2019 Annual Implementation Plan

for improving student outcomes

Copperfield College (8799)

Submitted for review by Anthony Sokol (School Principal) on 20 December, 2018 at 02:37 PM
Endorsed by Anne Fox (Senior Education Improvement Leader) on 20 December, 2018 at 03:18 PM
Endorsed by Antonio Prosia (School Council President) on 24 December, 2018 at 10:14 AM

Self-evaluation Summary - 2019

	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 moving towards Embedding
	Curriculum planning and assessment	Evolving
	Evidence-based high-impact teaching strategies	
	Evaluating impact on learning	

Professional leadership	Building leadership teams	Evolving moving towards Embedding
	Instructional and shared leadership	Evolving moving towards Embedding
	Strategic resource management	Embedding
	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
	Health and wellbeing	Evolving moving towards Embedding
	Intellectual engagement and self-awareness	

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

| Enter your reflective comments | Year 2 of our present Strategic Plan has been affirming in that the goals and key improvement targets identified appear to be the right work for our College. While improvements have been made in student achievement, continued emphasis on the literacy, including reading and writing, and the numeracy needs of our students are necessary. This will need to be achieved primarily in building the instructional capacity of our teachers within the above mentioned areas, but also in their ability to monitor student achievement in summative and formative tasks, in their ability to collaborate in planning and intervention for the benefit of students and in analysing and acting upon a range of student achievement data. The key driver for this work with be the PLC framework where more needs to be done to systematically embed this as a school wide process and develop the capacity of teachers to operate within this structure.

Our plan to engage students as partners in their learning through the activation of effective student voice is now clear. While systems are presently in place via student reports and programs such as SLPs to facilitate this work, significant investment in building the capacity of students to operate within this context is required, primarily to be achieved through awareness and capacity building of our teachers. |
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	Our wellbeing focus, while invested in heavily and operating effectively from a triage perspective, can also be built on to incorporate more proactive measures. Engagement in an effective and worthwhile resilience framework will be central to development within this area.
Considerations for 2020	Copperfield will seek to continue to build on the gains made operating within the PLC framework to drive improvement in instructional capacity across the College. This will require continued investment in professional learning within this area, as well as the evaluation of our structures to facilitate this program effectively. Continued emphasis on our intervention and extension processes across learning areas and cohorts will be necessary to meet these ends.

Further expansion of our literacy programs, including those aimed at writing and reading development, is also required. In 2019 we will seek to consolidate on the significant gains made in reading literacy through our intervention programs (years 7-10) and the Year 7/8 reading focus embedded in the English curriculum. This will need to coincide with renewed emphasis/focus on the College writing initiative to arrest some recent decline in our NAPLAN data.

The College will also need to continue to evaluate the extent to which students are activated as partners in their learning. Investment in professional learning in this area, as well as continued development of processes such as those aligned with our involvement with PIVOT should support this measure.

The College will need to act on the identification of a resilience framework, working towards embedding learning within this area into the core curriculum. |
| **Documents that support this plan** | Copperfield College (8799) - 2018 - Monitoring and Self-assessment Semester 1 and Semester 2.docx (0.18 MB) |

SSP Goals Targets and KIS

Goal 1	To improve individual student learning growth.
Target 1.1	- VCE all study score mean at or above 31 - VCE English study score mean at or above 30 - Percentage of VCE study scores above 40 at or above 6% - Senior VCAL Pass rate at or above 90% - Stimulating Learning (AtoSS) at or above 4.00 - Teacher Effectiveness (AtoSS) at or above 4.00
Target 1.2	- Percentage of students achieving in the top 2 bands in NAPLAN Reading and Writing (Year 9) at or above 15% - Percentage of students experiencing 'High Relative Growth' in NAPLAN Reading and Writing at or above 25% - Percentage of students experiencing 'Low Relative Growth' in NAPLAN Reading and Writing below 20%
Target 1.3	- Percentage of students achieving in the top 2 bands in NAPLAN Numeracy (Year 9) at or above 15% - Percentage of students experiencing 'High Relative Growth' in NAPLAN Numeracy at or above 25% - Percentage of students experiencing 'Low Relative Growth' in NAPLAN Numeracy below 20%
Key Improvement Strategy 1.a Building practice excellence	Implement the Professional Learning Community (PLC) At Work framework across the College

Key Improvement Strategy 1.b Building practice excellence	Further expand and develop the College literacy focus, with particular emphasis on reading and writing across all learning areas.
Goal 2	To build student engagement through the employment of authentic student voice.
Target 2.1	- Learning Confidence (AtoSS) at or above 3.80 - Student Motivation (AtoSS) at or above 4.40 - Increase the proportion of students reporting favourably on Stimulating Learning to 40% - School Connectedness (AtoSS) at or above 3.75
Key Improvement Strategy 2.a Empowering students and building school pride	Develop individual student capacity to act as partners in their learning.
Goal 3	To improve individual student capacity for resilience.
Target 3.1	- Student Morale (AtoSS) at or above 4.85 - Student Distress (AtoSS) at or above 5.3 - Overall student absence rates at or below 10%
Key Improvement Strategy 3.a Health and wellbeing	Investigate, develop and implement a whole-school approach for building student resilience.

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 individual student learning growth.	Yes	• VCE all study score mean at or above 31 • VCE English study score mean at or above 30 • Percentage of VCE study scores above 40 at or above 6% • Senior VCAL Pass rate at or above 90% • Stimulating Learning (AtoSS) at or above 4.00 • Teacher Effectiveness (AtoSS) at or above 4.00	- VCE all study score mean at or above 30 - Percentage of VCE study scores above 40 at or above 5% - Senior VCAL pass rate at or above 88%
		• Percentage of students achieving in the top 2 bands in NAPLAN Reading and Writing (Year 9) at or above 15% • Percentage of students experiencing 'High Relative Growth' in NAPLAN Reading and Writing at or above 25% • Percentage of students experiencing 'Low Relative Growth' in NAPLAN Reading and Writing below 20%	- Maintenance of percentage of students experiencing 'High Relative Growth' in NAPLAN Reading at or above 27% - Percentage of students experiencing 'High Relative Growth' in NAPLAN Writing at or above 20% - Percentage of students experiencing 'Low Relative Growth' in NAPLAN Reading and Writing below 25% - Percentage of students achieving in the top 2 bands in NAPLAN Reading and Writing (Year 9) at or above 10%

		• Percentage of students achieving in the top 2 bands in NAPLAN Numeracy (Year 9) at or above 15% • Percentage of students experiencing 'High Relative Growth' in NAPLAN Numeracy at or above 25% • Percentage of students experiencing 'Low Relative Growth' in NAPLAN Numeracy below 20%	- Percentage of Year 9 students experiencing high relative growth in NAPLAN Numeracy at or above 21% - Percentage of students experiencing 'Low Relative Growth' in NAPLAN Numeracy below 26% - Percentage of students achieving in the top 2 bands in NAPLAN Numeracy (Year 9) at or above 12% - Percentage of students achieving in the top 2 bands in NAPLAN Numeracy (Year 9) at or above 10.5%
To build student engagement through the employment of authentic student voice.	Yes	• Learning Confidence (AtoSS) at or above 3.80 • Student Motivation (AtoSS) at or above 4.40 • Increase the proportion of students reporting favourably on Stimulating Learning to 40% • School Connectedness (AtoSS) at or above 3.75	- Increase in the % positive endorsement in Student Voice and Agency at or above 55% - Increase in the % positive endorsement in Self-Regulation and Goal-setting at or above 78% - Increase in the % positive endorsement in School Connectedness at or above 68% - Increase in the % positive endorsement in High Expectations at or above 80% - Increase in the % positive endorsement in Motivation at or above 73%
To improve individual student capacity for resilience.	Yes	• Student Morale (AtoSS) at or above 4.85 • Student Distress (AtoSS) at or above 5.3 • Overall student absence rates at or below 10%	Increase in the % positive endorsement in Resilience at or above 73%

Goal 1	To improve individual student learning growth.

12 Month Target 1.1	- VCE all study score mean at or above 30 - Percentage of VCE study scores above 40 at or above 5% - Senior VCAL pass rate at or above 88%	
12 Month Target 1.2	- Maintenance of percentage of students experiencing 'High Relative Growth' in NAPLAN Reading at or above 27% - Percentage of students experiencing 'High Relative Growth' in NAPLAN Writing at or above 20% - Percentage of students experiencing 'Low Relative Growth' in NAPLAN Reading and Writing below 25% - Percentage of students achieving in the top 2 bands in NAPLAN Reading and Writing (Year 9) at or above 10%	
12 Month Target 1.3	- Percentage of Year 9 students experiencing high relative growth in NAPLAN Numeracy at or above 21% - Percentage of students experiencing 'Low Relative Growth' in NAPLAN Numeracy below 26% - Percentage of students achieving in the top 2 bands in NAPLAN Numeracy (Year 9) at or above 12% - Percentage of students achieving in the top 2 bands in NAPLAN Numeracy (Year 9) at or above 10.5%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Building practice excellence	Implement the Professional Learning Community (PLC) At Work framework across the College	Yes
KIS 2 Building practice excellence	Further expand and develop the College literacy focus, with particular emphasis on reading and writing across all learning areas.	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	The faithful implementation of the PLC At Work framework, as well as continued emphasis on improving student literacy outcomes across the College, remain the central drivers of our goal to improve student outcomes. As a result of these foci, improvement in teacher assessment and instructional capacity has led to improved student outcomes in the areas of VCE attainment and reading outcomes. Embedding these frameworks, and renewed emphasis on building teacher capacity to support student writing development will be necessary to achieving our ultimate aims.	
Goal 2	To build student engagement through the employment of authentic student voice.	
12 Month Target 2.1	- Increase in the % positive endorsement in Student Voice and Agency at or above 55% - Increase in the % positive endorsement in Self-Regulation and Goal-setting at or above 78%	

	- Increase in the % positive endorsement in School Connectedness at or above 68% - Increase in the % positive endorsement in High Expectations at or above 80% - Increase in the % positive endorsement in Motivation at or above 73%

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Empowering students and building school pride	Develop individual student capacity to act as partners in their learning.	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	The College sees student activation through the development of their assessment literacy as crucial to achieving our outcomes related goals as detailed above. Work in this area has still not reached full implementation, and the focus of the second half of our strategic planning cycle will be to embed the framework that has been developed, in conjunction with our unpacking of DETs Activate framework, into implementation in every classroom.	

Goal 3	To improve individual student capacity for resilience.
12 Month Target 3.1	Increase in the % positive endorsement in Resilience at or above 73%

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Health and wellbeing	Investigate, develop and implement a whole-school approach for building student resilience.	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.	Resilience continues to be a significant student wellbeing issue for the college. As above here, work in this area is not yet in full implementation, and College will be seeking to implement a whole-College framework in the second half of our planning cycle.	

Define Actions, Outcomes and Activities

Goal 1	To improve individual student learning growth.
12 Month Target 1.1	- VCE all study score mean at or above 30 - Percentage of VCE study scores above 40 at or above 5% - Senior VCAL pass rate at or above 88%
12 Month Target 1.2	- Maintenance of percentage of students experiencing 'High Relative Growth' in NAPLAN Reading at or above 27% - Percentage of students experiencing 'High Relative Growth' in NAPLAN Writing at or above 20% - Percentage of students experiencing 'Low Relative Growth' in NAPLAN Reading and Writing below 25% - Percentage of students achieving in the top 2 bands in NAPLAN Reading and Writing (Year 9) at or above 10%
12 Month Target 1.3	- Percentage of Year 9 students experiencing high relative growth in NAPLAN Numeracy at or above 21% - Percentage of students experiencing 'Low Relative Growth' in NAPLAN Numeracy below 26% - Percentage of students achieving in the top 2 bands in NAPLAN Numeracy (Year 9) at or above 12% - Percentage of students achieving in the top 2 bands in NAPLAN Numeracy (Year 9) at or above 10.5%
KIS 1 Building practice excellence	Implement the Professional Learning Community (PLC) At Work framework across the College
Actions	- Develop teacher capacity to interrogate student learning data through Common Formative Assessment tasks (CFAs) to determine and act on learning and instructional gaps - Continue to develop capacity to operate within the PLC framework - Continue to develop and refine a PLT Documentation process, including its relationship to the maintenance of a Guaranteed and Viable Curriculum through the identification of essential learning - Develop a culture of peer observation - Develop staff capacity to operate within the College Instruction model and implement the High Impact Teaching Strategies (HITS)\ - Investigate opportunities for Tier 2 and additional Tier 3 intervention - Develop teacher and student capacity with regards to goal setting
Outcomes	Students will: - Complete regular CFAs - Engage teachers in the feedback process via written and verbal feedback - Know what their learning gaps are and work with their teachers to fill those gaps

	- Set goals and monitor their progress - Develop their data/assessment literacy, with the support of teachers - Develop meta-cognitive abilities (self-regulation) Teacher will: - Develop and conduct CFAs - Record, monitor and collate data from CFAs - Share and analyse student work (CFAs) and data - Formulate and implement a plan of action based on the above - Share and compare instructional strategies within their PLTs - Use PIVOT data to receive feedback on how to improve classroom practice - Use the LENAR model when planning lessons - Embed HITS within practice - Share learning from the PLT process with their KLAs - Engage in peer observations - Engage with students in the feedback process (conferencing) - Develop students' metacognitive abilities - Teach students how to set, monitor and evaluate goals School Leaders will: - Investigate intervention structures - Deliver ongoing PLT training across the college and with leaders - Respond to feedback from staff, PLT Leaders and KLA Leaders to continuously refine and improve the PLT process - Monitor the success of PLTs through the collection of data through the PDP process - Leaders will explore and trial a developmental rubric for PLTs - Support PLT Leaders and KLA Leaders to implement the PLTs successfully - Collaborate with teachers - Provide support, resources and professional learning on data/assessment literacy - Allocate time, resources, structure and space for the running of PLTs - Deliver professional learning and monitor implementation of HITS and LENAR - Support staff to implement a peer observation tool - Evaluate the peer observation process - Deliver professional learning and resources on inquiry mindset, assessment, goal setting and monitor its implementation
Success Indicators	- VCE median study score improvement - VCE English median study score improvement - VCAL pass rate improvement

	- Increase in student satisfactory unit attainment as detailed on student reports - Evidence of teacher intervention as detailed in PLT documentation - Whole-college documentation of essential learning standards - Documentation of CFAs - Teacher lesson plans - Teacher engagement within PLTs via the PDP process

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Deliver professional learning and resources to staff in the recording, tracking, sharing and analysis of student work/CFAs within PLTs	☑ Leadership Team	☑ PLP Priority	from: Term 1 to: Term 4	$3,890.00 ☑ Equity funding will be used
Facilitate time on the meeting schedule dedicated to the documentation of essential learning standards and other required curriculum.	☑ Leadership Team	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Deliver professional learning to staff to enable students to understand the assessment criteria and how to access and understand their own learning data (assessment literacy).	☑ Curriculum Co-ordinator (s)	☑ PLP Priority	from: Term 1 to: Term 2	$0.00 ☐ Equity funding will be used
Develop the capacity of KLA Leaders to support the implementation of a PLC by providing external professional learning	☑ Principal	☑ PLP Priority	from: Term 1 to: Term 2	$15,230.00 ☑ Equity funding will be used
Provide professional learning to staff to mandate the use of 'I can' statements.	☑ Curriculum Co-ordinator (s)	☑ PLP Priority	from: Term 1	$0.00

			to: Term 2	☐ Equity funding will be used
Develop college norms, in consultation with staff, to strengthen a safe and collaborative culture.	☑ Leadership Team	☐ PLP Priority	from: Term 1 to: Term 2	$0.00 ☐ Equity funding will be used
Provide whole school professional learning in the effective use of classroom observation to improve teaching practice.	☑ Leadership Team	☑ PLP Priority	from: Term 1 to: Term 2	$0.00 ☐ Equity funding will be used
Develop a new resource to make explicit links between HITS and the College instructional model (LENAR).	☑ Curriculum Co-ordinator (s)	☐ PLP Priority	from: Term 1 to: Term 2	$0.00 ☐ Equity funding will be used
Develop proximal prompts to be used across the College to support PLC implementation.	☑ Leadership Team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Embed the use of the College instructional model by continuing to support staff to use LENAR in concert with the HITS.	☑ Leadership Team	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Establish a core interventions group with representatives from each campus to work on potential intervention structure and implementation.	☑ Leadership Team	☐ PLP Priority	from: Term 1	$0.00

				to: Term 2	☐ Equity funding will be used
Deliver professional learning for staff on goal-setting.	☑ Leadership Team	☑ PLP Priority	from: Term 1 to: Term 2	$0.00 ☐ Equity funding will be used
Identify teachers and students who have embedded consistent goal-setting practice within their classroom to act as champions of exemplary practice across the College.	☑ Curriculum Co-ordinator (s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Develop improved documentation to support the development and ongoing tracking of student learning goals.	☑ Curriculum Co-ordinator (s)	☐ PLP Priority	from: Term 1 to: Term 2	$0.00 ☐ Equity funding will be used
Work with KLA Leaders to ensure consistent documentation of College curriculum, including providing feedback to KLA Leaders and PLT Leaders to address gaps in Essential Learnings.	☑ Curriculum Co-ordinator (s)	☐ PLP Priority	from: Term 1 to: Term 2	$0.00 ☐ Equity funding will be used
Organise further professional learning to develop the capacity of teachers to create developmental rubrics.	☑ Leadership Team	☑ PLP Priority	from: Term 1 to: Term 3	$5,000.00 ☑ Equity funding will be used
KIS 2 Building practice excellence	Further expand and develop the College literacy focus, with particular emphasis on reading and writing across all learning areas.				

Actions	Reinvigorate a focus on writing by: - Developing the capacity of teachers to explicitly teach writing across learning areas - Establishing key partnerships with external providers and maintaining the ongoing relationship with our literacy consultants - Developing staff capacity to monitor and analyse student writing data including E-Write - Planning for the widespread uptake of Literacy for Learning practices Build on reading improvement by: - Advancing practices established within the context of the Year 7 reading program into the Year 8 English Curriculum - Planning for the implementation of an 'Accelerated Reader' program into present literacy intervention structures - Implementing feedback and goal setting into the Year 7 and 8 Literate Practices program based on the On Demand testing data - Further develop and enhance the Year 9 and 10 Literacy Intervention programs - Investigating the creation of a developmental continuum for reading
Outcomes	Students will: - Choose books for independent reading within their ZPD - Use the 'Attitude to Reading and Reading Habits' rubric to demonstrate improvements in text selection - Take part in reading conferences - Reflect on their reading data and goals to improve their reading skills and demonstrate achievements related to reading in their Student Led Presentations - Use a 'writer's notebook' to practise their writing - Reflect on their E-Write data and goals to improve their writing skills and demonstrate achievements related to writing achievements in their Student Led Presentation - Participate in writing workshops - Practise the seven traits of writing in their writer's notebook - Undertake two E-Write assessments linked to CAT requirements (narrative or persuasive) - Set semester-based goals to achieve growth in reading skills. - Use the online and audio 'at level' resources (MyOn) to supplement reading/learning in all KLAs - Undertake persuasive writing workshops Teachers will: - Embed the Reading Initiative at Year 7. - Continue to build on what has been established into Year 8 with guidance and support - Track students' reading goals and teach reading and comprehension strategies - Develop their capacity to conference using On-Demand reading results - Guide students to set goals in Literate Practices to improve their reading levels. - Focus instruction on the 7 Writer's Traits - Analyse E-write data and implement findings

	- Guide students to set and monitor reading and writing goals - Undertake 'Literacy for Learning' training - Collaborate in PLTs to develop student reading capacity Leaders will: - Provide PL in implementing goal setting and improved feedback practices - Develop staff capacity to improve individual student writing outcomes - Establish and monitor PLTs to support independent reading and writing improvement - Explore opportunities for 'Levelled Literacy Intervention; Fountas and Pennel'
Success Indicators	- NAPLAN relative growth data - NAPLAN Band data - E-Write Data - On-Demand Testing data - Fountas and Pennel Data - Development of partnerships with 'Ticking Mind' and '100 Story Building' - PLT documentation - Reading and Writing conference documentation - Student work samples including Writer's Notebooks - Curriculum Documentation

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Delivery of writing workshops for all Year 7 students by the '100 Story Building' team	☑ Literacy Leader	☐ PLP Priority	from: Term 1 to: Term 1	$2,000.00 ☑ Equity funding will be used
PLTs to work with'100 Story Building' facilitators to reflect on student writing from workshops and identify strategies to improve student writing	☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 1	$0.00 ☐ Equity funding will be used

Establishment of a core group of students and teachers at both junior campuses to co-design a creative space for writing (facilitated by 100 Story Building Team)	☑ Literacy Leader	☐ PLP Priority	from: Term 2 to: Term 4	$0.00 ☐ Equity funding will be used
'Literacy for Learning' tutors to focus on delivering training to other staff members	☑ Teacher(s)	☑ PLP Priority	from: Term 3 to: Term 3	$0.00 ☐ Equity funding will be used
'Literacy for Learning' tutors to model strategies, develop resources and support and mentor staff.	☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Implement feedback and goal setting within Literate Practices classes using On Demand data.	☑ Literacy Leader	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Deliver PL for teachers to maintain a focus on independent reading and conferencing.	☑ Literacy Leader	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Embed the online and audio MyON reading resources.	☑ Literacy Leader	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used

Establish the Accelerated Reader program within Literate Practices.	☑ Literacy Leader	☐ PLP Priority	from: Term 1 to: Term 4	$7,700.00 ☑ Equity funding will be used
Work with English staff to embed the routine of feedback and goal setting using ACER data.	☑ Learning Specialist(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Model and support staff with implementing a Writer's Notebook, 'quick writes' and vocabulary development within their classes.	☑ Learning Specialist(s)	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Investigate the use of LLI resources in Comprehension Literate Practices classes.	☑ Literacy Leader	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Identify students who achieve in the top 2 bands of NAPLAN Reading and Writing bands and implement a support and mentoring program.	☑ Literacy Leader	☐ PLP Priority	from: Term 3 to: Term 4	$0.00 ☐ Equity funding will be used
Deliver PL and work with Year 9 and 10 English PLT leaders to support vertical planning for writing instruction.	☑ Leading Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$5,200.00 ☑ Equity funding will be used

Goal 2	To build student engagement through the employment of authentic student voice.
12 Month Target 2.1	- Increase in the % positive endorsement in Student Voice and Agency at or above 55% - Increase in the % positive endorsement in Self-Regulation and Goal-setting at or above 78% - Increase in the % positive endorsement in School Connectedness at or above 68% - Increase in the % positive endorsement in High Expectations at or above 80% - Increase in the % positive endorsement in Motivation at or above 73%
KIS 1 Empowering students and building school pride	Develop individual student capacity to act as partners in their learning.
Actions	Promote student ownership of learning - Develop awareness of the inquiry mindset - Develop assessment literacy capacity - Review of student leadership program to ensure that students have the opportunity to improve the learning program for themselves and their peers and contribute to their communities - Trial best practice goal-setting with professional learning to support staff implementation. Develop effective collaborative processes between teachers and students, and between students Develop and support positive teacher student relationships
Outcomes	Student will: - Have high expectations for success - Ask questions about their learning - Work productively with peers and teachers - Engage in the inquiry cycle (feedback, goal-setting and formative assessment) - Define their own learning needs - Engage in self and peer assessment - Engage in teacher-student conferencing - Demonstrate metacognition and self-regulation - Monitor their own learning Teacher will - Teach students about the inquiry mindset and practices

- Expect and encourage all students to do their best
- Create a collaborative culture in their classrooms
- Show an interest in every student and their wellbeing
- Believe that all students can be high achievers
- Work productively with students
- Work collaboratively with colleagues
- Teach metacognitive strategies and self-regulation to students
- Help students to monitor their learning progress

Leaders will:
- Model an inquiry mindset and practices
- Support colleagues to build productive relationships with students (e.g. modelling the use of Pivot data in the classroom, including sharing and discussing the results with students to identify how teaching and learning may be improved)
- Provide professional learning and resources to staff, to build a culture that supports authentic student voice and agency

Success Indicators	- Student Attitudes to School Data - Student assessment samples including self and peer assessments - Student goal setting records - Delivery of PL around the inquiry mindset and assessment literacy

Activities and Milestones	**Who**	**Is this a PL Priority**	**When**	**Budget**
Review the existing Student Leadership program and develop a program that is monitored and reported.	☑ Leading Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Consult staff with regards to the 'Building Student Agency in Learning' framework and provide professional learning support its implementation.	☑ Leading Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 2	$0.00 ☐ Equity funding will be used
Establish a steering group to investigate best practice in other settings and implement student agency initiatives.	☑ Leadership Team	☐ PLP Priority	from: Term 1	$0.00

				to: Term 2	☐ Equity funding will be used
The Year 8 working party will develop and implement strategies to address areas of concern highlighted in the ATOSS data	☑ Leadership Team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
'Teach the Teacher' Program to be delivered at junior campus level.	☑ Leading Teacher(s)	☑ PLP Priority	from: Term 3 to: Term 4	$10,640.00 ☑ Equity funding will be used
The College 'Student Management Approach' (SMA) to undergo review.	☑ Leadership Team	☐ PLP Priority	from: Term 1 to: Term 2	$0.00 ☐ Equity funding will be used
Work in collaboration with the Student Achievement team to develop and document practices aimed at fostering in students an inquiry mindset and assessment literacy.	☑ Leadership Team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used

Goal 3	To improve individual student capacity for resilience.
12 Month Target 3.1	Increase in the % positive endorsement in Resilience at or above 73%
KIS 1 Health and wellbeing	Investigate, develop and implement a whole-school approach for building student resilience.

Actions	- Establish a common understanding of student resilience across the College community - Source and deliver further ongoing professional learning for all in key areas of student wellbeing including resilience, gratitude, empathy and mindfulness - Investigate and provide practical positive mental health strategies that can be implemented at school and at home - Ongoing whole College analysis of ATOSS to identify patterns of growth and areas for improvement in self-regulating behaviour
Outcomes	Students will: - Participate in learning sessions on resilience - Utilise the tools and skills to develop positive and self-regulating behaviours - Engage in discussion with teachers about their learning concerns - Maintain a secure, positive and ongoing relationship with at least one member of staff - Value the opportunities provided by the school to contribute to their wellbeing and learning Teachers will: - Act on opportunities to participate in professional development sessions and be provided with resources, activities and knowledge to support their work with students - Focus on data and explore its relationship to resilience - Show an interest in every student and their wellbeing - Expect and encourage all students to do their best - Teach metacognitive strategies and self-regulation to students - Help students to monitor their learning progress Leaders will: - Explore strategies to build student resilience - Model positive mental health strategies for staff and students - Engage external supports to develop a resilience framework - Develop a whole school culture of high expectations about all aspects of schooling, including attendance, behaviour, learning progress and school completion - Evaluate the impact of and adjust the college's health, wellbeing, inclusion and engagement programs and policies according to college and campus needs
Success Indicators	- Student Attitudes to School Data - Successful delivery of internal and external PL

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Engage the Resilience Project and deliver professional learning for staff, students and parents.	☑ Student Wellbeing Co-ordinator	☑ PLP Priority	from: Term 1 to: Term 4	$9,000.00 ☑ Equity funding will be used
Adoption of a Resilience Data Gathering Tool, and selection of Teaching and Learning resources to be used by teachers to support this.	☑ Student Wellbeing Co-ordinator	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Facilitate 'Mental Health First Aid' training for all staff.	☑ Wellbeing Team	☑ PLP Priority	from: Term 1 to: Term 4	$7,050.00 ☑ Equity funding will be used
Collaboration with Key Learning Areas to investigate practical and contextual strategies to support student resilience within the classroom.	☑ Leadership Team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used

Equity Funding Planner

Equity Spending Totals

Category	Total proposed budget ($)	Spend ($)
Equity funding associated with Activities and Milestones	$65,710.00	0.00
Additional Equity funding	$3,112,135.08	$3,112,135.08
Grand Total	$3,177,845.08	$3,112,135.08

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget ($)	Equity Spend ($)
Deliver professional learning and resources to staff in the recording, tracking, sharing and analysis of student work/CFAs within PLTs	from: Term 1 to: Term 4	☑ School-based staffing ☑ Teaching and learning programs and resources ☑ CRT	$3,890.00	$3,890.00
Develop the capacity of KLA Leaders to support the implementation of a PLC by providing external professional learning	from: Term 1 to: Term 2	☑ Professional development (excluding CRT costs and new FTE) ☑ CRT	$15,230.00	$15,230.00
Organise further professional learning to develop the capacity of teachers to create developmental rubrics.	from: Term 1 to: Term 3		$5,000.00	
Delivery of writing workshops for all Year 7 students by the '100 Story Building' team	from: Term 1	☑ Other PL and incursion costs	$2,000.00	$2,000.00

	to: Term 1			
Establish the Accelerated Reader program within Literate Practices.	from: Term 1 to: Term 4	☑ School-based staffing ☑ Teaching and learning programs and resources	$7,700.00	$7,700.00
Deliver PL and work with Year 9 and 10 English PLT leaders to support vertical planning for writing instruction.	from: Term 1 to: Term 4	☑ School-based staffing ☑ Teaching and learning programs and resources	$5,200.00	$5,200.00
'Teach the Teacher' Program to be delivered at junior campus level.	from: Term 3 to: Term 4	☑ CRT	$10,640.00	$10,640.00
Engage the Resilience Project and deliver professional learning for staff, students and parents.	from: Term 1 to: Term 4	☑ Professional development (excluding CRT costs and new FTE)	$9,000.00	$9,000.00
Facilitate 'Mental Health First Aid' training for all staff.	from: Term 1 to: Term 4	☑ Professional development (excluding CRT costs and new FTE) ☑ CRT	$7,050.00	$7,050.00
Totals			$65,710.00	

Additional Equity spend

Outline here any additional Equity spend for 2019	When	Category	Total proposed budget ($)	Equity Spend ($)
Assign PLT Leaders to support team collaboration.	from: Term 1	☑ School-based staffing	$285,824.00	$285,824.00

	to: Term 4			
Allocation of in-allotment PLT time for all junior campus English and Mathematics teachers	from: Term 1 to: Term 4	☑ School-based staffing	$389,760.00	$389,760.00
Engage the College Leadership Team in Open To Learning training (Bastow)	from: Term 1 to: Term 4	☑ Professional development (excluding CRT costs and new FTE) ☑ CRT	$5,925.00	$5,925.00
Engage new teachers in ongoing professional learning through 'Unleash Learning'	from: Term 1 to: Term 4	☑ Professional development (excluding CRT costs and new FTE)	$54,000.00	$54,000.00
Implement/maintain Year 10 'Reading Intervention as a subject across 3 periods per week	from: Term 1 to: Term 4	☑ School-based staffing ☑ Teaching and learning programs and resources	$159,904.00	$159,904.00
Implement/maintain Year 9 'Reading Intervention' as a subject across 2 periods per week	from: Term 1 to: Term 4	☑ School-based staffing ☑ Teaching and learning programs and resources	$129,920.00	$129,920.00
Employ the ACER suite to support the diagnosis of learning needs.	from: Term 1 to: Term 4	☑ Teaching and learning programs and resources	$3,500.00	$3,500.00
License 'Literacy Planet' to supplement literacy interventions at Years 7 and 8.	from: Term 1 to: Term 4	☑ Teaching and learning programs and resources	$12,000.00	$12,000.00

License 'Mathletics' to supplement literacy interventions at Years 7 and 8.	from: Term 1 to: Term 3	☑ Teaching and learning programs and resources	$12,000.00	$12,000.00
Teacher staffing of our 'Literate Practices' Years 7 and 8 Intervention program	from: Term 1 to: Term 4	☑ School-based staffing ☑ Teaching and learning programs and resources	$363,776.00	$363,776.00
Allocation of coordinator support for the 'Literate Practices' program.	from: Term 1 to: Term 4	☑ School-based staffing	$14,912.00	$14,912.00
ES support for 'Literate Practices' program development.	from: Term 1 to: Term 4	☑ School-based staffing	$73,067.00	$73,067.00
Employment of 3 x Literacy Experts/Consultants to develop teacher capacity.	from: Term 1 to: Term 4	☑ Professional development (excluding CRT costs and new FTE) ☑ Other External consultant fees	$120,000.00	$120,000.00
1 x Leading Teacher charged with overseeing literacy programs and improvement across the College.	from: Term 1 to: Term 4	☑ School-based staffing	$109,064.00	$109,064.00
Allocation of time allowance to support the work of 'Literacy for Learning' tutors.	from: Term 1 to: Term 4	☑ School-based staffing	$38,976.00	$38,976.00
Allocation of time allowance to support VCE Writing Extension students.	from: Term 1	☑ School-based staffing	$19,488.00	$19,488.00

	to: Term 4			
Allocation of coordinator support for the Year 9/10 Literacy Intervention program.	from: Term 1 to: Term 4	☑ School-based staffing	$25,984.00	$25,984.00
Writing intervention incursions.	from: Term 1 to: Term 4	☑ Professional development (excluding CRT costs and new FTE) ☑ Other Incursion	$4,000.00	$4,000.00
1 x Leading Teacher charged with overseeing the College PLC initiative	from: Term 1 to: Term 4	☑ School-based staffing	$114,344.00	$114,344.00
1 x Leading Teacher charged with overseeing Numeracy programs and improvement across the College.	from: Term 1 to: Term 4	☑ School-based staffing	$114,344.00	$114,344.00
Time allowance for dedicated 'Numeracy Support' teachers.	from: Term 1 to: Term 4	☑ School-based staffing	$64,960.00	$64,960.00
Employment of 2 x Numeracy Experts/Consultants to develop teacher capacity	from: Term 1 to: Term 4	☑ Teaching and learning programs and resources ☑ Other External consultant	$95,200.00	$95,200.00
Provision of time allowance to support learning specialists.	from: Term 1	☑ School-based staffing	$155,904.00	$155,904.00

	to: Term 4			
1 x Leading Teacher charged with overseeing Engagement and Wellbeing across the College.	from: Term 1 to: Term 4	☑ School-based staffing	$114,344.00	$114,344.00
Employment of 3x school based psychologists and a social worker to support student wellbeing.	from: Term 1 to: Term 4	☑ School-based staffing ☑ Support services	$438,611.30	$438,611.30
1 x employment of an 'Inclusive Practices' Coordinator of the Program for Students with Disabilities.	from: Term 1 to: Term 4	☑ School-based staffing ☑ Support services	$104,227.78	$104,227.78
Budget to support 'Breakfast Clubs' on each campus.	from: Term 1 to: Term 4	☑ Other Wellbeing intitiative	$17,000.00	$17,000.00
Student support services.	from: Term 1 to: Term 4	☑ Support services	$11,500.00	$11,500.00
General budget to support engagement and wellbeing initiatives, programs and resourcing including High Resolves and resilience workshops	from: Term 1 to: Term 4	☑ Teaching and learning programs and resources ☑ CRT ☑ Other Incursions and external presenters	$59,600.00	$59,600.00
Totals			$3,112,135.08	$3,112,135.08

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Deliver professional learning and resources to staff in the recording, tracking, sharing and analysis of student work/CFAs within PLTs	☑ Leadership Team	from: Term 1 to: Term 4	☑ Design of formative assessments ☑ Moderated assessment of student learning ☑ Formalised PLC/PLTs	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ PLC Initiative ☑ Internal staff	☑ On-site
Facilitate time on the meeting schedule dedicated to the documentation of essential learning standards and other required curriculum.	☑ Leadership Team	from: Term 1 to: Term 4	☑ Planning ☑ Curriculum development	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ PLC Initiative ☑ Internal staff	☑ On-site
Deliver professional learning to staff to enable students to understand the assessment criteria and how to access and understand their own learning data (assessment literacy).	☑ Curriculum Co-ordinator (s)	from: Term 1 to: Term 2	☑ Design of formative assessments ☑ Moderated assessment of student learning	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ PLC Initiative	☑ On-site
Develop the capacity of KLA Leaders to support the implementation of a PLC by providing external professional learning	☑ Principal	from: Term 1 to: Term 2	☑ Formalised PLC/PLTs	☑ Network Professional Learning	☑ External consultants Solution Tree	☑ Off-site Solution Tree PLC/RTI forum

Provide professional learning to staff to mandate the use of 'I can' statements.	☑ Curriculum Co-ordinator (s)	from: Term 1 to: Term 2	☑ Design of formative assessments ☑ Moderated assessment of student learning ☑ Collaborative Inquiry/Action Research team	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ PLC Initiative	☑ On-site
Provide whole school professional learning in the effective use of classroom observation to improve teaching practice.	☑ Leadership Team	from: Term 1 to: Term 2	☑ Peer observation including feedback and reflection	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff	☑ On-site
Embed the use of the College instructional model by continuing to support staff to use LENAR in concert with the HITS.	☑ Leadership Team	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Curriculum development	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff	☑ On-site
Deliver professional learning for staff on goal-setting.	☑ Leadership Team	from: Term 1 to: Term 2	☑ Student voice, including input and feedback	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff	☑ On-site
Organise further professional learning to develop the capacity of teachers to create developmental rubrics.	☑ Leadership Team	from: Term 1 to: Term 3	☑ Planning ☑ Design of formative assessments ☑ Curriculum development	☑ Professional Practice Day	☑ External consultants Bronwyn Jones - University of Melbourne	☑ On-site
'Literacy for Learning' tutors to focus on delivering training to other staff members	☑ Teacher(s)	from: Term 3 to: Term 3	☑ Planning ☑ Preparation	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Literacy expertise ☑ Internal staff	☑ On-site

Deliver PL for teachers to maintain a focus on independent reading and conferencing.	☑ Literacy Leader	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Demonstration lessons	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Literacy expertise ☑ Internal staff	☑ On-site
Model and support staff with implementing a Writer's Notebook, 'quick writes' and vocabulary development within their classes.	☑ Learning Specialist(s)	from: Term 1 to: Term 4	☑ Planning ☑ Preparation	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Literacy expertise ☑ Internal staff	☑ On-site
Deliver PL and work with Year 9 and 10 English PLT leaders to support vertical planning for writing instruction.	☑ Leading Teacher(s)	from: Term 1 to: Term 4	☑ Planning ☑ Curriculum development	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ Timetabled Planning Day	☑ Literacy expertise ☑ Internal staff	☑ On-site
Consult staff with regards to the 'Building Student Agency in Learning' framework and provide professional learning support its implementation.	☑ Leading Teacher(s)	from: Term 1 to: Term 2	☑ Student voice, including input and feedback	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff	☑ On-site
'Teach the Teacher' Program to be delivered at junior campus level.	☑ Leading Teacher(s)	from: Term 3 to: Term 4	☑ Student voice, including input and feedback	☑ Timetabled Planning Day	☑ External consultants 'Teach the Teacher'	☑ On-site
Engage the Resilience Project and deliver professional learning for staff, students and parents.	☑ Student Wellbeing Co-ordinator	from: Term 1 to: Term 4	☑ Student voice, including input and feedback	☑ Whole School Pupil Free Day ☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Departmental resources Resilience Project	☑ On-site

| Facilitate 'Mental Health First Aid' training for all staff. | ☑ Wellbeing Team | from: Term 1 to: Term 4 | ☑ Student voice, including input and feedback | ☑ Professional Practice Day | ☑ External consultants Mental Health Wellbeing | ☑ Off-site Mental Health Wellbeing |