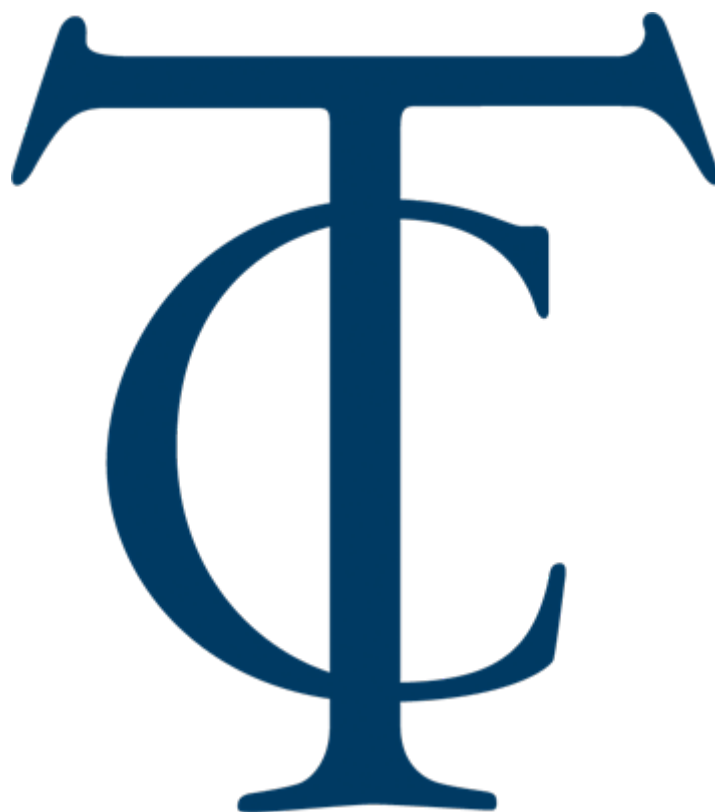


2020 Annual Implementation Plan

for improving student outcomes

Templestowe College (8823)



Submitted for review by Peter Ellis (School Principal) on 15 December, 2019 at 05:04 PM
Endorsed by Mark Flack (Senior Education Improvement Leader) on 16 December, 2019 at 01:27 PM
Awaiting endorsement by School Council President

Self-evaluation Summary - 2020

	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	Clear objectives have been formed for 2020 Priorities. These were based upon investigations carried out in term 2 by the school improvement team.
Considerations for 2020	The school will again be growing in enrolments, with an anticipated increase from 1130 local students to 1239 local students, with a potential 65 International Students. Space is very limited with the school enrolments at 38% in zone meaning that the school are low in the priorities for additional learning spaces. There are no major building works limiting on learning spaces. The school is undergoing refinements to its wellbeing structure based around feedback from students, staff and parents and also based upon research into practices carried out by other "big schools". Also under consideration is that in 2021 TC will be undergoing a Strategic Planning year, which the school community is hoping to complete early in that year. This timeline needs to be considered throughout the year.
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);

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

	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
To Increase opportunities for collaborative learning	Yes	<p>Each ILP includes at least one collaborative learning task, aligned with the Victorian Curriculum General Capabilities, to be completed each year.</p> <p>Ensure all student programs include at least one assessable collaborative learning strategy.</p>	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>For staff to have undertaken at least one learning walk in each half of the year as part of their PDP Process For an increase in the staff opinion survey: Current level of Professional Learning through Peer Observations at 42% positive. 2020 Target of 55%.</p>
Support students for their next stages of learning.	Yes	<p>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.</p> <p>Increase the percentage of students with a VCE English study score above 37 by 5% (from the 2016 baseline);</p> <p>Increase the average VCE study score from 26 to 28;</p> <p>Increase the relative growth at NAPLAN</p>	<p>Staff Opinion Survey Data increase. Current "Monitor effectiveness through data" level is 64% positive. 2020 Target of 70% positive.</p> <p>All students to have undertaken an EMS interview and recorded this in their ILP.</p> <p>ATOSS Differentiated learning challenge: 2019 63% 2020 70%</p> <p>Increase VCE Average Study score from current level of 28.7 to 29.</p> <p>Relative Growth at NAPLAN:</p> <p>Reading Currently L:26.5 H: 29.5 Target L25 H:30</p> <p>Writing Current L:32 H:13.8 Target L:25 H:25</p>

			Numeracy Current L: 27 H: 18 Target L:25 H:25
Increase the opportunities for connectedness at a range of levels within the school and wider community.	Yes	<p>Maintain the ATSS variable measure for School Connectedness at or above the region and state mean scores and the Templestowe College 2016 score.</p> <p>Increase the ATSS variable measure for Connectedness to Peers to at or above the region mean</p> <p>Increase the ATSS variable measure for Student Motivation to at or above the region mean</p> <p>Maintain Parent and Community satisfaction as measured by Parent Opinion Survey, at the 2016 measure of 89%.</p>	<p>ATOSS Results:</p> <p>School Connectedness 2019: 71% 2020 Target: 80%</p> <p>Student Motivation 2019: 71% 2020 Target 80%</p>

Goal 1	To Increase opportunities for collaborative learning	
12 Month Target 1.1	For staff to have undertaken at least one learning walk in each half of the year as part of their PDP Process For an increase in the staff opinion survey: Current level of Professional Learning through Peer Observations at 42% positive. 2020 Target of 55%.	
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.	No

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.	No
KIS 3 Evidence-based high-impact teaching strategies	Research best practice in collaborative learning practice and share with the community	Yes
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.	Based upon staff feedback and the data collected in the staff opinion survey this is an area for improvement. Whilst there is time available to collaborate, it is still a priority to look at the methods of how. This fits in with the FISO Continuum around Professional Learning being collaborative. The school does not currently have a formal peer observation model. It has been agreed by leadership groups that learning walks are seen as a better method rather than the lengthier Peer observation model.	
Goal 2	Support students for their next stages of learning.	
12 Month Target 2.1	Staff Opinion Survey Data increase. Current "Monitor effectiveness through data" level is 64% positive. 2020 Target of 70% positive. All students to have undertaken an EMS interview and recorded this in their ILP. ATOSS Differentiated learning challenge: 2019 63% 2020 70% Increase VCE Average Study score from current level of 28.7 to 29. Relative Growth at NAPLAN: Reading Currently L:26.5 H: 29.5 Target L25 H:30 Writing Current L:32 H:13.8 Target L:25 H:25 Numeracy	

	Current L: 27 H: 18 Target L:25 H:25	
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;	Yes
KIS 4 Building practice excellence	Enhance teacher collaboration in examining student work to identify the next stage of learning.	No
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.	<p>It has been raised that the school should focus on building consistency around teaching at point of need. As a school we know a lot about our students, but should look at using this information to help inform learning. This is a priority as the school looks to build on the data literacy of staff.</p> <p>It is intended that through teaching at point of need the school will increase the level of engagement further. It is hoped to improve the level of differentiated learner challenge in the ATOSS.</p> <p>The school has spent the last two years producing the EMS, it is now the time to implement this initiative having carried out relevant staff training.</p> <p>There will be an added emphasis on the learning taking place in the school in 2020, as identified in term 2 of this year that has been built towards this year. Additional resources have already been put in place to support this, such as the appointment of an additional Assistant Principal, two learning specialists and the MYLNS roles.</p>	

Goal 3	Increase the opportunities for connectedness at a range of levels within the school and wider community.	
12 Month Target 3.1	ATOSS Results: School Connectedness 2019: 71% 2020 Target: 80% Student Motivation 2019: 71% 2020 Target 80%	
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.	Yes
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	No
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.	The school has spent the last two years focusing on the school connectedness within the school. Following a major review of the school in term 2 and 3 of this year, structures have been modified to be able to focus on connectedness within the school. An issue that may form from this change in structure is students connecting their learning to the wider community. There are many areas that are connecting students learning with the wider community but it is intended to make this more consistent throughout the school. It is hoped that this emphasis will also help to deepen the relevance of the learning taking place.	

Define Actions, Outcomes and Activities

Goal 1	To Increase opportunities for collaborative learning
12 Month Target 1.1	For staff to have undertaken at least one learning walk in each half of the year as part of their PDP Process For an increase in the staff opinion survey: Current level of Professional Learning through Peer Observations at 42% positive. 2020 Target of 55%.
KIS 1 Evidence-based high-impact teaching strategies	Research best practice in collaborative learning practice and share with the community
Actions	<p>Learning specialists</p> <ul style="list-style-type: none"> - inducting new staff on TC instructional model, philosophy, values statement, unwritten ground-rules and consistencies - Use of teams and OneNote and expectations of use - Develop a framework for Learning Walks that models trust and showcases best practice. The learning walks will be used by staff to see best practice throughout the school in order to inform their own practice. These goals will be set as part of the PDP process. <p>Learning area leaders</p> <ul style="list-style-type: none"> - Ensure staff are following TC instructional model, philosophy, values statement, unwritten ground-rules and consistencies - Use LA time to showcase examples within faculty area of teaching to the HITS strategies - Create opportunities for Master Classes to up skill staff on OneNote, HITS and collaboration - LA time to ensure one Learning Walk per Semester as part of the PDP process. These may include use of the PPD days.
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> - Be able to articulate the TC instructional model - Be able to articulate where they feel the TC Instructional model is being used well by the staff of TC - Know that more staff are walking through classes to see good practice - Have an increase in the positive attitudes to school survey measure of engagement (attitudes to school survey) - Complete Pivot surveys providing feedback to individual teachers around the AITSL standards that is also related to the VLTM, and have knowledge around how the data collected is informing improvements within the classroom. - Experience more consistency in the use of One Note as a tool for collaboration and learning. - See more consistency in class delivery across the same subjects where this is beneficial to the subject content. <p>Staff will</p>

	<ul style="list-style-type: none"> - Engage in a planned program of PD around improving teacher collaboration. - Develop a deeper understanding of HITS and the collaborative models. Staff will be able to have greater confidence in the collaborative learning practices within their classes. - Staff develop a greater awareness and capacity to showcase best practice - Host Learning Walks in their classrooms to demonstrate trust and model best practice (evident by an increase in trust in colleagues in the Staff Attitudes to School Survey) - Attend a minimum number of learning walks per Semester with clear goals that align to the schools AIP and their own PDP. - Provide evidence of improved collaboration when working within their learning teams, within a PDP review cycle. <p>Leaders will:</p> <ul style="list-style-type: none"> - Ensure staff have time to plan and conduct Targeted Learning Walks with clear goals set out - Ensure Learning Specialists have time to prepare a framework for learning walks - Ensure time in LA for modelling HITS, analysing the TC collaborative models and reflecting on Learning Walks. - Plan and deliver PD to staff on collaborative practice - Conduct a formal appraisal of existing PDP programs based upon feedback from review cycles 			
Success Indicators	<ul style="list-style-type: none"> - Increased student engagement as evidenced by Attitudes to School Survey - Increased positive attitudes to school demonstrated through Staff Survey - Learning Area Leader minutes detailing discussion of TC collaborative models, HITS masterclasses and Learning Walk planning and a log of walks undertaken - Learning Specialists produce a framework document for Learning Walks - Personal staff notes and reflections of Learning Walks - Increased levels of student performance as measured by NAPLAN and VCE Results over the life of the current Strategic Plan. 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
<p>To support all members of the leadership team to carry out their activities</p> <p>To work with staff, understanding their PDP goals and support them to meet these targets.</p> <p>To ensure that sufficient opportunities exist for staff Professional development in this space.</p> <p>To provide rationale and purpose for focus and link to existing processes.</p> <p>Articulate to staff changes in practice to be observed.</p>	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p> <p><input type="checkbox"/> Equity funding will be used</p>

Develop a framework for Learning Walks Whole school PD on collaborative processes and TC instructional model	<input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Ensure staff are following the TC instructional model Use LA time to showcase examples within faculty areas Ensure time available for at least one Learning Walk per semester	<input checked="" type="checkbox"/> KLA Leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Complete one Learning Walk per semester Engage in Learning Area time Implement collaborative practice and HITS into their teaching practice Generate notes and reflections of Learning Walks	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Goal 2	Support students for their next stages of learning.			
12 Month Target 2.1	Staff Opinion Survey Data increase. Current "Monitor effectiveness through data" level is 64% positive. 2020 Target of 70% positive. All students to have undertaken an EMS interview and recorded this in their ILP. ATOSS Differentiated learning challenge: 2019 63% 2020 70% Increase VCE Average Study score from current level of 28.7 to 29. Relative Growth at NAPLAN: Reading Currently L:26.5 H: 29.5 Target L25 H:30 Writing Current L:32 H:13.8 Target L:25 H:25 Numeracy Current L: 27 H: 18 Target L:25 H:25			
KIS 1	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".			

Building practice excellence	
Actions	<p>Implementation of the EMS</p> <p>Term 1</p> <ul style="list-style-type: none"> - Create EMS Team - Clarify the parameters of EMS around class and community - PD on EMS common language - Develop master coaches - Develop the roles and responsibilities of EMS coaches - Develop curriculum documentation - Develop EMS new staff introduction <p>Term 2</p> <ul style="list-style-type: none"> - Upskilling staff - Incorporate EMS in to all learning task rubrics - Hold a parent information session <p>Term 3</p> <ul style="list-style-type: none"> - EMS Interview - Bookable EMS discussions with parents - Introduce staff for 2021 focus <p>Term 4</p> <ul style="list-style-type: none"> - Upskill staff for 2021 focus - 2021 EMS reflection and refinement - Report on EMS
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> - understand common EMS language - undertake an interview around one area of EMS in 2020 - have a record online of their EMS interview that gives a clear assessment on a developmental continuum around the one area of EMS. This will form the beginning of students "exit portfolio". - be able to say how they will improve their skill development in this area of the EMS - be able to articulate why the EMS is important and relevant as an assessment tool - be prepared to carry out interviews in further areas of the EMS in 2021

	<p>Staff will:</p> <ul style="list-style-type: none"> - use common EMS language - carry out the EMS interview with each of their Connect Group students - be able to carry out discussions with students over how to develop the chosen area of EMS - build opportunities for students to develop the chosen area of EMS into their classroom activities - be prepared to carry out EMS interviews with students in further areas by the end of the year <p>Leaders will:</p> <ul style="list-style-type: none"> - chose a focus area - Establish EMS leaders team of staff and students - Finalize the EMS documentation - Develop interview process - Develop and deliver pd on EMS common language - Develop rubric criterion line for all learning tasks 			
Success Indicators	<ul style="list-style-type: none"> - Data to report to parents on EMS interview - Students have undertaken an EMS interview in one area - EMS will be assessed alongside learning task skills and knowledge - Students will be actively enquiring how to improve EMS 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
<p>To support all members of the leadership team to carry out their activities</p> <p>To work with staff, understanding their PDP goals and support them to meet these targets.</p> <p>To ensure that sufficient opportunities exist for staff Professional development in this space.</p> <p>To provide rationale and purpose for focus and link to existing processes.</p> <p>Articulate to staff changes in practice to be observed.</p>	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p> <p><input type="checkbox"/> Equity funding will be used</p>
<p>Incorporate EMS in to all learning task rubrics</p> <p>Hold a parent information session</p> <p>EMS Interview</p> <p>Report on EMS</p>	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p>

				<input type="checkbox"/> Equity funding will be used
KIS 2 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;			
Actions	<p>Data Literacy Goal: How do you use what you know about students to help co-create the next stage of learning? Entry to Pre-VCE teachers being informed by having access to their students' previous data levels. Conduct introduction PD around the use of PAT testing to be used as a diagnostic assessment tool in Maths and English Timetabled PAT testing within the first and fourth terms of 2020. Hold PD sessions with staff in Term 1 2020 for unpacking and interrogating the PAT data Staff training carried out on formative assessment processes including developmental assessment rubrics Implementation of Education Perfect software for English and Maths Pathway for Maths within junior classes. This will include training with staff on how to use this software. Introduce a literacy instructional model to be used across the curriculum Improve participation rate within all forms of testing.</p>			
Outcomes	<p>Students will have: Improved accuracy regarding their level of understanding, knowledge or skill in a particular subject at that point in time. This will help students to know their appropriate next stages of learning. An understanding of their level of literacy and numeracy, as supported by PAT testing data. This will include areas for improvement An understanding of the level of improvement within literacy and numeracy made over the 12 month period. An increased level of engagement within a 90 minute lesson within English. This will be reflected through PIVOT data. An increased feeling that literacy and numeracy is being focused on for improvement within all subjects and classes. An increased understanding of what assessments are required of them and the growth that they have achieved across a unit of work</p> <p>Teacher: Staff have used developmental rubrics in each of their learning tasks Staff develop a higher degree of confidence in the delivery of a literacy instructional model. Staff will be able to co-create differentiated lessons informed by student PAT testing and Education Perfect data. This will include increased understanding of how to use the data collected through PAT testing and Education Perfect. Staff will use the learnings from developmental rubrics training to target their teaching of students Staff across all subjects will have a knowledge of all students levels of literacy and numeracy.</p>			

	<p>Staff will be aware of literacy strategies used to support students based upon the students current levels.</p> <p>Leaders: Inform leaders regarding curriculum design and the potential gaps that may exist within the scope and sequence of courses.</p> <p>Develop the capacity of our Literacy and Reporting Leaders to analyse, interrogate and interpret data.</p> <p>Develop the capacity of teaching staff to use assessment for informing teaching and learning</p>			
Success Indicators	<p>Scheduled staff professional development sessions to run throughout Term 1</p> <p>PAT testing to occur during Term 1 and Term 4.</p> <p>One-on-one discussion held between English and Maths teachers with their students after each cycle of testing.</p> <p>Achieve targets of growth within Reading Currently L:26.5 H: 29.5 Target L25 H:30 Writing Current L:32 H:13.8 Target L:25 H:25</p> <p>Numeracy Current L: 27 H: 18 Target L:25 H:25.</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
<p>To support all members of the leadership team to carry out their activities</p> <p>To work with staff, understanding their PDP goals and support them to meet these targets.</p> <p>To ensure that sufficient opportunities exist for staff Professional development in this space.</p> <p>To provide rationale and purpose for focus and link to existing processes.</p> <p>Articulate to staff changes in practice to be observed.</p>	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p> <p><input type="checkbox"/> Equity funding will be used</p>
<p>Entry to Pre-VCE teachers being informed by having access to their students' previous data levels.</p>	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assessment & Reporting Coordinator <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Literacy Improvement Teacher	<input type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p> <p><input type="checkbox"/> Equity funding will be used</p>

Conduct introduction PD around the use of PAT testing Hold PD sessions with staff in Term 1 2020 for unpacking and interrogating this data	<input checked="" type="checkbox"/> Assessment & Reporting Coordinator <input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Timetabled PAT testing within the first and fourth terms of 2020.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Literacy Improvement Teacher <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
Implementation of Education Perfect software for English and Maths Pathway for Maths within junior classes. This will include training with staff on how to use this software.	<input checked="" type="checkbox"/> KLA 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
Introduce a literacy instructional model to be used across the curriculum	<input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Literacy Improvement Teacher	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
Staff training carried out on formative assessment processes including developmental assessment rubrics	<input checked="" type="checkbox"/> Assessment & Reporting Coordinator <input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> 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	<p>ATOSS Results: School Connectedness 2019: 71% 2020 Target: 80% Student Motivation 2019: 71% 2020 Target 80%</p>
KIS 1 Building communities	Investigate and implement opportunities for connectedness within students' projects with the wider community.
Actions	<p>Camps have been specifically created for the Entry and Graduate cohort to further develop the connections within the student body Continuation of age based respectful relationships program using external speakers as the drivers The connect curriculum will be tailored specifically to each of the four cohorts within the school At Entry English, Maths and Science there will be one module of PBL Discussions at Learning Area meetings to identify areas of best practice for connectedness of learning to the wider community within the learning area Review of curriculum documentation to review the opportunities for connectedness with the wider community Students will have the opportunity to work closely with similar age based students (eg Entry students across the school/grad students across the school) with authentic tasks, events and projects across the school.</p>
Outcomes	<p>Students will feel connected to their peer cohorts, and will be able to name at least three significant teachers who can assist in times of need Students will have an increased tolerance within the school grounds and wider community Students will have an increase in attendance levels Entry Students will demonstrate an increased ability in critical thinking, inquiry skills, communication and presentation skills Students will be able to articulate how their learnings link in with the wider community</p> <p>Teachers will provide follow up conversations during connect lesson after external/internal presentations, to help provide reflection and clarity Teachers will support the effective facilitation of the peer support program within the Entry cohort Teachers will have knowledge of the area of developed practice in subjects where there is a high level of connectedness to the wider community Teachers of Entry students will have an increased level of knowledge and experience around the implementation of PBL</p> <p>Leaders will increase the amount of informative sessions (ran by external/internal presenters) to both students, staff and parents Leaders will ensure the student management team will engage in professional learning to help determine best practice of connections within student bodies Leaders will support the Entry team to develop high quality and research informed PBL modules</p>

	Leaders will facilitate discussion in learning area teams based around the levels of connectedness to the wider community of subjects.			
Success Indicators	<p>All Entry students will have completed a PBL project, demonstrating authentic learning.</p> <p>All Entry students will have participated in a showcase of their PBL project</p> <p>Use of Attitude to Schools Survey</p> <p>Curriculum documentation will demonstrate an increased level of connectedness to the wider community</p> <p>Discussion in Learning area meetings. This will be evidenced through minutes</p> <p>Staff will have a target in their PDP relevant to this goal</p> <p>Documented Curriculum within four cohorts for the connect and life hack sections</p> <p>Increase in number of student/staff/parents attending information sessions</p> <p>Increase in attendance in connect</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
<p>To support all members of the leadership team to carry out their activities</p> <p>To work with staff, understanding their PDP goals and support them to meet these targets.</p> <p>To ensure that sufficient opportunities exist for staff Professional development in this space.</p> <p>To provide rationale and purpose for focus and link to existing processes.</p> <p>Articulate to staff changes in practice to be observed.</p>	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p> <p><input type="checkbox"/> Equity funding will be used</p>
<p>Discussions held at Learning Area Leader Meetings over best practise in this connection to the wider community</p>	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> KLA Leader	<input type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p> <p><input type="checkbox"/> Equity funding will be used</p>
<p>Curriculum planning documents to have been reviewed and connection to the wider community added</p>	<input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 2</p>	<p>\$0.00</p> <p><input type="checkbox"/> Equity funding will be used</p>

PBL to have been implemented at Entry Science, Maths and English in one module.	<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
Entry PBL module implementation stage 1 to have been evaluated for stage 2 roll out in term 3	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> KLA Leader	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
Support given to Entry PBL team by the PBL school support leader	<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
Peer support program held	<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
Student information sessions held at an age based level	<input checked="" type="checkbox"/> Leading Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Entry Camp to have been held	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used

Grad Camp to have been held	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Year Level Co-ordinator(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
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Equity Funding Planner

Equity Spending Totals

Category	Total proposed budget (\$)	Spend (\$)
Equity funding associated with Activities and Milestones	\$5,000.00	\$5,000.00
Additional Equity funding	\$10,000.00	\$10,000.00
Grand Total	\$15,000.00	\$15,000.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Entry Camp to have been held	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Support services	\$5,000.00	\$5,000.00
Totals			\$5,000.00	\$5,000.00

Additional Equity spend

Outline here any additional Equity spend for 2020	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Additional student support services. External programs such as Circus club, MAT program, Paws in schools, RAISE.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Other External agencies	\$10,000.00	\$10,000.00
Totals			\$10,000.00	\$10,000.00

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Develop a framework for Learning Walks Whole school PD on collaborative processes and TC instructional model	✓ Learning Specialist(s)	from: Term 1 to: Term 4	<ul style="list-style-type: none"> ✓ Planning ✓ Moderated assessment of student learning ✓ Peer observation including feedback and reflection 	<ul style="list-style-type: none"> ✓ Whole School Pupil Free Day ✓ Professional Practice Day ✓ Formal School Meeting / Internal Professional Learning Sessions 	<ul style="list-style-type: none"> ✓ VCAA Curriculum Specialist ✓ Learning Specialist ✓ Literacy Leaders ✓ Pedagogical Model ✓ MYLYNS Improvement teacher 	✓ On-site
Ensure staff are following the TC instructional model Use LA time to showcase examples within faculty areas Ensure time available for at least one Learning Walk per semester	✓ KLA Leader	from: Term 1 to: Term 4	<ul style="list-style-type: none"> ✓ Collaborative Inquiry/Action Research team ✓ Peer observation including feedback and reflection ✓ Formalised PLC/PLTs 	<ul style="list-style-type: none"> ✓ Whole School Pupil Free Day ✓ Professional Practice Day 	<ul style="list-style-type: none"> ✓ Pedagogical Model ✓ High Impact Teaching Strategies (HITS) 	✓ On-site
Complete one Learning Walk per semester Engage in Learning Area time Implement collaborative practice and HITS into their teaching practice Generate notes and reflections of Learning Walks	✓ All Staff	from: Term 1 to: Term 4	<ul style="list-style-type: none"> ✓ Collaborative Inquiry/Action Research team 	<ul style="list-style-type: none"> ✓ Whole School Pupil Free Day ✓ Professional Practice Day ✓ Formal School Meeting / Internal Professional Learning Sessions 	<ul style="list-style-type: none"> ✓ Pedagogical Model ✓ High Impact Teaching Strategies (HITS) 	✓ On-site

<p>Introduce a literacy instructional model to be used across the curriculum</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Literacy Improvement Teacher 	<p>from: Term 1 to: Term 2</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Formalised PLC/PLTs 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) <input checked="" type="checkbox"/> MYLNS initiative professional learning <input checked="" type="checkbox"/> MYLYNS Improvement teacher 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site
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