

2020 Annual Implementation Plan

for improving student outcomes

Bendigo Senior Secondary College (7595)



Submitted for review by Dale Pearce (School Principal) on 24 January, 2020 at 02:09 PM
Awaiting endorsement by Senior Education Improvement Leader
Awaiting endorsement by School Council President

Self-evaluation Summary - 2020

	FISO Improvement Model Dimensions The 6 High-impact Improvement Initiatives are highlighted below in red.	Self-evaluation Level
Excellence in teaching and learning	Building practice excellence	Evolving moving towards Embedding
	Curriculum planning and assessment	Evolving
	Evidence-based high-impact teaching strategies	Evolving moving towards Embedding
	Evaluating impact on learning	Evolving moving towards Embedding
Professional leadership	Building leadership teams	Evolving moving towards Embedding
	Instructional and shared leadership	Embedding
	Strategic resource management	Embedding
	Vision, values and culture	Embedding

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

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

Enter your reflective comments	We believe our levels remain unchanged from the previous year and that it will be appropriate to carry out a detailed self assessment in 2020 once improvement strategies from 2019 and 2020 have had time to make an impact. The focus for the 2020 AIP is on the areas where we believe further impact is needed.
Considerations for 2020	A range of data in our 2019 staff opinion survey, mainly related to professional leadership, learning and staff efficacy are being addressed in the 2020 AIP.
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	To improve learning outcomes and achieve continuous learning growth for all students
Target 1.1	By 2022 VCAA All Study mean is 28
Target 1.2	By 2022 VCE completion rate is 97%
Target 1.3	By 2022 the percentage of VCE study scores of 40 or more is 4.0 percent.
Target 1.4	By 2022 adjusted estimates of study scores (GAT) improve to be above predicted levels in 75% of all Unit 3 and 4 subjects
Target 1.5	By 2022 adjusted estimates of study scores improve in all VCE subjects.
Target 1.6	By 2022 VCAL completion rates increase to 80%
Target 1.7	By 2022, VET certificate completion rate is 85%

Target 1.8	By 2022, Year 11-12 retention increases to above 76%
Key Improvement Strategy 1.a Building practice excellence	Build the capacity of all staff to use evidence-based targeted teaching across the school (BPE)
Key Improvement Strategy 1.b Building practice excellence	Consolidate and embed a whole school understanding of the school instructional model (BPE)
Key Improvement Strategy 1.c Building practice excellence	Build instructional and shared leadership capacity, including through greater leadership visibility and the ability of leaders to give regular feedback. (BPE)
Key Improvement Strategy 1.d Curriculum planning and assessment	Embed a rigorous and differentiated curriculum and explicit teaching to cater for individual learning needs (CPA)
Key Improvement Strategy 1.e Curriculum planning and assessment	Build staff capacity in pedagogical expertise for personalised learning, and differentiation (CPA)
Key Improvement Strategy 1.f Building practice excellence	Improve collaboration with year 7-10 schools on approaches to teaching and learning.(BPE)
Goal 2	To deepen and strengthen students' agency & voice in their learning
Target 2.1	By 2022 increase the percentage of positive endorsement on the Student Attitudes to School Survey (ATOSS) for the factors of <i>student voice and agency (54%), high expectations for success (76%), and effective teaching time (68%)</i> - to be 75% or higher
Target 2.2	By 2022 increase the percentage of positive endorsement on the Parent Opinion Survey for factors of <i>student agency and voice, student motivation & support (65%) high expectations for success</i> to be 85% or higher

Target 2.3	By 2022, improve the percentage of positive endorsement on <i>School Staff Survey (SSS) school climate</i> module scores for the components of <i>teacher collaboration (47%), academic emphasis (49%)</i> - to be 70% or higher
Target 2.4	By 2022, improve the percentage of positive endorsement on <i>SSS teaching & learning – implementation</i> module scores for the components of <i>use of high impact teaching strategies (58%), knowledge of high impact teaching strategies (52%)</i> , - to be 80% or higher
Key Improvement Strategy 2.a Intellectual engagement and self-awareness	Strengthen opportunities for students to be agents of their own learning
Key Improvement Strategy 2.b Intellectual engagement and self-awareness	Increase the understanding and use of strategies that support quality feedback to students
Goal 3	To develop confident, motivated and resilient students
Target 3.1	By 2022 increase the percentage of positive endorsement on the Student Attitudes to School Survey (ATOSS) for the factors of <i>differentiated learning challenge (59%), and stimulating learning (65%)</i> - to be 70% or higher
Target 3.2	By 2022 according to On Track data, the percentage of Year 12 completers undertaking further education, training, full time employment and deferred studies is 80% By 2022 according to On Track data, the percentage of early school leavers undertaking further education, training or full time employment is 75% or higher

Target 3.3	By 2022, improve the percentage of positive endorsement on SSS <i>school leadership</i> module scores for the components of <i>flexibility (37%), instructional leadership (43%), visibility (38%)</i> - to be 70% or higher
Target 3.4	By 2022, improve the percentage of positive endorsement on SSS <i>professional learning</i> module scores for the components of <i>applicability of professional learning (61%), active participation (51%)</i> , - to be 75% or higher
Key Improvement Strategy 3.a Setting expectations and promoting inclusion	Build staff capacity to develop and embed a positive classroom culture that enables student agency and self- efficacy
Key Improvement Strategy 3.b Setting expectations and promoting inclusion	Improve transitions for students between Year 10 and Year 11 and for post-school destinations

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.
To improve learning outcomes and achieve continuous learning growth for all students	Yes	By 2022 VCAA All Study mean is 28	All Study mean is 27
		By 2022 VCE completion rate is 97%	97% (actual for 2019 was 97%)
		By 2022 the percentage of VCE study scores of 40 or more is 4.0 percent.	3.0% (actual for 2019 was 2.7%) * 2019 target was 2.2 - 2.5%
		By 2022 adjusted estimates of study scores (GAT) improve to be above predicted levels in 75% of all Unit 3 and 4 subjects	20% (actual for 2019 was 13%) *2019 target was 70%
		By 2022 adjusted estimates of study scores improve in all VCE subjects.	50% (actual for 2019 was 47%) * target for 2019 was 70%
		By 2022 VCAL completion rates increase to 80%	85% (actual for 2019 was 90%) * target for 2019 was 75%

		By 2022, VET certificate completion rate is 85%	85% (actual for 2019 was 87%) * target for 2019 was 80%
		By 2022, Year 11-12 retention increases to above 76%	75% (actual for 2019 was 74.4%) * 2019 target was 72%
To deepen and strengthen students' agency & voice in their learning	No	By 2022 increase the percentage of positive endorsement on the Student Attitudes to School Survey (ATOSS) for the factors of <i>student voice and agency (54%), high expectations for success (76%), and effective teaching time (68%)</i> - to be 75% or higher	
		By 2022 increase the percentage of positive endorsement on the Parent Opinion Survey for factors of <i>student agency and voice, student motivation & support (65%) high expectations for success</i> to be 85% or higher	
		By 2022, improve the percentage of positive endorsement on <i>School Staff Survey (SSS) school climate</i> module scores for the components of <i>teacher collaboration (47%), academic emphasis (49%)</i> - to be 70% or higher	
		By 2022, improve the percentage of positive endorsement on SSS <i>teaching & learning – implementation</i> module scores for the components of <i>use of high impact teaching strategies (58%),</i>	

		<i>knowledge of high impact teaching strategies (52%), - to be 80% or higher</i>	
To develop confident, motivated and resilient students	Yes	By 2022 increase the percentage of positive endorsement on the Student Attitudes to School Survey (ATOSS) for the factors of <i>differentiated learning challenge (59%), and stimulating learning (65%) - to be 70% or higher</i>	Differentiated Learning Challenge 67% (actual was 65% in 2019) Stimulating Learning has reached target of 70%, seek to maintain at that level or increase
		By 2022 according to On Track data, the percentage of Year 12 completers undertaking further education, training, full time employment and deferred studies is 80% By 2022 according to On Track data, the percentage of early school leavers undertaking further education, training or full time employment is 75% or higher	78% for Year 12 completers (actual in 2018 was 76.8%) 65% for early school leavers (actual in 2018 was 55.7%)
		By 2022, improve the percentage of positive endorsement on SSS <i>school leadership</i> module scores for the components of <i>flexibility (37%), instructional leadership (43%), visibility (38%) - to be 70% or higher</i>	Flexibility 45% (actual in 2019 was 35%) Instructional Leadership 50% (actual in 2019 was 43%) Visibility 45% (actual in 2019 was 22%)
		By 2022, improve the percentage of positive endorsement on SSS <i>professional learning</i> module scores for the components of <i>applicability of professional learning (61%), active participation (51%), - to be 75% or higher</i>	Applicability of professional learning 60% (actual in 2019 was 54%) Active participation 55% (actual in 2019 was 50%)

Goal 1	To improve learning outcomes and achieve continuous learning growth for all students	
12 Month Target 1.1	All Study mean is 27	
12 Month Target 1.2	97% (actual for 2019 was 97%)	
12 Month Target 1.3	3.0% (actual for 2019 was 2.7%) * 2019 target was 2.2 - 2.5%	
12 Month Target 1.4	20% (actual for 2019 was 13%) *2019 target was 70%	
12 Month Target 1.5	50% (actual for 2019 was 47%) * target for 2019 was 70%	
12 Month Target 1.6	85% (actual for 2019 was 90%) * target for 2019 was 75%	
12 Month Target 1.7	85% (actual for 2019 was 87%) * target for 2019 was 80%	
12 Month Target 1.8	75% (actual for 2019 was 74.4%) * 2019 target was 72%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Building practice excellence	Build the capacity of all staff to use evidence-based targeted teaching across the school (BPE)	No
KIS 2 Building practice excellence	Consolidate and embed a whole school understanding of the school instructional model (BPE)	Yes
KIS 3	Build instructional and shared leadership capacity, including through greater leadership visibility and the ability of leaders to give regular feedback. (BPE)	Yes

Building practice excellence		
KIS 4 Curriculum planning and assessment	Embed a rigorous and differentiated curriculum and explicit teaching to cater for individual learning needs (CPA)	No
KIS 5 Curriculum planning and assessment	Build staff capacity in pedagogical expertise for personalised learning, and differentiation (CPA)	No
KIS 6 Building practice excellence	Improve collaboration with year 7-10 schools on approaches to teaching and learning.(BPE)	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.	<p>We found in 2019 that trying to work on five of these KIS was challenging. Given that the instructional model has now been developed it is appropriate for us to focus on how it is embedded in practice through KIS 1.b. The associated areas of our FISO Continua of Practice Self Evaluation are also where we rate ourselves lowest (at Evolving level) so this is a priority for us.</p> <p>The reason for choosing KIS 1.c is that staff opinion data went backwards in 2019 and while it is still OK in comparison with other schools we didn't make any progress towards our goal of improving these results. Interestingly there is a difference between the response of staff via the FISO Continua of Practice Self Assessment of Instructional Leadership (Embedding) and the responses to the staff opinion survey. This was also identified by staff as being an area in which we could improve when we were seeking feedback about progress with the 2019 AIP.</p>	
Goal 2	To develop confident, motivated and resilient students	
12 Month Target 2.1	Differentiated Learning Challenge 67% (actual was 65% in 2019) Stimulating Learning has reached target of 70%, seek to maintain at that level or increase	
12 Month Target 2.2	78% for Year 12 completers (actual in 2018 was 76.8%) 65% for early school leavers (actual in 2018 was 55.7%)	
12 Month Target 2.3	Flexibility 45% (actual in 2019 was 35%) Instructional Leadership 50% (actual in 2019 was 43%) Visibility 45% (actual in 2019 was 22%)	

12 Month Target 2.4	Applicability of professional learning 60% (actual in 2019 was 54%) Active participation 55% (actual in 2019 was 50%)	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Setting expectations and promoting inclusion	Build staff capacity to develop and embed a positive classroom culture that enables student agency and self- efficacy	Yes
KIS 2 Setting expectations and promoting inclusion	Improve transitions for students between Year 10 and Year 11 and for post-school destinations	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.	Having done a lot of work on KIS 2.b we feel that KIS 2.a is where the focus now needs to be. This was validated by staff through a consultation process in which they identified areas of improvement for 2020 and aligns with our FISO Continua of Practice Self Ssessment where we only rate ourselves as Evolving in the area of high expectations and we perceive part of the issue to be how we communicate high expectations to students through reference to our college values and expected behaviours, and the extent to which the values are evident in staff behaviour.	

Define Actions, Outcomes and Activities

Goal 1	To improve learning outcomes and achieve continuous learning growth for all students
12 Month Target 1.1	All Study mean is 27
12 Month Target 1.2	97% (actual for 2019 was 97%)
12 Month Target 1.3	3.0% (actual for 2019 was 2.7%) * 2019 target was 2.2 - 2.5%
12 Month Target 1.4	20% (actual for 2019 was 13%) *2019 target was 70%
12 Month Target 1.5	50% (actual for 2019 was 47%) * target for 2019 was 70%
12 Month Target 1.6	85% (actual for 2019 was 90%) * target for 2019 was 75%
12 Month Target 1.7	85% (actual for 2019 was 87%) * target for 2019 was 80%
12 Month Target 1.8	75% (actual for 2019 was 74.4%) * 2019 target was 72%
KIS 1 Building practice excellence	Consolidate and embed a whole school understanding of the school instructional model (BPE)
Actions	<ul style="list-style-type: none"> • The Instructional Model is articulated in teachers Performance and Development plans. • The language of the Instructional Model is used in conversations that occur in meetings including CLT, PLCs and Learning Area and Staff meetings (where relevant). • Provide ongoing professional development to teachers through Learning Areas and the Learning Specialists. • Incorporate in Staff Induction/Returning staff PD and regularly review for all staff. • Include discussion of the model with students in Orientation at the end of 2020 for 2021.

Outcomes	<ul style="list-style-type: none"> • Staff and students will be able to explain the importance of having a school instructional model and be able to articulate the model • Staff will be able to reference their selected teaching strategies to the relevant components of the school instructional model • Staff will be able to identify elements of the Instructional model when visiting classrooms • Staff can refer to the use of the instructional model in their P&D plans • Students will be able to articulate the relationships between their learning activities and the school instructional model both in real time and through the student voice tool. • Students will be able to express closer alignment with effective teaching and learning through the Students Attitude to School Survey 			
Success Indicators	Possible evidence All study mean, VCE completion rate, % of study scores over 40, adjusted estimates of study scores (% above predicted level), VCAL and VET completion rates, Year 11-12 retention			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Training Learning Area Coordinators on each component of the Instructional Model to empower them to provide PD and share information in Learning Areas. Professional Learning package created that provides training for new/returning staff to access.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$0.00 <input type="checkbox"/> Equity funding will be used
Subject teams use the instructional model to collect data and inform future practice. Ensure the Instructional Model is visually displayed around the college.	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$2,000.00 <input type="checkbox"/> Equity funding will be used
Connect all supporting D.E.T. resources for Instructional Model.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$100.00 <input type="checkbox"/> Equity funding will be used

<p>Create observation templates to target focus components of the Instructional Model. Share progress through forums such as PLCs, P&D, CLT and staff meetings</p>	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
<p>Examples of problems of practice provided for PLCs to base their 'enquiry cycle' around a particular area of focus and provide support for the implementation</p>	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$0.00 <input type="checkbox"/> Equity funding will be used
<p>Embed language of the model into all areas (meetings) and policies (where relevant) and classrooms (VCE, VET and VCAL). Learning Intentions are made explicit when instructions for the covering of classes are written on Compass</p>	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$2,000.00 <input type="checkbox"/> Equity funding will be used
<p>Establish a resources bank for each of the components of the Instructional Model that are available for teachers on Google Sites and link this to professional reading, blogs, videos and other resources Specific resources highlighted via the Principal's Weekly update relating to the component of focus for that term</p>	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
<p>Make reference to the Instructional Model in the performance and development process for teaching staff.</p>	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
KIS 2 Building practice excellence	Build instructional and shared leadership capacity, including through greater leadership visibility and the ability of leaders to give regular feedback. (BPE)			

Actions	<p>Focus the work of ELT on building the capacity of leaders to give and receive feedback</p> <ul style="list-style-type: none"> - Undertake professional reading and reflection about Instructional Leadership (leadership of teaching and learning through setting clear goals, providing direction and support and monitoring the work of staff) - Pursue 'Open to Learning' or similar professional development for all members of ELT and other interested staff (models to improve the quality of conversations and feedback) <p>Provide opportunities for leadership development for interested staff.</p> <ul style="list-style-type: none"> - Provide opportunities for work shadowing - Provide opportunities for staff to build instructional leadership skills - Open door for staff; to attend regular scheduled meetings and liaise with ELT. <p>Improve communication and engagement between leadership groups and staff</p> <ul style="list-style-type: none"> - Continue to support the work of the School Improvement Team. - Circulation of meeting minutes; Leadership, ELT, CLT, SET, AAC, SIT, LAs, College Council etc. - Members of the Leadership Team act as a critical friend to designated learning areas. - Establish a 'learning area review' model. 			
Outcomes	<ul style="list-style-type: none"> • Staff will be able to define Instructional Leadership and shared leadership. • Staff will be able to see a Leadership Development Program (6-8 participating). • Improvement in staff opinion survey results, particularly the variables related to collective efficacy, instructional leadership and visibility. • Students and staff will be able to see members of the principal team and instructional leaders building positive relationships, supporting policies and progress towards college goals. 			
Success Indicators	<p>Possible evidence Staff Opinion survey - Flexibility, Instructional Leadership, Visibility, Applicability of Professional Learning, Active Participation</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Purposeful involvement of Leadership Team members in a range of learning areas.	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

Members of the Leadership Team are aligned to a learning area and act as a critical friend to the area, attend meetings, provide support as needed, maintain a visible presence in the area.			to: Term 4	<input type="checkbox"/> Equity funding will be used
Implement a 'Leadership Mentor Program'. Staff are given an opportunity to observe leadership roles within the college.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <input type="checkbox"/> Equity funding will be used
Explore with staff the impact of the various actions in the 2020 AIP designed to improve visibility of leadership (pulse check)	<input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
Professional learning opportunities for ELT members with a focus on building capacity to give and receive feedback.	<input checked="" type="checkbox"/> Assistant Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$2,000.00 <input type="checkbox"/> Equity funding will be used
Involve staff in leadership training via Bastow and VASSP for aspiring leaders.	<input checked="" type="checkbox"/> Assistant Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$3,000.00 <input type="checkbox"/> Equity funding will be used
Provide opportunities for teaching staff to connect voluntarily with working groups (CLT, SET, Leadership) including through observation of meetings.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00 <input type="checkbox"/> Equity funding will be used

<p>Introduce learning area review model (strategic discussion forums with Leadership Team members). To include learning area and subject team level data and other items</p> <ul style="list-style-type: none"> • results, value add, retention, completion, student voice (if available) • progress of AIP goals in the learning area (successes, challenges) • Implementation of PLCs • other as required 	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$0.00 <input type="checkbox"/> Equity funding will be used
<p>Produce a single page document that summarises the strategic direction of the college and the roles of leaders and staff, to be shared through staff meetings and other forums.</p>	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Goal 2	To develop confident, motivated and resilient students			
12 Month Target 2.1	Differentiated Learning Challenge 67% (actual was 65% in 2019) Stimulating Learning has reached target of 70%, seek to maintain at that level or increase			
12 Month Target 2.2	78% for Year 12 completers (actual in 2018 was 76.8%) 65% for early school leavers (actual in 2018 was 55.7%)			
12 Month Target 2.3	Flexibility 45% (actual in 2019 was 35%) Instructional Leadership 50% (actual in 2019 was 43%) Visibility 45% (actual in 2019 was 22%)			
12 Month Target 2.4	Applicability of professional learning 60% (actual in 2019 was 54%) Active participation 55% (actual in 2019 was 50%)			
KIS 1 Setting expectations and promoting inclusion	Build staff capacity to develop and embed a positive classroom culture that enables student agency and self- efficacy			

Actions	<ul style="list-style-type: none"> • Implement the Berry Street Education Model to develop a consistent school-wide approach to building positive relationships with students • Dedicated Advisor activities to raise self-efficacy and reflective practices. • Review College values in order to redefine our purpose and improve ownership (of values) by whole college community. 			
Outcomes	<ul style="list-style-type: none"> • Consistent adoption of Berry Street Model/Strategies (Policy & Procedures) • Pre / Post student ELI reflections leading to improved ELI score • Language of College values used across College (Policies, conversations ...) • Improved Student Voice data and (Student) Attitudes to School data. • Increased percentage of school connectedness and safety on student attitudes to school survey • Higher level of student engagement (attendance and retention) 			
Success Indicators	Possible evidence Student Attitudes to School Survey - Differentiated Learning Challenge, Stimulating Learning, On Track data			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Implement Berry Street Education Model training. Days 1 and 2 to be rolled out in 2020, with days 3 & 4 in 2021. BSEM practices to be visible across the college	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$12,500.00 <input checked="" type="checkbox"/> Equity funding will be used
Operationalise College values – what do they look like in practice? Conduct review of current college values, involving college community. Do we need to update these?	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
Build in self-assessment and reflection activities to Advisor sessions for each ELI round. Investigate whether the wording of ELIs needs to be modified to make the college values more explicit.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

<p>Determine how many weeks can have Advisor activities Plan schedule of Advisor activities for the year. Review Advisor Model, including delivery of social education program</p> <ul style="list-style-type: none"> • Use TV screens (and My News) for delivery of info • Sessions to focus more on relationship building and social education <p>Write new Advisor role description and priorities of program for 2021</p>	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
<p>Implement new Student Voice Tool and use data to inform teacher practice</p>	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Equity Funding Planner

Equity Spending Totals

Category	Total proposed budget (\$)	Spend (\$)
Equity funding associated with Activities and Milestones	\$12,500.00	0.00
Additional Equity funding	\$560,000.00	\$560,000.00
Grand Total	\$572,500.00	\$560,000.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Implement Berry Street Education Model training. Days 1 and 2 to be rolled out in 2020, with days 3 & 4 in 2021. BSEM practices to be visible across the college	from: Term 2 to: Term 4		\$12,500.00	
Totals			\$12,500.00	

Additional Equity spend

Outline here any additional Equity spend for 2020	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Student engagement Professional development Study centre support Literacy support Wellbeing support	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$560,000.00	\$560,000.00

		<input checked="" type="checkbox"/> CRT <input checked="" type="checkbox"/> Support services		
Totals			\$560,000.00	\$560,000.00

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Training Learning Area Coordinators on each component of the Instructional Model to empower them to provide PD and share information in Learning Areas. Professional Learning package created that provides training for new/returning staff to access.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 3	<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"/> Practice Principles for Excellence in Teaching and Learning <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Implement a 'Leadership Mentor Program'. Staff are given an opportunity to observe leadership roles within the college.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Explore with staff the impact of the various actions in the 2020 AIP designed to improve visibility of leadership (pulse check)	<input checked="" type="checkbox"/> School Improvement Team	from: Term 2 to: Term 2	<input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Professional learning opportunities for ELT members with a focus on	<input checked="" type="checkbox"/> Assistant Principal	from: Term 1 to: Term 2	<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"/> External consultants Open to Learning guide Professional reading	<input checked="" type="checkbox"/> On-site

building capacity to give and receive feedback.						
Involve staff in leadership training via Bastow and VASSP for aspiring leaders.	<input checked="" type="checkbox"/> Assistant Principal	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Bastow program/course <input checked="" type="checkbox"/> External consultants VASSP	<input checked="" type="checkbox"/> Off-site Bastow
Implement Berry Street Education Model training. Days 1 and 2 to be rolled out in 2020, with days 3 & 4 in 2021. BSEM practices to be visible across the college	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> External consultants Berry Street	<input checked="" type="checkbox"/> On-site