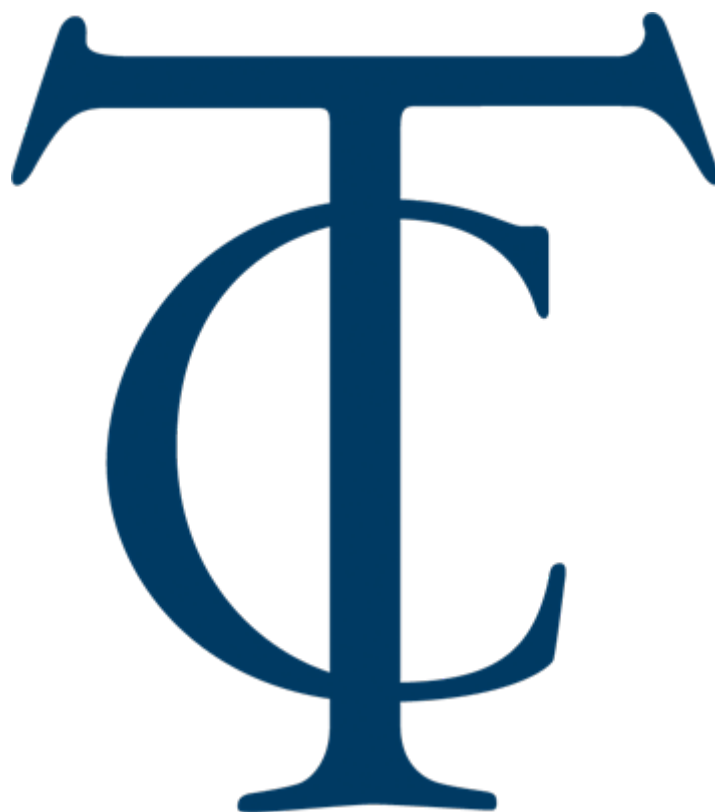# 2019 Annual Implementation Plan

for improving student outcomes

Templestowe College (8823)

Submitted for review by Peter Ellis (School Principal) on 17 December, 2018 at 11:13 AM
Endorsed by Mark Flack (Senior Education Improvement Leader) on 17 December, 2018 at 11:50 AM
Endorsed by Susie Lukis (School Council President) on 23 April, 2019 at 02:36 PM

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

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

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

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

Enter your reflective comments	There are some key areas for improvement that still link within the SSP. A focus on Peer observations built into newly created Communities of Practice and an increased level of collaboration and moderation looking at teacher judgments are necessary. The school has made good progress in many areas.
Considerations for 2019	The school will see another growth in its cohort for 2019. The school will be entering the 2nd year of its SSP with some very clear areas for improvement indentified.
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	To Increase opportunities for collaborative learning
Target 1.1	Each ILP includes at least one collaborative learning task, aligned with the Victorian Curriculum General Capabilities, to be completed each year. Ensure all student programs include at least one assessable collaborative learning strategy.
Key Improvement Strategy 1.a Building practice excellence	Implement a program in which wellbeing and development of the general capabilities are a combined experience, with a focus on students working collaboratively.
Key Improvement Strategy 1.b Evaluating impact on learning	Prioritise the close analysis of student achievement data, particularly where current outcomes are below expected levels of achievement and growth, and take action in areas where trends become evident over time.
Key Improvement Strategy 1.c Evidence-based high-impact teaching strategies	Research best practice in collaborative learning practice and share with the community
Key Improvement Strategy 1.d Evidence-based high-impact teaching strategies	Whole school professional learning focusing on high impact learning strategies
Goal 2	Support students for their next stages of learning.
Target 2.1	All student development to be assessed using a newly developed set of tools beyond the current literacy, numeracy and VCE study scores. These will be recorded in each students ILPs. Increase the percentage of students with a VCE English study score above 37 by 5% (from the 2016 baseline);

	Increase the average VCE study score from 26 to 28; Increase the relative growth at NAPLAN
Key Improvement Strategy 2.a Building practice excellence	Investigate and implement annual targets measures for student academic and wellbeing growth beyond NAPLAN and VCE. These will be based around the development of the Templestowe College "expanded measures of success".
Key Improvement Strategy 2.b Networks with schools, services and agencies	Expand the range of tertiary partnerships;
Key Improvement Strategy 2.c Empowering students and building school pride	Strengthen the monitoring process for the review and adjustment of ILPs, supported by building staff data literacy skills and understanding;
Key Improvement Strategy 2.d Building practice excellence	Enhance teacher collaboration in examining student work to identify the next stage of learning.
Key Improvement Strategy 2.e Vision, values and culture	Produce annotated examples of student work to support the induction of new staff, and minimise variability within and across faculties
Goal 3	Increase the opportunities for connectedness at a range of levels within the school and wider community.
Target 3.1	Maintain the ATSS variable measure for School Connectedness at or above the region and state mean scores and the Templestowe College 2016 score. Increase the ATSS variable measure for Connectedness to Peers to at or above the region mean Increase the ATSS variable measure for Student Motivation to at or above the region mean

	Maintain Parent and Community satisfaction as measured by Parent Opinion Survey, at the 2016 measure of 89%.
Key Improvement Strategy 3.a Building communities	Investigate and implement opportunities for connectedness within students' projects with the wider community.
Key Improvement Strategy 3.b Vision, values and culture	Expand SSP measures of success to ensure that improvement effort in relation to Templestowe College Goals can be effectively monitored and evaluated
Key Improvement Strategy 3.c Vision, values and culture	Review and redesign of the school induction program
Key Improvement Strategy 3.d Evidence-based high-impact teaching strategies	Link the Victorian Curriculum General Capabilities to ILP collaborative learning assessment tasks in order to strategically support improved levels of student and community connectedness.

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 Increase opportunities for collaborative learning	Yes	Each ILP includes at least one collaborative learning task, aligned with the Victorian Curriculum General Capabilities, to be completed each year. Ensure all student programs include at least one assessable collaborative learning strategy.	For all students to have at least one collaborative learning task, that has been assessed against a rubric based upon the General Capabilities. To establish a baseline for the number of collaborative learning opportunities for a student in a year.
Support students for their next stages of learning.	Yes	All student development to be assessed using a newly developed set of tools beyond the current literacy, numeracy and VCE study scores. These will be recorded in each students ILPs. Increase the percentage of students with a VCE English study score above 37 by 5% (from the 2016 baseline); Increase the average VCE study score from 26 to 28; Increase the relative growth at NAPLAN	VCE Study Score: 2017 28, 2018 Target 28.5 Achieved 28.5 VCE Average Study Score 2019 Target 29 NAPLAN Writing Relative Growth 2018 L:37.8 H15.85 Target 2019 L:25 H25 NAPLAN Reading Relative Growth 2018 L:28.57 H:20.24 Target 2019 L:25 H:25 For all students to have been assessed at least once through against a criteria set out in the "expanded measures of success" by the end of the year.

Increase the opportunities for connectedness at a range of levels within the school and wider community.	Yes	Maintain the ATSS variable measure for School Connectedness at or above the region and state mean scores and the Templestowe College 2016 score. Increase the ATSS variable measure for Connectedness to Peers to at or above the region mean Increase the ATSS variable measure for Student Motivation to at or above the region mean Maintain Parent and Community satisfaction as measured by Parent Opinion Survey, at the 2016 measure of 89%.	Increase Parent and Community satisfaction as measured by the Parent Opinion Survey back to the 2016 measure of 89%. Currently at 84%. Increase the ATSS variable measure for school connectedness to 75% positive. Currently at 73% (an increase from 71% in 2017). For all new staff to the school to have completed the school induction program.

Goal 1	To Increase opportunities for collaborative learning
12 Month Target 1.1	For all students to have at least one collaborative learning task, that has been assessed against a rubric based upon the General Capabilities. To establish a baseline for the number of collaborative learning opportunities for a student in a year.

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Building practice excellence	Implement a program in which wellbeing and development of the general capabilities are a combined experience, with a focus on students working collaboratively.	Yes

KIS 2 Evaluating impact on learning	Prioritise the close analysis of student achievement data, particularly where current outcomes are below expected levels of achievement and growth, and take action in areas where trends become evident over time.	Yes
KIS 3 Evidence-based high-impact teaching strategies	Research best practice in collaborative learning practice and share with the community	No
KIS 4 Evidence-based high-impact teaching strategies	Whole school professional learning focusing on high impact learning strategies	No
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	The wellbeing program identified (SSDP), has the data with the biggest area for improvement following its introduction this year. This is the only whole school program and therefore needs more time and resources dedicated to it as it is still within the implementation stage. There are always areas for improvement when looking at students outcomes, and this is work that the community want to continue with to develop processes in place.	
Goal 2	Support students for their next stages of learning.	
12 Month Target 2.1	VCE Study Score: 2017 28, 2018 Target 28.5 Achieved 28.5 VCE Average Study Score 2019 Target 29 NAPLAN Writing Relative Growth 2018 L:37.8 H15.85 Target 2019 L:25 H25 NAPLAN Reading Relative Growth 2018 L:28.57 H:20.24 Target 2019 L:25 H:25 For all students to have been assessed at least once through against a criteria set out in the "expanded measures of success" by the end of the year.	

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Building practice excellence	Investigate and implement annual targets measures for student academic and wellbeing growth beyond NAPLAN and VCE. These will be based around the development of the Templestowe College "expanded measures of success".	Yes
KIS 2 Networks with schools, services and agencies	Expand the range of tertiary partnerships;	No
KIS 3 Empowering students and building school pride	Strengthen the monitoring process for the review and adjustment of ILPs, supported by building staff data literacy skills and understanding;	No
KIS 4 Building practice excellence	Enhance teacher collaboration in examining student work to identify the next stage of learning.	Yes
KIS 5 Vision, values and culture	Produce annotated examples of student work to support the induction of new staff, and minimise variability within and across faculties	No
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	The "Expanded Measures of Success" have now been produced and now need to be introduced. The implementation is a critical step to ensure that these are understood by the whole community.	
Goal 3	Increase the opportunities for connectedness at a range of levels within the school and wider community.	

12 Month Target 3.1	Increase Parent and Community satisfaction as measured by the Parent Opinion Survey back to the 2016 measure of 89%. Currently at 84%.
	Increase the ATSS variable measure for school connectedness to 75% positive. Currently at 73% (an increase from 71% in 2017).
	For all new staff to the school to have completed the school induction program.

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Building communities	Investigate and implement opportunities for connectedness within students' projects with the wider community.	No
KIS 2 Vision, values and culture	Expand SSP measures of success to ensure that improvement effort in relation to Templestowe College Goals can be effectively monitored and evaluated	No
KIS 3 Vision, values and culture	Review and redesign of the school induction program	Yes
KIS 4 Evidence-based high-impact teaching strategies	Link the Victorian Curriculum General Capabilities to ILP collaborative learning assessment tasks in order to strategically support improved levels of student and community connectedness.	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.	TC will be undertaking another growth in size in 2019. There will be around 15 new staff joining the community as well as an increase in student cohort of 100 students. It will be important to undertake an effective onboarding process.	

Define Actions, Outcomes and Activities

Goal 1	To Increase opportunities for collaborative learning
12 Month Target 1.1	For all students to have at least one collaborative learning task, that has been assessed against a rubric based upon the General Capabilities. To establish a baseline for the number of collaborative learning opportunities for a student in a year.
KIS 1 Building practice excellence	Implement a program in which wellbeing and development of the general capabilities are a combined experience, with a focus on students working collaboratively.
Actions	To continue to incorporate HITS as an integrated element of TC teaching practice as part of the Victorian Teaching and Learning Model Development and Communication of the components of collaboration for all SSDP Groups Continued development of students exposure to ESTEAM through the SSDP Curriculum and specific workshops Co-create and implement key learning tasks that prioritise effective collaborative learning, inclusive of Expanded Measures of Success Continued training of whole Community OneNote use Using data collected from Staff/Student Feedback sessions. Development of TC OneNote Certification Program - 1 member of each SSDP group to receive additional 'expert' training Introduction and implementation of Peer Support Training Program, and the effective use of TRP across whole School Programs. Use of the DEO program. Examine and refine position descriptions for all staff leadership roles to ensure they explicitly identify responsibilities in relation to strategic goals
Outcomes	STUDENTS • The Resilience Project Survey carried out by SSDP students • Student Diary introduced and used by students in SSDP, with focus on personal organisation and mindfulness • Increase in student attendance and engagement during SSDP, particularly among senior students • Peer Support Program implemented and evaluated by students involved • OneNote Certification Program - At least one student from each SSDP group will be an 'expert' in OneNote, and general proficiency among students at TC will be improved • Duke of Edinburgh introduced • The Duke of Edinburgh's Award at a Bronze Level and the Aspire Program

	STAFF
	• For staff to have carried out a PDP Process that incorporates the Victorian Teaching and Learning Model
	• Professional Development on The Resilience Project to be regularly carried out by Community Leaders and relevant staff
	• Appointment of specialist SSDP Learning Development Leader and continued development of SSDP Curriculum
	• For staff to have an increased awareness and use of the project cycle as it is developed further.
	LEADERS
	• Community Meetings to support all SSDP Mentors
	• Acting as support to staff in the facilitating of sessions
	• Carrying out walkthroughs, discussing with students progress of the SSDP program
	• Leading sessions enabling staff to collaboratively troubleshoot and share successes within their practice
	• Use of external speakers to support curriculum
	• Further development of the TC Wellbeing Team
	• TC Wellbeing Team acting as support to staff in the facilitating of sessions
	• Carrying out walkthroughs, discussing with students progress of the SSDP program
	• Leading sessions enabling staff to collaboratively troubleshoot and share successes within their practice
Success Indicators	Increased engagement of senior students in the SSDP Program. Monitored through comparison of attendance to previous years. An increased amount of students undertaking the Duke of Edinburgh Award (Currently at 0) Resilience Project will have carried out information sessions. At least one learning activity to be assessed against the Expanded Measures of Success. This will be recorded by the student.

Activities and Milestones	Who	Is this a PL Priority	When	Budget
To support all members of the leadership team to carry out their activities To work with staff, understanding their PDP goals and support them to meet these targets. To ensure that sufficient opportunities exist for staff Professional development in this space. To provide rationale and purpose for focus and link to existing processes. Articulate to staff changes in practice to be observed.	☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used

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Resilience project survey to be completed at the beginning and end of the year by a majority of students. Students are given guidance on how to use their RP diaries. Feedback on use of RP diary is provided to leadership by SSDP mentors.	☑ Leading Teacher(s) ☑ Student(s) ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Duke of Edinburgh to be introduced to students in applicable SSDP groups Students undertaking Duke of Edinburgh achieve bronze level.	☑ Leading Teacher(s) ☑ Student(s) ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Guest speakers organised by Community Leaders and students, linked with the school vision and goals of SSDP. At least 10 external speakers to visited the school and deliver presentations linked to the goals of SSDP	☑ Leading Teacher(s) ☑ Student(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
SSDP staff to be provided with multiple resources, PD and professional learning time. Feedback gained throughout the year from staff during PD times on the development of SSDP SSDP Learning Development Leader to provide staff with resources, observations and feedback.	☑ Leadership Team ☑ Leading Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Development of OneNote Certification Program. Initial training of student leaders in each community by staff/IT team. Student leaders then train one student from each SSDP group (who acts as a class coach).	☑ Assistant Principal ☑ Leadership Team ☑ Leading Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Development of student portfolios (personal notebook in each student's OneDrive) in SSDP. Each student to document evidence/work samples which demonstrate their achievement as defined in General Capabilities/EMS.	☑ Leadership Team ☑ Leading Teacher(s)	☐ PLP Priority	from: Term 1	$0.00

		☑ Teacher(s)		to: Term 4	☐ Equity funding will be used

KIS 2 Evaluating impact on learning	Prioritise the close analysis of student achievement data, particularly where current outcomes are below expected levels of achievement and growth, and take action in areas where trends become evident over time.
Actions	Appointment of a Learning Development Leader - Literacy across the Curriculum For additional time in Staff PD to have been specified as Moderation across all subject levels, based around teacher judgments Staff to attend VCE Examiner Training and to share the knowledge gained with faculty areas Implement a whole school literacy across the curriculum program To strategically allocate the funding received as part of the Victorian Literacy and Numeracy Strategy For staff to have taken part in faculty meetings time dedicated to the analysis of students work, being able to accurately align students work to Victorian Curriculum standards where appropriate. For exemplar work to have been collected and evidenced through OneNote (in Learning Area @ TC notebooks under 'sample' work) For staff to be aware of the Gal Capabilities and the relevant rubric to assess students in the area of collaboration. To collect data around the number oenerf collaborative learning opportunities available to students in a year. Examine and refine position descriptions for all staff leadership roles to ensure they explicitly identify responsibilities in relation to strategic goals

Outcomes	STUDENTS
	    • Students needing additional support in literacy and numeracy receive this help in line with Victorian Literacy and Numeracy Strategy
	    • All students to know that there is a focus on Literacy within all subjects based around their needs
	    • Improvement in NAPLAN results for growth
	    • Students to know their data and record this in their ILP. Data will include WASHI, OnDemand, NAPLAN (if appropriate)
	    • Students to reflect on their literacy skills and create specific goals for improvement (in the ILP).
	
	STAFF
	    • Attended more staff PD sessions around the topics of Literacy across the curriculum
	    • To have a structured approach to Literacy strategies implemented to extend the growth of all students literacy skills.
	    • Staff recording Literacy Strategies within subject areas collaborative One Notes
	    • More staff attending VCAA Examiners training
	    • Staff to use each student's specific literacy goals to support them to work at an appropriate level (in their ZPD).
	
	LEADERS

	• Promotion of VCAA Examiners training • Production of PD Plan that facilitates Communities of Practice, and time for moderation in faculty and subject teams • Learning Development Leader to have supported faculty areas to develop their knowledge of Literacy strategies for developing all students abilities • Learning Area Leaders to have facilitated staff to have taken part in a moderation process during faculty meeting time. • Production of a Data collection 'timetable' for 2019. • Leaders to share student's literacy goals with all staff and demonstrate how they can used to ensure every TC student is appropriately challenged.
Success Indicators	Increase in NAPLAN Growth, particularly in Literacy areas Staff to have attended PD sessions based on collaboration Students to have recorded collaborative activities in either their ILP or OneNote A record of the number of collaborative tasks taking place in a year Literacy strategies documented in One Note Students recording their Data in their ILP (WASHI, OnDemand, NAPLAN)

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Principal To support all members of the leadership team to carry out their activities To work with staff, understanding their PDP goals and support them to meet these. To allocate effectively the literacy and numeracy additional funding To ensure that sufficient opportunities exist for staff Professional development in this space. To encourage and support staff to apply for VCE Examiner training To encourage an increased rate of participation in NAPLAN testing	☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Support Staff to Apply for VCAA Examiner Training	☑ Assistant Principal	☐ PLP Priority	from: Term 1 to: Term 2	$0.00 ☐ Equity funding will be used

To Apply for VCAA Examiner Training	☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 2	$0.00 ☐ Equity funding will be used
To work with staff around Literacy across the curriculum in faculty meeting time. To help these staff to be aware of how to use students independent literacy goals.	☑ Literacy Leader	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
To undertake training around Literacy across the curriculum as part of the faculty meeting time. To be aware of each student and their own literacy goals within their class.	☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
To be recording exemplar work in One Note.	☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Run a staff PD session around the use of the General Capability of Collaboration.	☑ Leadership Team	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Production of the PD Plan to accommodate the various needs of the school staff professional development plan.	☑ Leadership Team	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used

To ensure that the data collection timetable is met and that the relevant data for students is recorded.	☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used

Goal 2	Support students for their next stages of learning.
12 Month Target 2.1	VCE Study Score: 2017 28, 2018 Target 28.5 Achieved 28.5 VCE Average Study Score 2019 Target 29 NAPLAN Writing Relative Growth 2018 L:37.8 H15.85 Target 2019 L:25 H25 NAPLAN Reading Relative Growth 2018 L:28.57 H:20.24 Target 2019 L:25 H:25 For all students to have been assessed at least once through against a criteria set out in the "expanded measures of success" by the end of the year.
KIS 1 Building practice excellence	Investigate and implement annual targets measures for student academic and wellbeing growth beyond NAPLAN and VCE. These will be based around the development of the Templestowe College "expanded measures of success".
Actions	1. Introduce a whole school wide Literacy program, linking through the EMS section titled Communication. 2. Complete development of EMS framework 3. Build platform as part of ILP for recording of EMS progress 4. Deliver Professional Development to staff on working with the EMS framework 5. Provide time for staff moderation and collaboration with a focused on improved student outcomes (NAPLAN and VCE scores)
Outcomes	STUDENTS Students are aware of the EMS framework and platform to record their progress Students have consistent approach to quality and standards at VCE and in similar subjects.

	STAFF
	Staff are aware of the EMS framework and platform to provide feedback on student progress.
	Staff have consistent approach to improving student outcomes in (NAPLAN and VCE)
	Staff will have assessed every student at least once using the EMS as a framework.
	LEADERS
	Leaders are aware of the EMS framework and the platform to record their progress
Success Indicators	STUDENTS
	Students will have one self-reflection completed using the EMS. This will be recorded in a consistent platform with students able to articulate why they have self-assessed at this leave.
	STAFF
	Staff will have provided feedback to SSDP Students on EMS targets
	LEADERS
	Leaders will audit the completion of staff and student records in EMS platform

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Principal To support all members of the leadership team to carry out their activities To work with staff, understanding their PDP goals and support them to meet these targets. To allocate effectively the literacy and numeracy additional funding To ensure that sufficient opportunities exist for staff Professional development in this space. To encourage an increased rate of participation in NAPLAN testing To provide rationale and purpose for focus and link to existing processes. Articulate to staff changes in practice to be observed.	☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used

1. Draft Whole School Literacy Development Program in consultation with Leadership Team including implementation plan. 2. Test Literacy Development program with small pilot group and obtain feedback. 3. Make necessary adjustments based on feedback to program and present to Leadership Team 4. Implement School-Wide Program including professional development and training for staff.	☑ Assistant Principal ☑ Literacy Leader	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
1. Present Draft EMS Framework to Leadership Team for Feedback and Input. 2. Review and Further Drafting of EMS Framework 3. Build the platform for evidence of student progress and development. 4. Provide Professional Learning for SSDP staff on providing feedback on the EMS. 5. Implement EMS Framework in SSDP Term 4.	☑ Assistant Principal ☑ Learning Specialist(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used

KIS 2 Building practice excellence	Enhance teacher collaboration in examining student work to identify the next stage of learning.
Actions	Appointment of Learning Development Leaders for feedback from Reporting through to Reflection More time provided for staff PD specified to course documentation, assessment and moderation. More support when looking at teacher judgments in learning areas and subject teams across whole school. Carry out a PDP Process that includes the elements of the Victorian Teaching and Learning Model. Development of student learning progressions.
Outcomes	STUDENTS Co-create developmental progressions, which will be included in their own ILPs. These can include curriculum, career, and wellbeing goals. Student practice of self-assessment against learning progress and identification of next stages of learning. STAFF Auditing of existing LA course and assessment documentation and the production of a standardised TC approach. Production of course and assessment materials and co-creation of developmental progressions to track students learning. Support students in the identification of future learning pathways. Staff involvement in professional learning within assessment and learning that aligns with their own PDP planning goals.

	Ongoing use of Communities of Practice to enhance teaching, learning, assessment and reporting outcomes. Allocation of LA time to moderate student work samples across all levels of the curriculum. LEADERS Provide oversight of staff processes (above), attendance at Learning Area Meetings and targeted mentoring of staff. Develop and disseminate milestones throughout year to ensure targets are met by end of 2019. Provide staff with a formal opportunity to share approaches and showcase best practice in staff forums / meetings. Facilitate continuing and targeted staff PD in the area of collaboration and curriculum co-creation. Active support of staff to meet articulated PDP goals in the area of collaboration, co-creation and identifying next stage of student learning. Lead schoolwide process of reimagining assessment, reporting and feedback. This will include a holistic approach towards sourcing feedback, involving student, staff and parent consultation groups. A process of building staff capacity to strengthen teacher judgments against the standards and our TC expanded measures of success. The option of redesigning student reports and the reporting process. The aim of this being to trial with selected staff during semester 2 2019 and proceed to whole school roll out commencing in 2020.

Success Indicators	STUDENTS
	     • Will have increased understanding of their own developmental and learning progression.
	     • Will be able to self-regulate and direct their next steps of learning.
	     • Increased levels of student satisfaction in relevant areas of the Pivot Student Survey.
	
	STAFF
	     • Production of course and assessment materials and co-creation of developmental progressions to track students learning.
	     • Staff to complete scope and sequence and rubric documentation, and learning progression within their own subject areas to assist students in identifying their next stage of learning.
	     • Increased levels of student satisfaction in relevant areas of the Pivot Student Survey.
	     • Staff will have participated in regular moderation teams throughout the year with increased confidence in assessing student levels of achievement and identifying next stages of student learning.
	     • Each LA should be able to articulate their own moderation process and share these with all staff.
	
	 LEADERS
	     • Evidence of individual and team capacity where LA Teams operate autonomously in the production and maintenance of assessment, reporting, scope and sequence documentation and other course materials.
	• Lead schoolwide process of reimaging assessment, reporting and feedback.
	• Facilitate community consultation groups to source feedback, involving student, staff and parent groups.

	• Develop a process of building staff capacity to strengthen teacher judgments against the standards and our TC expanded measures of success.
	• Launch the redesigned student report and reporting process. The aim of this being to trail with selected staff during semester 2 2019 and proceed to whole school roll out commencing in 2020. Dissemination of these materials and practices across the wider school, particularly as part of the induction process for new staff and students.

Activities and Milestones	Who	Is this a PL Priority	When	Budget
To support all members of the leadership team to carry out their activities To work with staff, understanding their PDP goals and support them to meet these targets. To allocate effectively the literacy and numeracy additional funding To ensure that sufficient opportunities exist for staff Professional development in this space. To encourage an increased rate of participation in NAPLAN testing To provide rationale and purpose for focus and link to existing processes. Articulate to staff changes in practice to be observed. Upskill self through professional learning	☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Build the capacity of the Learning Area Leaders to develop the process of Moderation Ensure equitable documentation using One Note. To lead the PDP process, ensuring that all staff incorporate the Victorian Teaching and Learning Model Build the capacity of Learning Development Leaders to deliver upon their identified targets.	☑ Assistant Principal	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Lead the moderation process taking place in the Professional Learning Time To ensure all staff are recording exemplar work on One note subject pages To have an active participation in supporting staff and their PDP	☑ Team Leader(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used

process Lead schoolwide process of reimagining assessment, reporting and feedback. Facilitate community consultation groups to sauce feedback, involving student, staff and parent groups. Develop a process of building staff capacity to strengthen teacher judgments against the standards and our TC expanded measures of success. Launch the redesigned student report and reporting process. The aim of this being to trail with selected staff during semester 2 2019 and proceed to whole school roll out commencing in 2020.				
To take part in the moderation process taking place in Professional learning time. To record exemplar work on One note subject pages To have carried out a PDP Process that incorporates the Victorian Teaching and Learning Model To have undertaken Peer observation sessions as part of the PDP and Community of Practice Process.	☑ All Staff	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Lead working groups to develop good working practices around the process of moderation Lead staff to complete and audit existing scope, sequence, rubric documentation, and learning progression within their own subject areas to assist students in identifying their next stage of learning.	☑ Curriculum Co-ordinator (s)	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
To have led the Communities of Practice as part of the Professional Development Process	☑ Assistant Principal	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Community Leaders provide ongoing professional learning to staff designed to build capacity in utilising ILP goals and student data in	☑ Leading Teacher(s)	☐ PLP Priority	from: Term 1	$0.00

the creation of differentiated curriculum and assessment and reporting, which identifies next stages of learning. Formal staff presentation on the ILP process Community Leaders facilitate ongoing collaboration within community groups, where SSDP Mentors and Heads of House review student performance data to plan for next stages of learning.	to: Term 4 ☐ Equity funding will be used

Goal 3	Increase the opportunities for connectedness at a range of levels within the school and wider community.
12 Month Target 3.1	Increase Parent and Community satisfaction as measured by the Parent Opinion Survey back to the 2016 measure of 89%. Currently at 84%. Increase the ATSS variable measure for school connectedness to 75% positive. Currently at 73% (an increase from 71% in 2017). For all new staff to the school to have completed the school induction program.
KIS 1 Vision, values and culture	Review and redesign of the school induction program
Actions	An evolution of the rewrite of the school induction process for staff and students Implementation of the Peer Support Program for Entry Students Train and support Peer support Leaders to deliver 8 sessions Term 1. SSDP specific sessions for Entry students Training for student leaders Documentation of student leadership training within TC (peer support, camp leaders, sports leaders, community leaders, house leaders, animal leaders) Updated position descriptions for all staff leadership roles. To view the staff induction process as a two year process
Outcomes	STUDENTS Be able to deliver a Peer Support Program Be able to articulate what it is to be a member of the TC Community. Have a willingness to be a part of the TC Peer Support Program in 2020

	STAFF For new staff to have a quicker transition into the school For new staff to be able to articulate the TC vision and philosophy For staff to understand the TC Instructional Model and to have contributed to its further development LEADERS To have led the process in a reflective manner leading to a further development for new staff induction for 2020.
Success Indicators	The production of a staff induction program that is documented The production of a mid year staff induction program New staff feeling supported in their transition into TC Students level of feeling supported in their transition into TC reflected in the attitudes to school survey An induction program running for new students as part of the SSDP wellbeing program Entry students participating in the Peer Support Program Production of an updated leadership position descriptions and role descriptors.

Activities and Milestones	Who	Is this a PL Priority	When	Budget
To support all members of the leadership team to carry out their activities To ensure that sufficient opportunities exist for staff Professional development in this space. To provide rationale and purpose for focus and link to existing processes. To actively facilitate relevant sessions for staff in this area Allocate the resources required to successfully carry out the Peer Support Program. Lead the allocation of portfolios and distribution of accountabilities for the new Principal Group.	☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
To support all members of the leadership team to carry out their activities	☑ Assistant Principal	☐ PLP Priority	from: Term 1	$0.00

			to: Term 4	☐ Equity funding will be used
To ensure that sufficient opportunities exist for staff Professional development in this space. To provide rationale and purpose for focus and link to existing processes. To actively facilitate relevant sessions for staff in this area Lead the allocation of portfolios and distribution of accountabilities for the new Principal Group.				
Develop school wide SSDP Weekly plan Community Leaders - Develop community student leaders capacity to provide wellbeing support via a peer mentoring model. Peer Support Program	☑ Leadership Team ☑ Leading Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Staff to volunteer to be formal 'Buddy' to new 2019 staff. Staff to provide feedback and review of 2019 induction program	☑ All Staff ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 2	$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	$0.00	$0.00
Additional Equity funding	$132,000.00	$27,000.00
Grand Total	**$132,000.00**	**$27,000.00**

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget ($)	Equity Spend ($)
Totals			**$0.00**	**$0.00**

Additional Equity spend

Outline here any additional Equity spend for 2019	When	Category	Total proposed budget ($)	Equity Spend ($)
Employment of a Youth Worker	from: Term 1 to: Term 4	☑ School-based staffing ☑ Support services	$67,000.00	$27,000.00
Employment of a Counsellor	from: Term 1 to: Term 4	☑ School-based staffing ☑ Support services	$65,000.00	$0.00
Totals			**$132,000.00**	**$27,000.00**

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
SSDP staff to be provided with multiple resources, PD and professional learning time. Feedback gained throughout the year from staff during PD times on the development of SSDP SSDP Learning Development Leader to provide staff with resources, observations and feedback.	☑ Leadership Team ☑ Leading Teacher(s)	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Curriculum development	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ Communities of Practice	☑ Internal staff	☑ On-site
To be recording exemplar work in One Note.	☑ Teacher(s)	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Design of formative assessments	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ Communities of Practice ☑ PLC/PLT Meeting	☑ Internal staff	☑ On-site
Production of the PD Plan to accommodate the various needs of the school staff professional development plan.	☑ Leadership Team	from: Term 1 to: Term 4	☑ Planning ☑ Preparation	☑ Timetabled Planning Day	☑ Internal staff	☑ On-site
1. Draft Whole School Literacy Development Program in consultation with Leadership Team including implementation plan.	☑ Assistant Principal ☑ Literacy Leader	from: Term 1 to: Term 4	☑ Planning ☑ Design of formative assessments	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ Communities of Practice	☑ Internal staff ☑ Literacy Leaders	☑ On-site

2. Test Literacy Development program with small pilot group and obtain feedback. 3. Make necessary adjustments based on feedback to program and present to Leadership Team 4. Implement School-Wide Program including professional development and training for staff.						
To take part in the moderation process taking place in Professional learning time. To record exemplar work on One note subject pages To have carried out a PDP Process that incorporates the Victorian Teaching and Learning Model To have undertaken Peer observation sessions as part of the PDP and Community of Practice Process.	☑ All Staff	from: Term 1 to: Term 4	☑ Preparation ☑ Moderated assessment of student learning ☑ Peer observation including feedback and reflection	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff	☑ On-site
Lead working groups to develop good working practices around the process of moderation Lead staff to complete and audit existing scope, sequence, rubric documentation, and learning progression within their own subject areas to assist	☑ Curriculum Co-ordinator (s)	from: Term 1 to: Term 4	☑ Moderated assessment of student learning ☑ Collaborative Inquiry/Action Research team	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff ☑ Learning Specialist ☑ Literacy Leaders	☑ On-site

students in identifying their next stage of learning.						
To have led the Communities of Practice as part of the Professional Development Process	☑ Assistant Principal	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Formalised PLC/PLTs	☑ PLC/PLT Meeting	☑ Internal staff	☑ On-site