

2019 Annual Implementation Plan

for improving student outcomes

Victoria University Secondary College (8891)



Submitted for review by James Dowie (School Principal) on 18 December, 2018 at 02:03 PM
Endorsed by Anne Fox (Senior Education Improvement Leader) on 24 January, 2019 at 07:59 PM
Endorsed by Ellen Arnott (School Council President) on 26 January, 2019 at 05:10 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	Evolving moving towards Embedding
	Curriculum planning and assessment	Evolving
	Evidence-based high-impact teaching strategies	Emerging
	Evaluating impact on learning	Emerging
Professional leadership	Building leadership teams	Evolving moving towards Embedding
	Instructional and shared leadership	
	Strategic resource management	
	Vision, values and culture	
Positive climate for learning	Empowering students and building school pride	Emerging moving towards Evolving
	Setting expectations and promoting inclusion	Emerging moving towards Evolving
	Health and wellbeing	
	Intellectual engagement and self-awareness	
Community engagement in learning	Building communities	Evolving moving towards Embedding
	Global citizenship	
	Networks with schools, services and agencies	
	Parents and carers as partners	

Enter your reflective comments	We have self-evaluated where we sit on the continuum for each of the six FISO Dimensions designated high impact initiatives. The process has enabled us to reflect on our progress and define some key considerations for 2019.
---------------------------------------	---

<p>Considerations for 2020</p>	<p>Our self-evaluation has directed our planned key action strategies for 2019. We intend to focus on continued improvements to become an effective PLC. In particular, we will use our PLT structure to further develop staff skill to continuously analyse student data and subsequently plan appropriate learning interventions. In addition, we also want staff to use data as a tool to reflect on their instructional practice. We plan further work to improve student literacy and numeracy outcomes. In literacy, we plan to introduce another layer to our reading continuum to include a focus on tiered levels of vocabulary, and in numeracy, we plan to further improve the ability of staff to differentiate in the classroom. Inquiry learning will be introduced in Science and Humanities domains. Further work will continue to ensure our guaranteed and viable curriculum is documented clearly, along with a clear assessment plan, to provide consistent delivery of curriculum across all classes in all domains. We will plan to create opportunities for student voice and agency through the introduction of a student learning action team, PIVOT surveys and increased opportunities for students to direct their own learning. Further development of our school wide approach to positive behaviour support will occur, with a particular focus on creating consistent classroom routines. There will also be a focus on continued improvement of student attendance. Introduction of a rigorous careers education program will occur across Years 7 - 9, along with a goals for success program at Years 10 - 12. The introduction of the Headstart program and University Readiness program will see further opportunities for students to undertake dual qualifications.</p>
<p>Documents that support this plan</p>	

SSP Goals Target and KIS

Goal 1	Achieve Excellence in Teaching and Learning
Target 1.1	<p>Teacher Judgement Data: 85% of students achieve 12 months or more growth in teacher judgements in English and Maths against the Victorian Curriculum frameworks.</p> <p>NAPLAN Relative Growth Year 7 to Year 9 Increase the percentage of students achieving high growth: Reading from 18.8% (2016) to 20% (2020), Writing from 23.5% (2016) to 24.5% (2020), Numeracy from 23.7% (2016) to 25% (2020).</p> <p>Decrease the average % of students achieving low growth: Reading from 28.7% (2016) to 26.7% (2020), Writing from 26.5% (2016) to 24.5% (2020), Numeracy from 27.8% (2016) to 25.8% (2020).</p> <p>Increase VCE All Study Score from 26.9 to 28 by 2020. Increase mean VCE English study score from 25.7 to 27 by 2020. Increase the percentage of students with VCE study scores of 40 or more from .8% in 2016 to 2% in 2020. Further Maths to increase from a mean of 25.07 (2016) to 27 (2020). Maths Methods to increase from a mean of 25.5 (2016) to 27 (2020). Specialist Maths to increase from a mean of 22.43 (2016) to 24 (2020). VCAL Completion rates to improve: Intermediate - from % (21.3% (2016) to 50%% (2020) Senior - 81% (2016) to 85% (2020).</p>
Key Improvement Strategy 1.ay Building practice excellence	Enhance the pedagogical practice of all teachers through developing a Professional Learning Community.
Key Improvement Strategy 1.by Building practice excellence	Develop and formalise feedback and reflection processes for teachers and students.
Key Improvement Strategy 1.cy Curriculum planning and assessment	Build consistency and quality of the curriculum and assessment practices particularly in literacy and numeracy.
Goal 2	Achieve a Positive Climate for Learning
Target 2.1	<p>Student Attitudes Survey: - Improve School Connectedness % positive responses: Junior - from 34% in (2016) to 40% in (2020), Senior – from 13% in (2016) to 20% in (2020); Improve Learning confidence % positive responses: Junior – 36% in (2016) to 38% in (2020), Senior – 24% in (2016) to 26% in (2020).</p> <p>Parent Opinion Survey:: - Student safety from Junior 5.28 (2016) to 5.4 (2020), Senior 5.69 to 5.7 (2020); Connectedness to peers: Junior from 5.44 (2016) to 5.5, Senior 5.83 (2016) to 5.85 (2020); School Connectedness from Junior 5.15 (2016) to 5.4, Senior 5.3 (2016) to 5.4 (2020); General Satisfaction from Junior 5.61 (2016) to 5.65, Senior from 4.92 to 5.0 (2020)</p> <p>Staff Opinion survey: To increase staff opinion measure for the overall score for school climate from 51.5% endorsement in (2016) to 55% endorsement in (2020).</p> <p>Other: 100% of students with special learning needs will have an ILP. A minimum of 50 commendation certificates given per year level per semester. All students' attendance Years 7-12 to be improved from an average of 22.03 days absent in (2016) to an average of 21 days absence per year or less in (2020).</p>
Key Improvement Strategy 2.ay Empowering students and building school pride	Develop approaches and opportunities to promote student voice, agency and build school pride.
Key Improvement Strategy 2.by Setting expectations and promoting inclusion	Build students' and staff understandings of expected positive behaviour and high expectation for learning.

Key Improvement Strategy 2.cy Setting expectations and promoting inclusion	Develop and enhance staff capacity to develop inclusive practices for all learners.
Goal 3	Promote Community Engagement in Learning
Target 3.1	<p>Parent Opinion: Parent Input , Junior 4.98 (2016) to 5.06 (2020), Senior 4.36 (2016) to 4.4 (2020)</p> <p>Staff Opinion: Increase trust in students and parents from 64.43 in (2016) to 65 (2020). Increase parent and community involvement from 63.2 in (2016) to 64 in (2020)</p> <p>On Track and Career Action Plan Data: An increase in the number of Year 12 graduates who will gain a tertiary place, traineeship, apprenticeship or full time employment from 82.5% in (2016) to 87% in (2020). Year 9-12 Career Action Plan completion from 70% (2016) to 90% (2020), Years 7 & 8 Career Action Plan completion from 0% (2016) to 70% (2020)</p> <p>Parent attendance at course counselling and Senior Secondary, later years expo, Year 7 Information night to increase from 45% (2016) to 70% (2020)</p> <p>Compass: Increase parent uptake of Compass use 48% (2016) to 70% (2020)</p>
Key Improvement Strategy 3.ay Building communities	Enhance partnerships with the community sector, making strategic use of existing community resources and capabilities.
Key Improvement Strategy 3.by Building communities	Develop partnerships with community organisations to support an increase in student aspirations.

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.
Achieve Excellence in Teaching and Learning	Yes	<p>Teacher Judgement Data: 85% of students achieve 12 months or more growth in teacher judgements in English and Maths against the Victorian Curriculum frameworks.</p> <p>NAPLAN Relative Growth Year 7 to Year 9 Increase the percentage of students achieving high growth: Reading from 18.8% (2016) to 20% (2020), Writing from 23.5% (2016) to 24.5% (2020), Numeracy from 23.7% (2016) to 25% (2020).</p> <p>Decrease the average % of students achieving low growth: Reading from 28.7% (2016) to 26.7% (2020), Writing from 26.5% (2016) to 24.5% (2020), Numeracy from 27.8% (2016) to 25.8% (2020).</p> <p>Increase VCE All Study Score from 26.9 to 28 by 2020. Increase mean VCE English study score from 25.7 to 27 by 2020. Increase the percentage of students with VCE study scores of 40 or more from .8% in 2016 to 2% in 2020. Further Maths to increase from a mean of 25.07 (2016) to 27 (2020). Maths Methods to increase from a mean of 25.5 (2016) to 27 (2020). Specialist Maths to increase from a mean of 22.43 (2016) to 24 (2020). VCAL Completion rates to improve: Intermediate - from % (21.3% (2016) to 50%% (2020) Senior - 81% (2016) to 85% (2020).</p>	<p>Increase % of Year 9 students in top two bands in Reading to 9%. Decrease % of Year 9 students in bottom two bands in Reading to 28%.</p> <p>Increase % of Year 9 students in top two bands in Numeracy to 9%. Decrease % of Year 9 students in bottom two bands in Numeracy to 29%.</p> <p>NAPLAN Relative Growth Year 7-9: Increase % of high growth in Reading to 24% Increase % of high growth in Writing to 15% Increase % of high growth in Numeracy to 26.5% Decrease % of low growth in Reading to 17% Decrease % of low growth in Writing to 30% Decrease % of low growth in Numeracy to 20%</p> <p>Student Attitudes Survey: Increase % positive responses for Learning Confidence from 74.4% to 76%. Increase % positive responses for Stimulating Learning from 66.6% to 68%.</p> <p>Increase VCE study scores in: Further Mathematics to 24.8 Mathematical Methods to 27.5 Specialist Mathematics to 24.3 English to 29.3 VCE Mean Study Score to 27.5 % of VCE study scores of 40+ to 2.7%</p> <p>Increase % of VCE and VCAL certificate completions to 90.5%.</p> <p>Staff Opinion Survey: Increase % of positive endorsement in Collective Efficacy to 51% Increase % of positive endorsement in Academic Emphasis to 47% Increase % of positive endorsement in Teacher Collaboration to 53%</p>
Achieve a Positive Climate for Learning	Yes	<p>Student Attitudes Survey: - Improve School Connectedness % positive responses: Junior - from 34% in (2016) to 40% in (2020), Senior – from 13% in (2016) to 20% in (2020); Improve Learning confidence % positive responses: Junior – 36% in (2016) to 38% in (2020), Senior – 24% in (2016) to 26% in (2020).</p> <p>Parent Opinion Survey:: - Student safety from Junior 5.28 (2016) to 5.4 (2020), Senior 5.69 to 5.7 (2020); Connectedness to peers: Junior from 5.44 (2016) to 5.5, Senior 5.83 (2016) to 5.85 (2020); School Connectedness from Junior 5.15 (2016) to 5.4, Senior 5.3 (2016) to 5.4 (2020); General Satisfaction from Junior 5.61 (2016) to 5.65, Senior from 4.92 to 5.0 (2020)</p> <p>Staff Opinion survey: To increase staff opinion measure for the overall score for school climate from 51.5% endorsement in (2016) to 55% endorsement in (2020).</p>	<p>Student Attitudes Survey - Increase % positive responses for Managing Bullying to 68% (whole school) Increase % positive responses for Classroom Behaviour to 68%. Increase % positive responses for Student Voice and Agency to 56%.</p> <p>PIVOT Survey - Increase school PIVOT average for Practice Principle Two - A supportive and productive learning environment from 3.8 to 4. Increase school PIVOT average for Practice Principle Three - Student Voice and Agency from 3.9 to 4.</p>

		Other: 100% of students with special learning needs will have an ILP. A minimum of 50 commendation certificates given per year level per semester. All students' attendance Years 7-12 to be improved from an average of 22.03 days absent in (2016) to an average of 21 days absence per year or less in (2020).	A minimum of 40 commendation certificates to be given per year level per semester. Student attendance Y7-12 to increase to 90.1%.
Promote Community Engagement in Learning	Yes	<p>Parent Opinion: Parent Input , Junior 4.98 (2016) to 5.06 (2020), Senior 4.36 (2016) to 4.4 (2020)</p> <p>Staff Opinion: Increase trust in students and parents from 64.43 in (2016) to 65 (2020). Increase parent and community involvement from 63.2 in (2016) to 64 in (2020)</p> <p>On Track and Career Action Plan Data: An increase in the number of Year 12 graduates who will gain a tertiary place, traineeship, apprenticeship or full time employment from 82.5% in (2016) to 87% in (2020). Year 9-12 Career Action Plan completion from 70% (2016) to 90% (2020), Years 7 & 8 Career Action Plan completion from 0% (2016) to 70% (2020)</p> <p>Parent attendance at course counselling and Senior Secondary, later years expo, Year 7 Information night to increase from 45% (2016) to 70% (2020)</p> <p>Compass: Increase parent uptake of Compass use 48% (2016) to 70% (2020)</p>	<p>Increase Year 7 & 8 Career Action Plan completion to 50%.</p> <p>Increase Year 9-12 Career Action Plan completion to 80%.</p>

<p>Goal 1</p> <p>12 Month Target 1.1</p>	<p>Achieve Excellence in Teaching and Learning</p> <p>Increase % of Year 9 students in top two bands in Reading to 9%. Decrease % of Year 9 students in bottom two bands in Reading to 28%.</p> <p>Increase % of Year 9 students in top two bands in Numeracy to 9%. Decrease % of Year 9 students in bottom two bands in Numeracy to 29%.</p> <p>NAPLAN Relative Growth Year 7-9: Increase % of high growth in Reading to 24% Increase % of high growth in Writing to 15% Increase % of high growth in Numeracy to 26.5% Decrease % of low growth in Reading to 17% Decrease % of low growth in Writing to 30% Decrease % of low growth in Numeracy to 20%</p> <p>Student Attitudes Survey: Increase % positive responses for Learning Confidence from 74.4% to 76%. Increase % positive responses for Stimulating Learning from 66.6% to 68%.</p> <p>Increase VCE study scores in: Further Mathematics to 24.8 Mathematical Methods to 27.5 Specialist Mathematics to 24.3 English to 29.3 VCE Mean Study Score to 27.5</p>
--	---

	<p>% of VCE study scores of 40+ to 2.7%</p> <p>Increase % of VCE and VCAL certificate completions to 90.5%.</p> <p>Staff Opinion Survey: Increase % of positive endorsement in Collective Efficacy to 51% Increase % of positive endorsement in Academic Emphasis to 47% Increase % of positive endorsement in Teacher Collaboration to 53%</p>	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Building practice excellence	Enhance the pedagogical practice of all teachers through developing a Professional Learning Community.	Yes
KIS 2 Building practice excellence	Develop and formalise feedback and reflection processes for teachers and students.	No
KIS 3 Curriculum planning and assessment	Build consistency and quality of the curriculum and assessment practices particularly in literacy and numeracy.	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.	We have selected KIS 1 and KIS 3 as focus areas for 2019. Our work around developing a PLC has been recognised by DET and we are a PLC Link school however, we have identified through the self-evaluation that more work needs to occur to ensure teachers are routinely using student learning data in all PLTS to track progress towards cycle goals, and in addition, to diagnose their own instructional development priorities and to evaluate the effectiveness of their current teaching practices. Our self-evaluation also identified further work is required to ensure our guaranteed and viable curriculum is consistently documented and delivered across all classes in all domains. Our student achievement data indicates that whilst student growth in literacy and numeracy is improving, we need to increase the percentage of students making high growth and the percentage of students in the top two NAPLAN bands at Y9 to achieve our SSP targets.	
Goal 2	Achieve a Positive Climate for Learning	
12 Month Target 2.1	<p>Student Attitudes Survey - Increase % positive responses for Managing Bullying to 68% (whole school) Increase % positive responses for Classroom Behaviour to 68%. Increase % positive responses for Student Voice and Agency to 56%.</p> <p>PIVOT Survey - Increase school PIVOT average for Practice Principle Two - A supportive and productive learning environment from 3.8 to 4. Increase school PIVOT average for Practice Principle Three - Student Voice and Agency from 3.9 to 4.</p> <p>A minimum of 40 commendation certificates to be given per year level per semester.</p> <p>Student attendance Y7-12 to increase to 90.1%.</p>	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Empowering students and building school pride	Develop approaches and opportunities to promote student voice, agency and build school pride.	Yes

KIS 2 Setting expectations and promoting inclusion	Build students' and staff understandings of expected positive behaviour and high expectation for learning.	Yes
KIS 3 Setting expectations and promoting inclusion	Develop and enhance staff capacity to develop inclusive practices for all learners.	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.	We have selected KIS 1 and KIS 2 as focus areas for 2019. We have traditional student leadership opportunities at the college, however our self-evaluation indicates a need to develop opportunities for student voice and agency. Authentic opportunities for student voice and agency need to be incorporated into classroom and curriculum programs, and in addition, opportunities for students to provide meaningful feedback to teachers about instructional practice. Whilst our most recent AtoS survey shows improvement in student learning confidence and stimulating learning, our self-evaluation and recent PIVOT survey also indicates a need to continue to address classroom behaviour, to establish consistent classroom routines, and to maintain on-task learning in class. A focus on these areas will continue our good progress towards achieving defined SSP goals.	
Goal 3	Promote Community Engagement in Learning	
12 Month Target 3.1	Increase Year 7 & 8 Career Action Plan completion to 50%. Increase Year 9-12 Career Action Plan completion to 80%.	
Key Improvement Strategies	Is this KIS selected for focus this year?	
KIS 1 Building communities	Enhance partnerships with the community sector, making strategic use of existing community resources and capabilities.	No
KIS 2 Building communities	Develop partnerships with community organisations to support an increase in student aspirations.	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.	We have selected KIS 2 as a focus for 2019. Whilst our self-evaluation for this area is strong, we didn't target this area of the SSP in 2018 and we see a need to increase our focus on developing student aspiration from Year 7 through an improvement and addition to our career education curriculum at the junior year levels. We have clear SSP targets set around the proportion of students with completed career action plans. We also see opportunities to deepen our relationship with community organisations such as the Australian Business and Community Network, to provide further opportunities for students to engage in programs designed to build aspiration and deepen student awareness about opportunities available to them post secondary school. The introduction of the Headstart program will provide opportunities to build new partnerships, particularly with employers.	

Define Actions, Outcomes and Activities

Goal 1	Achieve Excellence in Teaching and Learning
12 Month Target 1.1	<p>Increase % of Year 9 students in top two bands in Reading to 9%. Decrease % of Year 9 students in bottom two bands in Reading to 28%.</p> <p>Increase % of Year 9 students in top two bands in Numeracy to 9%. Decrease % of Year 9 students in bottom two bands in Numeracy to 29%.</p> <p>NAPLAN Relative Growth Year 7-9: Increase % of high growth in Reading to 24% Increase % of high growth in Writing to 15% Increase % of high growth in Numeracy to 26.5% Decrease % of low growth in Reading to 17% Decrease % of low growth in Writing to 30% Decrease % of low growth in Numeracy to 20%</p> <p>Student Attitudes Survey: Increase % positive responses for Learning Confidence from 74.4% to 76%. Increase % positive responses for Stimulating Learning from 66.6% to 68%.</p> <p>Increase VCE study scores in: Further Mathematics to 24.8 Mathematical Methods to 27.5 Specialist Mathematics to 24.3 English to 29.3 VCE Mean Study Score to 27.5 % of VCE study scores of 40+ to 2.7%</p> <p>Increase % of VCE and VCAL certificate completions to 90.5%.</p> <p>Staff Opinion Survey: Increase % of positive endorsement in Collective Efficacy to 51% Increase % of positive endorsement in Academic Emphasis to 47% Increase % of positive endorsement in Teacher Collaboration to 53%</p>
KIS 1 Building practice excellence	Enhance the pedagogical practice of all teachers through developing a Professional Learning Community.
Actions	<ol style="list-style-type: none"> 1. Continue to strengthen the VUSC Professional Learning Community and develop partnerships within the Link School program. 2. Continue to develop the capacity of individual teachers and PLTs to use data to inform their instructional practice and measure impact.. 3. Begin implementation of a research driven approach to inquiry learning in STEM and Humanities subjects.
Outcomes	See attached document: 2019 AIP Outcomes and Success Indicators (as insufficient characters available in SPOT)
Success Indicators	<p>NAPLAN Bands: Increase % of Year 9 students in top two bands in Reading to 9%. Decrease % of Year 9 students in bottom two bands in Reading to 28%. Increase % of Year 9 students in top two bands in Numeracy to 9%. Decrease % of Year 9 students in bottom two bands in Numeracy to 29%.</p>

NAPLAN Relative Growth Year 7-9:
 Increase % of high growth in Reading to 24%
 Increase % of high growth in Writing to 15%
 Increase % of high growth in Numeracy to 26.5%
 Decrease % of low growth in Reading to 17%
 Decrease % of low growth in Writing to 30%
 Decrease % of low growth in Numeracy to 20%

Student Attitudes Survey:
 Increase % positive responses for Learning Confidence from 74.4% to 76%.
 Increase % positive responses for Stimulating Learning from 66.6% to 68%.

VCE and VCAL:
 Further Mathematics to 24.8
 Mathematical Methods to 27.5
 Specialist Mathematics to 24.3
 English to 29.3
 VCE Mean Study Score to 27.5
 % of VCE study scores of 40+ to 2.7%
 Increase % of VCE and VCAL certificate completions to 90.5%.

Staff Opinion Survey:
 Increase % of positive endorsement in Collective Efficacy to 51%
 Increase % of positive endorsement in Academic Emphasis to 47%
 Increase % of positive endorsement in Teacher Collaboration to 53%

Other:
 Progression along the PLC Maturity Matrix

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Relevant to Action 1: Identify areas of strength and areas of improvement for the school as represented in the PLC Maturity Matrix.	<input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Relevant to Action 1: For areas of strength on the PLC Maturity Matrix, develop and share resources and practices in order to support the developing practice of network schools.	<input checked="" type="checkbox"/> Assistant Principal <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
Relevant to Action 1: Learn from other PLC Link schools and develop resources and practices, to address areas for improvement identified using the PLC Maturity Matrix.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> PLC Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00 <input type="checkbox"/> Equity funding will be used
Relevant to Action 1: Continue to support and upskill the PLT strategic team for continuous improvement.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> PLC Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Relevant to Action 1: Develop and implement professional development to further support PLT Facilitators to improve the effectiveness of PLTS.	<input checked="" type="checkbox"/> PLC Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$5,000.00

			to: Term 4	<input checked="" type="checkbox"/> Equity funding will be used
Relevant to Action 1: Improve effectiveness of individual PLTS through guided self-assessment, feedback, and facilitating the sharing of evidence-based practices.	<input checked="" type="checkbox"/> PLC Leaders <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
Relevant to Action 1: Continue professional development of whole staff to support the specific work within the PLTs.	<input checked="" type="checkbox"/> PLC Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Relevant to Action 1: Improve the functioning of the PLTs through agendas, norms, professional reading, action records, and support with interpreting data.	<input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> PLT Leaders <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
Relevant to Action 2: Plan, develop and implement further professional development to improve staff data literacy for both large and small data.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Relevant to Action 2: Develop methods to better use data from the General Achievement Test.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
Relevant to Action 2: Develop student data walls.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$3,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Relevant to Action 2: Develop opportunities to share advanced data practices used by PLTS.	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Relevant to Action 2: Further develop staff capacity to efficiently collect formative assessment data, to interpret, and to respond effectively.	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Relevant to Action 2: Update LIFT lesson plan to include strategies for collection of formative assessment data.	<input checked="" type="checkbox"/> Leading Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used

Relevant to Action 2: Build confidence to share data sets within PLTs.	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> PLC Leaders <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
Relevant to Action 3: STEM – Research best practice into inquiry learning, trial and evaluate.	<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
Relevant to Action 3: STEM - develop and implement extension program for students in Year 7.	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$3,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Relevant to Action 3: STEM – plan and develop curriculum for the introduction of an extension program for Year 8 and 9 students in 2020 and 2021 respectively.	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Relevant to Action 3: Offer and facilitate access to an extension program online for high achieving Year 9 and 10 students run by Emerging Sciences Victoria.	<input checked="" type="checkbox"/> Leading Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Relevant to Action 3: HUMS – Research best practice into inquiry learning, trial and evaluate.	<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
Relevant to Action 3: HUMS - develop and implement extension program for students in Year 7.	<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
Relevant to Action 3: HUMS – plan and develop curriculum for the introduction of an extension program for Year 8 and 9 students in 2020 and 2021 respectively.	<input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Relevant to Action 3: HUMS - Document the expected skills and knowledge for students in the High Achievers Program in an Individual Learning Plan.	<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
Relevant to Action 1: Appoint a PLC Link Leader	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$125,800.00 <input type="checkbox"/> Equity funding will be used
KIS 2	Build consistency and quality of the curriculum and assessment practices particularly in literacy and numeracy.			

Curriculum planning and assessment				
Actions		<p>4. Continue the design and documentation of curriculum and assessment plans for all subjects in all domains.</p> <p>5. Improve student literacy outcomes across the college by implementing research driven literacy instructional practices.</p> <p>6. Improve student numeracy outcomes across the college by implementing research driven numeracy instructional practices.</p>		
Outcomes		See attached document: 2019 AIP Outcomes and Success Indicators (as insufficient characters available in SPOT)		
Success Indicators		<p>NAPLAN Bands: Increase % of Year 9 students in top two bands in Reading to 9%. Decrease % of Year 9 students in bottom two bands in Reading to 28%. Increase % of Year 9 students in top two bands in Numeracy to 9%. Decrease % of Year 9 students in bottom two bands in Numeracy to 29%.</p> <p>NAPLAN Relative Growth Year 7-9: Increase % of high growth in Reading to 24% Increase % of high growth in Writing to 15% Increase % of high growth in Numeracy to 26.5% Decrease % of low growth in Reading to 17% Decrease % of low growth in Writing to 30% Decrease % of low growth in Numeracy to 20%.</p> <p>VCE and VCAL: Further Mathematics to 24.8 Mathematical Methods to 27.5 Specialist Mathematics to 24.3 English to 29.3 VCE Mean Study Score to 27.5 % of VCE study scores of 40+ to 2.7%</p> <p>Staff Opinion Survey: Increase % of positive endorsement in Academic Emphasis to 47%</p> <p>Other: Guaranteed and viable curriculum documented for all subjects in all domains Assessment schedules documented for each domain that include key formative and summative tasks for each subject Y9 curriculum review completed and recommendations implemented for 2020 LIFT lesson plan updated to incorporate planning for differentiated activities in Applied Learning section of lessons</p>		
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Relevant to Action 4: Monitor the production of high quality curriculum and assessment plans through Curriculum Quality Assurance Team.	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <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

Relevant to Action 4: Develop assessment plans for each domain that include key common formative and summative tasks for each subject.	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Leading Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Relevant to Action 4: Document Victorian Curriculum capabilities in relevant subject areas.	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
Relevant to Action 4: Review Y9 curriculum.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$0.00 <input type="checkbox"/> Equity funding will be used
Relevant to Action 4: Involve students in the review of Y9 curriculum.	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Student(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$0.00 <input type="checkbox"/> Equity funding will be used
Relevant to Action 4: Further support staff to produce quality success criteria for all summative assessment tasks.	<input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Leading Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Relevant to Action 4: Update LIFT lesson plan to incorporate planning for differentiated activities in Applied Learning section of lessons.	<input checked="" type="checkbox"/> Leading Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
Relevant to Action 5: Develop and implement Literature program at Y7, 8 and 9.	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
Relevant to Action 5: Introduce an extension English session for all Y10 students.	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Relevant to Action 5: PD all staff on tiers of vocabulary.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$3,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Relevant to Action 5: Adopt a school wide Tier 2 vocabulary list to be taught to each year level across all subject areas.	<input checked="" type="checkbox"/> Literacy Leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used

Relevant to Action 5: Promote the importance of reading and writing and monitor growth in book borrowing across both campuses.	<input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Relevant to Action 5: All junior campus students take part in Premier's Reading Challenge.	<input checked="" type="checkbox"/> Literacy Leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Relevant to Action 5: Improve teacher practice by using college coaching resources.	<input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$124,948.90 <input checked="" type="checkbox"/> Equity funding will be used
Relevant to Action 5: Embed increased expectations for written assessments within curriculum for all subjects.	<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 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Relevant to Action 5: All PLTS (other than numeracy) to have a Reading and Vocabulary focus (to be assessed through extended writing).	<input checked="" type="checkbox"/> PLC Leaders <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
Relevant to Action 5: All staff to have a reading and vocab goal in their PDPs and to present required evidence.	<input checked="" type="checkbox"/> Assistant Principal <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
Relevant to Action 5: Learning Specialists and Instructional Coaches to develop o Professional learning video resources that demonstrate the effective implementation of critical reading strategies o Develop and implement PD for English teachers regarding the teaching of grammar o Support improved teacher practice o Provide PD for English staff	<input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$15,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Relevant to Action 5: Develop, document and implement English curriculum to support improved sentence structure and grammar.	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Literacy Leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Relevant to Action 6: Develop and implement targeted intervention classes.	<input checked="" type="checkbox"/> Numeracy Leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Relevant to Action 6: Increase staff capacity to develop and implement 'Centres' and 'Launch Explore Summarise' lessons to differentiate and extend student learning.	<input checked="" type="checkbox"/> Numeracy Leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			to: Term 4	<input type="checkbox"/> Equity funding will be used
Relevant to Action 6: All numeracy staff provide evidence of the development and implementation of 'Centres' and "Launch Explore Summarise lessons through goals in their PDPs.	<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
Relevant to Action 6: Use PLTS to develop 'Centres' lessons in response to formative assessment data.	<input checked="" type="checkbox"/> PLT Leaders <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
Relevant to Action 6: Increase staff capacity, and set expectation, to develop and share Number Talks questions.	<input checked="" type="checkbox"/> Numeracy 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
Relevant to Action 6: Increase frequency of Number Talks to 2 per week in Y7-9 classes (first 10 minutes of class).	<input checked="" type="checkbox"/> Numeracy 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
Relevant to Action 6: Employ numeracy consultant (Chris Coombes) to support development of staff instructional practice, and to support development of differentiated activities.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Numeracy Leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$21,600.00 <input checked="" type="checkbox"/> Equity funding will be used
Relevant to Action 6: Improve teacher practice using college coaching resources.	<input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$45,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Relevant to Action 6: Develop cyclic revision activities to be used in first 10 minutes (one class per week in Years 7 and 9, and two classes per week in Year 8).	<input checked="" type="checkbox"/> Numeracy 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
Relevant to Action 6: Develop cyclic revision tasks (using past exam questions) to be used in first 10 minutes of Years 10, 11 and 12 classes.	<input checked="" type="checkbox"/> Numeracy 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
Relevant to Action 6: Years 11 and 12 mathematics teachers to document Semester plans in the format of the Years 7 to 9 booklets.	<input checked="" type="checkbox"/> Numeracy 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
Relevant to Action 6: Year 12 mathematics teachers to share VCE exam analysis in Mathematics Domain meetings.	<input checked="" type="checkbox"/> Numeracy 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

Relevant to Action 6: Minimum of two launch, explore, summarise lessons to be created and delivered for each Year 10 General Mathematics topic and for each Year 10 Maths Methods topic.	<input checked="" type="checkbox"/> Numeracy 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
Relevant to Action 6: All Mathematics staff to contribute to the updating of the booklet/s for their subject.	<input checked="" type="checkbox"/> Numeracy 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
Relevant to Action 4: Develop a quality assessment checklist and monitor, through CQAT, the rigour of assessment tasks across domains	<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
Goal 2	Achieve a Positive Climate for Learning			
12 Month Target 2.1	<p>Student Attitudes Survey - Increase % positive responses for Managing Bullying to 68% (whole school) Increase % positive responses for Classroom Behaviour to 68%. Increase % positive responses for Student Voice and Agency to 56%.</p> <p>PIVOT Survey - Increase school PIVOT average for Practice Principle Two - A supportive and productive learning environment from 3.8 to 4. Increase school PIVOT average for Practice Principle Three - Student Voice and Agency from 3.9 to 4.</p> <p>A minimum of 40 commendation certificates to be given per year level per semester.</p> <p>Student attendance Y7-12 to increase to 90.1%.</p>			
KIS 1 Empowering students and building school pride	Develop approaches and opportunities to promote student voice, agency and build school pride.			
Actions	7. Develop and trial a plan to increase student voice and agency at all year levels.			
Outcomes	<p>Students</p> <ul style="list-style-type: none"> ? More confident and more engaged in learning ? Have input into inquiry curriculum/topics in STEM and Y7 HUMS subjects. ? Student action team formed. ? Engaged in PIVOT surveys. ? Engaged in review of Y9 curriculum. ? Engaged in relevant College data and have input into subsequent response. ? Engaged in AVID Site Team <p>Teachers</p> <ul style="list-style-type: none"> • Assist students to take ownership of their learning by identifying strategies that support them to attain learning goals • Assist students to become increasingly self-directed in their ability to complete learning tasks • Provides opportunities for students to reflect on the effectiveness of their learning and plan for future development • Enable students to negotiate assessment methods and criteria matched to their learning goals. 			

	<ul style="list-style-type: none"> Analyse and respond to PIVOT survey data <p>Leaders</p> <ul style="list-style-type: none"> ? Student Learning Action Team established ? Inquiry curriculum developed in STEM and Y7 Humanities ? Protocols developed for sharing relevant data with students ? Lead review of Y9 curriculum ? Student membership of AVID Site Team established ? Implement, analyse and respond to PIVOT surveys 			
Success Indicators	<p>Student Attitudes Survey - Increase % positive responses for Student Voice and Agency to 56%.</p> <p>PIVOT Survey - Increase school PIVOT average for Practice Principle Three - Student Voice and Agency from 3.9 to 4.</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Relevant to Action 7: Develop and implement inquiry units in STEM and Humanities.	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Relevant to Action 7: Implement Junior Science Fair and co-design opportunities for students to share their learning with the school community.	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$3,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Relevant to Action 7: Implement PIVOT and develop responses to PIVOT data.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$8,500.00 <input checked="" type="checkbox"/> Equity funding will be used
Relevant to Action 7: Establish a student action group/student voice team.	<input checked="" type="checkbox"/> Student(s) <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
Relevant to Action 7: Establish protocols and procedures for sharing appropriate data with students.	<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
Relevant to Action 7: Analyse appropriate data, such as Student Attitudes to School survey data and PIVOT data, with the student voice team and develop an improvement focus.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Student(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Relevant to Action 7: Involve students in review of Y9 curriculum	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Student(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$0.00 <input type="checkbox"/> Equity funding will be used
Relevant to Action 7: Involve students in AVID Site Team meetings to elicit feedback about AVID strategies and engage students in determining future directions for AVID at the college.	<input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Student(s) <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
KIS 2 Setting expectations and promoting inclusion	Build students' and staff understandings of expected positive behaviour and high expectation for learning.			
Actions	8. Continue to develop a supportive and productive learning environment for all students. 9. Continue to embed practices to promote and increase attendance for all students.			
Outcomes	See attached document: 2019 AIP Outcomes and Success Indicators (as insufficient characters available in SPOT)			
Success Indicators	Student Attitudes Survey - Increase % positive responses for Managing Bullying to 68% (whole school) Increase % positive responses for Classroom Behaviour to 68%. PIVOT Survey - Increase school PIVOT average for Practice Principle Two - A supportive and productive learning environment from 3.8 to 4. Other: A minimum of 40 commendation certificates to be given per year level per semester. Student attendance Y7-12 to increase to 90.1%.			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Relevant to Action 8: Engage with the Regional PBS consultant to develop an implementation plan to further embed supportive behaviour management strategies and practices	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Year Level Co-ordinator(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Relevant to Action 8: Implement and promote consistent use of the College behaviour response continuum	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Year Level Co-ordinator(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Relevant to Action 8: Develop and implement consistent classroom routines	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Year Level Co-ordinator(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Relevant to Action 8: Ensure consistent behaviour expectations exist in all classes	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Year Level Co-ordinator(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Relevant to Action 8: Collect and use data to inform behaviour management practices	<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 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Relevant to Action 8: Increase the promotion and celebration of individual student achievements across all year levels through the 'Commendations' system	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Year Level Co-ordinator(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Relevant to Action 8: Link compass chronicle entries with expected behaviours	<input checked="" type="checkbox"/> Leading Teacher(s) <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
Relevant to Action 8: Design and implement mini lessons to further embed understanding of the expected behaviours matrix	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Year Level Co-ordinator(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
Relevant to Action 9: Promote the importance of regular school attendance	<input checked="" type="checkbox"/> Assistant Principal <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 4	\$2,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Relevant to Action 9: Develop a process to ensure accurate family contact details are held by the school	<input checked="" type="checkbox"/> Education Support <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
Relevant to Action 9: Develop and implement effective attendance data collection and monitoring procedures	<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 2	\$0.00 <input type="checkbox"/> Equity funding will be used
Relevant to Action 9: Implement individual attendance improvement plans for targeted students	<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 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Goal 3	Promote Community Engagement in Learning			

12 Month Target 3.1	Increase Year 7 & 8 Career Action Plan completion to 50%. Increase Year 9-12 Career Action Plan completion to 80%.			
KIS 1 Building communities	Develop partnerships with community organisations to support an increase in student aspirations.			
Actions	10. Improve student knowledge about aspirational career pathways. 11. Develop suitable pathways for students to undertake dual qualification programs.			
Outcomes	<p>ACTION 10:</p> <p>Students</p> <ul style="list-style-type: none"> ? Students in Year 7/ 8 engaged in career self-exploration workshops ? Completed student Career Action Plans at Years 7 and 8 ? Y9 students undertake DET Morrisby career assessment tool ? Students in Year 9 have improved quality and understanding of pathways. ? Students on a Goals for Success plan use the strategies in their plan to improve in their skill deficiencies, to successfully obtain access to their chosen post-school pathways. <p>Teachers</p> <ul style="list-style-type: none"> ? Teachers delivered career self-exploration workshops at Years 7 and 8 ? Teachers oversee the completion of career action plans at Years 7 and 8 ? Teachers support students to develop and implement goals for Years 10 to 12 ? Teachers use strategies outlined on the students' Goals for Success plan to assist these students to improve their skills and fulfil the requirements of their chosen post-school pathways. <p>Leaders</p> <ul style="list-style-type: none"> ? Leaders oversee the implementation of self-exploration workshops ? Leaders provide data on successful implementation of Career Action Plans at years 7 and 8 ? Leaders facilitate the implementation of the Morrisby career assessment tool. ? Leaders liaise with students and parents to ensure Goals for Success are monitored and met. Specifically, the Campus Principal will conduct interviews with students and parents once per term and the Teaching and Learning Coach and Learning Specialist will monitor student progress and support teachers to implement strategies that help students reach their goals. <p>ACTION 11:</p> <p>Students</p> <ul style="list-style-type: none"> ? Students identified for the Head Start program ? Selected students complete the University Readiness Program with Victoria University <p>Teachers</p> <ul style="list-style-type: none"> ? Teachers plan and deliver the Headstart program for targeted students ? Teachers assist with the University Readiness Program as required. <p>Leaders</p> <ul style="list-style-type: none"> ? Oversee the implementation of the Headstart program. ? Liaise with Victoria University in regards to the University Readiness program, including the provision of feedback. 			
Success Indicators	<p>Career Action Plans:</p> <p>Increase Year 7 & 8 Career Action Plan completion to 50%. Increase Year 9-12 Career Action Plan completion to 80%.</p> <p>Other:</p> <p>Targeted students in years 10 to 12 to undertake the "Goals for Success" program and fulfil the requirements of their chosen post-school pathways. Targeted students successfully complete the Headstart program Selected students satisfy the assessment requirements for the University Readiness program at Victoria University.</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget

Relevant to Action 10: Implement DET career self-exploration workshops at Y7 and 8.	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Managed Individual Pathways Coordinator <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
Relevant to Action 10: Develop and implement career action plans at Y7 and 8.	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Managed Individual Pathways Coordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$3,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Relevant to Action 10: Implement DET Morrisby career assessment tool for all Year 9 students.	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Managed Individual Pathways Coordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Relevant to Action 10: Develop and implement 'Goals for Success' for Y10 – 12 students experiencing academic challenges.	<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 4	\$1,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Relevant to Action 10: Implement new ABCN programs including Y7/8 (My Career Rules), Y9 (Goals), Y10 (Focus, Entrepreneurs, Interviews to Impress), Y11 (Aspirations) and Y12 (Inroads).	<input checked="" type="checkbox"/> Leading Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Relevant to Action 11: Plan for implementation of Headstart program.	<input checked="" type="checkbox"/> Assistant Principal <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
Relevant to Action 11: Establish and implement University Readiness program with Victoria University.	<input checked="" type="checkbox"/> KLA Leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$3,000.00 <input checked="" type="checkbox"/> Equity funding will be used

Equity Funding Planner

Equity Spending Totals

Category	Total proposed budget (\$)	Equity Spend (\$)
Equity funding associated with Activities and Milestones	\$303,048.90	\$303,048.90
Additional Equity funding	\$751,438.83	\$751,438.83
Grand Total	\$1,054,487.73	\$1,054,487.73

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Relevant to Action 1: Continue to support and upskill the PLT strategic team for continuous improvement.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$20,000.00	\$20,000.00
Relevant to Action 1: Develop and implement professional development to further support PLT Facilitators to improve the effectiveness of PLTS.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT	\$5,000.00	\$5,000.00
Relevant to Action 1: Continue professional development of whole staff to support the specific work within the PLTs.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$5,000.00	\$5,000.00
Relevant to Action 2: Plan, develop and implement further professional development to improve staff data literacy for both large and small data.	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$5,000.00	\$5,000.00
Relevant to Action 2: Develop student data walls.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Assets	\$3,000.00	\$3,000.00
Relevant to Action 3: STEM - develop and implement extension program for students in Year 7.	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	\$3,000.00	\$3,000.00
Relevant to Action 3: Offer and facilitate access to an extension program online for high achieving Year 9 and 10 students run by Emerging Sciences Victoria.	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Teaching and learning programs and resources	\$5,000.00	\$5,000.00
Relevant to Action 5: Introduce an extension English session for all Y10 students.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$10,000.00	\$10,000.00
Relevant to Action 5: PD all staff on tiers of vocabulary.	from: Term 1	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$3,000.00	\$3,000.00

	to: Term 2			
Relevant to Action 5: Improve teacher practice by using college coaching resources.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$124,948.90	\$124,948.90
Relevant to Action 5: Learning Specialists and Instructional Coaches to develop <ul style="list-style-type: none"> o Professional learning video resources that demonstrate the effective implementation of critical reading strategies o Develop and implement PD for English teachers regarding the teaching of grammar o Support improved teacher practice o Provide PD for English staff 	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> Assets	\$15,000.00	\$15,000.00
Relevant to Action 6: Employ numeracy consultant (Chris Coombes) to support development of staff instructional practice, and to support development of differentiated activities.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$21,600.00	\$21,600.00
Relevant to Action 6: Improve teacher practice using college coaching resources.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$45,000.00	\$45,000.00
Relevant to Action 7: Develop and implement inquiry units in STEM and Humanities.	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"/> Assets	\$10,000.00	\$10,000.00
Relevant to Action 7: Implement Junior Science Fair and co-design opportunities for students to share their learning with the school community.	from: Term 2 to: Term 3	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Assets	\$3,000.00	\$3,000.00
Relevant to Action 7: Implement PIVOT and develop responses to PIVOT data.	from: Term 2 to: Term 3	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> Assets	\$8,500.00	\$8,500.00
Relevant to Action 9: Promote the importance of regular school attendance	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$2,000.00	\$2,000.00
Relevant to Action 10: Develop and implement career action plans at Y7 and 8.	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"/> Assets	\$3,000.00	\$3,000.00
Relevant to Action 10: Implement DET Morrisby career assessment tool for all Year 9 students.	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"/> Assets	\$2,000.00	\$2,000.00

Relevant to Action 10: Develop and implement 'Goals for Success' for Y10 – 12 students experiencing academic challenges.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources	\$1,000.00	\$1,000.00
Relevant to Action 10: Implement new ABCN programs including Y7/8 (My Career Rules), Y9 (Goals), Y10 (Focus, Entrepreneurs, Interviews to Impress), Y11 (Aspirations) and Y12 (Inroads).	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> CRT	\$5,000.00	\$5,000.00
Relevant to Action 11: Establish and implement University Readiness program with Victoria University.	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	\$3,000.00	\$3,000.00
Totals			\$303,048.90	\$303,048.90

Additional Equity spend

Outline here any additional Equity spend for 2019	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Extra staffing for student well being and engagement, data, IT, curriculum, Rugby, reading, student success, Sports Academy, Pathways, and consultants.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$751,438.83	\$751,438.83
Totals			\$751,438.83	\$751,438.83

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Relevant to Action 1: Learn from other PLC Link schools and develop resources and practices, to address areas for improvement identified using the PLC Maturity Matrix.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> PLC Leaders	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Network Professional Learning <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Departmental resources Regional PLC Manager	<input checked="" type="checkbox"/> Off-site Network with other PLC Link schools
Relevant to Action 1: Continue to support and upskill the PLT strategic team for continuous improvement.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> PLC Leaders	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Network Professional Learning <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Departmental resources Regional PLC Manager	<input checked="" type="checkbox"/> On-site
Relevant to Action 1: Develop and implement professional development to further support PLT Facilitators to improve the effectiveness of PLTs.	<input checked="" type="checkbox"/> PLC Leaders	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Departmental resources Regional PLC Manager	<input checked="" type="checkbox"/> On-site
Relevant to Action 1: Continue professional development of whole staff to support the specific work within the PLTs.	<input checked="" type="checkbox"/> PLC Leaders	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative	<input checked="" type="checkbox"/> On-site
Relevant to Action 2: Plan, develop and implement further professional development to improve staff data literacy for both large and small data.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s)	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Network Professional Learning <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Departmental resources Regional data coach and EILs	<input checked="" type="checkbox"/> On-site
Relevant to Action 2: Further develop staff capacity to efficiently collect formative assessment data, to interpret, and to respond effectively.	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative	<input checked="" type="checkbox"/> On-site
Relevant to Action 4: Further support staff to produce quality success criteria for all summative assessment tasks.	<input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Leading Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Relevant to Action 5: PD all staff on tiers of vocabulary.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Leader	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site

<p>Relevant to Action 5: Learning Specialists and Instructional Coaches to develop</p> <ul style="list-style-type: none"> o Professional learning video resources that demonstrate the effective implementation of critical reading strategies o Develop and implement PD for English teachers regarding the teaching of grammar o Support improved teacher practice o Provide PD for English staff 	<input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
<p>Relevant to Action 6: Increase staff capacity to develop and implement 'Centres' and 'Launch Explore Summarise' lessons to differentiate and extend student learning.</p>	<input checked="" type="checkbox"/> Numeracy Leader	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Network Professional Learning <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Maths/Sci Specialist <input checked="" type="checkbox"/> External consultants Numeracy consultant - Chris Coombes	<input checked="" type="checkbox"/> On-site
<p>Relevant to Action 8: Engage with the Regional PBS consultant to develop an implementation plan to further embed supportive behaviour management strategies and practices</p>	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Year Level Co-ordinator(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Departmental resources PBS Consultant	<input checked="" type="checkbox"/> On-site