.00  🗹 Equity funding will be used |
| PLC's are implementing Learning Walks across communities each term. | | 🗹 Leadership Team  🗹 Learning Specialist(s)  🗹 Teacher(s) | 🗹 PLP Priority | from: Term 1  to: Term 4 | $2,000.00  🗹 Equity funding will be used |
| A Psychological safety toolbox is developed with staff through professional development at the beginning of the year. | | 🗹 Principal | 🗹 PLP Priority | from: Term 1  to: Term 1 | $1,000.00  🗹 Equity funding will be used |
| PLC meetings are scheduled every fortnight and have a common agenda. | | 🗹 PLC Leaders | 🗹 PLP Priority | from: Term 1  to: Term 4 | $1,000.00  🞎 Equity funding will be used |
| Each Learning Community is consistently celebrating student academic achievement at the beginning of every Community Assembly. | | 🗹 PLC Leaders | 🞎 PLP Priority | from: Term 1  to: Term 4 | $1,000.00  🗹 Equity funding will be used |
| KIS 2 Instructional and shared leadership | Review the College leadership structures and roles in line with the new Strategic Plan and build the instructional leadership capacity of all in leadership roles. ( | | | | |
| **Actions** | 1.The Stage Response to Behaviour Management is reviewed and documented to reflect a focus on creating a positive climate for learning. 2. The Neighbourhood Leader role will be redefined to be the leaders of positive climate for learning across the Learning Communities and behaviour management. 3. The Learning Community Leader role will be redefined to focus on being leaders of learning and instructional practice across Learning Communities. | | | | |
| **Outcomes** | Student will: 1. Have the opportunity to provide feedback to leaders about teacher practice. 2. Have an increased sense of responsibility and model the College Vision for learning.  Staff will: 1. Set and reflect on their PDP goals through engaging in PLC activities and structures. 2. Learn from each other and model continuous learning in their own practice.  Leadership will: 1. Be actively involved in discussions with teachers about practice including how instruction impacts on student achievement.  2. Ensure that student progress is systematically monitored and teachers are using assessment results to inform and direct their teaching. | | | | |
| **Success Indicators** | 1. Instructional Leaders are the reviewers of their team's individual Performance and Development Plans and are regularly meeting with their teams around performance goals aligned to the AIP. 2. Leaders are conducting student feedback forums each term to activate voice in learning and teacher practice. 3.The redeveloped Stage Response for Student Management is being consistently applied across all Learning Communities. 4. Instructional Leaders are engaging in high level professional learning and coaching to build their capacity. 5. More access to Bastow courses is made available to middle and senior leaders. | | | | |
| Activities and Milestones | | Who | Is this a PL Priority | When | Budget |
| External high quality professional development provided for Instructional Leaders and Learning Specialists. | | 🗹 Leadership Team  🗹 Learning Specialist(s) | 🗹 PLP Priority | from: Term 1  to: Term 3 | $4,000.00  🗹 Equity funding will be used |
| Instructional Leaders and Neighbourhood Leaders meetings are scheduled fortnightly in the College Planner for targeted coaching and professional learning . | | 🗹 Assistant Principal  🗹 Leadership Team  🗹 Principal | 🗹 PLP Priority | from: Term 1  to: Term 4 | $2,000.00  🗹 Equity funding will be used |
| Staff provide feedback to review the Staged Response and align it to positive climate for learning. | | 🗹 All Staff  🗹 Assistant Principal | 🗹 PLP Priority | from: Term 1  to: Term 1 | $1,000.00  🗹 Equity funding will be used |
| New middle and senior leaders are undertaking Bastow courses to improve their knowledge and understanding of school improvement. | | 🗹 KLA Leader  🗹 Leadership Team  🗹 Learning Specialist(s) | 🗹 PLP Priority | from: Term 1  to: Term 4 | $5,000.00  🗹 Equity funding will be used |

**Equity Funding Planner**

Equity Spending Totals

|  |  |  |
| --- | --- | --- |
| **Category** | **Total proposed budget ($)** | **Spend ($)** |
| Equity funding associated with Activities and Milestones | $98,500.00 | $84,500.00 |
| Additional Equity funding | $1,151,034.00 | $1,149,178.00 |
| **Grand Total** | $1,249,534.00 | $1,233,678.00 |

Activities and Milestones

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Activities and Milestones** | **When** | **Category** | **Total proposed budget ($)** | **Equity Spend ($)** |
| All teachers are participating in Peer Observation at least twice per term with a focus on HITS and the College Instructional Model. | from: Term 1  to: Term 4 | 🗹 School-based staffing  🗹 Teaching and learning programs and resources | $2,000.00 | $2,000.00 |
| Staff professional learning on setting SMART goals including one common whole school goal regarding HITS. | from: Term 1 | 🗹 School-based staffing  🗹 Teaching and learning programs and resources | $1,000.00 | $1,000.00 |
| All teachers will select two classes to gain feedback from students using PIVOT. | from: Term 1  to: Term 4 | 🗹 School-based staffing  🗹 Teaching and learning programs and resources  🗹 CRT | $6,500.00 | $6,500.00 |
| Teachers will use their PIVOT survey feedback to inform their teaching practice as part of PLC meetings. | from: Term 1  to: Term 4 | 🗹 School-based staffing  🗹 Teaching and learning programs and resources | $2,000.00 | $2,000.00 |
| All teachers participating in professional development on Compass learning tasks and assessment and reporting. | from: Term 1  to: Term 2 | 🗹 School-based staffing  🗹 Teaching and learning programs and resources  🗹 CRT | $5,000.00 | $5,000.00 |
| All teachers will be provided with professional development on PIVOT surveys for Student Agency and Voice in learning. | from: Term 1  to: Term 1 | 🗹 School-based staffing  🗹 Teaching and learning programs and resources  🗹 CRT | $5,000.00 | $5,000.00 |
| Implement the 'Seven Steps Literacy Program' across the College. | from: Term 1  to: Term 3 | 🗹 School-based staffing  🗹 Professional development (excluding CRT costs and new FTE)  🗹 CRT | $7,000.00 | $7,000.00 |
| Literacy Action Plan developed identifying Reading and Writing item analysis needs. | from: Term 1  to: Term 2 | 🗹 School-based staffing  🗹 Teaching and learning programs and resources | $3,000.00 | $3,000.00 |
| English teachers analyse the NAPLAN item analysis tool for Reading and Writing and share common trends in CCT meetings. | from: Term 1  to: Term 1 | 🗹 School-based staffing  🗹 Teaching and learning programs and resources  🗹 Professional development (excluding CRT costs and new FTE) | $1,000.00 | $1,000.00 |
| Participate in the Bastow Leading Literacy Program and use this to develop a Whole School Curriculum Plan to embed Literacy strategies. | from: Term 1  to: Term 4 | 🗹 School-based staffing  🗹 Teaching and learning programs and resources  🗹 Professional development (excluding CRT costs and new FTE)  🗹 CRT | $5,000.00 | $5,000.00 |
| Learning Area Leaders will develop worked examples in their learning areas during CCT meetings. | from: Term 1  to: Term 3 | 🗹 School-based staffing  🗹 Teaching and learning programs and resources  🗹 CRT | $2,000.00 | $2,000.00 |
| Teachers are reflecting on achievement data against teacher judgments in CCT and PLC meetings. | from: Term 1  to: Term 4 | 🗹 School-based staffing  🗹 Teaching and learning programs and resources | $3,000.00 | $3,000.00 |
| Info-sheets will be developed to support a visual understanding of student agency and voice in learning. | from: Term 1  to: Term 2 | 🗹 School-based staffing  🗹 Teaching and learning programs and resources  🗹 Professional development (excluding CRT costs and new FTE)  🗹 CRT | $2,000.00 | $2,000.00 |
| All staff participate in developing a shared understanding of agency and voice in learning through Professional Development at the beginning of the year. | from: Term 1  to: Term 1 | 🗹 School-based staffing  🗹 Teaching and learning programs and resources | $2,000.00 | $2,000.00 |
| The Teacher Advisory Program incorporates lessons on goal setting and reflection. | from: Term 1  to: Term 4 | 🗹 School-based staffing  🗹 Teaching and learning programs and resources  🗹 CRT | $4,000.00 | $4,000.00 |
| Develop a rubric of observable behaviours of engagement and agency and voice in learning to be used during learning walks. | from: Term 1  to: Term 2 | 🗹 School-based staffing  🗹 CRT | $2,000.00 | $2,000.00 |
| Student forums are conducted each term to engage student feedback about observable behaviours that show engagement in learning. | from: Term 1  to: Term 4 | 🗹 School-based staffing  🗹 Teaching and learning programs and resources  🗹 CRT | $5,000.00 | $5,000.00 |
| Students are participating in four PIVOT surveys across the year to give teachers feedback about agency and voice in learning. | from: Term 1  to: Term 4 | 🗹 School-based staffing  🗹 Teaching and learning programs and resources  🗹 CRT | $1,000.00 | $1,000.00 |
| Staff will participate in professional learning in the development of assessment rubrics. | from: Term 1  to: Term 3 | 🗹 School-based staffing  🗹 Professional development (excluding CRT costs and new FTE)  🗹 CRT | $3,000.00 | $3,000.00 |
| Compass progressive assessment and reporting is introduced across the school. | from: Term 1  to: Term 4 | 🗹 School-based staffing  🗹 Professional development (excluding CRT costs and new FTE) | $15,000.00 | $1,000.00 |
| Leaders of Learning in the school use the text 'Student-Centered Leadership' as professional reading and development. | from: Term 1  to: Term 4 | 🗹 School-based staffing  🗹 Teaching and learning programs and resources  🗹 Professional development (excluding CRT costs and new FTE)  🗹 CRT | $1,000.00 | $1,000.00 |
| Each learning Area has developed formative assessment rubrics. | from: Term 1  to: Term 4 | 🗹 School-based staffing  🗹 Teaching and learning programs and resources | $2,000.00 | $2,000.00 |
| Staff and students participate in providing feedback to develop a shared Vision for Learning. | from: Term 1  to: Term 1 | 🗹 School-based staffing  🗹 Teaching and learning programs and resources | $1,000.00 | $1,000.00 |
| Staff and students have had input into identifying observable behaviours for Learning Walks. | from: Term 1  to: Term 2 | 🗹 School-based staffing  🗹 Teaching and learning programs and resources  🗹 Professional development (excluding CRT costs and new FTE) | $2,000.00 | $2,000.00 |
| PLC's are implementing Learning Walks across communities each term. | from: Term 1  to: Term 4 | 🗹 School-based staffing  🗹 Teaching and learning programs and resources  🗹 CRT | $2,000.00 | $2,000.00 |
| A Psychological safety toolbox is developed with staff through professional development at the beginning of the year. | from: Term 1  to: Term 1 | 🗹 School-based staffing | $1,000.00 | $1,000.00 |
| Each Learning Community is consistently celebrating student academic achievement at the beginning of every Community Assembly. | from: Term 1  to: Term 4 | 🗹 School-based staffing | $1,000.00 | $1,000.00 |
| External high quality professional development provided for Instructional Leaders and Learning Specialists. | from: Term 1  to: Term 3 | 🗹 School-based staffing  🗹 Professional development (excluding CRT costs and new FTE)  🗹 CRT | $4,000.00 | $4,000.00 |
| Instructional Leaders and Neighbourhood Leaders meetings are scheduled fortnightly in the College Planner for targeted coaching and professional learning . | from: Term 1  to: Term 4 | 🗹 School-based staffing  🗹 Teaching and learning programs and resources  🗹 CRT | $2,000.00 | $2,000.00 |
| Staff provide feedback to review the Staged Response and align it to positive climate for learning. | from: Term 1  to: Term 1 | 🗹 School-based staffing | $1,000.00 | $1,000.00 |
| New middle and senior leaders are undertaking Bastow courses to improve their knowledge and understanding of school improvement. | from: Term 1  to: Term 4 | 🗹 School-based staffing  🗹 CRT | $5,000.00 | $5,000.00 |
| **Totals** | | | $98,500.00 | $84,500.00 |

Additional Equity spend

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Outline here any additional Equity spend for 2019** | **When** | **Category** | **Total proposed budget ($)** | **Equity Spend ($)** |
| Reengagement Programs staffing  Wellbeing Support staffing  Inclusive Programs Support staffing Numeracy and Literacy Support staffing | from: Term 1  to: Term 4 | 🗹 School-based staffing | $569,686.00 | $568,685.00 |
| Literacy and Numeracy support software Netbook leases AIP initiatives  Wellbeing Support Reengagement Programs and resources Texts  ICT programs and resources Breakfast Program Professional development activities Chaplaincy Program Coaching and development GROW Program and resources Teacher Assistants | from: Term 1  to: Term 4 | 🗹 School-based staffing  🗹 Teaching and learning programs and resources  🗹 CRT | $581,348.00 | $580,493.00 |
| **Totals** | | | $1,151,034.00 | $1,149,178.00 |

**Professional Learning and Development Plan**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Professional Learning Priority | Who | When | Key Professional Learning Strategies | Organisational Structure | Expertise Accessed | Where |
| All teachers are participating in Peer Observation at least twice per term with a focus on HITS and the College Instructional Model. | 🗹 Teacher(s) | from: Term 1  to: Term 4 | 🗹 Planning  🗹 Individualised Reflection | 🗹 Formal School Meeting / Internal Professional Learning Sessions  🗹 PLC/PLT Meeting | 🗹 Literacy expertise  🗹 Internal staff  🗹 Learning Specialist  🗹 Literacy Leaders | 🗹 On-site |
| Staff professional learning on setting SMART goals including one common whole school goal regarding HITS. | 🗹 All Staff  🗹 Leadership Team | from: Term 1 | 🗹 Planning  🗹 Peer observation including feedback and reflection  🗹 Individualised Reflection | 🗹 Professional Practice Day  🗹 Formal School Meeting / Internal Professional Learning Sessions  🗹 PLC/PLT Meeting | 🗹 Internal staff  🗹 Learning Specialist | 🗹 On-site |
| All teachers will select two classes to gain feedback from students using PIVOT. | 🗹 Teacher(s) | from: Term 1  to: Term 4 | 🗹 Peer observation including feedback and reflection | 🗹 Professional Practice Day  🗹 Timetabled Planning Day | 🗹 Internal staff | 🗹 On-site |
| Teachers will use their PIVOT survey feedback to inform their teaching practice as part of PLC meetings. | 🗹 PLC Leaders  🗹 Teacher(s) | from: Term 1  to: Term 4 | 🗹 Collaborative Inquiry/Action Research team  🗹 Peer observation including feedback and reflection  🗹 Student voice, including input and feedback | 🗹 PLC/PLT Meeting | 🗹 PLC Initiative  🗹 Internal staff  🗹 Learning Specialist | 🗹 On-site |
| The Instructional Leaders will have a common AIP agenda item in PLC meetings. | 🗹 Leading Teacher(s) | from: Term 1  to: Term 4 | 🗹 Collaborative Inquiry/Action Research team | 🗹 PLC/PLT Meeting | 🗹 Internal staff  🗹 Learning Specialist | 🗹 On-site |
| All teachers participating in professional development on Compass learning tasks and assessment and reporting. | 🗹 KLA Leader | from: Term 1  to: Term 2 | 🗹 Planning  🗹 Design of formative assessments  🗹 Curriculum development | 🗹 PLC/PLT Meeting | 🗹 Internal staff | 🗹 On-site |
| All teachers will be provided with professional development on PIVOT surveys for Student Agency and Voice in learning. | 🗹 Learning Specialist(s) | from: Term 1  to: Term 1 | 🗹 Individualised Reflection  🗹 Student voice, including input and feedback | 🗹 PLC/PLT Meeting | 🗹 Internal staff | 🗹 On-site |
| Implement the 'Seven Steps Literacy Program' across the College. | 🗹 KLA Leader  🗹 Learning Specialist(s) | from: Term 1  to: Term 3 | 🗹 Planning  🗹 Preparation  🗹 Curriculum development | 🗹 Timetabled Planning Day  🗹 Network Professional Learning | 🗹 Literacy expertise | 🗹 Off-site  external PD |
| Literacy Action Plan developed identifying Reading and Writing item analysis needs. | 🗹 Learning Specialist(s) | from: Term 1  to: Term 2 | 🗹 Collaborative Inquiry/Action Research team  🗹 Curriculum development | 🗹 Formal School Meeting / Internal Professional Learning Sessions | 🗹 Literacy expertise  🗹 Internal staff  🗹 Learning Specialist  🗹 Literacy Leaders | 🗹 On-site |
| English teachers analyse the NAPLAN item analysis tool for Reading and Writing and share common trends in CCT meetings. | 🗹 KLA Leader  🗹 Teacher(s) | from: Term 1  to: Term 1 | 🗹 Planning  🗹 Collaborative Inquiry/Action Research team  🗹 Curriculum development | 🗹 Formal School Meeting / Internal Professional Learning Sessions  🗹 Timetabled Planning Day | 🗹 Literacy expertise  🗹 Internal staff  🗹 Learning Specialist  🗹 Literacy Leaders | 🗹 On-site |
| Participate in the Bastow Leading Literacy Program and use this to develop a Whole School Curriculum Plan to embed Literacy strategies. | 🗹 KLA Leader  🗹 Leadership Team | from: Term 1  to: Term 4 | 🗹 Collaborative Inquiry/Action Research team  🗹 Curriculum development | 🗹 Timetabled Planning Day | 🗹 Bastow program/course | 🗹 Off-site  Bastow |
| Learning Area Leaders will develop worked examples in their learning areas during CCT meetings. | 🗹 Curriculum Co-ordinator (s)  🗹 KLA Leader | from: Term 1  to: Term 3 | 🗹 Planning  🗹 Preparation  🗹 Curriculum development | 🗹 Formal School Meeting / Internal Professional Learning Sessions | 🗹 Internal staff  🗹 Learning Specialist | 🗹 On-site |
| Teachers are reflecting on achievement data against teacher judgments in CCT and PLC meetings. | 🗹 All Staff  🗹 KLA Leader  🗹 Numeracy Leader  🗹 PLC Leaders | from: Term 1  to: Term 4 | 🗹 Planning  🗹 Preparation  🗹 Individualised Reflection | 🗹 Formal School Meeting / Internal Professional Learning Sessions  🗹 PLC/PLT Meeting | 🗹 Internal staff  🗹 Learning Specialist | 🗹 On-site |
| Info-sheets will be developed to support a visual understanding of student agency and voice in learning. | 🗹 Learning Specialist(s) | from: Term 1  to: Term 2 | 🗹 Collaborative Inquiry/Action Research team  🗹 Student voice, including input and feedback | 🗹 Timetabled Planning Day | 🗹 Internal staff  🗹 Learning Specialist | 🗹 On-site |
| All staff participate in developing a shared understanding of agency and voice in learning through Professional Development at the beginning of the year. | 🗹 All Staff  🗹 Learning Specialist(s) | from: Term 1  to: Term 1 | 🗹 Planning  🗹 Curriculum development  🗹 Peer observation including feedback and reflection | 🗹 Formal School Meeting / Internal Professional Learning Sessions  🗹 Timetabled Planning Day | 🗹 Internal staff  🗹 Learning Specialist | 🗹 On-site |
| The Teacher Advisory Program incorporates lessons on goal setting and reflection. | 🗹 All Staff  🗹 Leadership Team  🗹 PLC Leaders | from: Term 1  to: Term 4 | 🗹 Student voice, including input and feedback | 🗹 Formal School Meeting / Internal Professional Learning Sessions | 🗹 Internal staff | 🗹 On-site |
| Develop a rubric of observable behaviours of engagement and agency and voice in learning to be used during learning walks. | 🗹 All Staff  🗹 Learning Specialist(s)  🗹 PLC Leaders | from: Term 1  to: Term 2 | 🗹 Collaborative Inquiry/Action Research team | 🗹 Formal School Meeting / Internal Professional Learning Sessions | 🗹 Internal staff  🗹 Learning Specialist | 🗹 On-site |
| Student forums are conducted each term to engage student feedback about observable behaviours that show engagement in learning. | 🗹 Leadership Team | from: Term 1  to: Term 4 | 🗹 Student voice, including input and feedback | 🗹 Formal School Meeting / Internal Professional Learning Sessions | 🗹 Internal staff | 🗹 On-site |
| Students are participating in four PIVOT surveys across the year to give teachers feedback about agency and voice in learning. | 🗹 All Staff | from: Term 1  to: Term 4 | 🗹 Student voice, including input and feedback | 🗹 PLC/PLT Meeting | 🗹 Internal staff | 🗹 On-site |
| Staff will participate in professional learning in the development of assessment rubrics. | 🗹 All Staff  🗹 Curriculum Co-ordinator (s) | from: Term 1  to: Term 3 | 🗹 Peer observation including feedback and reflection  🗹 Student voice, including input and feedback | 🗹 Professional Practice Day  🗹 Formal School Meeting / Internal Professional Learning Sessions  🗹 Timetabled Planning Day | 🗹 Internal staff  🗹 Learning Specialist | 🗹 On-site |
| Compass progressive assessment and reporting is introduced across the school. | 🗹 All Staff | from: Term 1  to: Term 4 | 🗹 Curriculum development | 🗹 Formal School Meeting / Internal Professional Learning Sessions | 🗹 Internal staff | 🗹 On-site |
| Leaders of Learning in the school use the text 'Student-Centered Leadership' as professional reading and development. | 🗹 Learning Specialist(s)  🗹 PLC Leaders  🗹 Principal | from: Term 1  to: Term 4 | 🗹 Collaborative Inquiry/Action Research team | 🗹 Formal School Meeting / Internal Professional Learning Sessions  🗹 Timetabled Planning Day | 🗹 Internal staff  🗹 Learning Specialist | 🗹 On-site |
| Each learning Area has developed formative assessment rubrics. | 🗹 Curriculum Co-ordinator (s)  🗹 KLA Leader | from: Term 1  to: Term 4 | 🗹 Planning  🗹 Preparation  🗹 Curriculum development | 🗹 Professional Practice Day  🗹 Formal School Meeting / Internal Professional Learning Sessions  🗹 Timetabled Planning Day | 🗹 Internal staff  🗹 Learning Specialist | 🗹 On-site |
| Staff and students participate in providing feedback to develop a shared Vision for Learning. | 🗹 All Staff | from: Term 1  to: Term 1 | 🗹 Collaborative Inquiry/Action Research team  🗹 Student voice, including input and feedback | 🗹 Formal School Meeting / Internal Professional Learning Sessions  🗹 PLC/PLT Meeting | 🗹 Internal staff  🗹 Learning Specialist | 🗹 On-site |
| Staff and students have had input into identifying observable behaviours for Learning Walks. | 🗹 Leadership Team  🗹 Teacher(s) | from: Term 1  to: Term 2 | 🗹 Design of formative assessments  🗹 Curriculum development  🗹 Individualised Reflection | 🗹 Professional Practice Day  🗹 Formal School Meeting / Internal Professional Learning Sessions  🗹 PLC/PLT Meeting | 🗹 Internal staff | 🗹 On-site |
| PLC's are implementing Learning Walks across communities each term. | 🗹 Leadership Team  🗹 Learning Specialist(s)  🗹 Teacher(s) | from: Term 1  to: Term 4 | 🗹 Peer observation including feedback and reflection  🗹 Demonstration lessons | 🗹 Timetabled Planning Day  🗹 PLC/PLT Meeting | 🗹 PLC Initiative  🗹 Internal staff | 🗹 On-site |
| A Psychological safety toolbox is developed with staff through professional development at the beginning of the year. | 🗹 Principal | from: Term 1  to: Term 1 | 🗹 Collaborative Inquiry/Action Research team | 🗹 Whole School Pupil Free Day | 🗹 Internal staff  🗹 Learning Specialist | 🗹 On-site |
| PLC meetings are scheduled every fortnight and have a common agenda. | 🗹 PLC Leaders | from: Term 1  to: Term 4 | 🗹 Collaborative Inquiry/Action Research team | 🗹 PLC/PLT Meeting | 🗹 Internal staff | 🗹 On-site |
| External high quality professional development provided for Instructional Leaders and Learning Specialists. | 🗹 Leadership Team  🗹 Learning Specialist(s) | from: Term 1  to: Term 3 | 🗹 Collaborative Inquiry/Action Research team  🗹 Individualised Reflection | 🗹 Timetabled Planning Day | 🗹 External consultants  VASSP | 🗹 On-site |
| Instructional Leaders and Neighbourhood Leaders meetings are scheduled fortnightly in the College Planner for targeted coaching and professional learning . | 🗹 Assistant Principal  🗹 Leadership Team  🗹 Principal | from: Term 1  to: Term 4 | 🗹 Collaborative Inquiry/Action Research team  🗹 Individualised Reflection | 🗹 Whole School Pupil Free Day  🗹 Formal School Meeting / Internal Professional Learning Sessions  🗹 Timetabled Planning Day  🗹 PLC/PLT Meeting | 🗹 Internal staff | 🗹 On-site |
| Staff provide feedback to review the Staged Response and align it to positive climate for learning. | 🗹 All Staff  🗹 Assistant Principal | from: Term 1  to: Term 1 | 🗹 Planning  🗹 Collaborative Inquiry/Action Research team | 🗹 Whole School Pupil Free Day  🗹 Formal School Meeting / Internal Professional Learning Sessions | 🗹 Internal staff | 🗹 On-site |
| New middle and senior leaders are undertaking Bastow courses to improve their knowledge and understanding of school improvement. | 🗹 KLA Leader  🗹 Leadership Team  🗹 Learning Specialist(s) | from: Term 1  to: Term 4 | 🗹 Collaborative Inquiry/Action Research team  🗹 Individualised Reflection | 🗹 Network Professional Learning | 🗹 Bastow program/course | 🗹 Off-site  Bastow |