

2021 Annual Implementation Plan

for improving student outcomes

Werribee Secondary College (8465)



WERRIBEE SECONDARY COLLEGE

Submitted for review by Amanda Mullins (School Principal) on 23 March, 2021 at 01:30 PM
Endorsed by Brent Richards (Senior Education Improvement Leader) on 29 March, 2021 at 02:41 AM
Awaiting endorsement by School Council President

Self-evaluation Summary - 2021

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

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

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

Enter your reflective comments	Werribee Secondary College underwent a review during term 4 of 2020. The AIP reflects the Strategic Plan goals set at the end of the review process.
Considerations for 2021	Werribee Secondary College underwent a review during term 4 of 2020. The AIP reflects the Strategic Plan goals set at the end of the review process.
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	2021 Priorities Goal												
Target 1.1	Support for the 2021 Priorities												
Key Improvement Strategy 1.a Evaluating impact on learning	Learning, catch-up and extension priority												
Key Improvement Strategy 1.b Health and wellbeing	Happy, active and healthy kids priority												
Key Improvement Strategy 1.c Empowering students and building school pride	Connected schools priority												
Goal 2	To improve the individual learning growth of all students.												
Target 2.1	<p>2.1 NAPLAN: Benchmark growth data between Years 7 and 9 in Literacy and Numeracy for high growth :</p> <table border="1"> <thead> <tr> <th>Area</th> <th>Benchmark growth 2019</th> <th>Target 2024</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>27%</td> <td>35%</td> </tr> <tr> <td>Writing</td> <td>32%</td> <td>35%</td> </tr> <tr> <td>Numeracy</td> <td>25%</td> <td>35%</td> </tr> </tbody> </table>	Area	Benchmark growth 2019	Target 2024	Reading	27%	35%	Writing	32%	35%	Numeracy	25%	35%
Area	Benchmark growth 2019	Target 2024											
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	<div style="border: 1px solid black; height: 40px; margin-bottom: 10px;"></div> <p>2.2 VCE</p> <ul style="list-style-type: none"> • By 2024 subjects where 90% of the students achieve greater than predicted outcomes will go from 2% to 5%. • All VCE and IB subjects will have a minimum of 75% of students achieve greater than predicted outcomes.
	<p>2.3 AToSS: By 2024 the outcomes of:</p> <ul style="list-style-type: none"> • Differentiated learning challenge to be at or above 70% (2019 54%) • High expectations for success to be at or above 80% (2019 66%)
	<p>2.4 SSS: By 2024, the teaching and learning practice improvement variables will be at or above 75% (2020 55%)</p>
Key Improvement Strategy 2.a Curriculum planning and assessment	Implement a whole school guaranteed and viable curriculum.
Key Improvement Strategy 2.b Building practice excellence	Improve consistent school wide effective teaching practice.
Key Improvement Strategy 2.c Evaluating impact on learning	Implement a whole school approach to developmental assessment.
Goal 3	Students are engaged as learners and empowered global citizens.

<p>Target 3.1</p>	<div data-bbox="667 252 2101 507" style="border: 1px solid black; padding: 5px;"> <p>3.1 AToSS: By 2024 the outcomes of:</p> <ul style="list-style-type: none"> • Teacher concern to be at or above 60% (2019 34%) • Student voice and agency to be at or above 70% (2019 43%) • School stage transitions to be at or above 75% (2019 61%) • Advocate at school to be at or above 75% (2019 59%) </div> <div data-bbox="667 603 2101 858" style="border: 1px solid black; padding: 5px; margin-top: 20px;"> <p>3.2 SSS: By 2024 the outcomes of:</p> <ul style="list-style-type: none"> • Trust in colleagues to be at or above 75% (2020 60%) • Believe student engagement is the key to student learning to be at or above 80% (2020 73%) • Use of student feedback to improve practice to be at or above 80% (2020 62%) • Promote student ownership of learning goals to be at or above 70% (2020 49%) </div>
<p>Key Improvement Strategy 3.a Empowering students and building school pride</p>	<p>Develop learner agency in students.</p>
<p>Key Improvement Strategy 3.b Intellectual engagement and self-awareness</p>	<p>Empower students to determine their pathways.</p>

Key Improvement Strategy 3.c Vision, values and culture	Build positive relationships throughout the school.												
Goal 4	To improve student wellbeing and connectedness to the school.												
Target 4.1	<p>4.1 AToSS: By 2024 the outcomes of:</p> <ul style="list-style-type: none"> Sense of connectedness to be at or above 70% (2019 56%) Sense of confidence to be at or above 75% (2019 63%) Respect for diversity to be at or above 70% (2019 48%) <hr/> <p>4.2 SSS: By 2024 the outcomes of:</p> <ul style="list-style-type: none"> Parent and community involvement to be at or above 60% (2020 47%) Trust in student and parents to be at or above 75% (2020 62%) <hr/> <p>4.3 POS:</p> <table border="1" data-bbox="685 842 1758 1096"> <thead> <tr> <th>Element</th> <th>2024 target</th> <th>2019 benchmark</th> </tr> </thead> <tbody> <tr> <td>School Connectedness</td> <td>At or above 90%</td> <td>88%</td> </tr> <tr> <td>Confidence and resilience skills</td> <td>At or above 84%</td> <td>82%</td> </tr> <tr> <td>Teacher communication</td> <td>At or above 75%</td> <td>52%</td> </tr> </tbody> </table>	Element	2024 target	2019 benchmark	School Connectedness	At or above 90%	88%	Confidence and resilience skills	At or above 84%	82%	Teacher communication	At or above 75%	52%
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Key Improvement Strategy 4.a Setting expectations and promoting inclusion	Implement a whole school approach to positive behaviours.												

Key Improvement Strategy 4.b
Parents and carers as partners

Improve the home school partnership.

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target												
2021 Priorities Goal	Yes	Support for the 2021 Priorities	x												
To improve the individual learning growth of all students.	Yes	<p data-bbox="477 890 1715 914">2.1 NAPLAN: Benchmark growth data between Years 7 and 9 in Literacy and Numeracy for high growth :</p> <table border="1" data-bbox="477 935 1274 1185"> <thead> <tr> <th data-bbox="477 935 685 999">Area</th> <th data-bbox="685 935 1055 999">Benchmark growth 2019</th> <th data-bbox="1055 935 1274 999">Target 2024</th> </tr> </thead> <tbody> <tr> <td data-bbox="477 999 685 1062">Reading</td> <td data-bbox="685 999 1055 1062">27%</td> <td data-bbox="1055 999 1274 1062">35%</td> </tr> <tr> <td data-bbox="477 1062 685 1126">Writing</td> <td data-bbox="685 1062 1055 1126">32%</td> <td data-bbox="1055 1062 1274 1126">35%</td> </tr> <tr> <td data-bbox="477 1126 685 1185">Numeracy</td> <td data-bbox="685 1126 1055 1185">25%</td> <td data-bbox="1055 1126 1274 1185">35%</td> </tr> </tbody> </table>	Area	Benchmark growth 2019	Target 2024	Reading	27%	35%	Writing	32%	35%	Numeracy	25%	35%	<p data-bbox="1908 754 2123 882">2.1 Reading 29% Writing 33% Numeracy 27%</p> <p data-bbox="1908 914 2123 1137">2.2 Subjects where 90% students achieve greater than predicted outcomes will move to 3%</p> <p data-bbox="1908 1169 2123 1393">VCE and IB subjects will have a minimum of 40% of students achieve greater</p>
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Goal 1	2021 Priorities Goal	
12 Month Target 1.1	x	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Evaluating impact on learning	Learning, catch-up and extension priority	Yes
KIS 2 Health and wellbeing	Happy, active and healthy kids priority	Yes

KIS 3 Empowering students and building school pride	Connected schools priority	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.	Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2021.	
Goal 2	To improve the individual learning growth of all students.	
12 Month Target 2.1	2.1 Reading 29% Writing 33% Numeracy 27% 2.2 Subjects where 90% students achieve greater than predicted outcomes will move to 3% VCE and IB subjects will have a minimum of 40% of students achieve greater than predicted outcomes 2.3 Differentiated learning challenge to be at or above 60% (2019 54%) High expectations for success to be at or above 70% (2019 66%) 2.4 the teaching and learning practice improvement variables will be at or above 60% (2020 55%)	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1	Implement a whole school guaranteed and viable curriculum.	Yes

Curriculum planning and assessment		
KIS 2 Building practice excellence	Improve consistent school wide effective teaching practice.	Yes
KIS 3 Evaluating impact on learning	Implement a whole school approach to developmental assessment.	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 school wishes to further enhance the knowledge and teaching repertoire of the staff so that all students can achieve their potential. Whilst the outcomes for students were generally high, the data showed that students' capabilities were not always being reflected in outcomes. There was a need to ensure a school-wide curriculum is documented and implemented.	
Goal 3	Students are engaged as learners and empowered global citizens.	
12 Month Target 3.1	<p>3.1 Teacher concern to be at or above 40% (2019 34%)</p> <p>Student voice and agency to be at or above 50% (2019 43%)</p> <p>School stage transitions to be at or above 65% (2019 61%)</p> <p>Advocate at school to be at or above 63% (2019 59%)</p> <p>3.2 Trust in colleagues to be at or above 75% (2020 60%)</p> <p>Believe student engagement is the key to student learning to be at or above 78% (2020 73%)</p> <p>Use of student feedback to improve practice to be at or above 68% (2020 62%)</p> <p>Promote student ownership of learning goals to be at or above 55% (2020 49%)</p>	

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Empowering students and building school pride	Develop learner agency in students.	Yes
KIS 2 Intellectual engagement and self-awareness	Empower students to determine their pathways.	Yes
KIS 3 Vision, values and culture	Build positive relationships throughout the school.	No
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	The Panel identified the need to give students more voice and agency in their learning. Students had limited input into the curriculum. Students needed to develop their ability to self-regulate their learning and to actively challenge themselves. There was a need to develop teacher capacity to empower all students to reach their full potential. There was a need to develop positive relationships throughout the school to enable engagement.	
Goal 4	To improve student wellbeing and connectedness to the school.	
12 Month Target 4.1	<p>4.1 Sense of connectedness to be at or above 60% (2019 56%)</p> <p>Sense of confidence to be at or above 68% (2019 63%)</p> <p>Respect for diversity to be at or above 55% (2019 48%)</p> <p>4.2 Parent and community involvement to be at or above 50% (2020 47%)</p> <p>Trust in student and parents to be at or above 64% (2020 62%)</p>	

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Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Setting expectations and promoting inclusion	Implement a whole school approach to positive behaviours.	Yes
KIS 2 Parents and carers as partners	Improve the home school partnership.	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 Panel found that there was not a whole school approach to student behaviour. The school needed to explicitly teach concepts around respectful relationships and ensure the community was part of this learning. The effectiveness of behaviour management and student wellbeing needed to be evaluated and updated. The school needed to work further with parents/carers and families to develop students' social and emotional skills in self-managing their confidence and resilience.	

Define Actions, Outcomes and Activities

Goal 1	2021 Priorities Goal			
12 Month Target 1.1	x			
KIS 1 Evaluating impact on learning	Learning, catch-up and extension priority			
Actions	Develop and implement the tutoring program			
Outcomes	<p>Students will: have had their skills and knowledge gaps identified and then participate in the tutoring program to demonstrate growth in their learning</p> <p>Teachers (and tutors) will: have identified student learning gaps using data create resources and strategies to support student growth in learning work collaboratively in the PLC model to monitor and evaluate the process report to parents and students about student progress</p> <p>Leaders will: provide teachers time to identify, collaborate and tutor students needing support support the leaders to implement a PLC model work with tutors to evaluate the program at the end of term 1</p>			
Success Indicators	<p>* Identification of the 309 students who need extra support to catch up using pre-testing. *Setting up of catch up learning goals for students in the tutoring program. *Learning growth is established in the students' learning goal measured through pre and post testing.</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget

Develop a structure to deliver the Tutor Initiative program.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$460,000.00 <input type="checkbox"/> Equity funding will be used
Meet with SAM supporting the initiative.	<input checked="" type="checkbox"/> Assistant Principal <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
Online PL Tutor Learning Initiative	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Engage in PL with the whole school to identify the learning gaps of students.	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
KIS 2 Health and wellbeing	Happy, active and healthy kids priority			
Actions	Strengthen sub-schools to focus on health and wellbeing priorities.			
Outcomes	Students will: Experience more success in classes through regular attendance and increased engagement. Increased participation in physical and co-curricular activities. Be connected to allied health and mental health services as needed. Teachers will: Support students to engage in all classes and contribute to a positive and safe classroom culture			

	<p>Identify at-risk students and provide targeted support in a timely manner.</p> <p>Leaders will: Work with the whole school community and share a common understanding of the whole school approach to wellbeing Strengthen engagement with regional and external support agencies.</p>			
<p>Success Indicators</p>	<p>Students will: Engage in wellbeing programs (feedback, participation, classroom observations) Use recommended wellbeing strategies in classes and at school.</p> <p>Teachers will: Document and monitor strategies students will use in classes and at school. Document referrals and communicate regarding monitoring and escalating wellbeing concerns.</p> <p>Leaders will: Document policies and programs to address student wellbeing. Facilitate internal and external professional learning attendance and shared readings for staff are documented. Document resources for wellbeing programs.</p>			
<p>Activities and Milestones</p>	<p>Who</p>	<p>Is this a PL Priority</p>	<p>When</p>	<p>Budget</p>
<p>Consult with staff on monitoring, referral and feedback processes of students at risk. Provide clarity of roles and responsibility of teachers, education support staff and leaders Conduct regular check-ins/conferencing with students in all</p>	<p><input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Sub School Leader/s <input checked="" type="checkbox"/> Wellbeing Team</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p> <p><input type="checkbox"/> Equity funding will be used</p>

classes. Conduct check-ins with at-risk students.	<input checked="" type="checkbox"/> Year Level Co-ordinator(s)			
Develop curriculum units in consultation with wellbeing team members. Address RRP Curriculum through HRR classes and school assemblies.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Wellbeing Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Establish a regular time for the Wellbeing Team to work with and receive support with the referral processes. CAse management process established. A	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Regular check-ins with families of at-risk students	<input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
KIS 3 Empowering students and building school pride	Connected schools priority			
Actions	Strengthen and embed the school-wide approach to communication with the whole-school community incorporating the new ways in which schools connected during remote and flexible learning			
Outcomes	Students will: Be connected to resources and learning opportunities. Have stronger digital literacy.			

	<p>Teachers will:</p> <p>Regularly connect with the parents/carers/kin of all students. Be confident in integrating digital learning pedagogy.</p> <p>Leaders will:</p> <p>Leaders will provide time for staff to communicate and build relationships with parents/carers/kin Ensure that the school community will feel welcome in the school.</p>			
Success Indicators	<p>Students:</p> <p>Demonstrate increased class participation. Check-in and demonstrate interest and confidence in digital learning tasks.</p> <p>Teachers:</p> <p>Parent/carer/kin surveys and interviews Documented referrals and outcomes of student referral meetings Communications with parents/carers/kin</p> <p>Leaders:</p> <p>Documentation of school digital policies Whole school surveys (SSS, AToSS, POS)</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Plan for on-going professional development for effective communication using the digital platform.	<input checked="" type="checkbox"/> All Staff <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
Facilitate school-based Koorie community events including Reconciliation Week and NAIDOC Week. Support implementation of Marrung Framework	<input checked="" type="checkbox"/> Leading Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1	\$1,000.00

			to: Term 4	<input type="checkbox"/> Equity funding will be used
Expand community access to school newsletters, social media, and information sessions	<input checked="" type="checkbox"/> Education Support	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Allocate time for teachers to communicate with parents/carers/kin through online conferences.	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$0.00 <input type="checkbox"/> Equity funding will be used
Implement identified digital tools that facilitated improved communication during flexible and remote learning.	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Goal 2	To improve the individual learning growth of all students.			
12 Month Target 2.1	2.1 Reading 29% Writing 33% Numeracy 27% 2.2 Subjects where 90% students achieve greater than predicted outcomes will move to 3% VCE and IB subjects will have a minimum of 40% of students achieve greater than predicted outcomes 2.3 Differentiated learning challenge to be at or above 60% (2019 54%) High expectations for success to be at or above 70% (2019 66%)			

	2.4 the teaching and learning practice improvement variables will be at or above 60% (2020 55%)
KIS 1 Curriculum planning and assessment	Implement a whole school guaranteed and viable curriculum.
Actions	Develop and implement a common approach to achieve a GVC. Develop staff capabilities to create consistent term overviews, unit planners and lesson plans.
Outcomes	<p>Students will: Have knowledge of the GVC and its purpose. Be able to access lesson plans and understand and articulate what they are learning and how their success will be measured.</p> <p>Teachers will: Have a common approach and understanding of how to write Learning intentions and Success Criteria Agree upon and use WSC templates for overview, unit and lesson plans Use a centralised digital location for documentation storage Collaborate and share to develop the GVC Participate in PL to support the continual development and understanding of GVC</p> <p>Leaders will: Differentiate professional learning according to faculty progress. Be able to clearly articulate what the GVC is and its purpose in reaching school goals. Facilitate CAR, SMT and LS meetings Facilitate PL opportunities to build staff capabilities and consistency through use of targeted professional learning provided by learning specialists and faculty leaders. Provide time for teachers to collaborate.</p>
Success Indicators	Students will: Articulate their learning intention through conversation

	<p>Understand what they are learning and how they might apply their knowledge or skill.</p> <p>Teachers will: Use LI and SC in every lesson and ensure students engage in both. Digital documentation platform used Use the GVC. Work together in PLC to build capabilities. Maintain digital records of the PLC Teams progress on the agreed platform.</p> <p>Leaders will: Provide meeting time for PL Provide CAR, SMT and LS meeting minute and agendas CAR, SMT and LS will support the PL for all staff</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Development of template designs	<input checked="" type="checkbox"/> KLA Leader <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
PL to develop shared understanding of GVC and what it includes PL to include building teacher capacity in writing LI and SC	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Leading Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$5,000.00 <input type="checkbox"/> Equity funding will be used
KIS 2 Building practice excellence	Improve consistent school wide effective teaching practice.			
Actions	Through the PLC structure, develop staff capabilities to understand effective teaching practice, when to utilise strategies and how.			

<p>Outcomes</p>	<p>Students will: Apply identified strategies within their work Be engaged in learning Be able to access lesson plans and understand and articulate what they are learning and how they will measure their own success</p> <p>Teachers will: Meet in PLC teams fo professional learning Understand the PLC inquiry cycle Understand available data and how it can be utilised Utilise the PLC to identify and develop strategies and implement effective teaching to improve students learning growth. Have a common approach and understanding of how to write Learning intentions and Success Criteria Have a common understanding and use ENGAGE cycle and HITS</p> <p>Leaders will: Provide opportunities in the meeting schedule to implement a PLC structure Support each other in all areas within the PLC roll out.</p>
<p>Success Indicators</p>	<p>Student: Exemplar work samples Moderated assessment samples Pre and post testing Meeting specified targets</p> <p>Teacher: Lesson and unit plans Samples of pre and post testing Evidence of delivered professional development Documented PLC Inquiry Cycle progress Moderated assessment samples Specified targets met</p> <p>Leaders: Evidence of time for professional development Investigating coaching best practice structure PL Calendar Specified targets met</p>

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Learning Specialists to roll out PLC Documented feedback process through the PLC structure.	<input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Learning Specialists PL for coaching: DET funded Coaching for Influence Core Program 2021	<input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$6,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Targeted staff meetings to meet the needs - PL Calendar	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Learning Specialists providing new staff with coaching	<input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used
KIS 3 Evaluating impact on learning	Implement a whole school approach to developmental assessment.			
Actions	Investigate a whole school approach to developmental assessment through professional learning. Develop staff understanding of what is being assessed and measured.			
Outcomes	Students will: Understand the assessment, how and what is being measured.			

	<p>Teachers will: Understand and explicitly identify skills required for measurement through continual conversation and collaboration with peers. Understand skills required to complete a developmental assessment tool (rubrics).</p> <p>Leaders will: Develop a deep understanding of developmental assessment Co lead continued professional learning Provide external facilitators for professional learning</p>			
Success Indicators	<p>Students: Exemplar work samples Moderated assessment samples Assessment results</p> <p>Teachers: Faculties develop exemplars of complete assessments using a variety of developmental assessment tools Exemplar student work</p> <p>Leaders: Evidence of professional learning both by facilitators and school leaders See evidence through staff interaction and conversation</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Curriculum Day Bronwyn Rylie Jones	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Leading Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used
PL for Faculty areas requiring support with assessment audits and updates	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Leading Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used

	<input checked="" type="checkbox"/> Learning Specialist(s)			
Bronwyn Rylie Jones consultation with teams	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Leading Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$20,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Goal 3	Students are engaged as learners and empowered global citizens.			
12 Month Target 3.1	3.1 Teacher concern to be at or above 40% (2019 34%) Student voice and agency to be at or above 50% (2019 43%) School stage transitions to be at or above 65% (2019 61%) Advocate at school to be at or above 63% (2019 59%) 3.2 Trust in colleagues to be at or above 75% (2020 60%) Believe student engagement is the key to student learning to be at or above 78% (2020 73%) Use of student feedback to improve practice to be at or above 68% (2020 62%) Promote student ownership of learning goals to be at or above 55% (2020 49%)			
KIS 1 Empowering students and building school pride	Develop learner agency in students.			
Actions	Explore the concept of learner agency so that staff and students have a common understanding of it.			

Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> Begin to demonstrate learner agency. Lead year level assemblies Be consulted as key stakeholders in Student Leadership committees using the Amplify Framework <p>Teachers will</p> <ul style="list-style-type: none"> Have a common understanding of what learner agency is. <p>Leaders will:</p> <ul style="list-style-type: none"> Use the Amplify Framework to implement student voice, student agency and student leadership Ensure students are consulted as key stakeholders in committees. Student Leadership Coordinators to set goals to support Student Leaders to understand what learner agency looks like. Support the Student Leadership Coordinators to develop a common understanding of learner agency. 			
Success Indicators	<p>Students:</p> <ul style="list-style-type: none"> Student-led activities and assemblies. Teams collaboration, feedback/minutes/agendas <p>Teachers:</p> <ul style="list-style-type: none"> Articulate a common understanding of Learner Agency. Surveys (ATOSS, SSOS), notes from consultations with students <p>Leaders:</p> <ul style="list-style-type: none"> Agenda items and minutes from staff meetings Professional learning presentations on learner agency by Student Leadership Coordinators. 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
2 x Student Leadership Coordinators for student advocacy in learner agency	<input checked="" type="checkbox"/> Student Leadership Coordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$40,000.00 <input checked="" type="checkbox"/> Equity funding will be used

AP implementing Amplify doc with Student Leadership Team	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Student Leadership Coordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Student Leadership Coordinators to deliver a professional learning on learner agency.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Student Leadership Coordinator	<input checked="" type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Develop a rewards system with students leading the process	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Student Leadership Coordinator <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Sub School Leader/s	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00 <input checked="" type="checkbox"/> Equity funding will be used
KIS 2 Intellectual engagement and self-awareness	Empower students to determine their pathways.			
Actions	Develop a whole school understanding of student pathways and improve school systems to assist. Identify opportunities for community connections to develop programs for student groups and individuals. Identify opportunities to empower students through pathway knowledge			
Outcomes	Students will Bein to articulate what pathways and community connection looks like at WSC Participate in whole cohort and classroom activities to broaden knowledge of pathways Access early commencement VCE Complete a Career Action Plan at each year level to identify pathways			

	<p>Be involved in student group or individual activities, internally and externally to empower them to determine their pathway</p> <p>Teachers will Explicitly teach students employability skills within their subject areas Provide awareness of opportunities for community, local, national and global learning Understand the pathway process and direct them to Pathway Counseling support. Be able to understand pathway opportunities for student groups and individuals</p> <p>Leaders Will: Be able to articulate what pathways and community connection looks like at WSC Enable timetable changes to allow Year 10 students to access VCE early commencement Ensure students are consulted when opportunities for student groups arise Regularly meet with varied external agencies to provide pathways for students Regularly meet with students to assist them to determine their pathways Provide parent education on pathways choices</p>
<p>Success Indicators</p>	<p>Students Completed Career Action Plan at each year level Evidence of programs and small group activities Pathways flow charts Access VCE Early Commencement Exit to pathway of choice</p> <p>Teachers Curriculum and lesson plans including employability skills Agendas/minutes from meetings with community groups List of pathways flow charts or bullets for their subject areas MIPS information</p> <p>Leaders Agendas/minute from meetings Establish MOU's with stake holders to allow pathways and community connections PL for staff on Careers Curriculum Provide time for identified stakeholders to meet and promote programs for connection Provide timetable changes</p>

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Meeting and MOU with WCEC and providers of programs for refugees	<input checked="" type="checkbox"/> Leadership Team <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
Development of timetable to allow more year 10 students to access Early Commencement VCE	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team <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
Careers curriculum for a whole term of RRP	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Managed Individual Pathways Coordinator	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
Provide teacher PL on pathways for students	<input checked="" type="checkbox"/> Managed Individual Pathways Coordinator	<input checked="" type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Changes to yr 9 and 10 subject selection and course counselling to ensure pathway access	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Managed Individual Pathways Coordinator <input checked="" type="checkbox"/> Sub School Leader/s	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used

Goal 4	To improve student wellbeing and connectedness to the school.
12 Month Target 4.1	<p>4.1 Sense of connectedness to be at or above 60% (2019 56%)</p> <p>Sense of confidence to be at or above 68% (2019 63%)</p> <p>Respect for diversity to be at or above 55% (2019 48%)</p> <p>4.2 Parent and community involvement to be at or above 50% (2020 47%)</p> <p>Trust in student and parents to be at or above 64% (2020 62%)</p> <p>4.3 School Connectedness 89% (2019 88%)</p> <p>Confidence and resilience skills 83% (2019 82%)</p> <p>Teacher communication 60% (2019 52%)</p>
KIS 1 Setting expectations and promoting inclusion	Implement a whole school approach to positive behaviours.
Actions	Investigate and implement some aspects of SWPBS (School Wide Positive Behaviours Support) framework. Support the implementation of Marrung Framework.
Outcomes	<p>Students will:</p> <p>Engage in the development of the positive rewards system. Engage in school-based Koorie community events including Reconciliation Week and NAIDOC Week.</p> <p>Teachers will:</p> <p>Develop an understanding of the SWPBS Framework to build a more positive culture within the school. Use the positive rewards system. Engage and collaborate with students and leaders to develop and document the positive rewards system.</p>

	<p>Develop and refine the elements of SWPBS that will be implemented. Support the implementation of the Marrung Framework.</p> <p>Leaders will:</p> <p>Provide opportunities to develop an understanding of the SWPBS Framework to build a more positive culture within the school. Develop and support staff in using the positive rewards system. Engage and collaborate with students, staff and leaders to develop the positive rewards system. Collaboratively evaluate and develop and refine the elements of SWPBS that will be implemented. Facilitate school-based Koorie community events including Reconciliation Week and NAIDOC Week.</p>			
Success Indicators	<p>Students will: ATOSS data demonstrate increased student engagement. Actively participate in school-based Koorie community events including Reconciliation Week and NAIDOC Week.</p> <p>Teachers will: Routinely and efficiently utilise the online platform for recording rewards for students as indicated by data. Implement the documented positive rewards system. Actively participate in school-based Koorie community events including Reconciliation Week and NAIDOC Week.</p> <p>Leaders will: Use the online platform data to evaluate the implementation of the positive rewards system. Measure the impact of the positive rewards system to plan for future actions. Appoint and support a Koorie and Indigenous Liaison Officer.</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
PL by the SMT on the online platform.	<input checked="" type="checkbox"/> All Staff <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
Surveys conducted by student Leaders to gather data to use for developing the positive rewards system.	<input checked="" type="checkbox"/> Student Leadership Coordinator	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

	<input checked="" type="checkbox"/> Student(s)		to: Term 3	<input type="checkbox"/> Equity funding will be used
Appoint a Koorie and Indigenous Liason Officer to increase the implmentation of Koorie activities	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <input type="checkbox"/> Equity funding will be used
KIS 2 Parents and carers as partners	Improve the home school partnership.			
Actions	Alignment of student management and communication practices across sub-schools.			
Outcomes	<p>Students Will feel supported at school and at home as a result of consistent practice across the college. Develop resilience</p> <p>Teachers Understanding of implementation of the Student Wellbeing and Engagement Policy.</p> <p>Leaders Develop the processes and guidelines for the implementation of the Student Wellbeing and Engagement Policy.</p>			
Success Indicators	Documented processes and guidelines for the implmentation of the Student engagement and Wellbeing Policy. Visibility of the policy and the guidelines on the online platform and website.			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Student Management Team develop, document and implement consistent practices and processes.	<input checked="" type="checkbox"/> Sub School Leader/s	<input type="checkbox"/> PLP Priority	from: Term 1	\$1,000.00

	<input checked="" type="checkbox"/> Year Level Co-ordinator(s)		to: Term 4	<input type="checkbox"/> Equity funding will be used
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Equity Funding Planner

Equity Spending Totals

Category	Total proposed budget (\$)	Spend (\$)
Equity funding associated with Activities and Milestones	\$99,000.00	0.00
Additional Equity funding	\$0.00	\$0.00
Grand Total	\$99,000.00	\$0.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Learning Specialists PL for coaching: DET funded Coaching for Influence Core Program 2021	from: Term 1 to: Term 4		\$6,000.00	
Learning Specialists providing new staff with coaching	from: Term 1 to: Term 2		\$10,000.00	
Curriculum Day Bronwyn Rylie Jones	from: Term 1 to: Term 4		\$10,000.00	
PL for Faculty areas requiring support with assessment audits and updates	from: Term 1 to: Term 4		\$10,000.00	

Bronwyn Ryrie Jones consultation with teams	from: Term 2 to: Term 4		\$20,000.00	
2 x Student Leadership Coordinators for student advocacy in learner agency	from: Term 1 to: Term 4		\$40,000.00	
Develop a rewards system with students leading the process	from: Term 2 to: Term 4		\$0.00	
Meeting and MOU with WCEC and providers of programs for refugees	from: Term 1 to: Term 4		\$3,000.00	
Totals			\$99,000.00	

Additional Equity spend

Outline here any additional Equity spend for 2021	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
Develop a structure to deliver the Tutor Initiative program.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <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"/> Maths/Sci Specialist <input checked="" type="checkbox"/> Student Achievement Manager <input checked="" type="checkbox"/> MYLNS initiative professional learning	<input checked="" type="checkbox"/> On-site
Meet with SAM supporting the initiative.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Maths/Sci Specialist <input checked="" type="checkbox"/> Student Achievement Manager	<input checked="" type="checkbox"/> On-site
Online PL Tutor Learning Initiative	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Network Professional Learning	<input checked="" type="checkbox"/> Maths/Sci Specialist <input checked="" type="checkbox"/> Student Achievement Manager	<input checked="" type="checkbox"/> On-site
Engage in PL with the whole school to identify the learning gaps of students.	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Design of formative assessments	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Maths/Sci Specialist	<input checked="" type="checkbox"/> On-site
Develop curriculum units in consultation with wellbeing team members.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s)	from: Term 2	<input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

Address RRP Curriculum through HRR classes and school assemblies.	<input checked="" type="checkbox"/> Wellbeing Team	to: Term 4				
Plan for on-going professional development for effective communication using the digital platform.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<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"/> On-site
Implement identified digital tools that facilitated improved communication during flexible and remote learning.	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
PL to develop shared understanding of GVC and what it includes PL to include building teacher capacity in writing LI and SC	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Leading Teacher(s)	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Design of formative assessments <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"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Learning Specialists to roll out PLC Documented feedback process through the PLC structure.	<input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Design of formative assessments <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"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Learning Specialists PL for coaching: DET funded Coaching for Influence Core Program 2021	<input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Network Professional Learning	<input checked="" type="checkbox"/> Bastow program/course <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> Off-site DET funded Coaching for Influence

						Core Program 2021
Targeted staff meetings to meet the needs - PL Calendar	<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"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Learning Specialists providing new staff with coaching	<input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Individualised Reflection <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Curriculum Day Bronwyn Ryrie Jones	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Leading Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants Bronwyn Ryrie Jones	<input checked="" type="checkbox"/> Off-site Encore
PL for Faculty areas requiring support with assessment audits and updates	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Leading Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

	<input checked="" type="checkbox"/> Learning Specialist(s)					
Bronwyn Ryrie Jones consultation with teams	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Leading Teacher(s)	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> External consultants Bronwyn Ryrie Jones	<input checked="" type="checkbox"/> On-site
Student Leadership Coordinators to deliver a professional learning on learner agency.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Student Leadership Coordinator	from: Term 3 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <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"/> Internal staff	<input checked="" type="checkbox"/> On-site
Careers curriculum for a whole term of RRP	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Managed Individual Pathways Coordinator	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Provide teacher PL on pathways for students	<input checked="" type="checkbox"/> Managed Individual Pathways Coordinator	from: Term 3 to: Term 4	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

PL by the SMT on the online platform.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Year Level Co-ordinator(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Demonstration lessons	<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"/> On-site
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