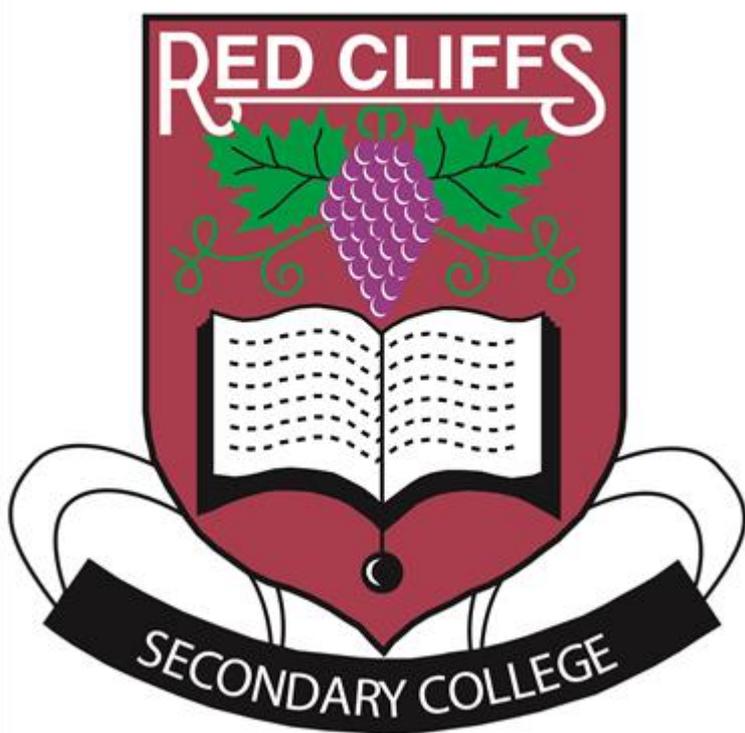


2020 Annual Implementation Plan

for improving student outcomes

Red Cliffs Secondary College (8260)



Submitted for review by David Browne (School Principal) on 21 January, 2020 at 05:43 PM
Endorsed by Andrew Ough (Senior Education Improvement Leader) on 23 January, 2020 at 08:39 AM
Endorsed by Carolyn Nulty (School Council President) on 30 January, 2020 at 08:40 AM

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	Emerging moving towards Evolving
	Evidence-based high-impact teaching strategies	Evolving moving towards Embedding
	Evaluating impact on learning	Evolving
Professional leadership	Building leadership teams	Evolving
	Instructional and shared leadership	Evolving
	Strategic resource management	Evolving
	Vision, values and culture	Evolving

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

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

Enter your reflective comments	The past 12 months have seen the school develop plans for school improvement, including an instructional model, student feedback processes, an improved student voice and agency model and establishing a benchmark for curriculum development. This year we will fully implement these plans, which will hopefully produce improvements in student outcomes and survey data.
Considerations for 2020	This year is a year of review for the school, with the review scheduled to occur in term 2. It is important that the plans developed last year are fully implemented and that plans and structures are followed through. Any changes to plans will come out of the review process, with a 2021 implementation date.
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	To improve the learning growth of every student across all year levels and all areas of the curriculum.
Target 1.1	<p>KIS - Improve the consistency of teacher judgements through increasing teacher capacity to use data to inform planning, teaching and reporting</p> <ol style="list-style-type: none"> 1. a) Three-year average of VCE results improved by 1.0 in mean scores for All Studies, English, Further Mathematics and Mathematical Methods by 2020 (i.e. the average of 2017, 2018, 2019). 2. b) At least 25% of students achieving A or B in English and Maths in teacher judgements and in the top two bands in NAPLAN by 2020. <p>KIS - Establish a model of whole-school high impact formative feedback to students</p> <ol style="list-style-type: none"> 1. a) By 2020 student ATS Survey data: <ul style="list-style-type: none"> • School Connectedness above 3.6 • Learning Confidence above 3.82 • Teacher Empathy above 3.7 • Teacher Effectiveness above 3.7
Key Improvement Strategy 1.a Building practice excellence	Establish and integrate a whole school professional learning plan to embed HITS, literacy and numeracy strategies in all classes
Goal 2	To create an engaging and stimulating curriculum and learning environment for all students that promotes high expectations and student ownership of learning.
Target 2.1	<p>KIS- Build whole-school capacity for students to own and track their data to improve their learning</p> <p>2020. a) High relative growth for NAPLAN Reading, Writing and Numeracy with at least 25% for Year 7 to Year 9 by 2020.</p>

	<p>2021. b) At least 15% of Year 9 students in the top two bands for Reading, Writing, and Numeracy in NAPLAN by 2020.</p> <p>KIS - Build teacher capacity through collaborative practice to create more engaging and stimulating learning opportunities aligned to the Victorian Curriculum, VCE and VCAL.</p> <p>1. a) By 2020 student ATS Survey data:</p> <ul style="list-style-type: none"> • Stimulating Learning above 3.5 • Teacher Effectiveness above 3.6 • School Connectedness above 3.6 <p>1. b) Staff Survey data in 2020:</p> <ul style="list-style-type: none"> • Collective Responsibility above 75 • Collective Focus on Student Learning above 75.
<p>Key Improvement Strategy 2.a Curriculum planning and assessment</p>	<p>Target curriculum planning and assessment through collaborative practice to address the needs of all students in Victorian curriculum, VCE and VCAL</p>
<p>Goal 3</p>	<p>To ensure wellbeing procedures support students' engagement in learning.</p>
<p>Target 3.1</p>	<p>KIS - Implement a whole school approach to increasing student attendance.</p> <p>Use the 2016 data as the benchmark for monitoring improvement over the next four-year cycle, 2017–20.</p> <p>a. Reduce whole school absences to less than 20 days/student with Year 9 absences less than 20 as well.</p>

	<p>KIS - Review the whole school student management, wellbeing and communication protocols</p> <p>1. a) Student ATS Survey data by 2020:</p> <ul style="list-style-type: none"> • Classroom Behaviour above 3.5 for both sexes in all year levels. • Student Safety above 4.3 for both sexes in all year levels. • Student Distress above 5.0.
<p>Key Improvement Strategy 3.a Setting expectations and promoting inclusion</p>	<p>To develop a whole school approach to health, wellbeing, inclusion and engagement</p>

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
To improve the learning growth of every student across all year levels and all areas of the curriculum.	Yes	<p>KIS - Improve the consistency of teacher judgements through increasing teacher capacity to use data to inform planning, teaching and reporting</p> <ol style="list-style-type: none"> 1. a) Three-year average of VCE results improved by 1.0 in mean scores for All Studies, English, Further Mathematics and Mathematical Methods by 2020 (i.e. the average of 2017, 2018, 2019). 2. b) At least 25% of students achieving A or B in English and Maths in teacher judgements and in the top two bands in NAPLAN by 2020. <p>KIS - Establish a model of whole-school high impact formative feedback to students</p> <ol style="list-style-type: none"> 1. a) By 2020 student ATS Survey data: <ul style="list-style-type: none"> • School Connectedness above 3.6 • Learning Confidence above 3.82 • Teacher Empathy above 3.7 • Teacher Effectiveness above 3.7 	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>AToSS: increase school connectedness from 26% to 35%</p> <p>AToSS: increase learning confidence from 38% to 45%</p> <p>AToSS: increase both teacher empathy & effectiveness from 58% to 65%</p> <p>25% of years 7-10's assessed at being above the expected level in English and Maths against the Victorian Curriculum Average study scores for Unit 4 English, Further Maths and Maths Methods to be equal to or better than state average.</p>
To create an engaging and stimulating curriculum and learning environment for all students that	Yes	KIS- Build whole-school capacity for students to own and track their data to improve their learning	NAPLAN: 75% of all students in years 7 to 9 to be at or above benchmark growth for reading, writing and numeracy

<p>promotes high expectations and student ownership of learning.</p>		<p>2020. a) High relative growth for NAPLAN Reading, Writing and Numeracy with at least 25% for Year 7 to Year 9 by 2020. 2021. b) At least 15% of Year 9 students in the top two bands for Reading, Writing, and Numeracy in NAPLAN by 2020.</p> <p>KIS - Build teacher capacity through collaborative practice to create more engaging and stimulating learning opportunities aligned to the Victorian Curriculum, VCE and VCAL.</p> <p>1. a) By 2020 student ATS Survey data:</p> <ul style="list-style-type: none"> • Stimulating Learning above 3.5 • Teacher Effectiveness above 3.6 • School Connectedness above 3.6 <p>1. b) Staff Survey data in 2020:</p> <ul style="list-style-type: none"> • Collective Responsibility above 75 • Collective Focus on Student Learning above 75. 	<p>NAPLAN: 20% of year 9 students to be in the top 2 bands for reading and numeracy NAPLAN: 15% of year 9 students in the top 2 bands for writing AToSS: increase stimulating learning from 68% to 75% AToSS: increase teacher effectiveness from 64% to 75% Staff Survey: increase collective responsibility from 71% to 75% Staff Survey: increase focus on student learning from 70% to 75%</p>
<p>To ensure wellbeing procedures support students' engagement in learning.</p>	<p>Yes</p>	<p>KIS - Implement a whole school approach to increasing student attendance.</p> <p>Use the 2016 data as the benchmark for monitoring improvement over the next four-year cycle, 2017–20.</p> <p>a. Reduce whole school absences to less than 20 days/student with Year 9 absences less than 20 as well.</p>	<p>Reduce whole school averages absences from 25 to 20 days AToSS: increase classroom behaviour from 71% to 75% AToS survey: increase students not experiencing bullying from 38% to 50% AToS Survey: increase student resilience from 27% to 35%</p>

		<p>KIS - Review the whole school student management, wellbeing and communication protocols</p> <p>1. a) Student ATS Survey data by 2020:</p> <ul style="list-style-type: none"> • Classroom Behaviour above 3.5 for both sexes in all year levels. • Student Safety above 4.3 for both sexes in all year levels. • Student Distress above 5.0. 	
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Goal 1	To improve the learning growth of every student across all year levels and all areas of the curriculum.	
12 Month Target 1.1	<p>AToSS: increase school connectedness from 26% to 35%</p> <p>AToSS: increase learning confidence from 38% to 45%</p> <p>AToSS: increase both teacher empathy & effectiveness from 58% to 65%</p> <p>25% of years 7-10's assessed at being above the expected level in English and Maths against the Victorian Curriculum</p> <p>Average study scores for Unit 4 English, Further Maths and Maths Methods to be equal to or better than state average.</p>	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Building practice excellence	Establish and integrate a whole school professional learning plan to embed HITS, literacy and numeracy strategies in all classes	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.	<p>An evaluation of the FISO continuum for Building Practice Excellence now sees us as evolving, moving towards embedding. Our professional learning is now in line with the FISO improvement cycle. We now wish to maximise professional learning opportunities and focus on student data, to guide the improvement cycle. A whole school professional learning schedule has been established, but the impact has been varied. As a result of this, further work needs to be incorporated in order to embed this as a ritual pf practice across the entire school.</p> <p>If we build the capacity of all teachers across all learning domains to enhance students' literacy skills at their point of need,</p>	

	within the context of curriculum area, then student learning outcomes will be enhanced.	
Goal 2	To create an engaging and stimulating curriculum and learning environment for all students that promotes high expectations and student ownership of learning.	
12 Month Target 2.1	<p>NAPLAN: 75% of all students in years 7 to 9 to be at or above benchmark growth for reading, writing and numeracy</p> <p>NAPLAN: 20% of year 9 students to be in the top 2 bands for reading and numeracy</p> <p>NAPLAN: 15% of year 9 students in the top 2 bands for writing</p> <p>AToSS: increase stimulating learning from 68% to 75%</p> <p>AToSS: increase teacher effectiveness from 64% to 75%</p> <p>Staff Survey: increase collective responsibility from 71% to 75%</p> <p>Staff Survey: increase focus on student learning from 70% to 75%</p>	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Curriculum planning and assessment	Target curriculum planning and assessment through collaborative practice to address the needs of all students in Victorian curriculum, VCE and VCAL	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.	<p>An evaluation of the FISO continuum for Curriculum Planning and assessment, we found that our practices are still emerging. We are implementing curriculum documentation in line with Victorian Curriculum guidelines (VCE/VCAL for senior school), in order to ensure a guaranteed and viable curriculum is in place. The school curriculum documentation has been migrated to the cloud, using Microsoft OneDrive, to ensure a single repository of school documentation accessible by all staff. Further work is needed to ensure consistency of content and layout, to be fully reflective of current curriculum requirements.</p> <p>If we build the capacity of all teachers across all learning domains to enhance students' literacy skills at their point of need, within the context of curriculum area, then student learning outcomes will be enhanced.</p>	

Goal 3	To ensure wellbeing procedures support students' engagement in learning.	
12 Month Target 3.1	Reduce whole school averages absences from 25 to 20 days AToSS: increase classroom behaviour from 71% to 75% AToS survey: increase students not experiencing bullying from 38% to 50% AToS Survey: increase student resilience from 27% to 35%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Setting expectations and promoting inclusion	To develop a whole school approach to health, wellbeing, inclusion and engagement	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 saw some positive growth in many areas of our ATOSS. Internal student class surveys were also introduced in 2019. Expansion of this will occur in 2020. A major focus will be on student attendance, which continues to be an area of concern. The continuation of rolling out SWPBS will continue this year. The integration of Berry Street Language will continue to be embedded within SWPBS.	

Define Actions, Outcomes and Activities

Goal 1	To improve the learning growth of every student across all year levels and all areas of the curriculum.			
12 Month Target 1.1	AToSS: increase school connectedness from 26% to 35% AToSS: increase learning confidence from 38% to 45% AToSS: increase both teacher empathy & effectiveness from 58% to 65% 25% of years 7-10's assessed at being above the expected level in English and Maths against the Victorian Curriculum Average study scores for Unit 4 English, Further Maths and Maths Methods to be equal to or better than state average.			
KIS 1 Building practice excellence	Establish and integrate a whole school professional learning plan to embed HITS, literacy and numeracy strategies in all classes			
Actions	Implement DET literacy and numeracy resources and programs, utilising HITS			
Outcomes	All professional learning is aligned to the school's AIP. Everyone is a teacher of literacy and numeracy, implemented through the vertical home group model Structure to support the MYLNS program have been developed and incorporated into the school structure			
Success Indicators	Literacy and numeracy programs utilised throughout the school ACER testing (PAT Maths, PAT Reading PAT, Write, PAT Science) results indicate growth. Teacher judgement more aligned to NAPLAN outcomes Growth of targeted MYLNS students			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Refine teacher practices on moderation and consistent teacher judgements on assessment, as per VCAA P-12 guidelines	<input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$3,000.00

	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s)		to: Term 4	<input type="checkbox"/> Equity funding will be used
Implement professional learning on literacy and numeracy strategies which are evidence based and modeled on best practice, and demonstrated in both the classroom and in home group.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teaching Partners (DSSI)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Completion of teacher feedback surveys in each class each term, including questions on literacy and numeracy strategies	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00 <input type="checkbox"/> Equity funding will be used
Goal 2	To create an engaging and stimulating curriculum and learning environment for all students that promotes high expectations and student ownership of learning.			
12 Month Target 2.1	NAPLAN: 75% of all students in years 7 to 9 to be at or above benchmark growth for reading, writing and numeracy NAPLAN: 20% of year 9 students to be in the top 2 bands for reading and numeracy NAPLAN: 15% of year 9 students in the top 2 bands for writing AToSS: increase stimulating learning from 68% to 75% AToSS: increase teacher effectiveness from 64% to 75% Staff Survey: increase collective responsibility from 71% to 75% Staff Survey: increase focus on student learning from 70% to 75%			
KIS 1 Curriculum planning and assessment	Target curriculum planning and assessment through collaborative practice to address the needs of all students in Victorian curriculum, VCE and VCAL			

Actions	Implement, moderate, review and update curriculum programs and documentation in teams across all Key Learning Areas to achieve 1.2 years of growth in 12 months.			
Outcomes	Instructional Model and School Values clearly visible in all rooms and is addressed in all staff P&D plans Greater alignment between student academic outcomes (NAPLAN, ACER, teacher judgments), as referenced in the Panorama Sankey scales Student ownership of own results increased Unit 3 and 4 teachers utilising Edrolo to improve student outcomes, knowledge and understanding			
Success Indicators	All ACER assessment programs, NAPLAN, teacher judgments. Improved student participation in NAPLAN, with reduced numbers in the bottom two bands for number and reading Improvements in ATOSS results in the areas of motivation and interest, and sense of confidence Increased use of EDROLO by unit 3/4 students and staff			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Implement processes to improve student knowledge and understanding of their own data sets, to improve student outcomes	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$4,000.00 <input type="checkbox"/> Equity funding will be used
Establish quality assurance processes for aligning curriculum to the standards and the study design.	<input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teaching Partners (DSSI)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,500.00 <input type="checkbox"/> Equity funding will be used
Delivery of literacy and numeracy strategies within the curriculum across all subject areas in all classes and home group sessions	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$10,000.00

			to: Term 4	<input checked="" type="checkbox"/> Equity funding will be used
Instructional Model utilised in all classes and is aligned to all staff member's PDP who work directly with students	<input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$3,000.00 <input type="checkbox"/> Equity funding will be used
Embed the use of Edrolo in all unit 3 and 4 classes that it is available for by students and teachers.	<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
Goal 3	To ensure wellbeing procedures support students' engagement in learning.			
12 Month Target 3.1	Reduce whole school averages absences from 25 to 20 days AToSS: increase classroom behaviour from 71% to 75% AToS survey: increase students not experiencing bullying from 38% to 50% AToS Survey: increase student resilience from 27% to 35%			
KIS 1 Setting expectations and promoting inclusion	To develop a whole school approach to health, wellbeing, inclusion and engagement			
Actions	Implement the school's values and expectations across the school, both in and out of the classroom.			
Outcomes	SWPBS embedded across the school Staff consistently using the language of SWPBS and Berry Street, both in outside of the classroom Improvement in student behaviour outcomes, as measured by ATOSS Decrease incidence of students experiencing bullying, as measured by ATOSS Staff confidently able to utilise de-escalation methods to address student behaviour concerns			

Success Indicators	Improvements in student classroom behaviours, as measured by ATOSS and staff opinion survey Structures in place to improve student safety, and de-escalation of incidents Increase in student attendance			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Embed and refine the SWPBS program and schools values and expectations matrix	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Year Level Co-ordinator(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$4,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Develop and document processes to monitor and minimise the risk of student disengagement and non-attendance	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <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	\$30,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Embed a vertical home group structure across the school	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,500.00 <input type="checkbox"/> Equity funding will be used

Equity Funding Planner

Equity Spending Totals

Category	Total proposed budget (\$)	Spend (\$)
Equity funding associated with Activities and Milestones	\$64,000.00	\$64,000.00
Additional Equity funding	\$569,000.00	\$539,000.00
Grand Total	\$633,000.00	\$603,000.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Implement professional learning on literacy and numeracy strategies which are evidence based and modeled on best practice, and demonstrated in both the classroom and in home group.	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"/> Support services	\$10,000.00	\$10,000.00
Delivery of literacy and numeracy strategies within the curriculum across all subject areas in all classes and home group sessions	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"/> Support services	\$10,000.00	\$10,000.00
Embed the use of Edrolo in all unit 3 and 4 classes that it is available for by students and teachers.	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)	\$10,000.00	\$10,000.00

Embed and refine the SWPBS program and schools values and expectations matrix	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"/> Support services	\$4,000.00	\$4,000.00
Develop and document processes to monitor and minimise the risk of student disengagement and non-attendance	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$30,000.00	\$30,000.00
Totals			\$64,000.00	\$64,000.00

Additional Equity spend

Outline here any additional Equity spend for 2020	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Wellbeing support for all students, through the employment of social worker and Chaplain	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Support services	\$134,000.00	\$134,000.00
Provision of netbook for students program	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"/> Support services <input checked="" type="checkbox"/> Assets	\$75,000.00	\$75,000.00
Licencing for ACER PAT Maths, PAT Reading and E-Write online testing	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Support services	\$5,000.00	\$5,000.00

Leading Teacher position for campus co-ordination of FLO Connect (re engagement centre)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$110,000.00	\$110,000.00
Excursions, events and well-being costs, FLO Connect re-engagement centre	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Support services	\$50,000.00	\$50,000.00
Additional resources for integration support	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Support services	\$8,000.00	\$8,000.00
Library books and resources to support range of reading and interest abilities	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Support services	\$8,000.00	\$8,000.00
Provision of Inclusive Programs Co-ordination role, to support students not covered by PSD funding, additional programs and resources	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"/> Support services	\$129,000.00	\$129,000.00
Part Provision of Compass, for improved communication to families and to reduce unexplained absences	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Support services	\$40,000.00	\$10,000.00
Careers and Pathways resources, course fees, provision of programs, events and excursions	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> CRT <input checked="" type="checkbox"/> Support services	\$5,000.00	\$5,000.00
Student Services - provision of outdoor equipment for student use at recess/lunchtimes	from: Term 1	<input checked="" type="checkbox"/> Support services	\$5,000.00	\$5,000.00

	to: Term 4	<input checked="" type="checkbox"/> Assets		
Totals			\$569,000.00	\$539,000.00

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Refine teacher practices on moderation and consistent teacher judgements on assessment, as per VCAA P-12 guidelines	<input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Network Professional Learning	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Subject association <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) <input checked="" type="checkbox"/> MYLNS initiative professional learning <input checked="" type="checkbox"/> MYLYNS Network teacher	<input checked="" type="checkbox"/> On-site
Implement professional learning on literacy and numeracy strategies which are evidence based and modeled on best practice, and demonstrated in both the classroom and in home group.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teaching Partners (DSSI)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Individualised Reflection <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Network Professional Learning	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Pedagogical Model	<input checked="" type="checkbox"/> On-site

					<input checked="" type="checkbox"/> MYLNS initiative professional learning <input checked="" type="checkbox"/> Numeracy leader <input checked="" type="checkbox"/> MYLYNS Network teacher	
Implement processes to improve student knowledge and understanding of their own data sets, to improve student outcomes	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Individualised Reflection <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resources SWPBS regional support staff <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Establish quality assurance processes for aligning curriculum to the standards and the study design.	<input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teaching Partners (DSSI)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Network Professional Learning	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site

Delivery of literacy and numeracy strategies within the curriculum across all subject areas in all classes and home group sessions	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Network Professional Learning	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) <input checked="" type="checkbox"/> Numeracy leader <input checked="" type="checkbox"/> MYLYNS Network teacher	<input checked="" type="checkbox"/> On-site
Instructional Model utilised in all classes and is aligned to all staff member's PDP who work directly with students	<input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Teacher(s)	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"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Embed and refine the SWPBS program and schools values and expectations matrix	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Year Level Co-ordinator(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Individualised Reflection <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resources Regional SWPBS support staff	<input checked="" type="checkbox"/> On-site