

# 2020 Annual Implementation Plan

## for improving student outcomes

Eaglehawk Secondary College (7790)



Submitted for review by Danielle Derksen (School Principal) on 11 March, 2020 at 02:57 PM  
Endorsed by Damien Jenkyn (Senior Education Improvement Leader) on 11 March, 2020 at 06:37 PM  
Awaiting endorsement by School Council President

## Self-evaluation Summary - 2020

	<b>FISO Improvement Model Dimensions</b> The 6 High-impact Improvement Initiatives are highlighted below in red.	<b>Self-evaluation Level</b>
<b>Excellence in teaching and learning</b>	Building practice excellence	Evolving
	Curriculum planning and assessment	Evolving moving towards Embedding
	Evidence-based high-impact teaching strategies	Evolving moving towards Embedding
	Evaluating impact on learning	Evolving
<b>Professional leadership</b>	Building leadership teams	Evolving moving towards Embedding
	Instructional and shared leadership	Evolving
	Strategic resource management	Embedding moving towards Excelling
	Vision, values and culture	Embedding

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

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

<b>Enter your reflective comments</b>	<p>The change process for 2019 has included refocusing the role of the LT Community Leader and the Neighbourhood Leader to align to FISO Teaching and Learning and Positive Climate for Learning. This role clarity resulted in a clear line of sight to the leading of learning and instructional leadership across a Learning Community and student management and wellbeing. This required targeted professional development throughout the year, coaching and mentoring by Principal Class and Learning Specialists. The impact of new roles resulted in a transition period where staff, students and parents were supported to understanding the redefining of the roles through regular communication and transparency. Developing and delivering our Vision for Learning in consultation with students engaged staff in more intellectual conversation about teaching and learning, which has led to the implementation of Learning Walks and a greater focus on feedback using PIVOT. This has been enhanced by the PLC initiative and Instructional Leaders and two Learning Specialists forming the PLC implementation team, running the PLC pilot and delivering professional development to their teams and whole staff on the inquiry cycle. The Year 7 PBL has resulted in higher levels of engagement reflected in PIVOT surveys and student forum feedback. More opportunities have been created for staff to observe Learning Specialists and teachers in the program. Student agency and voice has been embedded in the PBL through collaborative planning team teaching.</p>
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	Engagement with Melbourne University to provide professional learning to all staff on developing rubrics has resulted in a consistent approach to formative and summative assessment against learning progressions.
<b>Considerations for 2020</b>	Our considerations for 2020 include implementing subject specific and whole school Literacy strategies as a result of participating in the Literacy Leaders Program in 2019. This will also include using Literacy assessment tools to bench mark point of need teaching and programs used to explicitly teach Literacy skills identified as areas of improvement. Staffing will include a .6 Literacy intervention teacher who will work with identified Year 8 students. We will continue to consolidate the use of rubrics for formative and summative assessment across the curriculum to build teacher capacity to moderate work samples more effectively against success criteria. School teacher reps will participate in BEP Assessment CoP for consistency of practice across schools. The PLC model will be implemented across the school and PLC Leaders will support both interdisciplinary and subject specific PLCs and coach and mentor Learning Area Leaders. The PBL model will be extended to Year 8. Learning Walks will be extended to include student voice and PIVOT will be further embedded to inform practice using HITS. Leadership Walks will be introduced. Student Learning Goals will be implemented by the Agency and Voice Learning Specialist and will form part of a review of the Teacher Advisory Program. MYLNS Numeracy Teacher Capacity funding will be utilised to support the Maths Learning Area to embed more opportunities for learning through rich tasks and real world application of skills and knowledge. As part of the BEP network staff will complete two days of the Berry Street Educational Model training.
<b>Documents that support this plan</b>	

## SSP Goals Targets and KIS

<b>Goal 1</b>	<p>To improve student achievement and learning growth across all curriculum areas, but particularly in Literacy and Numeracy.</p>
<b>Target 1.1</b>	<p><i><b>Achievement</b></i></p> <p>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.</p> <p>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.</p> <p><i>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.</i></p>
<b>Target 1.2</b>	<p><i><b>Staff Opinion</b></i></p> <p>By 2021, variables on the SSS to reflect improvement to match or exceed the following percent endorsement:</p> <p><i>Knowledge of high impact teaching strategies—80 per cent</i></p> <p><i>Moderate assessment tasks together—75 per cent</i></p> <p><i>Understand how to use data—75 per cent</i></p> <p><i>Professional learning to improve practice—80 per cent</i></p>
<b>Target 1.3</b>	<p><i><b>Student Attitudes</b></i></p>

	<p><i>By 2021, variables in the AToSS for the whole College to match or exceed the following percent endorsement:</i></p> <p><i>Effective teaching time—75 per cent</i></p> <p><i>Simulated learning—75 per cent</i></p> <p><i>Differentiated learning challenge—80 per cent</i></p>
<b>Key Improvement Strategy 1.a</b> 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.
<b>Key Improvement Strategy 1.b</b> 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.
<b>Key Improvement Strategy 1.c</b> 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.
<b>Goal 2</b>	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.
<b>Target 2.1</b>	<p><i>Attendance</i></p> <p><i>By 2021, improve student attendance so that attendance matches or exceeds results in similar schools.</i></p>
<b>Target 2.2</b>	<p><i>Student Attitudes</i></p> <p><i>By 2021, variables in the AToSS for the whole College to match or exceed the following percent endorsement:</i></p>

	<p><i>Motivation and interest—60 per cent</i></p> <p><i>Self-regulation and goal setting—60 per cent</i></p> <p><i>Sense of confidence—60 per cent</i></p> <p><i>Attitudes to attendance—60 per cent</i></p>
<b>Target 2.3</b>	<p><b><i>Staff opinion</i></b></p> <p><i>By 2021, variables on the SSS to reflect improvement to match or exceed the following percent endorsement:</i></p> <p><i>Use student feedback to improve practice—75 per cent</i></p> <p><i>Promote student ownership of learning goals—75 per cent</i></p>
<p><b>Key Improvement Strategy 2.a</b> Empowering students and building school pride</p>	<p>Raise levels of student voice and learner agency so that:</p> <ul style="list-style-type: none"> <li>• they are more consistently involved in regularly establishing meaningful learning goals, reflective practices, peer and self assessment</li> <li>• 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</li> </ul>
<p><b>Key Improvement Strategy 2.b</b> Building practice excellence</p>	<p>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.</p>
<p><b>Key Improvement Strategy 2.c</b> Empowering students and building school pride</p>	<p>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.</p>

<b>Goal 3</b>	To maximise student achievement, engagement and wellbeing outcomes through the development of a learning community of reflective practitioners focused on continuous improvement.
<b>Target 3.1</b>	<p><b><i>Parent Opinion</i></b></p> <p><i>By 2021, variables on the Parent Opinion Survey (POS) to reflect improvement to match or exceed the following percent endorsement:</i></p> <p><i>Parent participation and involvement—85 per cent</i></p> <p><i>Student motivation and support—85 per cent</i></p> <p><i>School improvement—85 per cent</i></p>
<b>Target 3.2</b>	<p><b><i>Student Attitudes</i></b></p> <p><i>By 2021, variables in the AToSS for the whole College to match or exceed the following percent endorsement:</i></p> <p><i>High expectations for success—70 per cent</i></p> <p><i>Sense of connectedness—70 per cent</i></p>
<b>Target 3.3</b>	<p><b><i>Staff Opinion</i></b></p> <p><i>By 2021, variables on the SSS to reflect improvement to match or exceed the following percent endorsement:</i></p> <p><i>Collective efficacy—75 per cent</i></p> <p><i>Academic emphasis—70 per cent</i></p> <p><i>Collective responsibility—80 per cent</i></p>



	<i>Instructional leadership—75 per cent</i>
<b>Key Improvement Strategy 3.a</b> 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.
<b>Key Improvement Strategy 3.b</b> 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.
<b>Key Improvement Strategy 3.c</b> 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. (

## 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.																																																																											
To improve student achievement and learning growth across all curriculum areas, but particularly in Literacy and Numeracy.	Yes	<p><b><i>Achievement</i></b></p> <p>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.</p> <p>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.</p> <p><i>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.</i></p>	<table> <tr> <td>Year 7 NAPLAN Growth</td> <td>2019 %</td> <td></td> </tr> <tr> <td>2020 %</td> <td></td> <td></td> </tr> <tr> <td>Reading Medium</td> <td>38</td> <td>43</td> </tr> <tr> <td>Writing Medium</td> <td>36</td> <td>41</td> </tr> <tr> <td>Numeracy Medium</td> <td>45</td> <td>50</td> </tr> <tr> <td>Reading High</td> <td>14</td> <td>19</td> </tr> <tr> <td>Writing High</td> <td>18</td> <td>23</td> </tr> <tr> <td>Numeracy High</td> <td>18</td> <td>23</td> </tr> <tr> <td>Year 9 NAPLAN Growth</td> <td>2019 %</td> <td></td> </tr> <tr> <td>2020 %</td> <td></td> <td></td> </tr> <tr> <td>Reading Medium</td> <td>44</td> <td>49</td> </tr> <tr> <td>Writing Medium</td> <td>51</td> <td>56</td> </tr> <tr> <td>Numeracy Medium</td> <td>49</td> <td>54</td> </tr> <tr> <td>Reading High</td> <td>18</td> <td>23</td> </tr> <tr> <td>Writing High</td> <td>19</td> <td>24</td> </tr> <tr> <td>Numeracy High</td> <td>19</td> <td>24</td> </tr> <tr> <td>Year 7 Teacher Judgement Semester 1</td> <td></td> <td></td> </tr> <tr> <td>Below expected Level</td> <td>2019%</td> <td></td> </tr> <tr> <td>2020%</td> <td></td> <td></td> </tr> <tr> <td>Reading &amp; Viewing</td> <td></td> <td>34</td> </tr> <tr> <td></td> <td></td> <td>29</td> </tr> <tr> <td>Speaking &amp; Listening</td> <td>32</td> <td>27</td> </tr> <tr> <td>Writing</td> <td>42</td> <td>37</td> </tr> <tr> <td>Measurement &amp; Geometry</td> <td>70</td> <td></td> </tr> <tr> <td></td> <td></td> <td>65</td> </tr> </table>	Year 7 NAPLAN Growth	2019 %		2020 %			Reading Medium	38	43	Writing Medium	36	41	Numeracy Medium	45	50	Reading High	14	19	Writing High	18	23	Numeracy High	18	23	Year 9 NAPLAN Growth	2019 %		2020 %			Reading Medium	44	49	Writing Medium	51	56	Numeracy Medium	49	54	Reading High	18	23	Writing High	19	24	Numeracy High	19	24	Year 7 Teacher Judgement Semester 1			Below expected Level	2019%		2020%			Reading & Viewing		34			29	Speaking & Listening	32	27	Writing	42	37	Measurement & Geometry	70				65
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			18		
			Speaking & Listening	22	17
			Writing	27	22
			Measurement & Geometry	69	
			64		
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			35		
			Year 9		
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			2020		
			Reading & Viewing	22	
			17		
			Speaking & Listening	19	14
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			61		
			Number & Algebra	48	
			43		
			Year 10		
			Below expected Level	2019	
			2020		
			Reading & Viewing	25	
			20		
			Speaking & Listening	23	18
			Writing	29	24
			Measurement & Geometry	77	
			72		
			Number & Algebra	75	
			70		

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<p>To maximise student achievement, engagement and wellbeing outcomes through the development of a learning community of reflective practitioners focused on continuous improvement.</p>	<p>Yes</p>	<p><b>Parent Opinion</b></p> <p><i>By 2021, variables on the Parent Opinion Survey (POS) to reflect improvement to match or exceed the following percent endorsement:</i></p> <p><i>Parent participation and involvement—85 per cent</i></p> <p><i>Student motivation and support—85 per cent</i></p>	<p>Parent Opinion                    2019% 2020%</p> <p>Parent participation and involvement.                73 83</p> <p>Student motivation and support.                        62 72</p>

		<i>School improvement—85 per cent</i>	School improvement. 65 75
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<b>Goal 1</b>	To improve student achievement and learning growth across all curriculum areas, but particularly in Literacy and Numeracy.
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**12 Month Target 1.1**

Year 7 NAPLAN Growth	2019 %	2020 %
Reading Medium	38	43
Writing Medium	36	41
Numeracy Medium	45	50
Reading High	14	19
Writing High	18	23
Numeracy High	18	23

Year 9 NAPLAN Growth	2019 %	2020 %
Reading Medium	44	49
Writing Medium	51	56
Numeracy Medium	49	54
Reading High	18	23
Writing High	19	24
Numeracy High	19	24

Year 7 Teacher Judgement Semester 1		
Below expected Level	2019%	2020%
Reading & Viewing	34	29
Speaking & Listening	32	27
Writing	42	37
Measurement & Geometry	70	65
Number & Algebra	35	30

Year 8		
Below expected Level	2019%	2020%
Reading & Viewing	23	18
Speaking & Listening	22	17
Writing	27	22
Measurement & Geometry	69	64
Number & Algebra	40	35

Year 9		
Below expected Level	2019	2020
Reading & Viewing	22	17
Speaking & Listening	19	14
Writing	22	17
Measurement & Geometry	66	61
Number & Algebra	48	43

	Year 10 Below expected Level      2019      2020 Reading & Viewing                      25      20 Speaking & Listening                      23      18 Writing                                      29      24 Measurement & Geometry      77      72 Number & Algebra                      75      70	
<b>12 Month Target 1.2</b>	Staff Opinion                      2019%      2020%  Knowledge of HITS.                      49      59 Moderate Assessment Tasks Together.                      39      49 Understand How to Analyse Data.                                      29      39 Professional Learning to Improve Practice.                      45      55	
<b>12 Month Target 1.3</b>	Student Attitudes                      2019%      2020%  Effective Teaching Time.      54      64 Stimulated Learning.      49      59 Differentiated Learning Challenge.                              54      64	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> 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.	Yes
<b>KIS 2</b> 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.	No



<b>KIS 3</b> 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 Year 9 NAPLAN Reading data identified a decline in high and medium growth and an increase in low growth compared to 2019. Despite Year 9 Writing growth in the top two bands there remains high percentage of students in the middle and bottom two bands. Additionally, the schools Panorama Report indicated lower growth compared to state. Year 9 NAPLAN Numeracy data shows a decline in the top two bands and a slight increase in the middle and bottom two bands. Teacher judgement in literacy and numeracy continue to reflect an inconsistency with NAPLAN data.																
<b>Goal 2</b>	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.																
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Key Improvement Strategies		Is this KIS selected for focus this year?									
<b>KIS 1</b> Empowering students and building school pride	Raise levels of student voice and learner agency so that: <ul style="list-style-type: none"> <li>they are more consistently involved in regularly establishing meaningful learning goals, reflective practices, peer and self assessment</li> <li>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</li> </ul>	Yes									
<b>KIS 2</b> 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.	No									
<b>KIS 3</b> 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.	Three areas of the Attitudes to School survey that remain low in 2019 are Self Regulation and Goal Setting, Sense of Confidence, Effort and Motivation and Interest. Learning Walks and classroom observations show that there is still inconsistency in student engagement in their learning in many learning spaces. Meta-cognition, goal setting and self assessment strategies are for continued staff professional learning.										
<b>Goal 3</b>	To maximise student achievement, engagement and wellbeing outcomes through the development of a learning community of reflective practitioners focused on continuous improvement.										
<b>12 Month Target 3.1</b>	<table border="1"> <thead> <tr> <th>Parent Opinion</th> <th>2019%</th> <th>2020%</th> </tr> </thead> <tbody> <tr> <td>Parent participation and involvement.</td> <td>73</td> <td>83</td> </tr> <tr> <td>Student motivation and support.</td> <td>62</td> <td>72</td> </tr> </tbody> </table>		Parent Opinion	2019%	2020%	Parent participation and involvement.	73	83	Student motivation and support.	62	72
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	School improvement.	65	75
<b>12 Month Target 3.2</b>	Student Attitudes	2019%	2020%
	High Expectations for Success.	64	74
	Sense of Connectedness.	49	59
<b>12 Month Target 3.3</b>	Staff Opinion	2019%	2020%
	Collective Efficacy.	33	43
	Academic Emphasis.	26	36
	Collective Responsibility.	62	72
	Instructional Leadership.	29	39
<b>Key Improvement Strategies</b>			Is this KIS selected for focus this year?
<b>KIS 1</b> 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
<b>KIS 2</b> 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
<b>KIS 3</b> 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. (		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.

Parent participation and involvement, student motivation and support increased in the 2019 parent opinion survey however school improvement slightly decreased. Staff opinion in 2019 showed collective efficacy and instructional leadership, academic emphasis decreased. However, collective responsibility increased. The school has had a renewed focus on building higher expectations and aspiration and enhancing the capacity of instructional leaders to lead their teams to create higher levels of consistency and accountability. PLC training undertaken during 2019 will support Instructional Leaders to do this. Emphasis on strengthening partnerships between staff, students and parents/carers will be further supported by progressive assessment and reporting through Compass.

## Define Actions, Outcomes and Activities

<b>Goal 1</b>	To improve student achievement and learning growth across all curriculum areas, but particularly in Literacy and Numeracy.		
<b>12 Month Target 1.1</b>	Year 7 NAPLAN Growth	2019 %	2020 %
	Reading Medium	38	43
	Writing Medium	36	41
	Numeracy Medium	45	50
	Reading High	14	19
	Writing High	18	23
	Numeracy High	18	23
	Year 9 NAPLAN Growth	2019 %	2020 %
	Reading Medium	44	49
	Writing Medium	51	56
	Numeracy Medium	49	54
	Reading High	18	23
	Writing High	19	24
	Numeracy High	19	24
	Year 7 Teacher Judgement Semester 1		
	Below expected Level	2019%	2020%
	Reading & Viewing	34	29
	Speaking & Listening	32	27
	Writing	42	37
	Measurement & Geometry	70	65
	Number & Algebra	35	30
	Year 8		
	Below expected Level	2019%	2020%
	Reading & Viewing	23	18
	Speaking & Listening	22	17
	Writing	27	22
	Measurement & Geometry	69	64
	Number & Algebra	40	35
	Year 9		
	Below expected Level	2019	2020

	Reading & Viewing                      22              17 Speaking & Listening                    19              14 Writing    22              17 Measurement & Geometry       66              61 Number & Algebra                        48              43 Year 10 Below expected Level            2019              2020 Reading & Viewing                        25              20 Speaking & Listening                    23              18 Writing    29              24 Measurement & Geometry       77              72 Number & Algebra                        75              70
<b>12 Month Target 1.2</b>	Staff Opinion                            2019%              2020%  Knowledge of HITS. Moderate Assessment                    49              59 Tasks Together.                            39              49 Understand How to Analyse Data.    29              39 Professional Learning to Improve Practice.                        45              55
<b>12 Month Target 1.3</b>	Student Attitudes                        2019%              2020%  Effective Teaching Time.                54              64 Stimulated Learning.                    49              59 Differentiated Learning Challenge.                                    54              64
<b>KIS 1</b> 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.
<b>Actions</b>	1. If all Domain Areas embed consistent assessment rubrics for formative and summative assessment, students will be better supported to understand success criteria and their learning progression as a result.

	2. If we engage all teachers in the process of analysing student achievement data using the PLC inquiry model, teachers will be better able to identify point of need teaching and targeted learning outcomes will be enhanced as a result.			
<b>Outcomes</b>	<p>Students will:</p> <ol style="list-style-type: none"> <li>1. a. Better understand skills and knowledge being assessed in each unit.</li> <li>2. a. Identify their own areas of improvement with support from the teacher.</li> </ol> <p>Staff will:</p> <ol style="list-style-type: none"> <li>1. a. Moderate work samples more effectively against success criteria.               <ol style="list-style-type: none"> <li>b. Provide point of need learning feedback to students more effectively using formative assessment.</li> <li>c. Use a consistent assessment rubric template.</li> <li>d. Participate in BEP CoPs for consistent assessment.</li> <li>e. Utilize support of Teaching Partners</li> </ol> </li> <li>2. a. Increase their data literacy.               <ol style="list-style-type: none"> <li>b. Engage in student -centred learning conversations.</li> </ol> </li> </ol> <p>Leaders will:</p> <ol style="list-style-type: none"> <li>1. a. Support staff to ensure consistency and accountability of assessment.</li> <li>2. a. Conduct weekly PLC meetings that engage staff in inquiry using data.               <ol style="list-style-type: none"> <li>b. Participate in Leadership Walks each term.</li> <li>c. Participate in visiting PLC schools.</li> <li>d. Participate in the BASTOW Leading Pedagogy program.</li> <li>e. Engage with Teaching Partners to support rubric development across the curriculum.</li> </ol> </li> </ol> <p>Parent/Cares will:</p> <ol style="list-style-type: none"> <li>1. a. Be more informed about their child's learning through Compass.</li> <li>2. a. See an improvement in their child's learning progression.</li> </ol>			
<b>Success Indicators</b>	<ol style="list-style-type: none"> <li>1.a. Assessment rubrics are documented for every unit of work and are uploaded on the College Curriculum website.           <ol style="list-style-type: none"> <li>b. An increased alignment between NAPLAN and Teacher Judgements in English and Math's.</li> <li>c. Teachers are using a variety of formative assessment in their classes.</li> </ol> </li> <li>2.a. Explicit teaching, multiple exposures, and feedback are more evident during Learning Walks and peer observations.           <ol style="list-style-type: none"> <li>b. There are weekly PLC meeting's embedded in the College planner.</li> <li>c. A minimum of 5% improvement in Literacy and Numeracy growth.</li> </ol> </li> </ol>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
All teachers are participating in Learning Walks each term.	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			to: Term 4	<input type="checkbox"/> Equity funding will be used
Participate in CoP.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> KLA Leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Engage current critical friend for developing rubrics.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$3,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Professional Development for Instructional Leaders, Curriculum Leader and KLA Leaders in assessment practices.	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Leading Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$5,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Participating in PLC school visits.	<input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$3,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Berry Street Model PD	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$18,000.00  <input checked="" type="checkbox"/> Equity funding will be used



<b>KIS 2</b> 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.
<b>Actions</b>	<ol style="list-style-type: none"> <li>1. If we build the capacity of all teachers across all learning Domains to consistently enhance students' vocabulary and note-taking skills, within the context of the curriculum, then student learning outcomes in reading and writing will be enhanced.</li> <li>2. If we build the capacity of all teachers of English to provide evidence based consistently implemented Literacy teaching strategies, at each students point of need, then students will be engaged in meaningful learning and experience success.</li> <li>3. If we support the Literacy development of students below the expected levels through targeted Literacy support sessions, then student's will experience success and build learning confidence.</li> </ol>
<b>Outcomes</b>	<p>Students:</p> <ol style="list-style-type: none"> <li>1.             <ol style="list-style-type: none"> <li>a. Build Knowledge of Tier 2 and 3 Vocab.</li> <li>b. Identify questions arising from notes and infer meaning.</li> <li>c. Able to summarise and build continuity of ideas.</li> <li>d. Identify strategies for learning progress.</li> </ol> </li> <li>2.             <ol style="list-style-type: none"> <li>a. Understand their own point of need.</li> <li>b. Engage in meaningful independent reading experiences.</li> <li>c. Be able to write for audience and purpose.</li> </ol> </li> <li>3.             <ol style="list-style-type: none"> <li>a. Build their Literacy skills and confidence.</li> </ol> </li> </ol> <p>Staff:</p> <ol style="list-style-type: none"> <li>1.             <ol style="list-style-type: none"> <li>a. Understand the purpose of using Cornell Notes.</li> <li>b. Use Tier 2 and 3 vocabulary.</li> <li>c. Understand students' point of need through conferencing.</li> <li>d. Build student capacity to assess own learning progress.</li> </ol> </li> <li>2.             <ol style="list-style-type: none"> <li>a. Use Literacy data to differentiate learning for point of need using the PLC model.</li> <li>b. Review independent reading program in English.</li> <li>c. Introduce Literacy lesson for 70 min per week.</li> <li>d. Supported by Teaching Partners to improve Literacy.</li> </ol> </li> <li>3.             <ol style="list-style-type: none"> <li>a. Modify teaching and learning to meet needs of identified students receiving MYLNS/LIT support.</li> <li>b. Literacy Support Teacher will use Fountas and Pinnell in targeted program.</li> </ol> </li> </ol> <p>Leaders:</p> <ol style="list-style-type: none"> <li>1.             <ol style="list-style-type: none"> <li>a. Support staff capacity in using Cornell Notes in PLC's and CCT's.</li> <li>b. Monitor implementations through observations and Learning Walks.</li> <li>c. Facilitate professional learning in the identification of Tier 2 and 3 words.</li> </ol> </li> <li>2.             <ol style="list-style-type: none"> <li>a. Engage the English team to review the current independent reading program.</li> <li>b. Build capacity of English team to use data to differentiate teaching strategies.</li> <li>c. Facilitate professional development of evidence based Literacy teaching strategies.</li> </ol> </li> </ol>

	<ul style="list-style-type: none"> <li>e. Collaborate with Teaching Partners.</li> <li>f. Appoint MYLNS Num/Lit Improvement Teachers</li> <li>3. a. Support the development of ILP's.</li> </ul> Parents/Carers: <ul style="list-style-type: none"> <li>1. a. Able to see evidence of students' learning through their notes.</li> <li>    b. Be able observe differences in the students' vocabulary improvement.</li> <li>2. a. Encourage and support reading at home.</li> <li>3. a. Receive feedback from Literacy Support Teacher.</li> </ul>			
<b>Success Indicators</b>	<ul style="list-style-type: none"> <li>1. a. Students will show improvement in their use of Tier 2 and 3 words in their writing.</li> <li>    b. Staff will use a common language when talking about Tier 2 and Tier 3 words are explicitly used.</li> <li>    c. Improved student skills to question, infer and summarise when reading.</li> <li>    d. Improved writing coherence.</li> <li>    e. Staff are using a consistent Cornell note-taking template to improve writing and metacognition.</li> <li>    f. 5% increase in Reading and Writing NAPLAN data</li> <li>2. a. Students engaged in reading.</li> <li>    b. Teachers are modeling reading.</li> <li>    c. Increased NAPLAN reading and PAT-R outcomes.</li> <li>    d. Explicit Literacy lessons are documented and stored on the Curriculum website.</li> <li>    e. English team engaged in PLC cycles to improve identified reading and writing skills</li> <li>3. a. Fountas and Pinnell post test will show improvement.</li> <li>    b. Differentiated learning tasks are documented for identified students.</li> <li>    c. Student ILP's are inclusive of Literacy needs.</li> <li>    d. Growth in learning confidence of identified students.</li> </ul>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Professional development on Tier 1, 2 and 3 vocabulary model.	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> All Staff</li> <li><input checked="" type="checkbox"/> KLA Leader</li> <li><input checked="" type="checkbox"/> Leading Teacher(s)</li> <li><input checked="" type="checkbox"/> Learning Specialist(s)</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> PLP Priority</li> </ul>	from: Term 1 to: Term 3	\$5,000.00  <input checked="" type="checkbox"/> Equity funding will be used

Professional development on Cornell Notes.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$5,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Appoint a Literacy Support Teacher.	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$80,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Professional development in data literacy for English teachers.	<input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$2,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Professional development for differentiation.	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLC Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Professional development for reading and writing analysis items.	<input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Time release to meet with Teaching Partners.	<input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$10,000.00

	<input checked="" type="checkbox"/> Teacher(s)		to: Term 4	<input checked="" type="checkbox"/> Equity funding will be used															
Teaching resources	<input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Support	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$15,000.00  <input checked="" type="checkbox"/> Equity funding will be used															
<b>Goal 2</b>	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.																		
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<b>KIS 1</b> Empowering students and building school pride	Raise levels of student voice and learner agency so that: <ul style="list-style-type: none"> <li>• they are more consistently involved in regularly establishing meaningful learning goals, reflective practices, peer and self assessment</li> <li>• 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</li> </ul>
<b>Actions</b>	1. When Maths teachers support students to understand their learning needs, attitudes and behaviours and set goals to support increased learning success, then student engagement, motivation and interest in learning will improve numeracy levels as a result.
<b>Outcomes</b>	Students will: <ol style="list-style-type: none"> <li>1. a. Understand their and strengths and weaknesses in Maths.</li> <li>b. Develop a learner-profile inclusive of learning needs, attitudes and behaviours.</li> <li>c. Take more ownership of their learning progression.</li> <li>d. Set SMART learner behaviour and achievement goals.</li> <li>e. Be exposed to more opportunities for agency and voice in Maths through applied learning and problem solving.</li> </ol> Staff will: <ol style="list-style-type: none"> <li>1. a. Develop consistent strategies and resources to support students understanding of SMART learning behaviour and achievement goals.</li> <li>b. Support students to reflect upon their strengths and weaknesses and communicate them.</li> <li>c. Access support from the MYLNS Numeracy Improvement Teacher to support capacity building</li> </ol> Leaders will: <ol style="list-style-type: none"> <li>1. a. Provide professional development to the Math's team to build their understanding of student meta-cognitive development.</li> <li>b. Provide worked samples of rubrics inclusive of student friendly language.</li> <li>c. Build capacity of Math's team to support students to set SMART learning behaviour goals.</li> <li>d. Appoint MYLNS Numeracy capacity building Improvement Teacher</li> </ol> Parents/Carers will: <ol style="list-style-type: none"> <li>1. a. Have a greater understanding of their child's progression in Math's.</li> <li>b. Be able to discuss their child's learning behaviour goals with the teacher.</li> </ol>
<b>Success Indicators</b>	<ol style="list-style-type: none"> <li>1. a. Students will have developed their own learner profile and learning behaviour SMART goals.</li> <li>b. Achievement in NAPLAN and PAT Math student learning growth data will have increased.</li> <li>c. Math's curriculum and assessment rubrics will have student friendly language documented.</li> </ol>

- d. Modelled teaching resources will be developed and documented.
- e. A reflection template for students for writing SMART goals is documented.

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Professional development in meta-cognitive strategies and SMART learning goals.	<input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Numeracy Improvement Teacher	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$3,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Professional development to use student friendly language.	<input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$3,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Planning professional learning	<input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Numeracy Improvement Teacher	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Leading Maths Bastow Program	<input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$5,000.00  <input checked="" type="checkbox"/> Equity funding will be used

Teaching resources	<input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00  <input checked="" type="checkbox"/> Equity funding will be used																									
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School improvement.	65	75																											
<b>12 Month Target 3.2</b>	<table border="0"> <tr> <td>Student Attitudes</td> <td>2019%</td> <td>2020%</td> <td></td> <td></td> </tr> <tr> <td>High Expectations for Success.</td> <td>64</td> <td>74</td> <td></td> <td></td> </tr> <tr> <td>Sense of Connectedness.</td> <td>49</td> <td>59</td> <td></td> <td></td> </tr> </table>				Student Attitudes	2019%	2020%			High Expectations for Success.	64	74			Sense of Connectedness.	49	59												
Student Attitudes	2019%	2020%																											
High Expectations for Success.	64	74																											
Sense of Connectedness.	49	59																											
<b>12 Month Target 3.3</b>	<table border="0"> <tr> <td>Staff Opinion</td> <td>2019%</td> <td>2020%</td> <td></td> <td></td> </tr> <tr> <td>Collective Efficacy.</td> <td>33</td> <td>43</td> <td></td> <td></td> </tr> <tr> <td>Academic Emphasis.</td> <td>26</td> <td>36</td> <td></td> <td></td> </tr> <tr> <td>Collective Responsibility.</td> <td>62</td> <td>72</td> <td></td> <td></td> </tr> <tr> <td>Instructional Leadership.</td> <td>29</td> <td>39</td> <td></td> <td></td> </tr> </table>				Staff Opinion	2019%	2020%			Collective Efficacy.	33	43			Academic Emphasis.	26	36			Collective Responsibility.	62	72			Instructional Leadership.	29	39		
Staff Opinion	2019%	2020%																											
Collective Efficacy.	33	43																											
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Collective Responsibility.	62	72																											
Instructional Leadership.	29	39																											

<b>KIS 1</b> 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.			
<b>Actions</b>	1. When staff and students participate in regular Learning Walks together, focused on observable teaching and learning behaviours and strategies, shared expectations of teacher practice and student learning will enhance a positive learning school culture.			
<b>Outcomes</b>	<p>Students will:</p> <ol style="list-style-type: none"> <li>1. a. Be accompanying teachers and leaders on Learning Walks inclusive of Teaching Partners.</li> <li>    b. Contributing to teaching and learning evidence based practices and observable learning behaviours.</li> <li>    c. Have reflective conversations with teachers and leaders following Learning Walks.</li> </ol> <p>Staff will:</p> <ol style="list-style-type: none"> <li>1. a. Be engaging in conversations reflective of student feedback from Learning Walks.</li> <li>    b. Be using feedback to inform practice.</li> <li>    c. Build consistent approach to teaching and learning across the school using evidence based strategies.</li> </ol> <p>Leaders will:</p> <ol style="list-style-type: none"> <li>1. a. Refine the Learning Walk template to include evidence based practices.</li> <li>    b. Support staff to reflect upon the school's instructional model to identify areas of need.</li> <li>    c. Incorporate Learning Walk feedback into PLC inquiries.</li> <li>    d. Be engaging in Leadership Walks inclusive of Teaching Partners.</li> <li>    e. Engage in Leadership Walks with Teaching Partners</li> </ol>			
<b>Success Indicators</b>	<ol style="list-style-type: none"> <li>1. a. Learning Walks are embedded in the College Planner each term.</li> <li>    b. PLC inquiries include Learning Walk feedback.</li> <li>    c. Staff collective efficacy will increase.</li> <li>    d. Student high expectation for success will increase.</li> <li>    e. Teachers are implementing the school instructional model more consistently.</li> </ol>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Professional learning to refine the Learning Walk template.	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> PLC Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$5,000.00  <input checked="" type="checkbox"/> Equity funding will be used



<p>CRT release to facilitate student forums to refine the Learning Walk template.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Leading Teacher(s)</li> <li><input checked="" type="checkbox"/> Learning Specialist(s)</li> <li><input checked="" type="checkbox"/> PLC Leaders</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> PLP Priority</li> </ul>	<p>from: Term 1 to: Term 3</p>	<p>\$2,000.00</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Equity funding will be used</li> </ul>
<p>CRT release to support Instructional Leaders to work with Teaching Partners on evidence based practices.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Leadership Partners (DSSI)</li> <li><input checked="" type="checkbox"/> Leading Teacher(s)</li> <li><input checked="" type="checkbox"/> PLC Leaders</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> PLP Priority</li> </ul>	<p>from: Term 1 to: Term 4</p>	<p>\$5,000.00</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Equity funding will be used</li> </ul>

# Equity Funding Planner

## Equity Spending Totals

Category	Total proposed budget (\$)	Spend (\$)
Equity funding associated with Activities and Milestones	\$193,000.00	\$193,000.00
Additional Equity funding	\$1,085,756.00	\$1,085,756.00
<b>Grand Total</b>	<b>\$1,278,756.00</b>	<b>\$1,278,756.00</b>

## Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Participate in CoP.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT	\$5,000.00	\$5,000.00
Engage current critical friend for developing rubrics.	from: Term 2 to: Term 3	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$3,000.00	\$3,000.00
Professional Development for Instructional Leaders, Curriculum Leader and KLA Leaders in assessment practices.	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> CRT	\$5,000.00	\$5,000.00

Participating in PLC school visits.	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT	\$3,000.00	\$3,000.00
Berry Street Model PD	from: Term 2 to: Term 3	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$18,000.00	\$18,000.00
Professional development on Tier 1, 2 and 3 vocabulary model.	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT	\$5,000.00	\$5,000.00
Professional development on Cornell Notes.	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT	\$5,000.00	\$5,000.00
Appoint a Literacy Support Teacher.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources	\$80,000.00	\$80,000.00
Professional development in data literacy for English teachers.	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources	\$2,000.00	\$2,000.00

		<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT		
Professional development for differentiation.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT	\$2,000.00	\$2,000.00
Professional development for reading and writing analysis items.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT	\$2,000.00	\$2,000.00
Time release to meet with Teaching Partners.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT	\$10,000.00	\$10,000.00
Teaching resources	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$15,000.00	\$15,000.00
Professional development in meta-cognitive strategies and SMART learning goals.	from: Term 1	<input checked="" type="checkbox"/> School-based staffing	\$3,000.00	\$3,000.00

	to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT		
Professional development to use student friendly language.	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT	\$3,000.00	\$3,000.00
Planning professional learning	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT	\$5,000.00	\$5,000.00
Leading Maths Bastow Program	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT	\$5,000.00	\$5,000.00
Teaching resources	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT	\$10,000.00	\$10,000.00

Professional learning to refine the Learning Walk template.	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT	\$5,000.00	\$5,000.00
CRT release to facilitate student forums to refine the Learning Walk template.	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> CRT	\$2,000.00	\$2,000.00
CRT release to support Instructional Leaders to work with Teaching Partners on evidence based practices.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT	\$5,000.00	\$5,000.00
<b>Totals</b>			\$193,000.00	\$193,000.00

### Additional Equity spend

Outline here any additional Equity spend for 2020	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Netbook leases	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Assets	\$110,318.00	\$110,318.00
AIP Initiatives	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$100,000.00	\$100,000.00

		<input checked="" type="checkbox"/> CRT		
Wellbeing and Engagement	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT	\$10,000.00	\$10,000.00
Teacher Assistants	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources	\$243,900.00	\$243,900.00
Chaplaincy Program	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Support services	\$48,680.00	\$48,680.00
Connect Program - Renengagement	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT	\$130,000.00	\$130,000.00
Coaching and Development	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT	\$20,000.00	\$20,000.00

Innovative Learning Programs	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT	\$15,000.00	\$15,000.00
GROW Program - reengagement	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$55,000.00	\$55,000.00
ICT Resources	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources	\$10,000.00	\$10,000.00
Breakfast Program	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources	\$1,000.00	\$1,000.00
Learning Area Texts	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources	\$25,000.00	\$25,000.00
High Needs Transition worker	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$29,000.00	\$29,000.00
Connect Teacher Assistant	from: Term 1	<input checked="" type="checkbox"/> School-based staffing	\$43,635.00	\$43,635.00



	to: Term 4	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)		
3556 Magazine Library Support	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$11,000.00	\$11,000.00
Mental Health Practitioner additional day	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$300.00	\$300.00
Mathletics	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources	\$6,000.00	\$6,000.00
Education Perfect	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources	\$12,000.00	\$12,000.00
Regional commitments	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT	\$5,000.00	\$5,000.00
Indigenous support program	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$24,000.00	\$24,000.00
Youth Worker	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$67,423.00	\$67,423.00

ADP	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources	\$24,000.00	\$24,000.00
Virtual Learning Maths	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources	\$6,000.00	\$6,000.00
Connect Leader role	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$8,500.00	\$8,500.00
School Programs Administration Support	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$80,000.00	\$80,000.00
<b>Totals</b>			\$1,085,756.00	\$1,085,756.00

## Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
All teachers are participating in Learning Walks each term.	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Participate in CoP.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> KLA Leader	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Network Professional Learning	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> Off-site Communities of Practice
Engage current critical friend for developing rubrics.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Leadership Team	from: Term 2 to: Term 3	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> External consultants Melbourne University	<input checked="" type="checkbox"/> On-site

Professional Development for Instructional Leaders, Curriculum Leader and KLA Leaders in assessment practices.	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Leading Teacher(s)	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Leadership partners	<input checked="" type="checkbox"/> On-site
Participating in PLC school visits.	<input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Network Professional Learning <input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> Off-site School visits
Berry Street Model PD	<input checked="" type="checkbox"/> All Staff	from: Term 2 to: Term 3	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> External consultants Berry Street	<input checked="" type="checkbox"/> On-site
Professional development on Tier 1, 2 and 3 vocabulary model.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site

Professional development on Cornell Notes.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> MYLYNS Improvement teacher	<input checked="" type="checkbox"/> On-site
Professional development in data literacy for English teachers.	<input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> MYLYNS Network teacher	<input checked="" type="checkbox"/> On-site
Professional development for differentiation.	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLC Leaders	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Professional development for reading and writing analysis items.	<input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site

					<input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> MYLYNS Network teacher	
Time release to meet with Teaching Partners.	<input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Teaching resources	<input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Support	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Professional development in meta-cognitive strategies and SMART learning goals.	<input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Numeracy Improvement Teacher	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) <input checked="" type="checkbox"/> MYLYNS Improvement teacher	<input checked="" type="checkbox"/> On-site

Professional development to use student friendly language.	<input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Planning professional learning	<input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Numeracy Improvement Teacher	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Leading Maths Bastow Program	<input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Network Professional Learning	<input checked="" type="checkbox"/> Bastow program/course	<input checked="" type="checkbox"/> Off-site Bastow
Teaching resources	<input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Communities of Practice <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

Professional learning to refine the Learning Walk template.	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> PLC Leaders	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
CRT release to facilitate student forums to refine the Learning Walk template.	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLC Leaders	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
CRT release to support Instructional Leaders to work with Teaching Partners on evidence based practices.	<input checked="" type="checkbox"/> Leadership Partners (DSSI) <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> PLC Leaders	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site