

# 2020 Annual Implementation Plan

## for improving student outcomes

Diamond Valley College (8746)



Submitted for review by Allison Bennett (School Principal) on 19 December, 2019 at 06:08 PM  
Endorsed by Dale Perichon (Senior Education Improvement Leader) on 21 February, 2020 at 02:40 PM  
Endorsed by Carol Jenkinson (School Council President) on 24 February, 2020 at 12:27 PM

# Self-evaluation Summary - 2020

Diamond Valley College (8746)

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

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	

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

<b>Enter your reflective comments</b>	<p>The college has just undergone a review for the 2016/19 period, with staff, students and parents involved. A significant amount of time was spent using available data to evaluate against each of the FISO dimensions. With the development of the new strategic plan, we are well placed for future improvement. We need to capitalise on the whole school programs that have been implemented in 2019 to better inform our practice and improve student outcomes. There needs to be consistency of practice aligned to the Victorian Teaching and Learning Model and an improvement cycle using the PLC framework.</p> <p>With increased enrolments for 2020, the college is finally moving into a period of overall growth, which is an exciting prospect after years of declining enrolments. Combined with improved VCE data, NAPLAN data and Attitude to School data, we are on an improvement journey that we will work hard to continue.</p>
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<b>Considerations for 2020</b>	The following considerations for 2020 are: <ul style="list-style-type: none"><li>- planning for small cohorts at VCE for 2021 &amp; 2022</li><li>- maintain a year 7 enrollments of between 150 and 175</li><li>- planning the expansion of the DVC Sports Academy</li><li>- consolidating the professional learning of 2019 and ensuring consistent implementation</li><li>- embedding the literacy work begun with teaching partners 2019</li><li>- strengthening the leadership team and ensuring role clarity</li><li>- successful building project</li><li>- coordinating the development of facilities</li><li>- working the reduction of the deficit</li></ul>
<b>Documents that support this plan</b>	

## SSP Goals Targets and KIS

<b>Goal 1</b>	Maximise learning growth for every student across all domains
<b>Target 1.1</b>	By 2023 the percentage of positive endorsements on AToSS for the factor Differentiated Learning will improve from 49 per cent to 60 per cent.
<b>Target 1.2</b>	By 2013:  NAPLAN Relative Growth Year 7 to Year 9 will show the following percentages in the middle and top bands: <ul style="list-style-type: none"> <li>• Reading: At or above 80 per cent</li> <li>• Writing: At or above 75 per cent</li> <li>• Numeracy: At or above 75 per cent</li> </ul>
<b>Target 1.3</b>	By 2023:  The VCE Mean Study Score will have increased from 27.07 to 30.
<b>Key Improvement Strategy 1.a</b> Building practice excellence	Build teacher capacity to differentiate to point of need to ensure challenge and progress for every student
<b>Key Improvement Strategy 1.b</b> Building practice excellence	Refine and consistently implement the Diamond Valley College Instructional Model which is based on the Victorian Teaching and Learning Model in all domains
<b>Key Improvement Strategy 1.c</b>	Develop an agreed approach to the effective teaching of literacy and numeracy across all domains

Building practice excellence	
<b>Key Improvement Strategy 1.d</b> Building practice excellence	Build teacher capacity through participation in peer observations and the provision of explicit feedback on instructional practices
<b>Key Improvement Strategy 1.e</b> Building practice excellence	Action Plan to accelerate improvement
<b>Goal 2</b>	To improve student voice and agency in their learning
<b>Target 2.1</b>	<p>By 2023:</p> <p>The following AToSS factor:</p> <ul style="list-style-type: none"> <li>• Student voice and agency; positive endorsement from 36 per cent to 47 per cent.</li> <li>• Motivation and interest in learning; positive endorsement from 59 per cent to 71 per cent.</li> <li>• Self-regulation and goal setting; positive endorsement from 61 per cent to 73 per cent</li> </ul>
<b>Target 2.2</b>	<p>By 2023:</p> <p>The following SSS factor:</p> <ul style="list-style-type: none"> <li>• student feedback to improve practice from 70 per cent to 85 per cent</li> <li>• use high impact teaching strategies to 85 per cent</li> </ul>
<b>Key Improvement Strategy 2.a</b>	Enable authentic opportunities for students to collaborate and make decisions around their learning

Intellectual engagement and self-awareness	
<b>Goal 3</b>	To strengthen students' engagement and connectedness to school community
<b>Target 3.1</b>	<p>The following AToSS factors positive endorsement will improve.</p> <ul style="list-style-type: none"> <li>• Teacher concerns from 35 per cent to 47 per cent.</li> <li>• School connectedness from 51 per cent to 60 per cent.</li> <li>• Respect for Diversity from 43 per cent to 55 per cent.</li> <li>• Effective teaching time from 56 per cent to 68 per cent.</li> <li>• High Expectations from 66 per cent to 78 per cent.</li> </ul>
<b>Target 3.2</b>	<p>By 2023: The SSS factor: Academic emphasis—positive endorsement 52 per cent to 60 per cent.</p>
<b>Target 3.3</b>	<p>By 2023: Absenteeism will have decreased from 18 to 15 days.</p>
<b>Key Improvement Strategy 3.a</b> Empowering students and building school pride	Strengthen the partnership between staff, student and parents to create a shared responsibility for student wellbeing

<b>Key Improvement Strategy 3.b</b> Setting expectations and promoting inclusion	Develop a culture of high expectations and aspirations for all students
<b>Key Improvement Strategy 3.c</b> Empowering students and building school pride	Create a whole school approach to an inclusive, safe and supportive learning environment



## Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
Maximise learning growth for every student across all domains	Yes	By 2023 the percentage of positive endorsements on AToSS for the factor Differentiated Learning will improve from 49 per cent to 60 per cent.	By the end of 2020 the percentage of positive endorsements on AToSS for the factor Differentiated Learning will improve to 53%
		By 2013:  NAPLAN Relative Growth Year 7 to Year 9 will show the following percentages in the middle and top bands: <ul style="list-style-type: none"> <li>● Reading: At or above 80 per cent</li> <li>● Writing: At or above 75 per cent</li> <li>● Numeracy: At or above 75 per cent</li> </ul>	NAPLAN Relative Growth Year 7 to Year 9 will show the following percentages in the middle and top bands: Reading: At or above 75 per cent Writing: At or above 70 per cent Numeracy: At or above 75 per cent
		By 2023:  The VCE Mean Study Score will have increased from 27.07 to 30.	The VCE Mean Study Score will have increased to 28.
To improve student voice and agency in their learning	Yes	By 2023:	The following AToSS factor - Motivation and interest in learning;

		<p>The following AToSS factor:</p> <ul style="list-style-type: none"> <li>• Student voice and agency; positive endorsement from 36 per cent to 47 per cent.</li> <li>• Motivation and interest in learning; positive endorsement from 59 per cent to 71 per cent.</li> <li>• Self-regulation and goal setting; positive endorsement from 61 per cent to 73 per cent</li> </ul>	<p>- positive endorsement from 59 per cent to 64 per cent.</p>
		<p>By 2023: The following SSS factor:</p> <ul style="list-style-type: none"> <li>• student feedback to improve practice from 70 per cent to 85 per cent</li> <li>• use high impact teaching strategies to 85 per cent</li> </ul>	<p>The following SSS factor: - student feedback to be at or above 75 per cent - use of high impact teaching strategies at or above 75 per cent</p>
<p>To strengthen students' engagement and connectedness to school community</p>	<p>Yes</p>	<p>The following AToSS factors positive endorsement will improve.</p> <ul style="list-style-type: none"> <li>• Teacher concerns from 35 per cent to 47 per cent.</li> <li>• School connectedness from 51 per cent to 60 per cent.</li> <li>• Respect for Diversity from 43 per cent to 55 per cent.</li> <li>• Effective teaching time from 56 per cent to 68 per cent.</li> <li>• High Expectations from 66 per cent to 78 per cent.</li> </ul>	<p>The following AToSS factors positive endorsement will improve.</p> <ul style="list-style-type: none"> <li>- Teacher concerns at or above 40 per cent.</li> <li>- School connectedness at or above 55 per cent.</li> <li>- Respect for Diversity at or above 47 per cent.</li> <li>- Effective teaching time at or above 60 per cent.</li> <li>- High Expectations at or above 70 per cent.</li> </ul>

	<p>By 2023: The SSS factor: Academic emphasis—positive endorsement 52 per cent to 60 per cent.</p>	<p>The SSS factor: Academic emphasis—positive endorsement at or above 55 per cent.</p>
	<p>By 2023: Absenteeism will have decreased from 18 to 15 days.</p>	<p>Average absence days across the school to be 17 days</p>

<b>Goal 1</b>	Maximise learning growth for every student across all domains	
<b>12 Month Target 1.1</b>	By the end of 2020 the percentage of positive endorsements on AToSS for the factor Differentiated Learning will improve to 53%	
<b>12 Month Target 1.2</b>	NAPLAN Relative Growth Year 7 to Year 9 will show the following percentages in the middle and top bands: Reading: At or above 75 per cent Writing: At or above 70 per cent Numeracy: At or above 75 per cent	
<b>12 Month Target 1.3</b>	The VCE Mean Study Score will have increased to 28.	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> Building practice excellence	Build teacher capacity to differentiate to point of need to ensure challenge and progress for every student	No

<b>KIS 2</b> Building practice excellence	Refine and consistently implement the Diamond Valley College Instructional Model which is based on the Victorian Teaching and Learning Model in all domains	Yes
<b>KIS 3</b> Building practice excellence	Develop an agreed approach to the effective teaching of literacy and numeracy across all domains	Yes
<b>KIS 4</b> Building practice excellence	Build teacher capacity through participation in peer observations and the provision of explicit feedback on instructional practices	No
<b>KIS 5</b> Building practice excellence	Action Plan to accelerate improvement	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.	As we move in to a new Strategic Plan period, alignment of the DVC teaching model with the Victorian Teaching and Learning Model is imperative to create the foundation for change that will impact on all KIS moving forward. As a result of the school review it is clear that staff have not had exposure or opportunity to look at and use data deeply to inform their planning and their practice at a whole school level. Further to the work begun in 2019 with the Teaching Partners, it has been recommended that DVC participate in the Leadership Partners program to further support the improvement of pedagogical practice. There will also be deeper engagement with SEIL as support in work in this area. Practice Principle 6.4	
<b>Goal 2</b>	To improve student voice and agency in their learning	
<b>12 Month Target 2.1</b>	The following AToSS factor - Motivation and interest in learning; - positive endorsement from 59 per cent to 64 per cent.	
<b>12 Month Target 2.2</b>	The following SSS factor: - student feedback to be at or above 75 per cent - use of high impact teaching strategies at or above 75 per cent	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?

<b>KIS 1</b> Intellectual engagement and self-awareness	Enable authentic opportunities for students to collaborate and make decisions around 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.	Raising the capacity of staff to utilize High Impact Teaching Strategies to provide opportunities for students to collaborate and make decisions in regards to their learning. Students will take responsibility and work collaboratively with teachers to create a feedback loop to have a greater understanding of where they are on the learning continuum.  Practice Principle 5.3	
<b>Goal 3</b>	To strengthen students' engagement and connectedness to school community	
<b>12 Month Target 3.1</b>	The following AToSS factors positive endorsement will improve. - Teacher concerns at or above 40 per cent. - School connectedness at or above 55 per cent. - Respect for Diversity at or above 47 per cent. - Effective teaching time at or above 60 per cent. - High Expectations at or above 70 per cent.	
<b>12 Month Target 3.2</b>	The SSS factor: Academic emphasis—positive endorsement at or above 55 per cent.	
<b>12 Month Target 3.3</b>	Average absence days across the school to be 17 days	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> Empowering students and building school pride	Strengthen the partnership between staff, student and parents to create a shared responsibility for student wellbeing	No
<b>KIS 2</b>	Develop a culture of high expectations and aspirations for all students	No

Setting expectations and promoting inclusion		
<b>KIS 3</b> Empowering students and building school pride	Create a whole school approach to an inclusive, safe and supportive learning environment	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.	By prioritizing this Key Improvement Strategy, this will lay the foundation of future success of 3a and 3b. The 2016 -19 review identified the need to instill high expectations for both staff and students and that there needs to be greater rigour for our students. It will require a cultural shift if there is to be change in this area. AToS and SSS data indicates that students do not have high expectations for themselves. The work begins with the safe and inclusive learning environment prior to addressing KIS 3 a and b  Practice Principle 2.1	

## Define Actions, Outcomes and Activities

<b>Goal 1</b>	Maximise learning growth for every student across all domains
<b>12 Month Target 1.1</b>	By the end of 2020 the percentage of positive endorsements on AToSS for the factor Differentiated Learning will improve to 53%
<b>12 Month Target 1.2</b>	NAPLAN Relative Growth Year 7 to Year 9 will show the following percentages in the middle and top bands: Reading: At or above 75 per cent Writing: At or above 70 per cent Numeracy: At or above 75 per cent
<b>12 Month Target 1.3</b>	The VCE Mean Study Score will have increased to 28.
<b>KIS 1</b> Building practice excellence	Refine and consistently implement the Diamond Valley College Instructional Model which is based on the Victorian Teaching and Learning Model in all domains
<b>Actions</b>	Teachers will : <ul style="list-style-type: none"> <li>- analyse student achievement data to improve their practice</li> <li>- regularly collaborate with colleagues to moderate student work</li> <li>- analyse student assessment data to identify areas of practice for improvement (PLC)</li> <li>- actively seek student feedback about their teaching practice</li> <li>- collaborate with colleagues to share knowledge and skills in identified area for improvement</li> </ul>
<b>Outcomes</b>	We will see : <ul style="list-style-type: none"> <li>- a change in the meeting schedule to support collegiate collaboration and moderation</li> <li>- consistent understanding and agreement of what constitutes expected work for each year level</li> <li>- teachers have developed and are consistently using developmental rubrics</li> <li>- teachers respond to student feedback and are able to reflect on this in the PDP final review</li> <li>- teachers using data to inform their practice</li> </ul>
<b>Success Indicators</b>	<ul style="list-style-type: none"> <li>- Teachers PDP goal based on this KIS will be achieved</li> <li>- Teachers undertake peer observations that are targeted to areas of practice determined by data and PLC</li> <li>- Rubrics will be readily available on COMPASS for staff, students and parents.</li> <li>- Documented curriculum plans that use a consistent template</li> </ul>

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Develop a template for curriculum documentation	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> KLA Leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Use the PLC framework to ensure staff use data to inform practice	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLC Leaders	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Develop meeting schedule to incorporate PLC framework and practices	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
<b>KIS 2</b> Building practice excellence	Develop an agreed approach to the effective teaching of literacy and numeracy across all domains			
<b>Actions</b>	Teachers will: <ul style="list-style-type: none"> <li>- work collaboratively</li> <li>- consistently using the agreed teaching model</li> <li>- consistently use data to address point of need teaching</li> <li>- incorporate literacy and numeracy strategies in their teaching</li> </ul>			
<b>Outcomes</b>	We will see: <ul style="list-style-type: none"> <li>- teachers using the PLC Framework to work through an inquiry cycle</li> <li>- consistent approach to how our Domain meetings incorporate literacy and numeracy strategies</li> <li>- literacy and numeracy strategies in curriculum documentation</li> </ul>			



	<ul style="list-style-type: none"> <li>- consistent understanding and agreement of what constitutes expected work for each year level</li> <li>- teachers using data to inform their practice</li> </ul>			
<b>Success Indicators</b>	<ul style="list-style-type: none"> <li>- Teachers PDP goal based on this KIS will be achieved</li> <li>- Teachers undertake peer observations that are targeted to areas of practice determined by data and PLC</li> <li>- Documented curriculum plans that use a consistent template</li> <li>- Teachers providing evidence of student growth based on PAT-R, On Demand, NAPLAN or Learning Tasks.</li> </ul>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
To incorporate literacy and numeracy strategies in curriculum documentation and implementation of these strategies in their practice.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00  <input checked="" type="checkbox"/> Equity funding will be used
There will be evidence from the observational rounds of all staff taking responsibility for literacy and numeracy learning growth.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00  <input type="checkbox"/> Equity funding will be used
<b>KIS 3</b> Building practice excellence	Action Plan to accelerate improvement			
<b>Actions</b>	Develop an agreed approach to the effective teaching of literacy and numeracy			
<b>Outcomes</b>	Teacher will: <ul style="list-style-type: none"> <li>- work collaboratively</li> <li>- consistently use the agreed teaching model</li> <li>- consistently use data to address point of need teaching</li> <li>- incorporate literacy and numeracy strategies in their teaching</li> <li>- work through an inquiry cycle using the PLC Framework</li> </ul>			

	<ul style="list-style-type: none"> <li>- utilise consistent approach to how our Domain meetings incorporate literacy strategies</li> <li>- embed literacy strategies in curriculum documentation</li> <li>- demonstrate consistent understanding and agreement of what constitutes expected work for each year level</li> <li>- use data to inform their practice</li> </ul>			
<b>Success Indicators</b>	<p>Teachers:</p> <ul style="list-style-type: none"> <li>- Teachers' PDP goal based on this KIS will be achieved</li> <li>- Teachers undertake peer observations that are targeted to areas of practice determined by data and PLC</li> <li>- PLC meetings reflect use of data to drive inquiry cycles.</li> <li>- Teachers beginning to refer to the data wall in PLC meetings.</li> <li>- Documented curriculum plans that use a consistent template</li> <li>- Teachers providing evidence of student growth based on PAT-R, On Demand, NAPLAN or Learning Tasks Increased number of students achieving above expected assessments in reading through a range of assessment measures (NAPLAN, On Demand, Fountas and Pinnell)</li> </ul> <p>Students:</p> <ul style="list-style-type: none"> <li>- Year nine student mean score for NAPLAN reading increases</li> <li>- 12 focus students who were in the top of the middle two bands in year 7 move into the top two bands in 2020</li> <li>- The 25 students in the top two bands of NAPLAN reading in year 7 maintain top two band achievement level.</li> <li>- Focus students reporting their learning needs in English classes are being met.</li> <li>- Focus student know their current levels of achievement in reading and understand what is required for them to progress.</li> <li>- Semester one teacher judgement to align with NAPLAN data</li> <li>- Teacher's Planning documentation demonstrates differentiation</li> </ul> <p>Leaders:</p> <ul style="list-style-type: none"> <li>- Learning Walk templates and notes</li> <li>- Conversations with leaders will demonstrate a high awareness of improved teacher practice by the year 9 teachers as observed in the learning walks</li> <li>- Completion of a data wall</li> </ul>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>

SEIL, EIL, Leadership, literacy leader, learning specialists, MYLNS coordinator, DSSI Leadership Partners and English Domain leader meet to form a strategic approach to the literacy focused work for term one.	<input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Improvement Teacher <input checked="" type="checkbox"/> Literacy Leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$1,000.00  <input type="checkbox"/> Equity funding will be used
Year nine English teachers PLC to use the item analysis findings to undertake an inquiry cycle (2020) to identify areas of focus. Support the development of a data wall which shows triangulation of reading data (NAPLAN, F and P)	<input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00  <input type="checkbox"/> Equity funding will be used
Support by EIL and SEIL: Year 9 English teachers: identify student NAPLAN reading data from 2018. Use item analysis as a starting point for a PLC inquiry around identification of areas requiring focus. SEIL to share what the Item Analysis findings were with regards to the reading items the students showed misunderstandings/limited knowledge	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00  <input type="checkbox"/> Equity funding will be used
Each year 9 English teacher identify students within the 2018 top 2 bands for reading and an additional 3 students from the higher end of the middle band to maintain and shift to top to bands in 2020. EIL to regularly support Year 9 English Teachers during their weekly PLC sessions to support teachers to differentiate and to utilize data within their planning including a focus on the target students.	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Team Leader(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00  <input type="checkbox"/> Equity funding will be used
EIL to support teachers in the year 9 English team by modelling and coaching and providing feedback and support. Throughout term one. Principal to undertake regular learning walks with SEIL and EIL focusing on targeted Year 9 students who were in the top and the	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00  <input type="checkbox"/> Equity funding will be used

<p>top of the middle bands 2018 NAPLAN data. Principal to prepare the learning walk template same as used in 2019. The SEIL and EIL will support the school to reflect/monitor changes in behavior/ practice/ student learning outcomes</p>	<input checked="" type="checkbox"/> Teaching and Learning Coordinator			
<p>EIL, Literacy Leader, English faculty leader to meet and further clarify areas of focus and share data sets. End of term monitoring meeting with the SEIL, EIL, Leadership, learning specialists, MYLNS coordinator and English KLA leader</p>	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Literacy Leader	<input type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 1</p>	<p>\$0.00</p> <input type="checkbox"/> Equity funding will be used
<p><b>Goal 2</b></p>	<p>To improve student voice and agency in their learning</p>			
<p><b>12 Month Target 2.1</b></p>	<p>The following AToSS factor  - Motivation and interest in learning;  - positive endorsement from 59 per cent to 64 per cent.</p>			
<p><b>12 Month Target 2.2</b></p>	<p>The following SSS factor:  - student feedback to be at or above 75 per cent  - use of high impact teaching strategies at or above 75 per cent</p>			
<p><b>KIS 1</b> Intellectual engagement and self-awareness</p>	<p>Enable authentic opportunities for students to collaborate and make decisions around their learning</p>			
<p><b>Actions</b></p>	<p>Teachers will:  - stimulate students to explore their own beliefs, assumptions and understandings  - prioritise time and resources for students to analyse and reflect on how they learn  - provide opportunities for students to share their learning, teach, question and challenge each other  - support students to question and form conclusions about the value of learning  - consult with their students and provide them with the opportunity to set their learning goals.  - provide targeted feedback to students to develop an understanding of where they sit on the learning continuum</p>			

<b>Outcomes</b>	We will see: - students being able to articulate their learning goals and understand their learning growth. - greater use of the High Impact Teaching Strategies to engage students in their learning. - Teachers and students working together to achieve student learning growth.			
<b>Success Indicators</b>	Documented student learning goals Increase in AToSS data in the identified factors			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Use the PLC framework to ensure staff use data to inform practice	<input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00  <input type="checkbox"/> Equity funding will be used
Students evaluate their learning progress and set learning goals each semester	<input checked="" type="checkbox"/> Assessment & Reporting Coordinator <input checked="" type="checkbox"/> Sub School Leader/s <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$100.00  <input type="checkbox"/> Equity funding will be used
Development of assessment rubrics based on developmental progression against Victorian curriculum.	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
<b>Goal 3</b>	To strengthen students' engagement and connectedness to school community			
<b>12 Month Target 3.1</b>	The following AToSS factors positive endorsement will improve. - Teacher concerns at or above 40 per cent.			

	<ul style="list-style-type: none"> <li>- School connectedness at or above 55 per cent.</li> <li>- Respect for Diversity at or above 47 per cent.</li> <li>- Effective teaching time at or above 60 per cent.</li> <li>- High Expectations at or above 70 per cent.</li> </ul>			
<b>12 Month Target 3.2</b>	The SSS factor: Academic emphasis—positive endorsement at or above 55 per cent.			
<b>12 Month Target 3.3</b>	Average absence days across the school to be 17 days			
<b>KIS 1</b> Empowering students and building school pride	Create a whole school approach to an inclusive, safe and supportive learning environment			
<b>Actions</b>	Teachers will : <ul style="list-style-type: none"> <li>- demonstrate genuine interest in, and value, all students</li> <li>- co-design, with the students, learning and behaviour norms and protocols</li> <li>- engage in one -on-one conversations with students to build and enhance productive relationships</li> <li>- use a range of tools to receive regular feedback on classroom climate</li> </ul>			
<b>Outcomes</b>	We will see: <ul style="list-style-type: none"> <li>- positive relationships between teachers and students based on mutual respect</li> <li>- active implementation of Berry Street Model strategies</li> <li>- common understanding of the college values and the behaviours that are expected by all</li> </ul>			
<b>Success Indicators</b>	<ul style="list-style-type: none"> <li>- Increase in AToSS data in the identified factors</li> <li>- Increase in SOS data in the related factors</li> <li>- Decrease in absence days on average at each year level</li> </ul>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Values and expected behaviours visible in all classrooms and common areas	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Year Level Co-ordinator(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$50.00

				<input type="checkbox"/> Equity funding will be used
Implementation of Berry Street Model framework by all staff in all aspects of our work	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Team Leader(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00  <input type="checkbox"/> Equity funding will be used
College social worker to implement programs to support student engagement and well being	<input checked="" type="checkbox"/> Allied Health <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Sub School Leader/s	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$65,000.00  <input checked="" type="checkbox"/> Equity funding will be used

# Equity Funding Planner

## Equity Spending Totals

Category	Total proposed budget (\$)	Spend (\$)
Equity funding associated with Activities and Milestones	\$70,000.00	\$35,000.00
Additional Equity funding	\$28,500.00	\$28,500.00
<b>Grand Total</b>	<b>\$98,500.00</b>	<b>\$63,500.00</b>

## Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
To incorporate literacy and numeracy strategies in curriculum documentation and implementation of these strategies in their practice.	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)	\$5,000.00	\$5,000.00
College social worker to implement programs to support student engagement and well being	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$65,000.00	\$30,000.00
<b>Totals</b>			<b>\$70,000.00</b>	<b>\$35,000.00</b>

## Additional Equity spend

Outline here any additional Equity spend for 2020	When	Category	Total proposed budget (\$)	Equity Spend (\$)



Implementation of engagement programs and alternative settings	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 <input checked="" type="checkbox"/> Support services	\$20,000.00	\$20,000.00
literacy and numeracy support resources and staff professional development	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	\$8,500.00	\$8,500.00
<b>Totals</b>			\$28,500.00	\$28,500.00

## Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
There will be evidence from the observational rounds of all staff taking responsibility for literacy and numeracy learning growth.	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> All Staff</li> <li><input checked="" type="checkbox"/> Learning Specialist(s)</li> </ul>	from: Term 1 to: Term 4	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Design of formative assessments</li> <li><input checked="" type="checkbox"/> Peer observation including feedback and reflection</li> <li><input checked="" type="checkbox"/> Formalised PLC/PLTs</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Whole School Pupil Free Day</li> <li><input checked="" type="checkbox"/> PLC/PLT Meeting</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Literacy expertise</li> <li><input checked="" type="checkbox"/> PLC Initiative</li> <li><input checked="" type="checkbox"/> Learning Specialist</li> <li><input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning</li> <li><input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)</li> <li><input checked="" type="checkbox"/> MYLYNS Improvement teacher</li> </ul>	<input checked="" type="checkbox"/> On-site
Use the PLC framework to ensure staff use data to inform practice	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> PLC Leaders</li> <li><input checked="" type="checkbox"/> Teacher(s)</li> </ul>	from: Term 1 to: Term 4	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team</li> <li><input checked="" type="checkbox"/> Formalised PLC/PLTs</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Whole School Pupil Free Day</li> <li><input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions</li> <li><input checked="" type="checkbox"/> PLC/PLT Meeting</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> PLC Initiative</li> <li><input checked="" type="checkbox"/> Internal staff</li> <li><input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning</li> </ul>	<input checked="" type="checkbox"/> On-site