

# 2021 Annual Implementation Plan

## for improving student outcomes

Werribee Secondary College (8465)



**WERRIBEE SECONDARY COLLEGE**

Submitted for review by Amanda Mullins (School Principal) on 28 April, 2021 at 02:57 PM  
Endorsed by Brent Richards (Senior Education Improvement Leader) on 03 May, 2021 at 06:40 PM  
Endorsed by Damian Marinaro (School Council President) on 04 May, 2021 at 08:44 AM

# Self-evaluation Summary - 2021

Werribee Secondary College (8465)

|  | <b>FISO Improvement Model Dimensions</b><br>The 6 High-impact Improvement Initiatives are highlighted below in red. | <b>Self-evaluation Level</b>      | <b>Evidence and Analysis</b> |
|--|---|-----------------------------------|------------------------------|
| <b>Excellence in teaching and learning</b> | Building practice excellence  | Evolving                          |                              |
|  | Curriculum planning and assessment  | Evolving                          |                              |
|  | Evidence-based high-impact teaching strategies  | Evolving                          |                              |
|  | Evaluating impact on learning   | Evolving                          |                              |
| <b>Professional leadership</b>             | 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                          |  |

|   |  |
|---|--|
| <b>Enter your reflective comments</b>   | 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. |
| <b>Considerations for 2021</b>          | 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. |
| <b>Documents that support this plan</b> |  |

## SSP Goals Targets and KIS

|   |   |
|---|---|
| <b>Goal 1</b>   | 2021 Priorities Goal  |
| <b>Target 1.1</b>   | Support for the 2021 Priorities   |
| <b>Key Improvement Strategy 1.a</b><br>Curriculum planning and assessment | Learning, catch-up and extension priority   |
| <b>Key Improvement Strategy 1.b</b><br>Health and wellbeing               | Happy, active and healthy kids priority   |
| <b>Key Improvement Strategy 1.c</b><br>Building communities               | Connected schools priority  |
| <b>Goal 2</b>   | To improve the individual learning growth of all students.  |
| <b>Target 2.1</b>   | <p>NAPLAN: Benchmark growth data between Years 7 and 9 in Literacy and Numeracy for high growth:</p> <ul style="list-style-type: none"> <li>• Reading 27% (benchmark growth 2019) to 35% (target 2024)</li> <li>• Writing 32% (benchmark growth 2019) to 35% (target 2024)</li> <li>• Numeracy 25% (benchmark growth 2019) to 35% (target 2024).</li> </ul> |
| <b>Target 2.2</b>   | <p>VCE</p> <ul style="list-style-type: none"> <li>• By 2024 subjects where 90% of the students achieve greater than predicted outcomes will go from 2% to 5%.</li> <li>• All VCE and IB subjects will have a minimum of 75% of students achieve greater than predicted outcomes.</li> </ul>   |

|   |  |
|---|--|
| <b>Target 2.3</b>   | <p>AToSS: By 2024 the outcomes of:</p> <ul style="list-style-type: none"> <li>• Differentiated learning challenge to be at or above 70% (2019 54%)</li> <li>• High expectations for success to be at or above 80% (2019 66%)</li> </ul>  |
| <b>Target 2.4</b>   | <p>SSS: By 2024, the teaching and learning practice improvement variables will be at or above 75% (2020 55%).</p>  |
| <b>Key Improvement Strategy 2.a</b><br>Curriculum planning and assessment | <p>Implement a whole school guaranteed and viable curriculum</p>   |
| <b>Key Improvement Strategy 2.b</b><br>Building practice excellence       | <p>Improve consistent school wide effective teaching practice</p>  |
| <b>Key Improvement Strategy 2.c</b><br>Evaluating impact on learning      | <p>Implement a whole school approach to developmental assessment</p>   |
| <b>Goal 3</b>   | <p>Students are engaged as learners and empowered global citizens.</p>   |
| <b>Target 3.1</b>   | <p>AToSS: By 2024 the outcomes of:</p> <ul style="list-style-type: none"> <li>• Teacher concern to be at or above 60% (2019 34%)</li> <li>• Student voice and agency to be at or above 70% (2019 43%)</li> <li>• School stage transitions to be at or above 75% (2019 61%)</li> <li>• Advocate at school to be at or above 75% (2019 59%)</li> </ul> |

|  |   |
|--|---|
| <b>Target 3.2</b>  | <p>SSS: By 2024 the outcomes of:</p> <ul style="list-style-type: none"> <li>• Trust in colleagues to be at or above 75% (2020 60%)</li> <li>• Believe student engagement is the key to student learning to be at or above 80% (2020 73%)</li> <li>• Use of student feedback to improve practice to be at or above 80% (2020 62%)</li> <li>• Promote student ownership of learning goals to be at or above 70% (2020 49%)</li> </ul> |
| <b>Key Improvement Strategy 3.a</b><br>Empowering students and building school pride | Develop learner agency in students  |
| <b>Key Improvement Strategy 3.b</b><br>Intellectual engagement and self-awareness    | Empower students to determine their pathways  |
| <b>Key Improvement Strategy 3.c</b><br>Vision, values and culture                    | Build positive relationships throughout the school  |
| <b>Goal 4</b>  | To improve student wellbeing and connectedness to the school.   |
| <b>Target 4.1</b>  | <p>AToSS: By 2024 the outcomes of:</p> <ul style="list-style-type: none"> <li>• Sense of connectedness to be at or above 70% (2019 56%)</li> <li>• Sense of confidence to be at or above 75% (2019 63%)</li> <li>• Respect for diversity to be at or above 70% (2019 48%)</li> </ul>  |

|   |   |
|---|---|
| <b>Target 4.2</b>   | <p>SSS: By 2024 the outcomes of:</p> <ul style="list-style-type: none"> <li>• Parent and community involvement to be at or above 60% (2020 47%)</li> <li>• Trust in student and parents to be at or above 75% (2020 62%)</li> </ul>   |
| <b>Target 4.3</b>   | <p>POS:</p> <ul style="list-style-type: none"> <li>• School Connectedness 2024 target at or above 90%, 2019 benchmark 88%</li> <li>• Confidence and resilience skills 2024 target at or above 84%, 2019 benchmark 82%</li> <li>• Teacher communication 2024 target at or above 75%, 2019 benchmark 52%</li> </ul> |
| <b>Key Improvement Strategy 4.a</b><br>Setting expectations and promoting inclusion | Implement a whole school approach to positive behaviours  |
| <b>Key Improvement Strategy 4.b</b><br>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                                   | NAPLAN: Benchmark growth data between Years 7 and 9 in Literacy and Numeracy for high growth: <ul style="list-style-type: none"> <li>• Reading 27% (benchmark growth 2019) to 35% (target 2024)</li> <li>• Writing 32% (benchmark growth 2019) to 35% (target 2024)</li> <li>• Numeracy 25% (benchmark growth 2019) to 35% (target 2024).</li> </ul> | 2.1<br>Reading 29%<br>Writing 33%<br>Numeracy 27%  |
|  |                                       | VCE <ul style="list-style-type: none"> <li>• By 2024 subjects where 90% of the students achieve greater than predicted outcomes will go from 2% to 5%.</li> <li>• All VCE and IB subjects will have a minimum of 75% of students achieve greater than predicted outcomes.</li> </ul>   | 2.2<br>Subjects where 90% students achieve greater than predicted outcomes will move to 3%<br><br>VCE and IB subjects will have a minimum of 40% of students achieve greater than predicted outcomes |



|  |            |  |  |
|--|------------|--|--|
|  |            | <p>AToSS: By 2024 the outcomes of:</p> <ul style="list-style-type: none"> <li>• Differentiated learning challenge to be at or above 70% (2019 54%)</li> <li>• High expectations for success to be at or above 80% (2019 66%)</li> </ul>  | <p>2.3<br/>Differentiated learning challenge to be at or above 60% (2019 54%)<br/>High expectations for success to be at or above 70% (2019 66%)</p>   |
|  |            | <p>SSS: By 2024, the teaching and learning practice improvement variables will be at or above 75% (2020 55%).</p>  | <p>2.4<br/>the teaching and learning practice improvement variables will be at or above 60% (2020 55%)</p>   |
| <p>Students are engaged as learners and empowered global citizens.</p> | <p>Yes</p> | <p>AToSS: By 2024 the outcomes of:</p> <ul style="list-style-type: none"> <li>• Teacher concern to be at or above 60% (2019 34%)</li> <li>• Student voice and agency to be at or above 70% (2019 43%)</li> <li>• School stage transitions to be at or above 75% (2019 61%)</li> <li>• Advocate at school to be at or above 75% (2019 59%)</li> </ul> | <p>3.1<br/>Teacher concern to be at or above 40% (2019 34%)<br/><br/>Student voice and agency to be at or above 50% (2019 43%)<br/><br/>School stage transitions to be at or above 65% (2019 61%)<br/><br/>Advocate at school to be at or above 63% (2019 59%)</p> |
|  |            | <p>SSS: By 2024 the outcomes of:</p> <ul style="list-style-type: none"> <li>• Trust in colleagues to be at or above 75% (2020 60%)</li> <li>• Believe student engagement is the key to student learning to be at or above 80% (2020 73%)</li> <li>• Use of student feedback to improve practice to be at or above 80% (2020 62%)</li> </ul>          | <p>3.2<br/>Trust in colleagues to be at or above 75% (2020 60%)<br/><br/>Believe student engagement is the key to student learning to be at or above 78% (2020 73%)<br/><br/>Use of student feedback to improve</p>  |

|   |     |   |   |
|---|-----|---|---|
|   |     | <ul style="list-style-type: none"> <li>Promote student ownership of learning goals to be at or above 70% (2020 49%)</li> </ul>  | <p>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>  |
| To improve student wellbeing and connectedness to the school. | Yes | <p>AToSS: By 2024 the outcomes of:</p> <ul style="list-style-type: none"> <li>Sense of connectedness to be at or above 70% (2019 56%)</li> <li>Sense of confidence to be at or above 75% (2019 63%)</li> <li>Respect for diversity to be at or above 70% (2019 48%)</li> </ul>                              | <p>4.1</p> <p>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>SSS: By 2024 the outcomes of:</p> <ul style="list-style-type: none"> <li>Parent and community involvement to be at or above 60% (2020 47%)</li> <li>Trust in student and parents to be at or above 75% (2020 62%)</li> </ul>   | <p>4.2</p> <p>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>POS:</p> <ul style="list-style-type: none"> <li>School Connectedness 2024 target at or above 90%, 2019 benchmark 88%</li> <li>Confidence and resilience skills 2024 target at or above 84%, 2019 benchmark 82%</li> <li>Teacher communication 2024 target at or above 75%, 2019 benchmark 52%</li> </ul> | <p>4.3</p> <p>School Connectedness 89% (2019 88%)</p> <p>Confidence and resilience skills 83% (2019 82%)</p> <p>Teacher communication 60% (2019 52%)</p>  |

|   |  |   |
|---|--|---|
| <b>Goal 1</b>   | 2021 Priorities Goal   |   |
| <b>12 Month Target 1.1</b>  | x  |   |
| <b>Key Improvement Strategies</b>   |  | Is this KIS selected for focus this year? |
| <b>KIS 1</b><br>Curriculum planning and assessment  | Learning, catch-up and extension priority  | Yes                                       |
| <b>KIS 2</b><br>Health and wellbeing  | Happy, active and healthy kids priority  | Yes                                       |
| <b>KIS 3</b><br>Building communities  | 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. |   |
| <b>Goal 2</b>   | To improve the individual learning growth of all students.   |   |
| <b>12 Month Target 2.1</b>  | 2.1<br>Reading 29%<br>Writing 33%<br>Numeracy 27%  |   |

|  |  |   |
|--|--|---|
|  |  |   |
| <b>12 Month Target 2.2</b>                         | 2.2<br>Subjects where 90% students achieve greater than predicted outcomes will move to 3%<br><br>VCE and IB subjects will have a minimum of 40% of students achieve greater than predicted outcomes |   |
| <b>12 Month Target 2.3</b>                         | 2.3<br>Differentiated learning challenge to be at or above 60% (2019 54%)<br>High expectations for success to be at or above 70% (2019 66%)  |   |
| <b>12 Month Target 2.4</b>                         | 2.4<br>the teaching and learning practice improvement variables will be at or above 60% (2020 55%)   |   |
| <b>Key Improvement Strategies</b>                  |  | Is this KIS selected for focus this year? |
| <b>KIS 1</b><br>Curriculum planning and assessment | Implement a whole school guaranteed and viable curriculum  | Yes                                       |
| <b>KIS 2</b><br>Building practice excellence       | Improve consistent school wide effective teaching practice   | Yes                                       |
| <b>KIS 3</b><br>Evaluating impact on learning      | Implement a whole school approach to developmental assessment  | Yes                                       |

|  |  |  |
|--|--|--|
| <p>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> | <p>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.</p> |  |
| <p><b>Goal 3</b></p>   | <p>Students are engaged as learners and empowered global citizens.</p>   |  |
| <p><b>12 Month Target 3.1</b></p>  | <p>3.1<br/> Teacher concern to be at or above 40% (2019 34%)<br/><br/> Student voice and agency to be at or above 50% (2019 43%)<br/><br/> School stage transitions to be at or above 65% (2019 61%)<br/><br/> Advocate at school to be at or above 63% (2019 59%)</p>   |  |
| <p><b>12 Month Target 3.2</b></p>  | <p>3.2<br/> Trust in colleagues to be at or above 75% (2020 60%)<br/><br/> Believe student engagement is the key to student learning to be at or above 78% (2020 73%)<br/><br/> Use of student feedback to improve practice to be at or above 68% (2020 62%)<br/><br/> Promote student ownership of learning goals to be at or above 55% (2020 49%)</p>                            |  |
| <p><b>Key Improvement Strategies</b></p>   |  | <p>Is this KIS selected for focus this year?</p> |
| <p><b>KIS 1</b><br/> Empowering students and building school pride</p>   | <p>Develop learner agency in students</p> <p>Yes</p>   |  |
| <p><b>KIS 2</b></p>  | <p>Empower students to determine their pathways</p> <p>Yes</p>   |  |

|   |   |    |
|---|---|----|
| Intellectual engagement and self-awareness  |   |    |
| <b>KIS 3</b><br>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. |    |
| <b>Goal 4</b>   | To improve student wellbeing and connectedness to the school.   |    |
| <b>12 Month Target 4.1</b>  | 4.1<br>Sense of connectedness to be at or above 60% (2019 56%)<br><br>Sense of confidence to be at or above 68% (2019 63%)<br><br>Respect for diversity to be at or above 55% (2019 48%)  |    |
| <b>12 Month Target 4.2</b>  | 4.2<br>Parent and community involvement to be at or above 50% (2020 47%)<br><br>Trust in student and parents to be at or above 64% (2020 62%)   |    |
| <b>12 Month Target 4.3</b>  | 4.3<br>School Connectedness 89% (2019 88%)<br><br>Confidence and resilience skills 83% (2019 82%)<br><br>Teacher communication 60% (2019 52%)   |    |

| Key Improvement Strategies  |   | Is this KIS selected for focus this year? |
|---|---|---|
| <b>KIS 1</b><br>Setting expectations and promoting inclusion  | Implement a whole school approach to positive behaviours  | Yes                                       |
| <b>KIS 2</b><br>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

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



|   |  |   |                                  |  |
|---|--|---|----------------------------------|--|
| Develop a structure to deliver the Tutor Initiative program.                  | <input checked="" type="checkbox"/> Assistant Principal<br><input checked="" type="checkbox"/> Leading Teacher(s)<br><input checked="" type="checkbox"/> Principal | <input checked="" type="checkbox"/> PLP<br>Priority | from:<br>Term 1<br>to:<br>Term 1 | \$460,000.00<br><br><input type="checkbox"/> Equity funding will be used |
| Meet with SAM supporting the initiative.                                      | <input checked="" type="checkbox"/> Assistant Principal<br><input checked="" type="checkbox"/> Leading Teacher(s)  | <input checked="" type="checkbox"/> PLP<br>Priority | from:<br>Term 1<br>to:<br>Term 4 | \$0.00<br><br><input type="checkbox"/> Equity funding will be used       |
| Online PL<br>Tutor Learning Initiative  | <input checked="" type="checkbox"/> Leading Teacher(s)<br><input checked="" type="checkbox"/> Teacher(s)   | <input checked="" type="checkbox"/> PLP<br>Priority | from:<br>Term 1<br>to:<br>Term 1 | \$0.00<br><br><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<br>Priority | from:<br>Term 1<br>to:<br>Term 1 | \$0.00<br><br><input type="checkbox"/> Equity funding will be used       |

|                                      |  |
|--------------------------------------|--|
| <b>KIS 2</b><br>Health and wellbeing | Happy, active and healthy kids priority  |
| <b>Actions</b>                       | Strengthen sub-schools to focus on health and wellbeing priorities.  |
| <b>Outcomes</b>                      | Students will:<br>Experience more success in classes through regular attendance and increased engagement.<br>Increased participation in physical and co-curricular activities.<br>Be connected to allied health and mental health services as needed.<br><br>Teachers will:<br>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:<br/>         Work with the whole school community and share a common understanding of the whole school approach to wellbeing<br/>         Strengthen engagement with regional and external support agencies.</p>  |  |  |   |
|--|--|--|--|---|
| <p><b>Success Indicators</b></p>   | <p>Students will:<br/>         Engage in wellbeing programs (feedback, participation, classroom observations)<br/>         Use recommended wellbeing strategies in classes and at school.</p> <p>Teachers will:<br/>         Document and monitor strategies students will use in classes and at school.<br/>         Document referrals and communicate regarding monitoring and escalating wellbeing concerns.</p> <p>Leaders will:<br/>         Document policies and programs to address student wellbeing.<br/>         Facilitate internal and external professional learning attendance and shared readings for staff are documented.<br/>         Document resources for wellbeing programs.</p> |  |  |   |
| <p><b>Activities and Milestones</b></p>  | <p><b>Who</b></p>  | <p><b>Is this a PL Priority</b></p>          | <p><b>When</b></p>                         | <p><b>Budget</b></p>  |
| <p>Consult with staff on monitoring, referral and feedback processes of students at risk.<br/>         Provide clarity of roles and responsibility of teachers, education support staff and leaders<br/>         Conduct regular check-ins/conferencing with students in all</p> | <p><input checked="" type="checkbox"/> All Staff<br/> <input checked="" type="checkbox"/> Sub School Leader/s<br/> <input checked="" type="checkbox"/> Wellbeing Team</p>  | <p><input type="checkbox"/> PLP Priority</p> | <p>from:<br/>Term 1<br/>to:<br/>Term 4</p> | <p>\$0.00</p> <p><input type="checkbox"/> Equity funding will be used</p> |

|   |  |   |                                  |  |
|---|--|---|----------------------------------|--|
| classes.<br>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.<br>Address RRP Curriculum through HRR classes and school assemblies.              | <input checked="" type="checkbox"/> Leadership Team<br><input checked="" type="checkbox"/> Teacher(s)<br><input checked="" type="checkbox"/> Wellbeing Team                              | <input checked="" type="checkbox"/> PLP<br>Priority | from:<br>Term 2<br>to:<br>Term 4 | \$0.00<br><br><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.<br>CAse management process established. A | <input checked="" type="checkbox"/> All Staff  | <input type="checkbox"/> PLP<br>Priority            | from:<br>Term 1<br>to:<br>Term 4 | \$0.00<br><br><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<br>Priority            | from:<br>Term 1<br>to:<br>Term 4 | \$0.00<br><br><input type="checkbox"/> Equity funding will be used |
| <b>KIS 3</b><br>Building communities  | Connected schools priority   |   |                                  |  |
| <b>Actions</b>  | 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 |   |                                  |  |
| <b>Outcomes</b>   | <p>Students will:</p> <p>Be connected to resources and learning opportunities.<br/>Have stronger digital literacy.</p> <p>Teachers will:</p>   |   |                                  |  |

|   |  |  |                                  |  |
|---|--|--|----------------------------------|--|
|   | <p>Regularly connect with the parents/carers/kin of all students.<br/>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<br/>Ensure that the school community will feel welcome in the school.</p>  |  |                                  |  |
| <b>Success Indicators</b>   | <p>Students:<br/>Demonstrate increased class participation.<br/>Check-in and demonstrate interest and confidence in digital learning tasks.</p> <p>Teachers:<br/><br/>Parent/carer/kin surveys and interviews<br/>Documented referrals and outcomes of student referral meetings<br/>Communications with parents/carers/kin</p> <p>Leaders:<br/><br/>Documentation of school digital policies<br/>Whole school surveys (SSS, AToSS, POS)</p> |  |                                  |  |
| <b>Activities and Milestones</b>  | <b>Who</b>   | <b>Is this a PL Priority</b>                     | <b>When</b>                      | <b>Budget</b>  |
| Plan for on-going professional development for effective communication using the digital platform.  | <input checked="" type="checkbox"/> All Staff<br><input checked="" type="checkbox"/> Leadership Team   | <input checked="" type="checkbox"/> PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | \$0.00<br><br><input type="checkbox"/> Equity funding will be used |
| Facilitate school-based Koorie community events including Reconciliation Week and NAIDOC Week.<br>Support implementation of Marrung Framework | <input checked="" type="checkbox"/> Leading Teacher(s)   | <input type="checkbox"/> PLP Priority            | from:<br>Term 1                  | \$1,000.00   |

|   |  |  |                                  |  |
|---|--|--|----------------------------------|--|
|   |  |  | to:<br>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:<br>Term 1<br>to:<br>Term 4 | \$0.00<br><br><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:<br>Term 1<br>to:<br>Term 3 | \$0.00<br><br><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:<br>Term 1<br>to:<br>Term 4 | \$0.00<br><br><input type="checkbox"/> Equity funding will be used |
| <b>Goal 2</b>   | To improve the individual learning growth of all students. |  |                                  |  |
| <b>12 Month Target 2.1</b>  | 2.1<br>Reading 29%<br>Writing 33%<br>Numeracy 27%          |  |                                  |  |

|  |   |
|--|---|
| <b>12 Month Target 2.2</b>                         | <p>2.2<br/>Subjects where 90% students achieve greater than predicted outcomes will move to 3%</p> <p>VCE and IB subjects will have a minimum of 40% of students achieve greater than predicted outcomes</p>  |
| <b>12 Month Target 2.3</b>                         | <p>2.3<br/>Differentiated learning challenge to be at or above 60% (2019 54%)<br/>High expectations for success to be at or above 70% (2019 66%)</p>  |
| <b>12 Month Target 2.4</b>                         | <p>2.4<br/>the teaching and learning practice improvement variables will be at or above 60% (2020 55%)</p>  |
| <b>KIS 1</b><br>Curriculum planning and assessment | Implement a whole school guaranteed and viable curriculum   |
| <b>Actions</b>                                     | <p>Develop and implement a common approach to achieve a GVC.<br/>Develop staff capabilities to create consistent term overviews, unit planners and lesson plans.</p>  |
| <b>Outcomes</b>                                    | <p>Students will:<br/>Have knowledge of the GVC and its purpose.<br/>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:<br/>Have a common approach and understanding of how to write Learning intentions and Success Criteria<br/>Agree upon and use WSC templates for overview, unit and lesson plans<br/>Use a centralised digital location for documentation storage<br/>Collaborate and share to develop the GVC<br/>Participate in PL to support the continual development and understanding of GVC</p> <p>Leaders will:<br/>Differentiate professional learning according to faculty progress.<br/>Be able to clearly articulate what the GVC is and its purpose in reaching school goals.<br/>Facilitate CAR, SMT and LS meetings<br/>Facilitate PL opportunities to build staff capabilities and consistency through use of targeted professional learning provided by</p> |

|  |   |                                       |                                  |  |
|--|---|---------------------------------------|----------------------------------|--|
|  | learning specialists and faculty leaders.<br>Provide time for teachers to collaborate.  |                                       |                                  |  |
| <b>Success Indicators</b>  | <p>Students will:<br/>Articulate their learning intention through conversation<br/>Understand what they are learning and how they might apply their knowledge or skill.</p> <p>Teachers will:<br/>Use LI and SC in every lesson and ensure students engage in both.<br/>Digital documentation platform used<br/>Use the GVC.<br/>Work together in PLC to build capabilities.<br/>Maintain digital records of the PLC Teams progress on the agreed platform.</p> <p>Leaders will:<br/>Provide meeting time for PL<br/>Provide CAR, SMT and LS meeting minute and agendas<br/>CAR, SMT and LS will support the PL for all staff</p> |                                       |                                  |  |
| <b>Activities and Milestones</b>   | <b>Who</b>  | <b>Is this a PL Priority</b>          | <b>When</b>                      | <b>Budget</b>  |
| Development of template designs  | <input checked="" type="checkbox"/> Assistant Principal<br><input checked="" type="checkbox"/> KLA Leader<br><input checked="" type="checkbox"/> Leading Teacher(s)   | <input type="checkbox"/> PLP Priority | from:<br>Term 1<br>to:<br>Term 2 | \$0.00<br><br><input type="checkbox"/> Equity funding will be used     |
| PL to develop shared understanding of GVC and what it includes<br>PL to include building teacher capacity in writing LI and SC | <input checked="" type="checkbox"/> Leadership Team   | <input type="checkbox"/> PLP Priority | from:<br>Term 1<br>to:<br>Term 3 | \$5,000.00<br><br><input type="checkbox"/> Equity funding will be used |
| <b>KIS 2</b>   | Improve consistent school wide effective teaching practice  |                                       |                                  |  |

|                              |   |
|------------------------------|---|
| Building practice excellence |   |
| <b>Actions</b>               | Through the PLC structure, develop staff capabilities to understand effective teaching practice, when to utilise strategies and how.  |
| <b>Outcomes</b>              | <p>Students will:</p> <ul style="list-style-type: none"> <li>Apply identified strategies within their work</li> <li>Be engaged in learning</li> <li>Be able to access lesson plans and understand and articulate what they are learning and how they will measure their own success</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>Meet in PLC teams fo professional learning</li> <li>Understand the PLC inquiry cycle</li> <li>Understand available data and how it can be utilised</li> <li>Utilise the PLC to identify and develop strategies and implement effective teaching to improve students learning growth.</li> <li>Have a common approach and understanding of how to write Learning intentions and Success Criteria</li> <li>Have a common understanding and use ENGAGE cycle and HITS</li> </ul> <p>Leaders will:</p> <ul style="list-style-type: none"> <li>Provide opportunities in the meeting schedule to implement a PLC structure</li> <li>Support each other in all areas within the PLC roll out.</li> </ul> |
| <b>Success Indicators</b>    | <p>Student:</p> <ul style="list-style-type: none"> <li>Exemplar work samples</li> <li>Moderated assessment samples</li> <li>Pre and post testing</li> <li>Meeting specified targets</li> </ul> <p>Teacher:</p> <ul style="list-style-type: none"> <li>Lesson and unit plans</li> <li>Samples of pre and post testing</li> <li>Evidence of delivered professional development</li> <li>Documented PLC Inquiry Cycle progress</li> <li>Moderated assessment samples</li> <li>Specified targets met</li> </ul>   |



|  | Leaders:<br>Evidence of time for professional development<br>Investigating coaching best practice structure<br>PL Calendar<br>Specified targets met |  |                                  |   |
|--|---|--|----------------------------------|---|
| Activities and Milestones  | Who   | Is this a PL Priority                            | When                             | Budget  |
| Learning Specialists to roll out PLC<br>Documented feedback process through the PLC structure. | <input checked="" type="checkbox"/> All Staff<br><input checked="" type="checkbox"/> Learning Specialist(s)   | <input checked="" type="checkbox"/> PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | \$0.00<br><br><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:<br>Term 1<br>to:<br>Term 4 | \$6,000.00<br><br><input type="checkbox"/> Equity funding will be used  |
| Targeted staff meetings to meet the needs - PL Calendar  | <input checked="" type="checkbox"/> All Staff<br><input checked="" type="checkbox"/> Leadership Team  | <input checked="" type="checkbox"/> PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | \$0.00<br><br><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:<br>Term 1<br>to:<br>Term 4 | \$10,000.00<br><br><input type="checkbox"/> Equity funding will be used |
| <b>KIS 3</b><br>Evaluating impact on learning  | Implement a whole school approach to developmental assessment   |  |                                  |   |

| <b>Actions</b>                      | Investigate a whole school approach to developmental assessment through professional learning.<br>Develop staff understanding of what is being assessed and measured.  |  |                                  |   |
|-------------------------------------|--|--|----------------------------------|---|
| <b>Outcomes</b>                     | <p>Students will:<br/>Understand the assessment, how and what is being measured.</p> <p>Teachers will:<br/>Understand and explicitly identify skills required for measurement through continual conversation and collaboration with peers.<br/>Understand skills required to complete a developmental assessment tool (rubrics).</p> <p>Leaders will:<br/>Develop a deep understanding of developmental assessment<br/>Co lead continued professional learning<br/>Provide external facilitators for professional learning</p> |  |                                  |   |
| <b>Success Indicators</b>           | <p>Students:<br/>Exemplar work samples<br/>Moderated assessment samples<br/>Assessment results</p> <p>Teachers:<br/>Faculties develop exemplars of complete assessments using a variety of developmental assessment tools<br/>Exemplar student work</p> <p>Leaders:<br/>Evidence of professional learning both by facilitators and school leaders<br/>See evidence through staff interaction and conversation</p>  |  |                                  |   |
| <b>Activities and Milestones</b>    | <b>Who</b>   | <b>Is this a PL Priority</b>                     | <b>When</b>                      | <b>Budget</b>   |
| Curriculum Day Bronwyn Ryrrie Jones | <input checked="" type="checkbox"/> All Staff  | <input checked="" type="checkbox"/> PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | \$10,000.00<br><br><input type="checkbox"/> Equity funding will be used |

|   |   |  |                                  |   |
|---|---|--|----------------------------------|---|
| PL for Faculty areas requiring support with assessment audits and updates | <input checked="" type="checkbox"/> All Staff<br><input checked="" type="checkbox"/> Leadership Team  | <input checked="" type="checkbox"/> PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | \$10,000.00<br><br><input type="checkbox"/> Equity funding will be used |
| Bronwyn Ryrrie Jones consultation with teams                              | <input checked="" type="checkbox"/> All Staff<br><input checked="" type="checkbox"/> Leadership Team  | <input checked="" type="checkbox"/> PLP Priority | from:<br>Term 2<br>to:<br>Term 4 | \$20,000.00<br><br><input type="checkbox"/> Equity funding will be used |
| <b>Goal 3</b>   | Students are engaged as learners and empowered global citizens.   |  |                                  |   |
| <b>12 Month Target 3.1</b>  | 3.1<br>Teacher concern to be at or above 40% (2019 34%)<br><br>Student voice and agency to be at or above 50% (2019 43%)<br><br>School stage transitions to be at or above 65% (2019 61%)<br><br>Advocate at school to be at or above 63% (2019 59%)  |  |                                  |   |
| <b>12 Month Target 3.2</b>  | 3.2<br>Trust in colleagues to be at or above 75% (2020 60%)<br><br>Believe student engagement is the key to student learning to be at or above 78% (2020 73%)<br><br>Use of student feedback to improve practice to be at or above 68% (2020 62%)<br><br>Promote student ownership of learning goals to be at or above 55% (2020 49%) |  |                                  |   |
| <b>KIS 1</b><br>Empowering students and building school pride             | Develop learner agency in students  |  |                                  |   |

| <b>Actions</b>   | Explore the concept of learner agency so that staff and students have a common understanding of it.   |                                       |                 |               |
|--|---|---------------------------------------|-----------------|---------------|
| <b>Outcomes</b>  | <p>Students will:</p> <p>Begin to demonstrate learner agency.<br/>Lead year level assemblies<br/>Be consulted as key stakeholders in Student Leadership committees using the Amplify Framework</p> <p>Teachers will<br/>Have a common understanding of what learner agency is.</p> <p>Leaders will:<br/>Use the Amplify Framework to implement student voice, student agency and student leadership<br/>Ensure students are consulted as key stakeholders in committees.<br/>Student Leadership Coordinators to set goals to support Student Leaders to understand what learner agency looks like.<br/>Support the Student Leadership Coordinators to develop a common understanding of learner agency.</p> |                                       |                 |               |
| <b>Success Indicators</b>  | <p>Students:<br/>Student-led activities and assemblies.<br/>Teams collaboration, feedback/minutes/agendas</p> <p>Teachers:<br/>Articulate a common understanding of Learner Agency.<br/>Surveys (ATOSS, SSOS), notes from consultations with students</p> <p>Leaders:<br/>Agenda items and minutes from staff meetings<br/>Professional learning presentations on learner agency by Student Leadership Coordinators</p>   |                                       |                 |               |
| <b>Activities and Milestones</b>   | <b>Who</b>  | <b>Is this a PL Priority</b>          | <b>When</b>     | <b>Budget</b> |
| 2 x Student Leadership Coordinators for student advocacy in learner agency | <input checked="" type="checkbox"/> Student Leadership Coordinator  | <input type="checkbox"/> PLP Priority | from:<br>Term 1 | \$40,000.00   |

|   |  |  |                                  |  |
|---|--|--|----------------------------------|--|
|   |  |  | to:<br>Term 4                    | <input type="checkbox"/> Equity funding will be used               |
| Implement Amplify doc with Student Leadership Team                                    | <input checked="" type="checkbox"/> Assistant Principal<br><input checked="" type="checkbox"/> Student Leadership Coordinator  | <input type="checkbox"/> PLP Priority            | from:<br>Term 1<br>to:<br>Term 4 | \$0.00<br><br><input type="checkbox"/> Equity funding will be used |
| Student Leadership Coordinators to deliver a professional learning on learner agency. | <input checked="" type="checkbox"/> All Staff<br><input checked="" type="checkbox"/> Student(s)  | <input checked="" type="checkbox"/> PLP Priority | from:<br>Term 3<br>to:<br>Term 4 | \$0.00<br><br><input type="checkbox"/> Equity funding will be used |
| Develop a rewards system with students leading the process                            | <input checked="" type="checkbox"/> Assistant Principal<br><input checked="" type="checkbox"/> Student(s)  | <input type="checkbox"/> PLP Priority            | from:<br>Term 2<br>to:<br>Term 4 | \$0.00<br><br><input type="checkbox"/> Equity funding will be used |
| <b>KIS 2</b><br>Intellectual engagement and self-awareness                            | Empower students to determine their pathways   |  |                                  |  |
| <b>Actions</b>  | Develop a whole school understanding of student pathways and improve school systems to assist.<br><br>Identify opportunities for community connections to develop programs for student groups and individuals.<br><br>Identify opportunities to empower students through pathway knowledge       |  |                                  |  |
| <b>Outcomes</b>   | Students will<br>Begin to articulate what pathways and community connection looks like at WSC<br>Participate in whole cohort and classroom activities to broaden knowledge of pathways<br>Access early commencement VCE<br>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<br/> Explicitly teach students employability skills within their subject areas<br/> Provide awareness of opportunities for community, local, national and global learning<br/> Understand the pathway process and direct them to Pathway Counseling support.<br/> Be able to understand pathway opportunities for student groups and individuals</p> <p>Leaders Will:<br/> Be able to articulate what pathways and community connection looks like at WSC<br/> Enable timetable changes to allow Year 10 students to access VCE early commencement<br/> Ensure students are consulted when opportunities for student groups arise<br/> Regularly meet with varied external agencies to provide pathways for students<br/> Regularly meet with students to assist them to determine their pathways<br/> Provide parent education on pathways choices</p> |
| <p><b>Success Indicators</b></p> | <p>Students<br/> Completed Career Action Plan at each year level<br/> Evidence of programs and small group activities<br/> Pathways flow charts<br/> Access VCE Early Commencement<br/> Exit to pathway of choice</p> <p>Teachers<br/> Curriculum and lesson plans including employability skills<br/> Agendas/minutes from meetings with community groups<br/> List of pathways flow charts or bullets for their subject areas<br/> MIPS information</p> <p>Leaders<br/> Agendas/minute from meetings<br/> Establish MOU's with stake holders to allow pathways and community connections<br/> PL for staff on Careers Curriculum<br/> Provide time for identified stakeholders to meet and promote programs for connection<br/> 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<br><input checked="" type="checkbox"/> Managed Individual Pathways Coordinator | <input type="checkbox"/> PLP Priority            | from: Term 1<br>to: Term 4 | \$3,000.00<br><br><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 type="checkbox"/> PLP Priority            | from: Term 1<br>to: Term 2 | \$0.00<br><br><input type="checkbox"/> Equity funding will be used                |
| Develop Careers curriculum for a whole term of RRP                                       | <input checked="" type="checkbox"/> Managed Individual Pathways Coordinator  | <input checked="" type="checkbox"/> PLP Priority | from: Term 1<br>to: Term 2 | \$0.00<br><br><input type="checkbox"/> Equity funding will be used                |
| Provide teacher PL on pathways for students  | <input checked="" type="checkbox"/> All Staff<br><input checked="" type="checkbox"/> Managed Individual Pathways Coordinator       | <input checked="" type="checkbox"/> PLP Priority | from: Term 2<br>to: Term 4 | \$0.00<br><br><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<br><input checked="" type="checkbox"/> Leadership Team                               | <input type="checkbox"/> PLP Priority            | from: Term 1<br>to: Term 2 | \$0.00<br><br><input type="checkbox"/> Equity funding will be used                |
| <b>Goal 4</b>  | To improve student wellbeing and connectedness to the school.  |  |                            |   |

|  |   |
|--|---|
| <b>12 Month Target 4.1</b>                                   | <p>4.1<br/>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>  |
| <b>12 Month Target 4.2</b>                                   | <p>4.2<br/>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>   |
| <b>12 Month Target 4.3</b>                                   | <p>4.3<br/>School Connectedness 89% (2019 88%)</p> <p>Confidence and resilience skills 83% (2019 82%)</p> <p>Teacher communication 60% (2019 52%)</p>   |
| <b>KIS 1</b><br>Setting expectations and promoting inclusion | Implement a whole school approach to positive behaviours  |
| <b>Actions</b>   | Investigate and implement some aspects of SWPBS (School Wide Positive Behaviours Support) framework.<br>Support the implementation of Marrung Framework.  |
| <b>Outcomes</b>  | <p>Students will:</p> <p>Engage in the development of the positive rewards system.</p> <p>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.</p> <p>Use the positive rewards system.</p> <p>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.</p> <p>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.<br/>         Develop and support staff in using the positive rewards system.<br/>         Engage and collaborate with students, staff and leaders to develop the positive rewards system.<br/>         Collaboratively evaluate and develop and refine the elements of SWPBS that will be implemented.<br/>         Facilitate school-based Koorie community events including Reconciliation Week and NAIDOC Week.</p>   |  |                                  |  |
| <b>Success Indicators</b>  | <p>Students will:</p> <p>ATOSS data demonstrate increased student engagement.<br/>         Actively participate in school-based Koorie community events including Reconciliation Week and NAIDOC Week.</p> <p>Teachers will:</p> <p>Routinely and efficiently utilise the online platform for recording rewards for students as indicated by data.<br/>         Implement the documented positive rewards system.<br/>         Actively participate in school-based Koorie community events including Reconciliation Week and NAIDOC Week.</p> <p>Leaders will:</p> <p>Use the online platform data to evaluate the implementation of the positive rewards system.<br/>         Measure the impact of the positive rewards system to plan for future actions.<br/>         Appoint and support a Koorie and Indigenous Liaison Officer.</p> |  |                                  |  |
| <b>Activities and Milestones</b>   | <b>Who</b>  | <b>Is this a PL Priority</b>                     | <b>When</b>                      | <b>Budget</b>  |
| PL by the SMT on the online platform.  | <input checked="" type="checkbox"/> All Staff<br><input checked="" type="checkbox"/> Year Level Co-ordinator(s)   | <input checked="" type="checkbox"/> PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | \$0.00<br><br><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<br><input checked="" type="checkbox"/> Student(s)  | <input type="checkbox"/> PLP Priority            | from:<br>Term 1<br>to:<br>Term 3 | \$0.00<br><br><input type="checkbox"/> Equity funding will be used |

|   |   |  |                                  |   |
|---|---|--|----------------------------------|---|
| Appoint a Koorie and Indigenous Liaison Officer to increase the implementation of Koorie activities | <input checked="" type="checkbox"/> Leading Teacher(s)<br><input checked="" type="checkbox"/> Principal   | <input type="checkbox"/> PLP<br>Priority | from:<br>Term 1<br>to:<br>Term 4 | \$2,000.00<br><br><input checked="" type="checkbox"/> Equity funding will be used |
| <b>KIS 2</b><br>Parents and carers as partners  | Improve the home school partnership   |  |                                  |   |
| <b>Actions</b>  | Alignment of student management and communication practices across sub-schools.   |  |                                  |   |
| <b>Outcomes</b>   | <p>Students<br/> Will feel supported at school and at home as a result of consistent practice across the college.<br/> Develop resilience as a life skill.</p> <p>Teachers<br/> Understanding of implementation of the Student Wellbeing and Engagement Policy.</p> <p>Leaders<br/> Develop the processes and guidelines for the implementation of the Student Wellbeing and Engagement Policy.</p> |  |                                  |   |
| <b>Success Indicators</b>   | Documented processes and guidelines for the implementation of the Student engagement and Wellbeing Policy.<br>Visibility of the policy and the guidelines on the online platform and website.   |  |                                  |   |
| <b>Activities and Milestones</b>  | <b>Who</b>  | <b>Is this a PL Priority</b>             | <b>When</b>                      | <b>Budget</b>   |
| Student Management Team develop, document and implement consistent practices and processes.         | <input checked="" type="checkbox"/> Assistant Principal<br><input checked="" type="checkbox"/> Sub School Leader/s<br><br><input checked="" type="checkbox"/> Year Level Co-ordinator(s)  | <input type="checkbox"/> PLP<br>Priority | from:<br>Term 1<br>to:<br>Term 4 | \$1,000.00<br><br><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 | \$5,000.00                 | 0.00          |
| Additional Equity funding                                | \$0.00                     | \$0.00        |
| <b>Grand Total</b>                                       | <b>\$5,000.00</b>          | <b>\$0.00</b> |

### Activities and Milestones

| Activities and Milestones   | When                             | Category | Total proposed budget (\$) | Equity Spend (\$) |
|---|----------------------------------|----------|----------------------------|-------------------|
| Meeting and MOU with WCEC and providers of programs for refugees                                    | from:<br>Term 1<br>to:<br>Term 4 |          | \$3,000.00                 |                   |
| Appoint a Koorie and Indigenous Liaison Officer to increase the implementation of Koorie activities | from:<br>Term 1<br>to:<br>Term 4 |          | \$2,000.00                 |                   |
| <b>Totals</b>   |                                  |          | <b>\$5,000.00</b>          |                   |

### Additional Equity spend

| Outline here any additional Equity spend for 2021 | When | Category | Total proposed budget (\$) | Equity Spend (\$) |
|---|------|----------|----------------------------|-------------------|
| <b>Totals</b>                                     |      |          | <b>\$0.00</b>              | <b>\$0.00</b>     |

## 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<br><input checked="" type="checkbox"/> Leading Teacher(s)<br><input checked="" type="checkbox"/> Principal | from:<br>Term 1<br>to:<br>Term 1 | <input checked="" type="checkbox"/> Planning<br><input checked="" type="checkbox"/> Preparation<br><input checked="" type="checkbox"/> Formalised PLC/PLTs | <input checked="" type="checkbox"/> Network Professional Learning<br><input checked="" type="checkbox"/> PLC/PLT Meeting | <input checked="" type="checkbox"/> PLC Initiative<br><input checked="" type="checkbox"/> Maths/Sci Specialist<br><input checked="" type="checkbox"/> Student Achievement Manager<br><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<br><input checked="" type="checkbox"/> Leading Teacher(s)  | from:<br>Term 1<br>to:<br>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<br><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)<br><input checked="" type="checkbox"/> Teacher(s)   | from:<br>Term 1<br>to:<br>Term 1 | <input checked="" type="checkbox"/> Planning<br><input checked="" type="checkbox"/> Preparation  | <input checked="" type="checkbox"/> Network Professional Learning  | <input checked="" type="checkbox"/> Maths/Sci Specialist<br><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:<br>Term 1<br>to:<br>Term 1 | <input checked="" type="checkbox"/> Preparation<br><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<br><input checked="" type="checkbox"/> Teacher(s)  | from:<br>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:<br>Term 4                    |   |  |   |  |
| Plan for on-going professional development for effective communication using the digital platform.              | <input checked="" type="checkbox"/> All Staff<br><input checked="" type="checkbox"/> Leadership Team        | from:<br>Term 1<br>to:<br>Term 4 | <input checked="" type="checkbox"/> Planning<br><input checked="" type="checkbox"/> Preparation   | <input checked="" type="checkbox"/> Whole School Pupil Free Day<br><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:<br>Term 1<br>to:<br>Term 4 | <input checked="" type="checkbox"/> Planning<br><input checked="" type="checkbox"/> Preparation<br><input checked="" type="checkbox"/> Design of formative assessments<br><input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team<br><input checked="" type="checkbox"/> Curriculum development<br><input checked="" type="checkbox"/> Peer observation including feedback and reflection<br><input checked="" type="checkbox"/> Individualised Reflection<br><input checked="" type="checkbox"/> Student voice, including input and feedback<br><input checked="" type="checkbox"/> Demonstration lessons | <input checked="" type="checkbox"/> Whole School Pupil Free Day<br><input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions<br><input checked="" type="checkbox"/> Timetabled Planning Day<br><input checked="" type="checkbox"/> Network Professional Learning | <input checked="" type="checkbox"/> Internal staff<br><input checked="" type="checkbox"/> Bastow program/course<br><input checked="" type="checkbox"/> Learning Specialist<br><input checked="" type="checkbox"/> External consultants<br>Bronwyn Ryrie Jones | <input checked="" type="checkbox"/> On-site<br><input checked="" type="checkbox"/> Off-site<br>DET funded Coaching for Influence Core Program 2021 |
| Learning Specialists to roll out PLC Documented feedback  | <input checked="" type="checkbox"/> All Staff<br><input checked="" type="checkbox"/> Learning Specialist(s) | from:<br>Term 1<br>to:<br>Term 4 | <input checked="" type="checkbox"/> Preparation<br><input checked="" type="checkbox"/> Peer observation including feedback and reflection   | <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions<br><input checked="" type="checkbox"/> PLC/PLT Meeting   | <input checked="" type="checkbox"/> Internal staff<br><input checked="" type="checkbox"/> Learning Specialist   | <input checked="" type="checkbox"/> On-site  |

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

|   |  |                            |   |  |   |   |
|---|--|----------------------------|---|--|---|---|
|   |  |                            |   | <input checked="" type="checkbox"/> Timetabled Planning Day  |   |   |
| Bronwyn Ryrie Jones consultation with teams   | <input checked="" type="checkbox"/> All Staff<br><input checked="" type="checkbox"/> Leadership Team                         | from: Term 2<br>to: Term 4 | <input checked="" type="checkbox"/> Design of formative assessments<br><input checked="" type="checkbox"/> Curriculum development                                 | <input checked="" type="checkbox"/> Timetabled Planning Day  | <input checked="" type="checkbox"/> External consultants<br>Bronwyn Ryrie Jones | <input checked="" type="checkbox"/> On-site |
| Student Leadership Coordinators to deliver a professional learning on learner agency. | <input checked="" type="checkbox"/> All Staff<br><input checked="" type="checkbox"/> Student(s)                              | from: Term 3<br>to: Term 4 | <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team<br><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 |
| Develop Careers curriculum for a whole term of RRP                                    | <input checked="" type="checkbox"/> Managed Individual Pathways Coordinator  | from: Term 1<br>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"/> All Staff<br><input checked="" type="checkbox"/> Managed Individual Pathways Coordinator | from: Term 2<br>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<br><input checked="" type="checkbox"/> Year Level Co-ordinator(s)              | from: Term 1<br>to: Term 4 | <input checked="" type="checkbox"/> Demonstration lessons   | <input checked="" type="checkbox"/> Whole School Pupil Free Day<br><input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions | <input checked="" type="checkbox"/> Internal staff                              | <input checked="" type="checkbox"/> On-site |



