2020 Annual Implementation Plan

for improving student outcomes

Scoresby Secondary College (8307)

Scoresby Secondary College

Inspiring brilliance

Submitted for review by Gail Major (School Principal) on 18 February, 2020 at 03:34 PM
Endorsed by Justin Butler (Senior Education Improvement Leader) on 18 February, 2020 at 04:59 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	Evolving moving towards Embedding
	Curriculum planning and assessment	Evolving moving towards Embedding
	Evidence-based high-impact teaching strategies	Evolving moving towards Embedding
	Evaluating impact on learning	Evolving

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

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

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

Enter your reflective comments	I believe we continue to improve and grow in the areas of teaching and learning. We have a fully documented and guaranteed and viable curriculum, quality teacher practice and this year have improved staff data literacy which will lead to more informed practice in 2020. Our partnerships are building our community in particular with other schools, educational organisations, business and industry. Whilst we have had growth in aren't engagement, there is still work to be done in engaging parents in their children's learning.
Considerations for 2020	Considerations for 2020 are based on moving areas which are evolving up and moving excellence in teaching and learning to excelling
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	To improve the achievement and leaning growth of all students.
Target 1.1	By 2022 the percentages of high relative growth years 7-9 in reading will increase (from 17% in 2017 to 30%), writing (from 24% to 30%), and maintain numeracy (35% in 2017). The percentages of low growth in each domain to decrease to 15%.
Target 1.2	By 2022, the VCE mean study scores to increase each year to 28 or more (Benchmark 25).
Target 1.3	By 2022 the percentages of positive responses in the staff survey will increase for collective efficacy (from 60% to 77%), academic emphasis (from 62% to 75%), guaranteed and viable curriculum (from 65% to 80%), and understanding how to analyse data (to 80%)
Target 1.4	By 2022 the percentages of positive responses for years 7-12 in the AtSS effective teaching practice domain will increase for effective teaching practice for differentiated learning challenge (from 50% to 70%),high expectations for success (50% to 70%) student motivation and interest (from 30% to 70%), and for sense of confidence (from 22% to 70%).
Key Improvement Strategy 1.a Building practice excellence	Embed the instructional framework for practice excellence (BPE)
Key Improvement Strategy 1.b Curriculum planning and assessment	Develop staff capacity to utilise data to inform practice to teach to a student's point of learning (CPA)
Key Improvement Strategy 1.c	Build the capabilities of all staff as leaders of and in learning (ISL).

Instructional and shared leadership	
Goal 2	To improve student engagement, voice and advocacy, inspiring students to be empowered learners.
Target 2.1	By 2022 the percentages of positive responses for years 7-12 in the AtSS effective teaching practice domain will increase for teacher concern (from 65% to 75%), stimulated learning (from 55% to 60%), for learning confidence (from 22% to 70%) and student voice and agency (from 70% to 80%).
Target 2.2	By 2022 the percentages of positive responses in the parent survey will increase for parent participation and involvement (from 70% to 80%), student motivation and support (from 48% to 70%) and for student agency and voice (from 65% to 75%) Improve the percentages of attendance at academic-based events such as parent-teacher-student conferences to 75% or above
Target 2.3	By 2022 increase the positive response percentages on the ACER Student Voice and Advocacy survey using the 2019 data as the baseline data.
Target 2.4	By 2022 decrease the average absence rate from the 2014 – 2018 average of 24 days to 15 days
Key Improvement Strategy 2.a Intellectual engagement and self-awareness	Embed a culture of authentic learning within the school community (IES)
Key Improvement Strategy 2.b	Build student capacity to be active contributors to their own learning. (ES)

Intellectual engagement and self-awareness	
Key Improvement Strategy 2.c Networks with schools, services and agencies	Further develop partnerships with support agencies, health professionals and families to support student's with long term absences
Goal 3	To build leadership capacity to create high performing teams for whole school improvement
Target 3.1	By 2022 the team performance metric will be above 80% for adherence to team protocols, agreed behaviours and high performing team indicators
Target 3.2	By 2022 35% of staff will have participated in targeted leadership programs through Bastow Institute, ACEL, DET or other accredited leadership training including coaching and 80% of staff will have undertaking training as teacher leaders
Target 3.3	Staff opinion survey indicators for leading change, visibility and instructional leadership will average equal to or higher than than 70% over the four year period
Key Improvement Strategy 3.a Building leadership teams	Invest in targeted leadership development and staff professional learning to build high performing teams and to facilitate knowledge and skills transfer for succession training
Key Improvement Strategy 3.b Building leadership teams	Review leadership structures, roles and responsibilities to a distributed leadership model to drive the goals and priorities for the next four years

Key Improvement Strategy 3.c Instructional and shared leadership	School leaders to be developed to lead teaching and learning, demonstrate high levels of pedagogical knowledge and skill, align instructional and curriculum planning with the goals of the school and integrate continuous evaluation and improvement of practice with performance and development processes.

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.
To improve the achievement and leaning growth of all students.	Yes	By 2022 the percentages of high relative growth years 7-9 in reading will increase (from 17% in 2017 to 30%), writing (from 24% to 30%), and maintain numeracy (35% in 2017). The percentages of low growth in each domain to decrease to 15%.	The 2020 percentages of high relative growth years 7-9 will be maintained or higher than: reading (34%) writing (37%), and numeracy (44%). The percentages of low growth in each domain will be below 15%.
		By 2022, the VCE mean study scores to increase each year to 28 or more (Benchmark 25).	The 2020 VCE mean study scores will be maintained at 28 or higher
		By 2022 the percentages of positive responses in the staff survey will increase for collective efficacy (from 60% to 77%), academic emphasis (from 62% to 75%), guaranteed and viable curriculum (from 65% to 80%), and understanding how to analyse data (to 80%)	The 2020 percentages of positive responses in the staff survey will be maintained or higher than the following %: collective efficacy (65%) academic emphasis (65%), guaranteed and viable curriculum (70%), and understanding how to analyse data (60%)
		By 2022 the percentages of positive responses for years 7-12 in the AtSS effective teaching practice domain will increase for effective teaching practice for differentiated learning challenge (from 50% to 70%),high expectations for success (50%	The 2020 percentages of positive responses for years 7-12 in the AtSS effective teaching practice domain will increase for effective teaching practice for differentiated learning challenge (from

		to 70%) student motivation and interest (from 30% to 70%), and for sense of confidence (from 22% to 70%).	60%),high expectations for success (from 65%) student motivation and interest (from 60%), and for sense of confidence (from60%).
To improve student engagement, voice and advocacy, inspiring students to be empowered learners.	Yes	By 2022 the percentages of positive responses for years 7-12 in the AtSS effective teaching practice domain will increase for teacher concern (from 65% to 75%), stimulated learning (from 55% to 60%), for learning confidence (from22% to 70%) and student voice and agency (from70% to 80%).	The 2020 percentages of positive responses for years 7-12 in the AtSS effective teaching practice domain will increase for teacher concern (from 65%), stimulated learning (from 57%), for learning confidence (from 60%) and student voice and agency (from 70%).
		By 2022 the percentages of positive responses in the parent survey will increase for parent participation and involvement (from 70% to 80%), student motivation and support (from48% to 70%) and for student agency and voice (from65% to 75%) Improve the percentages of attendance at academic-based events such as parent-teacher-student conferences to 75% or above	In 2020 the percentages of positive responses in the parent survey will increase for parent participation and involvement (from 70%), student motivation and support (from 50%) and for student agency and voice (from 75%) Improve the percentages of attendance at academic-based events such as parent-teacher-student conferences to 75% or above
		By 2022 increase the positive response percentages on the ACER Student Voice and Advocacy survey using the 2019 data as the baseline data.	In 2020 we will increase staff participation in student voice and agency surveys to 95%

		By 2022 decrease the average absence rate from the 2014 – 2018 average of 24 days to 15 days	There will be a decrease the average absence rate in 2020 to less than 15 days
To build leadership capacity to create high performing teams for whole school improvement	Yes	By 2022 the team performance metric will be above 80% for adherence to team protocols, agreed behaviours and high performing team indicators	In 2020 team performance metric will be above 85% for adherence to team protocols, agreed behaviours and high performing team indicators
		By 2022 35% of staff will have participated in targeted leadership programs through Bastow Institute, ACEL, DET or other accredited leadership training including coaching and 80% of staff will have undertaking training as teacher leaders	In 2020 35% of staff who will have participated in targeted leadership programs through Bastow Institute, ACEL, DET or other accredited leadership training including coaching and 85% of staff will have undertaking training as teacher leaders
		Staff opinion survey indicators for leading change, visibility and instructional leadership will average equal to or higher than than 70% over the four year period	Staff opinion survey indicators for leading change, visibility and instructional leadership will average equal to or higher than than 70% in 2020

Goal 1	To improve the achievement and leaning growth of all students.

12 Month Target 1.1	The 2020 percentages of high relative growth years 7-9 will be maintained or higher than: reading (34%) writing (37%), and numeracy (44%). The percentages of low growth in each domain will be below 15%.	
12 Month Target 1.2	The 2020 VCE mean study scores will be maintained at 28 or higher	
12 Month Target 1.3	The 2020 percentages of positive responses in the staff survey will be maintained or higher than the following %: collective efficacy (65%) academic emphasis (65%), guaranteed and viable curriculum (70%), and understanding how to analyse data (60%)	
12 Month Target 1.4	The 2020 percentages of positive responses for years 7-12 in the AtSS effective teaching practice domain will increase for effective teaching practice for differentiated learning challenge (from 60%),high expectations for success (from 65%) student motivation and interest (from 60%), and for sense of confidence (from60%).	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Building practice excellence	Embed the instructional framework for practice excellence (BPE)	Yes
KIS 2 Curriculum planning and assessment	Develop staff capacity to utilise data to inform practice to teach to a student's point of learning (CPA)	Yes
KIS 3 Instructional and shared leadership	Build the capabilities of all staff as leaders of and in learning (ISL).	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	The College has made significant growth and is committed to continual improvement not just resting on the gains made. Despite meeting many of the strategic plan targets in the first year we will continue to stretch ourselves with goals that will provide opportunities for our students to maximise their outcomes.	

Goal 2	To improve student engagement, voice and advocacy, inspiring students to be empowered learners.	
12 Month Target 2.1	The 2020 percentages of positive responses for years 7-12 in the AtSS effective teaching practice domain will increase for teacher concern (from 65%), stimulated learning (from 57%), for learning confidence (from 60%) and student voice and agency (from 70%).	
12 Month Target 2.2	In 2020 the percentages of positive responses in the parent survey will increase for parent participation and involvement (from 70%), student motivation and support (from 50%) and for student agency and voice (from 75%) Improve the percentages of attendance at academic-based events such as parent-teacher-student conferences to 75% or above	
12 Month Target 2.3	In 2020 we will increase staff participation in student voice and agency surveys to 95%	
12 Month Target 2.4	There will be a decrease the average absence rate in 2020 to less than 15 days	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Intellectual engagement and self-awareness	Embed a culture of authentic learning within the school community (IES)	Yes
KIS 2 Intellectual engagement and self-awareness	Build student capacity to be active contributors to their own learning. (ES)	Yes
KIS 3 Networks with schools, services and agencies	Further develop partnerships with support agencies, health professionals and families to support student's with long term absences	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.	Evidence shows that when students feel empowered their outcomes will improve. We have committed to our College and system to lead this initiative into 2020. Authentic learning experiences are consistent with or belief that students require the skills, knowledge and attributes that employers are seeking in addition to improving VCE and VCAL outcomes.	
Goal 3	To build leadership capacity to create high performing teams for whole school improvement	
12 Month Target 3.1	In 2020 team performance metric will be above 85% for adherence to team protocols, agreed behaviours and high performing team indicators	
12 Month Target 3.2	In 2020 35% of staff who will have participated in targeted leadership programs through Bastow Institute, ACEL, DET or other accredited leadership training including coaching and 85% of staff will have undertaking training as teacher leaders	
12 Month Target 3.3	Staff opinion survey indicators for leading change, visibility and instructional leadership will average equal to or higher than than 70% in 2020	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Building leadership teams	Invest in targeted leadership development and staff professional learning to build high performing teams and to facilitate knowledge and skills transfer for succession training	Yes
KIS 2 Building leadership teams	Review leadership structures, roles and responsibilities to a distributed leadership model to drive the goals and priorities for the next four years	Yes
KIS 3 Instructional and shared leadership	School leaders to be developed to lead teaching and learning, demonstrate high levels of pedagogical knowledge and skill, align instructional and curriculum planning with the goals of the school and integrate continuous evaluation and improvement of practice with performance and development processes.	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.	Building the capacity of all staff to be leaders of learning and leadership structures to support the College growth will create a more sustainable future for all. Leadership development is at the college level and systemic level. Further developing teams so they are all high performing teams is a major focus.

Define Actions, Outcomes and Activities

Goal 1	To improve the achievement and leaning growth of all students.
12 Month Target 1.1	The 2020 percentages of high relative growth years 7-9 will be maintained or higher than: reading (34%) writing (37%), and numeracy (44%). The percentages of low growth in each domain will be below 15%.
12 Month Target 1.2	The 2020 VCE mean study scores will be maintained at 28 or higher
12 Month Target 1.3	The 2020 percentages of positive responses in the staff survey will be maintained or higher than the following %: collective efficacy (65%) academic emphasis (65%), guaranteed and viable curriculum (70%), and understanding how to analyse data (60%)
12 Month Target 1.4	The 2020 percentages of positive responses for years 7-12 in the AtSS effective teaching practice domain will increase for effective teaching practice for differentiated learning challenge (from 60%),high expectations for success (from 65%) student motivation and interest (from 60%), and for sense of confidence (from60%).
KIS 1 Building practice excellence	Embed the instructional framework for practice excellence (BPE)
Actions	- PL to further embed the College instructional model - Further develop PLC implementation in English, Mathematics and Science - Implement the VCE working party recommendations - Lead student feedback processes and practices - Further develop and implement growth mindset strategies
Outcomes	Students will - have clarity on teacher and classroom expectations - have established SMART goals - be able to access their entry point for learning - have their learning personalised

	- have guided choice and access to learning interventions and enhancement opportunities to support their learning growth (quickmart, NIPS, literacy programs, VCE 40+ etc.) - provide regular feedback to teachers Teachers will - actively use of the college instructional model, participate in peer observation and professional learning to further refine practices for consistent practices - have access to ongoing PL and coaching to explicitly implement the PLC process - apply the recommendations form the literacy and numeracy teams across all learning domains - implement the VCE recommendations with high expectations with team focussed teaching and assessment practices including moderation Leaders will - continue to model and communicate high expectations for all members of the community and use of the instructional model - provide resources for PL and teacher teams - strengthen teacher knowledge and skills through networks, professional leadership opportunities - continue to source and expand partnerships which support student learning - model feedback for continuous improvement
Success Indicators	Student - feedback to teachers through surveys, teach the teacher and focus groups - learning growth in PAT /E Write / NAPLAN reading, writing and numeracy - goals for learning Teachers - evidence from the PLC to measure impact of teaching on student outcomes - notes from moderation, planning, PLC and meetings - NAPLAN, VCE and other data sets - evidence of reflection on feedback for further development Leaders - PL tracker, presentations and notes - feedback from presentations - agendas, minutes, notes and presentations from staff and team meetings - survey data, observations and other evidence

Activities and Milestones	Who	Is this a PL Priority	When	Budget
PL to further embed the College instructional model	☑ Teacher(s) ☑ Teaching and Learning Coordinator	☑ PLP Priority	from: Term 1 to: Term 2	$1,500.00 ☐ Equity funding will be used
Further develop PLC implementation in English, Mathematics and Science	☑ Literacy Leader ☑ Numeracy Leader ☑ PLC Leaders ☑ School Improvement Team ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$5,400.00 ☑ Equity funding will be used
Implement the VCE working party recommendations	☑ Learning Specialist(s) ☑ School Leadership Team ☑ Teacher(s) ☑ Teaching and Learning Coordinator	☑ PLP Priority	from: Term 1 to: Term 4	$5,800.00 ☑ Equity funding will be used
Lead student feedback processes and practices	☑ School Leadership Team ☑ Student Leadership Coordinator ☑ Student(s) ☑ Teaching and Learning Coordinator	☑ PLP Priority	from: Term 1 to: Term 3	$3,100.00 ☐ Equity funding will be used

Further develop and implement growth mindset strategies	☑ Assistant Principal ☑ Principal ☑ Sub School Leader/s ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 2	$1,000.00 ☐ Equity funding will be used

KIS 2 Curriculum planning and assessment	Develop staff capacity to utilise data to inform practice to teach to a student's point of learning (CPA)
Actions	- Continue curriculum mapping 7-10 and extend to VCE and VCAL - Extend improvement strategies for literacy and numeracy across all domains through MYLNS and literacy and numeracy coordinators - Implement the PL recommendations from the 2019 data team - Continue to implement the VCE working party recommendations for VCE data analysis
Outcomes	Students will - be provided high consistent expectations and goal setting - be able to access their entry point for learning - have their learning personalised - have guided choice and access to learning interventions and enhancement opportunities to support their learning growth (Quicksmart, NIPS, literacy programs, VCE 40+ etc.) Teachers will - have access to ongoing PL and coaching to build data literacy - apply the recommendations form the literacy and numeracy teams in teacher practice across all learning domains - implement the VCE recommendations with high expectations with team focussed teaching and assessment practices including moderation - support the KNOX VCE revision sessions

	Leaders will - provide resources for PL and teacher teams - strengthen teacher knowledge and skills through networks, professional leadership opportunities - continue to source and expand partnerships which support student learning - further develop the Knox VCE revision program - model feedback for continuous improvement
Success Indicators	Students - feedback to teachers through surveys, teach the teacher and focus groups - learning growth in PAT / E-Write / NAPLAN reading, writing and numeracy - high participation at the VCE residential, Edrolo, Elevate Education, VCE revision program and other VCE support programs Teachers - evidence from the PLC to measure impact of teaching on student outcomes - notes from moderation, planning, PLC and meetings - NAPLAN, VCE and other data sets - evidence of reflection on feedback for further development Leaders - PL tracker, presentations and notes - feedback from presentations - agendas, minutes, notes and presentations from staff and team meetings - survey data, observations and other evidence

Activities and Milestones	**Who**	**Is this a PL Priority**	**When**	**Budget**
Continue curriculum mapping 7-10 and extend to VCE and VCAL	☑ Teacher(s) ☑ Teaching and Learning Coordinator ☑ Team Leader(s)	☐ PLP Priority	from: Term 1 to: Term 4	$3,100.00 ☑ Equity funding will be used

Extend improvement strategies for literacy and numeracy across all domains through MYLNS and literacy and numeracy coordinators	☑ Literacy Improvement Teacher ☑ Numeracy Leader ☑ Teacher(s) ☑ Teaching and Learning Coordinator	☑ PLP Priority	from: Term 1 to: Term 4	$6,400.00 ☑ Equity funding will be used
Implement the PL recommendations from the 2019 data team	☑ Assistant Principal ☑ Leadership Team ☑ Learning Specialist(s) ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$4,400.00 ☑ Equity funding will be used
Continue to implement the VCE working party recommendations for VCE data analysis	☑ Assistant Principal ☑ Learning Specialist(s) ☑ Sub School Leader/s ☑ Teacher(s) ☑ Teaching and Learning Coordinator	☐ PLP Priority	from: Term 1 to: Term 2	$5,000.00 ☑ Equity funding will be used

KIS 3 Instructional and shared leadership	Build the capabilities of all staff as leaders of and in learning (ISL).
Actions	- Building high performing teams through leadership development - Building capacity of teachers as leaders of learning

Outcomes	Students - will have access to quality curriculum - efficacy will develop with learning confidence through effective teaching Teachers - will have a shared understanding of what quality teaching and learning looks like and are modelling high skills, knowledge and behaviours - have established team protocols for all teacher teams and routinely providing feedback - will have undertaken PL and established role clarity on their role in leading learning - have accountability for leading learning through goals established in their PDP Leaders - will resource for PL opportunities with Bastow, networks and ACEL - will provide leadership coaching and mentoring - will model team protocols and feedback processes
Success Indicators	- observations and learning walk feedback - teacher collaboration and evidence of agreed protocols in action - teacher reflective journals - teacher PDP goal outcomes

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Building high performing teams through leadership development	☑ School Leadership Team	☑ PLP Priority	from: Term 1 to: Term 4	$4,600.00 ☐ Equity funding will be used
Building capacity of teachers as leaders of learning	☑ Learning Specialist(s) ☑ Principal ☑ Team Leader(s)	☑ PLP Priority	from: Term 1 to: Term 4	$3,700.00 ☐ Equity funding will be used

Goal 2	To improve student engagement, voice and advocacy, inspiring students to be empowered learners.
12 Month Target 2.1	The 2020 percentages of positive responses for years 7-12 in the AtSS effective teaching practice domain will increase for teacher concern (from 65%), stimulated learning (from 57%), for learning confidence (from 60%) and student voice and agency (from 70%).
12 Month Target 2.2	In 2020 the percentages of positive responses in the parent survey will increase for parent participation and involvement (from 70%), student motivation and support (from 50%) and for student agency and voice (from 75%) Improve the percentages of attendance at academic-based events such as parent-teacher-student conferences to 75% or above
12 Month Target 2.3	In 2020 we will increase staff participation in student voice and agency surveys to 95%
12 Month Target 2.4	There will be a decrease the average absence rate in 2020 to less than 15 days
KIS 1 Intellectual engagement and self-awareness	Embed a culture of authentic learning within the school community (IES)
Actions	- goal setting and self reflection on progress by all students 7-12 - embedding of the College learning values and professional learning for teaching in purposeful spaces - embed a growth mindset - community partnerships further developed to extend student access to authentic learning experiences including design projects, public speaking, leadership development and transferral of classroom learning to meet local and global needs - continue to use the College AMPLIFY processes to extend student voice, agency and leadership and further develop teacher practice
Outcomes	Students will - complete goal setting each term and reflection on progress throughout - be provided evidence of the purpose of learning in each classroom and application of rigour and responsibility

	- show increased learning confidence and resilience Staff will - be able to personalise learning to meet the students goals and interests and develop positive attitudes and perceptions to learning - continue to extend and refine all elements of the Scoresby Instructional Model - maintain accurate attendance records and support school refusers to reengage Leaders will - provide opportunities for goal setting within the timetable at the start of each term - provide professional learning to support personalising learning and differentiation within the classrrom - continue to work with regionto increase attendance and student access to reengagement porgrams -
Success Indicators	- student attitudes to school survey - parent engagement data measures through parent student teacher conferences and other parent forums - SQPT AMPLIFY feedback data - learning walks

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Goal setting and self reflection on progress by all students 7-12	☑ Assessment & Reporting Coordinator ☑ Sub School Leader/s ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$2,000.00 ☐ Equity funding will be used
Embedding of the College learning values, growth mindset and professional learning for teaching in purposeful spaces	☑ Assistant Principal ☑ Learning Specialist(s) ☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	$1,000.00 ☐ Equity funding will be used

	☑ Teaching and Learning Coordinator			
Community partnerships further developed to extend student access to authentic learning experiences including design projects, public speaking, leadership development and transferral of classroom learning to meet local and global needs	☑ Assistant Principal ☑ Principal ☑ Student Leadership Coordinator	☐ PLP Priority	from: Term 1 to: Term 4	$3,000.00 ☑ Equity funding will be used
Continue to use the College AMPLIFY processes to extend student voice, agency and leadership and further develop teacher practice	☑ Student Leadership Coordinator ☑ Teacher(s) ☑ Teaching and Learning Coordinator	☐ PLP Priority	from: Term 1 to: Term 4	$6,000.00 ☑ Equity funding will be used

KIS 2 Intellectual engagement and self-awareness	Build student capacity to be active contributors to their own learning. (ES)
Actions	- Implement and further develop student voice, agency and leadership program priorities - Increase parent engagement and participation in student learning - establish a working party to increase student attendance and engage school refusers in education
Outcomes	Students - voice evident in the classroom and across the College - pride, learning confidence and evidence of authentic agency in their learning' - articulating their goals and progress at parents student teacher conferences - have clarity on the meaning of teacher concern

	- attendance rates improve - with attendance issues are linked with reengagement programs Teachers - positive student teacher relationships that enhance learning - teacher efficacy increased - teachers engaged in provision of more stimulated learning Leaders - empowering student voice, leadership and agency at all levels - facilitating opportunities for students to participate in curriculum planning and EPC - working party established to reduce absenteeism
Success Indicators	- student data for student voice, agency and leadership indicators show growth - student parent teacher conference data and feedback - parent participation in parent learning programs - reduction in student absences and late passes - increased 100% attendance awards - increased attainment of the Middle School Certificate - absence learning plan work completion

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Implement and further develop student voice, agency and leadership program priorities	☑ Leadership Team ☑ Principal ☑ Student Leadership Coordinator ☑ Year Level Co-ordinator(s)	☑ PLP Priority	from: Term 1 to: Term 4	$4,000.00 ☑ Equity funding will be used

Increase parent engagement and participation in student learning	☑ Principal ☑ Sub School Leader/s ☑ Teaching and Learning Coordinator	☑ PLP Priority	from: Term 1 to: Term 4	$2,000.00 ☐ Equity funding will be used
Establish a working party to increase student attendance and engage school refusers in education	☑ Assistant Principal ☑ Education Support ☑ Principal ☑ Sub School Leader/s ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$1,500.00 ☐ Equity funding will be used

KIS 3 Networks with schools, services and agencies	Further develop partnerships with support agencies, health professionals and families to support student's with long term absences
Actions	Students will - increase student and teacher participation in student feedback surveys - be provided learning supports through student services from agencies - learning opportunities and future development will be extended through partnerships including business, industry and tertiary providers - develop learning goals and feedback processes to share with parents during parent-student- teacher conferences - require minimum attendance rates for attainment of the Middle School and Senior School Certificates Staff will - increase participation in student feedback surveys - co- design learning activities with business and industry partners to increase student motivation,engagement and learning - establish learning goals with students to support personalisation and differentiation - be required to improve student attendance through accurate attendance monitoring and referral Leaders will

	- continue to provide authentic partnerships that support learning and futures with parents, employers and others - further develop the Student Services Team case management and referral to support students including Koorie, students with identified learning needs and international students - continue to work with the DET attendance officers and families to expand the options for students with long term absences
Outcomes	Students - can identify and use opportunities for feedback to teachers to build teacher practice to benefit their learning - have access to symposiums, leadership forums, community experiences and other opportunities that increase engagement and support their learning and futures - are able to access multiple supports to enhance their engagement and learning through the Student Services Team - increase their attendance Teachers - routinely seek student feedback to build their practice - transform teaching and learning through development of authentic learning experiences within T&L programs - are able to identify and refer students to the Head of Student Services for support - are able to meet the expectations for increasing student attendance monitoring and referral Leaders will - undertake learning walks and monitor data to establish if feedback is building practice excellence - be proactive in fostering partnerships to ensure their purpose for improving student learning outcomes and pathways and for long term sustainability - will analyse student services data and student ATS data to measure teacher concern - conduct attendance audits to monitor effectiveness of attendance practises
Success Indicators	- increased student data for motivation and support - increased parent engagement in academic based events - feedback from external agencies and employers - decreased absenteeism - increase in international students

Activities and Milestones	**Who**	**Is this a PL Priority**	**When**	**Budget**

Increase student and teacher participation in student feedback surveys	☑ School Leadership Team ☑ Sub School Leader/s ☑ Teacher(s) ☑ Teaching and Learning Coordinator	☐ PLP Priority	from: Term 1 to: Term 3	$7,000.00 ☑ Equity funding will be used
Continue to provide authentic partnerships that support learning and futures with parents, employers and others	☑ Assistant Principal ☑ Principal ☑ School Leadership Team ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 3	$3,400.00 ☐ Equity funding will be used
Further develop the Student Services Team case management and referral to support students including Koorie, students with identified learning needs and international students	☑ Principal ☑ Student Wellbeing Co-ordinator ☑ Wellbeing Team	☐ PLP Priority	from: Term 1 to: Term 4	$6,000.00 ☑ Equity funding will be used
Expand the options for students with long term absences	☑ Assistant Principal ☑ Student Wellbeing Co-ordinator ☑ Sub School Leader/s	☐ PLP Priority	from: Term 1 to: Term 4	$2,000.00 ☐ Equity funding will be used

Goal 3	To build leadership capacity to create high performing teams for whole school improvement

12 Month Target 3.1	In 2020 team performance metric will be above 85% for adherence to team protocols, agreed behaviours and high performing team indicators
12 Month Target 3.2	In 2020 35% of staff who will have participated in targeted leadership programs through Bastow Institute, ACEL, DET or other accredited leadership training including coaching and 85% of staff will have undertaking training as teacher leaders
12 Month Target 3.3	Staff opinion survey indicators for leading change, visibility and instructional leadership will average equal to or higher than than 70% in 2020
KIS 1 Building leadership teams	Invest in targeted leadership development and staff professional learning to build high performing teams and to facilitate knowledge and skills transfer for succession training
Actions	- leadership teams to revise team protocols and agreed behaviours - professional learning to build high performing teams across the College - leadership coaching and mentoring - middle level leadership development
Outcomes	Teachers will - model agreed behaviours and adhere to team protocols - develop feedback processes for individual and team improvement - expand their knowledge of PLC process and implementation strategies Leaders will - establish agreed behaviours and team protocols with their teams - become leadership role models for high performing teams - participate in leadership coaching and professional learning as instructional leaders
Success Indicators	- team metric performance measures and indicators show above 85% adherence to team protocols and agreed behaviours - all members of the leadership team will have participated in targeted leadership programs - professional learning program for middle level leaders - staff opinion survey measures met

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Leadership teams to revise team protocols and agreed behaviours	☑ Leadership Team ☑ Sub School Leader/s ☑ Teaching and Learning Coordinator	☐ PLP Priority	from: Term 4 to: Term 4	$1,000.00 ☐ Equity funding will be used
Professional learning to build high performing teams across the College	☑ Assistant Principal ☑ Leading Teacher(s) ☑ Learning Specialist(s) ☑ Principal ☑ Team Leader(s)	☐ PLP Priority	from: Term 1 to: Term 4	$5,000.00 ☑ Equity funding will be used
Leadership coaching and mentoring and middle level leadership development	☑ Assistant Principal ☑ Leadership Team ☑ Principal ☑ Team Leader(s)	☐ PLP Priority	from: Term 1 to: Term 4	$4,000.00 ☑ Equity funding will be used

KIS 2 Building leadership teams	Review leadership structures, roles and responsibilities to a distributed leadership model to drive the goals and priorities for the next four years
Actions	- establishment of organisational chart and defined roles and responsibilities - outcomes based advertising for positions of responsibilities for strategic development - further development of teachers as leaders of learning

Outcomes	Teachers - shared leadership and responsibility for improving outcomes - role clarity, engagement and learning - participation and collaboration in leadership development opportunities - further professional learning for teachers as leaders of learning Leaders - shared leadership and role modelling of leadership behaviours - rotational roles and experience in SLT , leading meetings and access to external leadership experiences - participation in ACEL, Bastow, DET and other PL to further develop leadership capacity
Success Indicators	- staff participation rates in teachers as leaders of learning - learning walk and peer observation feedback - minutes clearly showing evidence of strategic focus as opposed to operational - increased data for leading change, visibility and instructional leadership - staff opinion survey measures

Activities and Milestones	**Who**	**Is this a PL Priority**	**When**	**Budget**
Establishment of organisational chart and defined roles and responsibilities	☑ Assistant Principal ☑ Leadership Team ☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Outcomes based advertising for positions of responsibilities for strategic development	☑ Assistant Principal ☑ Education Support ☑ Principal	☐ PLP Priority	from: Term 4 to: Term 4	$0.00 ☐ Equity funding will be used

Developing teachers as leaders of learning	☑ Learning Specialist(s) ☑ Principal ☑ Teacher(s)	☑ PLP Priority	from: Term 2 to: Term 3	$6,500.00 ☑ Equity funding will be used

KIS 3 Instructional and shared leadership	School leaders to be developed to lead teaching and learning, demonstrate high levels of pedagogical knowledge and skill, align instructional and curriculum planning with the goals of the school and integrate continuous evaluation and improvement of practice with performance and development processes.
Actions	- Curriculum Mapping to be relocated to google drive and continued - PLC process to be embedded in English, Science and Mathematics faculties - induction and further development of teacher practice through embedding of the College Instructional Model
Outcomes	Teachers will - have participated in the curriculum mapping cycle to have delivered, reflected and further developed all curriculum units - establish PDP goals and evidence of growth in curriculum mapping and pedagogy Leaders will - participate in learning walks - develop feedback skills to maintain accountability for all staff to meet high expectations - conduct induction programs - identify professional learning needs for development of all staff
Success Indicators	- curriculum documentation - increased data for leading change, visibility and instructional leadership - instructional model embedded in all classrooms - PDP documentation

Activities and Milestones	**Who**	**Is this a PL Priority**	**When**	**Budget**
Curriculum Mapping to be relocated to google drive and continued	☑ Curriculum Co-ordinator (s)	☑ PLP Priority	from: Term 1	$4,800.00

	☑ Learning Specialist(s) ☑ PLT Leaders ☑ Teacher(s)		to: Term 4	☑ Equity funding will be used
PLC process to be embedded in English, Science and Mathematics faculties	☑ KLA Leader ☑ Learning Specialist(s) ☑ PLC Leaders ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$7,100.00 ☑ Equity funding will be used
Induction and further development of teacher practice through embedding of the College Instructional Model	☑ Assistant Principal ☑ Learning Specialist(s) ☑ PLT Leaders ☑ Principal	☐ PLP Priority	from: Term 1 to: Term 2	$2,000.00 ☐ Equity funding will be used

Equity Funding Planner

Equity Spending Totals

Category	Total proposed budget ($)	Spend ($)
Equity funding associated with Activities and Milestones	$83,500.00	$81,800.00
Additional Equity funding	$0.00	$0.00
Grand Total	$83,500.00	$81,800.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget ($)	Equity Spend ($)
Further develop PLC implementation in English, Mathematics and Science	from: Term 1 to: Term 4		$5,400.00	$5,400.00
Implement the VCE working party recommendations	from: Term 1 to: Term 4		$5,800.00	$5,800.00
Continue curriculum mapping 7-10 and extend to VCE and VCAL	from: Term 1 to: Term 4		$3,100.00	$3,100.00
Extend improvement strategies for literacy and numeracy across all domains through MYLNS and literacy and numeracy coordinators	from: Term 1		$6,400.00	$6,400.00

	to: Term 4			
Implement the PL recommendations from the 2019 data team	from: Term 1 to: Term 4		$4,400.00	$3,400.00
Continue to implement the VCE working party recommendations for VCE data analysis	from: Term 1 to: Term 2		$5,000.00	$5,000.00
Community partnerships further developed to extend student access to authentic learning experiences including design projects, public speaking, leadership development and transferral of classroom learning to meet local and global needs	from: Term 1 to: Term 4		$3,000.00	$2,300.00
Continue to use the College AMPLIFY processes to extend student voice, agency and leadership and further develop teacher practice	from: Term 1 to: Term 4		$6,000.00	$6,000.00
Implement and further develop student voice, agency and leadership program priorities	from: Term 1 to: Term 4		$4,000.00	$4,000.00
Increase student and teacher participation in student feedback surveys	from: Term 1 to: Term 3		$7,000.00	$7,000.00
Further develop the Student Services Team case management and referral to support students	from: Term 1		$6,000.00	$6,000.00

including Koorie, students with identified learning needs and international students	to: Term 4			
Professional learning to build high performing teams across the College	from: Term 1 to: Term 4		$5,000.00	$5,000.00
Leadership coaching and mentoring and middle level leadership development	from: Term 1 to: Term 4		$4,000.00	$4,000.00
Developing teachers as leaders of learning	from: Term 2 to: Term 3		$6,500.00	$6,500.00
Curriculum Mapping to be relocated to google drive and continued	from: Term 1 to: Term 4		$4,800.00	$4,800.00
PLC process to be embedded in English, Science and Mathematics faculties	from: Term 1 to: Term 4		$7,100.00	$7,100.00
Totals			$83,500.00	$81,800.00

Additional Equity spend

Outline here any additional Equity spend for 2020	When	Category	Total proposed budget ($)	Equity Spend ($)
Totals			$0.00	$0.00

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
PL to further embed the College instructional model	☑ Teacher(s) ☑ Teaching and Learning Coordinator	from: Term 1 to: Term 2	☑ Planning ☑ Peer observation including feedback and reflection ☑ Demonstration lessons	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff ☑ Pedagogical Model ☑ High Impact Teaching Strategies (HITS)	☑ On-site
Further develop PLC implementation in English, Mathematics and Science	☑ Literacy Leader ☑ Numeracy Leader ☑ PLC Leaders ☑ School Improvement Team ☑ Teacher(s)	from: Term 1 to: Term 4	☑ Formalised PLC/PLTs ☑ Demonstration lessons	☑ Professional Practice Day ☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ Internal staff ☑ Learning Specialist ☑ Departmental resources PLC ☑ Practice Principles for Excellence in Teaching and Learning ☑ MYLYNS Improvement teacher	☑ On-site
Implement the VCE working party recommendations	☑ Learning Specialist(s) ☑ School Leadership Team ☑ Teacher(s)	from: Term 1 to: Term 4	☑ Design of formative assessments ☑ Moderated assessment of student learning ☑ Curriculum development	☑ Professional Practice Day ☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff ☑ Subject association ☑ Learning Specialist ☑ External consultants VCE Assessors for Knox Network Program	☑ Off-site Schools for moderation and 1330

	☑ Teaching and Learning Coordinator				☑ Pedagogical Model	
Lead student feedback processes and practices	☑ School Leadership Team ☑ Student Leadership Coordinator ☑ Student(s) ☑ Teaching and Learning Coordinator	from: Term 1 to: Term 3	☑ Collaborative Inquiry/Action Research team ☑ Student voice, including input and feedback	☑ Professional Practice Day ☑ Formal School Meeting / Internal Professional Learning Sessions ☑ Timetabled Planning Day	☑ Learning Specialist ☑ External consultants ACEL experts ☑ Departmental resources AMPLIFY - supporting DET Leading this initiative and the PL	☑ On-site
Extend improvement strategies for literacy and numeracy across all domains through MYLNS and literacy and numeracy coordinators	☑ Literacy Improvement Teacher ☑ Numeracy Leader ☑ Teacher(s) ☑ Teaching and Learning Coordinator	from: Term 1 to: Term 4	☑ Design of formative assessments ☑ Moderated assessment of student learning ☑ Formalised PLC/PLTs	☑ Professional Practice Day ☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ Literacy expertise ☑ PLC Initiative ☑ Internal staff ☑ Bastow program/course ☑ Learning Specialist ☑ Literacy Leaders ☑ MYLNS initiative professional learning ☑ Numeracy leader ☑ MYLYNS Improvement teacher	☑ Off-site On and off site through MYLNS

					☑ MYLYNS Network teacher	
Implement the PL recommendations from the 2019 data team	☑ Assistant Principal ☑ Leadership Team ☑ Learning Specialist(s) ☑ Teacher(s)	from: Term 1 to: Term 4	☑ Preparation ☑ Design of formative assessments ☑ Moderated assessment of student learning	☑ Whole School Pupil Free Day	☑ Internal staff ☑ External consultants DET Data Leaders ☑ Pedagogical Model	☑ On-site
Building high performing teams through leadership development	☑ School Leadership Team	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Individualised Reflection	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff ☑ Bastow program/course ☑ Learning Specialist ☑ External consultants Phil White, Martin Culkin	☑ On-site
Building capacity of teachers as leaders of learning	☑ Learning Specialist(s) ☑ Principal ☑ Team Leader(s)	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Peer observation including feedback and reflection	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff ☑ Bastow program/course	☑ On-site
Implement and further develop student voice, agency and leadership program priorities	☑ Leadership Team ☑ Principal	from: Term 1	☑ Individualised Reflection ☑ Student voice, including input and feedback	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ External consultants Business and industry experts	☑ Off-site On and off site presenting

	☑ Student Leadership Coordinator ☑ Year Level Co-ordinator(s)	to: Term 4		☑ Timetabled Planning Day	☑ Departmental resources AMPLIFY and DET teams working with on leading this initiative	and leading development
Increase parent engagement and participation in student learning	☑ Principal ☑ Sub School Leader/s ☑ Teaching and Learning Coordinator	from: Term 1 to: Term 4	☑ Planning ☑ Student voice, including input and feedback	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff	☑ On-site
Developing teachers as leaders of learning	☑ Learning Specialist(s) ☑ Principal ☑ Teacher(s)	from: Term 2 to: Term 3	☑ Planning ☑ Design of formative assessments ☑ Individualised Reflection	☑ Professional Practice Day ☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff	☑ On-site
Curriculum Mapping to be relocated to google drive and continued	☑ Curriculum Co-ordinator (s) ☑ Learning Specialist(s) ☑ PLT Leaders ☑ Teacher(s)	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Design of formative assessments	☑ Professional Practice Day ☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ Internal staff ☑ Learning Specialist ☑ External consultants VCAA VCE Assessors ☑ Practice Principles for Excellence in Teaching and Learning	☑ On-site

					☑ Pedagogical Model ☑ High Impact Teaching Strategies (HITS)	
PLC process to be embedded in English, Science and Mathematics faculties	☑ KLA Leader ☑ Learning Specialist(s) ☑ PLC Leaders ☑ Teacher(s)	from: Term 1 to: Term 4	☑ Formalised PLC/PLTs	☑ Professional Practice Day ☑ Formal School Meeting / Internal Professional Learning Sessions	☑ PLC Initiative ☑ Internal staff ☑ Learning Specialist ☑ High Impact Teaching Strategies (HITS) ☑ Numeracy leader ☑ MYLYNS Improvement teacher	☑ On-site