

# 2021 Annual Implementation Plan

## for improving student outcomes

Greensborough Secondary College (8750)



Submitted for review by Pauline Barker (School Principal) on 31 January, 2021 at 06:45 PM  
Awaiting endorsement by Senior Education Improvement Leader  
Awaiting endorsement by School Council President

# Self-evaluation Summary - 2021

Greensborough Secondary College (8750)

	<b>FISO Improvement Model Dimensions</b> 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 moving towards Embedding	
	Curriculum planning and assessment	Evolving	
	Evidence-based high-impact teaching strategies	Emerging	
	Evaluating impact on learning	Emerging moving towards Evolving	
<b>Professional leadership</b>	Building leadership teams	Evolving moving towards Embedding	
	Instructional and shared leadership	Evolving moving towards Embedding	
	Strategic resource management	Evolving moving towards Embedding	
	Vision, values and culture	Embedding	

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

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

<b>Enter your reflective comments</b>	<p>Excellence in Teaching and Learning</p> <p>All teachers collaborate in PLCs in three week cycles. A new model was introduced in 2019 with School Leaders co-leading the PLCs with Middle Level Leaders - sharing and distributing the leadership as well as strengthening the knowledge and understanding of the teaching and learning cycle. As we moved towards remote and flexible learning the focus of PLCs was around mentoring and wellbeing support for teachers as they worked and taught from home. We used the PLC model to provide professional learning for staff around self-care.</p> <p>Professional learning was undertaken around literacy strategies early in the year and as the year progressed the focus was on ICT strategies and using the webex platform.</p> <p>Professional Leadership</p> <p>A new leadership and organisational structure was implemented in 2020. We continued our School Improvement Team meeting model and introduced a Curriculum Committee to drive curriculum change.</p> <p>Positive Climate for Learning</p>
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	<p>SWPBS is being developed with the school community and a plan developed for implementation of the behaviour matrix in 2021. The SIT continued to implement the model during remote and flexible learning. Student mentor groups were established with every student having a mentor teacher to connect with during remote and flexible learning. A new uniform was introduced in 2020 after comprehensive collaboration and consultation with the school community - school pride. The new vision and values were implemented broadly as were the values postcards and merits to acknowledge positive behaviours. We continued to utilise these tools during remote and flexible learning to connect and engage.</p> <p>Resources - The Principal team has been collaborating with the NELP, Banyule Council, DET and VSBA to develop and build a \$10 million recreational facility on the site to be a community shared resource. At the same time we have been collaborating with the architects to develop the stage 2 masterplan for the school.</p>
<p><b>Considerations for 2021</b></p>	<p>Literacy:  Embed Reading comprehension strategies  Strengthen teacher capacity in reciprocal teaching  Literacy tutor program to catch up students  MYLNS teaching and capability building</p> <p>Numeracy:  Build Numeracy Team's knowledge and capacity in numeracy strategies  Introduce elements of whole school numeracy  Numeracy tutor program to catch up students  MYLNS teaching and capability building</p> <p>VCE:  Implement the VCE tool box  Tutor support for VCE students to catch up</p> <p>PLC:  Focus on Collaborative Learning and strengthening teacher capacity in the "working together" phase of the GC Instructional Model</p> <p>Curriculum:  Continue to Review and Evaluate the curriculum program and developing a curriculum plan for 2022  Focus on Formative Assessment  Focus on Assessment policy  Implement Microsoft Teams Operating Environment</p> <p>Engagement:  Strengthen processes and practices around Attendance to decrease absences  Develop and strengthen family partnerships</p>

**Documents that support this plan**

Mentor group 16.09.20.pptx (1.06 MB)  
Parent and Student Handbook - Return to School Term 3.pdf (0.96 MB)  
Parent and Student Handbook - Return to School.pdf (0.95 MB)  
Staff Handbook - Return to School.pdf (0.98 MB)  
StaffHandbook for Remote Learning.pdf (1.38 MB)  
Student Goal Setting Resource Booklet.pdf (0.48 MB)  
Student Handbook for Remote Learning.pdf (1.09 MB)  
WebEx Meetings Guide.pdf (1.78 MB)

## 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> Curriculum planning and assessment	Learning, catch-up and extension priority
<b>Key Improvement Strategy 1.b</b> Health and wellbeing	Happy, active and healthy kids priority
<b>Key Improvement Strategy 1.c</b> Building communities	Connected schools priority
<b>Goal 2</b>	To challenge all students to achieve learning growth and outcomes in literacy and numeracy
<b>Target 2.1</b>	<p>By 2022 relative growth will be at or above state benchmarks for Reading and Numeracy</p> <p>Continue to Improve high relative growth for reading from 35.2% (above state benchmark) to 38% as measured by NAPLAN.</p> <p>Improve medium relative growth for reading from 42.6% to the state benchmark of 50% as measured by NAPLAN.</p> <p>Continue to improve high relative growth for numeracy from 23.1% to 30% above state benchmark as measured by NAPLAN.</p>

<b>Target 2.2</b>	<p>In 2019 state benchmark for Year 9 students in the top 2 bands for Numeracy was 22.3%. At Greensborough College Year 9 students in the top 2 bands was 21%. By 2022, 25 percent of Year 9 students will be in the top two bands in Numeracy.</p> <p>In 2019 state benchmark data for Year 9 students in the top 2 bands for Reading was 21.4%. At Greensborough College Year 9 students in the top 2 bands for reading was 20.3%. By 2022 25 percent of Year 9 students will be in the top two bands in Reading.</p>
<b>Target 2.3</b>	<p>In 2018 state benchmark for VCE Study Score mean was 28.86. The school mean was 26.91. By 2022 the overall school VCE Study Score Mean will be 29.</p> <p>In 2018 state benchmark for VCE English mean score was 28.26. The school mean was 24.03. By 2022, the VCE English mean study score will be 28.</p>
<b>Target 2.4</b>	<p>By 2022, VCAL completion rates will increase to 95 percent above state benchmark.</p>
<b>Key Improvement Strategy 2.a</b> Building practice excellence	<p>Embed the practice of data collection, analysis and evaluation of student learning growth over time</p>
<b>Key Improvement Strategy 2.b</b> Building practice excellence	<p>Embed the explicit use of evidence-based school improvement strategies and teacher professional practice activities</p>

<b>Key Improvement Strategy 2.c</b> Curriculum planning and assessment	Embed a whole school documented curriculum plan, assessment and shared pedagogical approaches
<b>Key Improvement Strategy 2.d</b> Building practice excellence	Action Plan to accelerate improvement
<b>Goal 3</b>	Improve student engagement and connectedness to school and peers
<b>Target 3.1</b>	<p>Attitudes to School Survey - by 2022, improve percentage of positive endorsement of School engagement and Learner characteristics and disposition parent factors</p> <p>Social engagement</p> <ul style="list-style-type: none"> <li>• School staged transition (Year 10-12) from 81 percent (2018) to 95 percent (2022)</li> <li>• School staged transition (Year 7 and new students) 84.4 percent (2018) to 95 percent (2022)</li> <li>• Sense of connectedness from 71 percent (2018) to 90 percent (2022)</li> <li>• Student voice and agency from 86.3 percent (2018) to 95 percent (2022)</li> </ul> <p>Learner characteristics and disposition</p> <ul style="list-style-type: none"> <li>• Attitudes to attendance from 59.5 percent (2018) to 80 percent (2022)</li> <li>• Motivation and interest from 73.2 percent (2018) to 85 percent (2022)</li> <li>• Resilience from 81.9 percent (2018) to 95 percent (2022)</li> <li>• Self-regulation and goal setting from 76.6 percent (2018) to 80 percent (2022)</li> <li>• Sense of confidence from 81.9 percent (2018) to 95 percent (2022)</li> </ul>
<b>Target 3.2</b>	<p>Staff Opinion Survey – by 2022, improve participation and positive endorsement of the School climate domain</p> <p>School climate</p>

	<ul style="list-style-type: none"> <li>• Collective efficacy from 42.2 percent (2018) to 65 percent (2022)</li> <li>• Collective responsibility from 57.8 percent (2018) to 65 percent (2022)</li> <li>• Academic emphasis from 32.2 percent (2018) to 55 percent (2022)</li> <li>• Trust in students and parents from 38.2 percent (2018) to 55 percent (2022)</li> <li>• Staff trust in colleagues from 53.7 percent (2018) to 65 percent (2022)</li> <li>• Teacher collaboration from 29.8 percent (2018) to 65 percent (2022)</li> </ul>
<b>Target 3.3</b>	<p>Parent Opinion Survey - by 2022, improve participation and positive endorsement of Connection and progression and Student cognitive engagement domains.</p> <p>Connection and progression</p> <ul style="list-style-type: none"> <li>• School connectedness from 76 percent (2018) to 90 percent (2022)</li> <li>• Positive transitions from 61 percent (2018) to 85 percent (2022).</li> </ul> <p>Student cognitive engagement</p> <ul style="list-style-type: none"> <li>• High expectations for success from 89 percent (2018) to 95 percent (2022)</li> <li>• Student motivation and support from 63 percent (2018) to 80 percent (2022)</li> <li>• Stimulating learning environment from 71 percent (2018) to 85 percent (2022)</li> <li>• Effective teaching from 71 percent (2018) to 85 percent (2022)</li> </ul>
<b>Key Improvement Strategy 3.a</b> Empowering students and building school pride	Enable student voice, leadership and agency in own learning activated so students have positive school experiences and can act as partners in school improvement
<b>Key Improvement Strategy 3.b</b>	Build school pride and connectedness

Empowering students and building school pride	
<b>Key Improvement Strategy 3.c</b> Health and wellbeing	Embed a whole school approach to health, wellbeing, inclusion and engagement
<b>Goal 4</b>	To improve student engagement in learning
<b>Target 4.1</b>	<p>Attitudes to School Survey - by 2022, improve percentage of positive endorsement of Effective teaching practices for cognitive engagement and teacher-student relationships parent factors</p> <p>Effective teaching practices for cognitive engagement</p> <ul style="list-style-type: none"> <li>• Differentiated learning challenge from 77.9 percent (2018) to 85 percent (2022)</li> <li>• Effective classroom behavior from 87.5 percent (2018) to 80 percent (2022)</li> <li>• Effective teaching time from 86 percent (2018) to 95 percent (2022)</li> <li>• Stimulating Learning from 67.9 percent to 80 percent (2022)</li> </ul> <p>Teacher-student relations</p> <ul style="list-style-type: none"> <li>• Effort from 76 percent (2018) to 85 percent (2022)</li> <li>• High expectations for success from 67.9 percent (2018) to 80 percent (2022)</li> <li>• Teacher concern from 92.1 percent (2018) to 95 percent (2022)</li> </ul>
<b>Target 4.2</b>	Attendance – By 2022, student absences days per full time equivalent will decrease to 19 days Year 7 to Year 12
<b>Key Improvement Strategy 4.a</b> Building leadership teams	School Improvement Team formed to develop, oversee and evaluate the effectiveness and impact of the Annual Implementation Plan: For Improving Student Outcomes

<b>Key Improvement Strategy 4.b</b> Instructional and shared leadership	School-based professional learning program developed and implemented that supports the school's identified improvement strategies
<b>Key Improvement Strategy 4.c</b> Building leadership teams	Embed an improvement culture through collaborative professional learning communities with instructional and shared leadership

## 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	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>Students in the tutoring program for literacy and numeracy will show learning growth as evidenced in the assessment tools - essential assessments and renaissance reading program.</p> <p>Students in the VCE tutoring support program will show increased levels of learning confidence in self-reports and as observed by tutors.</p> <p>Continued improvement in Student Attitudinal data and improved attendance rates.</p> <p>Less student management issues (reduction in consequences)</p> <p>Students mental health and wellbeing will be improved with resilience ( less minor issues reporting to wellbeing)</p> <p>Increased participation in extra curricula activities such as camps, excursions, lunchtime clubs, school production and music.</p>
To challenge all students to achieve learning growth and outcomes in literacy and numeracy	Yes		Continue to Improve high relative growth for reading from 35.2% (above state benchmark) to 38% as measured by

		<p>By 2022 relative growth will be at or above state benchmarks for Reading and Numeracy</p> <p>Continue to Improve high relative growth for reading from 35.2% (above state benchmark) to 38% as measured by NAPLAN.</p> <p>Improve medium relative growth for reading from 42.6% to the state benchmark of 50% as measured by NAPLAN.</p> <p>Continue to improve high relative growth for numeracy from 23.1% to 30% above state benchmark as measured by NAPLAN.</p>	<p>NAPLAN</p> <p>Improve medium relative growth for reading from 42.6% to 45% as measured by NAPLAN</p> <p>Continue to improve high relative growth for numeracy from 23.1% to 26% as measured by NAPLAN.</p>
		<p>In 2019 state benchmark for Year 9 students in the top 2 bands for Numeracy was 22.3%. At Greensborough College Year 9 students in the top 2 bands was 21%. By 2022, 25 percent of Year 9 students will be in the top two bands in Numeracy.</p> <p>In 2019 state benchmark data for Year 9 students in the top 2 bands for Reading was 21.4%. At Greensborough College Year 9 students in the top 2 bands for reading was 20.3%. By 2022 25 percent of Year 9 students will be in the top two bands in Reading.</p>	<p>By the end of 2021 24% of Year 9 students will be in the top 2 bands in Numeracy as measured by NAPLAN</p> <p>By the end of 2021 22% of Year 9 students will be in the top 2 bands in reading as measured by NAPLAN</p>
		<p>In 2018 state benchmark for VCE Study Score mean was 28.86. The school mean was 26.91. By 2022 the overall school VCE Study Score Mean will be 29.</p>	<p>The school All Study Mean for VCE will move from 27 to 28 in 2021.</p> <p>The English Mean will move from 25 to 26 by the end of 2021.</p>

		<p>In 2018 state benchmark for VCE English mean score was 28.26. The school mean was 24.03. By 2022, the VCE English mean study score will be 28.</p>	
		<p>By 2022, VCAL completion rates will increase to 95 percent above state benchmark.</p>	<p>By the end of 2021 VCAL completion will increase to 95%</p>
<p>Improve student engagement and connectedness to school and peers</p>	<p>Yes</p>	<p>Attitudes to School Survey - by 2022, improve percentage of positive endorsement of School engagement and Learner characteristics and disposition parent factors</p> <p>Social engagement</p> <ul style="list-style-type: none"> <li>• School staged transition (Year 10-12) from 81 percent (2018) to 95 percent (2022)</li> <li>• School staged transition (Year 7 and new students) 84.4 percent (2018) to 95 percent (2022)</li> <li>• Sense of connectedness from 71 percent (2018) to 90 percent (2022)</li> <li>• Student voice and agency from 86.3 percent (2018) to 95 percent (2022)</li> </ul> <p>Learner characteristics and disposition</p> <ul style="list-style-type: none"> <li>• Attitudes to attendance from 59.5 percent (2018) to 80 percent (2022)</li> </ul>	<p>ATSS positive endorsement in the following areas:  School staged transition (Year 10-12) will have 85% endorsement  School staged transition (Year 7 and new students) will have 87% endorsement  Sense of connectedness will have 75% endorsement  Student voice and agency will have 80 percent endorsement  Attitudes to attendance will have 80% endorsement  Motivation and interest will have 76% endorsement  Resilience will have 85% endorsement  Self-regulation and goal setting will have 78 percent endorsement  Sense of confidence will have 85 % endorsement</p>

		<ul style="list-style-type: none"> <li>• Motivation and interest from 73.2 percent (2018) to 85 percent (2022)</li> <li>• Resilience from 81.9 percent (2018) to 95 percent (2022)</li> <li>• Self-regulation and goal setting from 76.6 percent (2018) to 80 percent (2022)</li> <li>• Sense of confidence from 81.9 percent (2018) to 95 percent (2022)</li> </ul>	
		<p>Staff Opinion Survey – by 2022, improve participation and positive endorsement of the School climate domain</p> <p>School climate</p> <ul style="list-style-type: none"> <li>• Collective efficacy from 42.2 percent (2018) to 65 percent (2022)</li> <li>• Collective responsibility from 57.8 percent (2018) to 65 percent (2022)</li> <li>• Academic emphasis from 32.2 percent (2018) to 55 percent (2022)</li> <li>• Trust in students and parents from 38.2 percent (2018) to 55 percent (2022)</li> <li>• Staff trust in colleagues from 53.7 percent (2018) to 65 percent (2022)</li> <li>• Teacher collaboration from 29.8 percent (2018) to 65 percent (2022)</li> </ul>	<p>The targets for 2021 for the following:          Collective efficacy will have 60 % endorsement          Collective responsibility will have 65 % endorsement          Academic emphasis will have 50 % endorsement          Trust in students and parents will have 55% endorsement          Staff trust in colleagues will have 65% endorsement          Teacher collaboration will have 60% endorsement</p>
		<p>Parent Opinion Survey - by 2022, improve participation and positive endorsement of Connection and progression and Student cognitive engagement domains.</p>	<p>The targets for 2021 for the following:          School connectedness will have 80 % endorsement          Positive transitions will have 68%</p>

		<p>Connection and progression</p> <ul style="list-style-type: none"> <li>• School connectedness from 76 percent (2018) to 90 percent (2022)</li> <li>• Positive transitions from 61 percent (2018) to 85 percent (2022).</li> </ul> <p>Student cognitive engagement</p> <ul style="list-style-type: none"> <li>• High expectations for success from 89 percent (2018) to 95 percent (2022)</li> <li>• Student motivation and support from 63 percent (2018) to 80 percent (2022)</li> <li>• Stimulating learning environment from 71 percent (2018) to 85 percent (2022)</li> <li>• Effective teaching from 71 percent (2018) to 85 percent (2022)</li> </ul>	<p>endorsement</p> <p>High expectations for success will have 91% endorsement</p> <p>Student motivation and support will have 70 % endorsement</p> <p>Stimulating learning environment will have 75% endorsement</p> <p>Effective teaching will have 75% endorsement</p>
To improve student engagement in learning	Yes	<p>Attitudes to School Survey - by 2022, improve percentage of positive endorsement of Effective teaching practices for cognitive engagement and teacher-student relationships parent factors</p> <p>Effective teaching practices for cognitive engagement</p> <ul style="list-style-type: none"> <li>• Differentiated learning challenge from 77.9 percent (2018) to 85 percent (2022)</li> <li>• Effective classroom behavior from 87.5 percent (2018) to 80 percent (2022)</li> <li>• Effective teaching time from 86 percent (2018) to 95 percent (2022)</li> <li>• Stimulating Learning from 67.9 percent to 80 percent (2022)</li> </ul>	<p>The targets for 2021 for the following:</p> <p>Differentiated learning challenge will have 80% endorsement</p> <p>Effective classroom behaviour will have 80% endorsement</p> <p>Effective teaching time will have 90% endorsement</p> <p>Stimulating Learning time will have 70% endorsement</p> <p>Effort will have 80% endorsement</p> <p>High expectations for success will have 75% endorsement</p> <p>Teacher concern will have 94% endorsement</p>

	<p>Teacher-student relations</p> <ul style="list-style-type: none"> <li>• Effort from 76 percent (2018) to 85 percent (2022)</li> <li>• High expectations for success from 67.9 percent (2018) to 80 percent (2022)</li> <li>• Teacher concern from 92.1 percent (2018) to 95 percent (2022)</li> </ul>	
	<p>Attendance – By 2022, student absences days per full time equivalent will decrease to 19 days Year 7 to Year 12</p>	<p>By the end of 2021, student absence days per full time equivalent will decrease to 23 days Year 7 to Year 12</p>

<b>Goal 1</b>	2021 Priorities Goal	
<b>12 Month Target 1.1</b>	<p>Students in the tutoring program for literacy and numeracy will show learning growth as evidenced in the assessment tools - essential assessments and renaissance reading program.</p> <p>Students in the VCE tutoring support program will show increased levels of learning confidence in self-reports and as observed by tutors.</p> <p>Continued improvement in Student Attitudinal data and improved attendance rates.</p> <p>Less student management issues (reduction in consequences)</p> <p>Students mental health and wellbeing will be improved with resilience ( less minor issues reporting to wellbeing)</p> <p>Increased participation in extra curricula activities such as camps, excursions, lunchtime clubs, school production and music.</p>	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> Curriculum planning and assessment	Learning, catch-up and extension priority	Yes

<b>KIS 2</b> Health and wellbeing	Happy, active and healthy kids priority	Yes
<b>KIS 3</b> 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 challenge all students to achieve learning growth and outcomes in literacy and numeracy	
<b>12 Month Target 2.1</b>	Continue to Improve high relative growth for reading from 35.2% (above state benchmark) to 38% as measured by NAPLAN Improve medium relative growth for reading from 42.6% to 45% as measured by NAPLAN Continue to improve high relative growth for numeracy from 23.1% to 26% as measured by NAPLAN.	
<b>12 Month Target 2.2</b>	By the end of 2021 24% of Year 9 students will be in the top 2 bands in Numeracy as measured by NAPLAN By the end of 2021 22% of Year 9 students will be in the top 2 bands in reading as measured by NAPLAN	
<b>12 Month Target 2.3</b>	The school All Study Mean for VCE will move from 27 to 28 in 2021. The English Mean will move from 25 to 26 by the end of 2021.	
<b>12 Month Target 2.4</b>	By the end of 2021 VCAL completion will increase to 95%	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> Building practice excellence	Embed the practice of data collection, analysis and evaluation of student learning growth over time	Yes

<b>KIS 2</b> Building practice excellence	Embed the explicit use of evidence-based school improvement strategies and teacher professional practice activities	Yes
<b>KIS 3</b> Curriculum planning and assessment	Embed a whole school documented curriculum plan, assessment and shared pedagogical approaches	Yes
<b>KIS 4</b> Building practice excellence	Action Plan to accelerate improvement	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	<p>We have already seen excellent school results for literacy and numeracy in the 2019 NAPLAN. Our school achieved at or above the state for high learning growth in numeracy, reading, writing and grammar and punctuation in Year 9. These results can be attributed to the many strategies that we have embedded into our teaching practice and curriculum programs. These include literature circles in English, independent reading strategy, Fast Track Reading, numeracy intervention strategies, differentiated teaching, high impact teaching strategies and our whole school approach to implementing reciprocal reading strategies.</p> <p>The College has been the recipient of funding for specific programs such as the Middle Years Literacy and Numeracy Strategy, Headstart (apprenticeships in schools program) and the Computer Science in Schools Program. These programs are continuing in 2020 and our students will benefit from the learning opportunities that these will provide.</p> <p>We are continuing the work around the whole school approach to literacy teaching with a targeted focus on the reading comprehension strategies of Predicting, Clarifying, Questioning and Summarising.in Professional Learning Communities. The English and Humanities PLCs will be focusing on reciprocal teaching which draws together the four reading comprehension strategies into a coherent and cohesive model of practice.</p> <p>A Numeracy team headed by the new Assistant Principal of Teaching and Learning, along with the Maths Domain Leader and the Numeracy Instructional Leader will undertake the Bastow Leading Numeracy Course to build their own knowledge and skills, identify actions for implementation and develop a plan with the staff for a whole school numeracy approach.</p>	
<b>Goal 3</b>	Improve student engagement and connectedness to school and peers	
<b>12 Month Target 3.1</b>	<p>ATSS positive endorsement in the following areas:</p> <p>School staged transition (Year 10-12) will have 85% endorsement</p> <p>School staged transition (Year 7 and new students) will have 87% endorsement</p> <p>Sense of connectedness will have 75% endorsement</p> <p>Student voice and agency will have 80 percent endorsement</p> <p>Attitudes to attendance will have 80% endorsement</p> <p>Motivation and interest will have 76% endorsement</p> <p>Resilience will have 85% endorsement</p>	

	Self-regulation and goal setting will have 78 percent endorsement Sense of confidence will have 85 % endorsement	
<b>12 Month Target 3.2</b>	The targets for 2021 for the following: Collective efficacy will have 60 % endorsement Collective responsibility will have 65 % endorsement Academic emphasis will have 50 % endorsement Trust in students and parents will have 55% endorsement Staff trust in colleagues will have 65% endorsement Teacher collaboration will have 60% endorsement	
<b>12 Month Target 3.3</b>	The targets for 2021 for the following: School connectedness will have 80 % endorsement Positive transitions will have 68% endorsement High expectations for success will have 91% endorsement Student motivation and support will have 70 % endorsement Stimulating learning environment will have 75% endorsement Effective teaching will have 75% endorsement	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> Empowering students and building school pride	Enable student voice, leadership and agency in own learning activated so students have positive school experiences and can act as partners in school improvement	Yes
<b>KIS 2</b> Empowering students and building school pride	Build school pride and connectedness	Yes
<b>KIS 3</b> Health and wellbeing	Embed a whole school approach to health, wellbeing, inclusion and engagement	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>Student attitudes data is quite high compared to other schools so we have a good base to work from to build connection and school pride. The work in this area began in 2018 when we undertook a vision and values journey with the whole school community. The new vision and values were launched in December 2018 and implemented in 2019. We use values postcards to acknowledge students demonstrating behaviours linked to the values and we have focused on a value each term and acknowledged students by giving them merits on COMPASS that contribute towards house points. We collaborated with the school community in 2018 and 2019 to design a new uniform which is being introduced to all new Year 7 students in 2020 and being phased in for all students to wear by 2022. We have engaged students this year in more focus groups to gain feedback from them about the school and how we can improve learning, behaviour and school pride. The students have been very positive and forthcoming in these focus groups and it is from these that we have identified actions for 2020 around the provision of more cross age, co-curricula activities so students can connect to each other, building responsibility in the student cohort around the environment being clean and respected and creating more opportunities for students to take initiative and lead. Alongside this work is the School Wide Positive Behaviour Support Framework. We have been working on this since mid 2018 and in 2019 we have co-constructed a behaviour matrix with the students that is built around our four values. This work will continue in 2020 when we work with teachers to build their knowledge and understanding of the explicit teaching of positive behaviours in the classroom.</p>	
<p><b>Goal 4</b></p>	<p>To improve student engagement in learning</p>	
<p><b>12 Month Target 4.1</b></p>	<p>The targets for 2021 for the following:          Differentiated learning challenge will have 80% endorsement          Effective classroom behaviour will have 80% endorsement          Effective teaching time will have 90% endorsement          Stimulating Learning time will have 70% endorsement          Effort will have 80% endorsement          High expectations for success will have 75% endorsement          Teacher concern will have 94% endorsement</p>	
<p><b>12 Month Target 4.2</b></p>	<p>By the end of 2021, student absence days per full time equivalent will decrease to 23 days Year 7 to Year 12</p>	
<p><b>Key Improvement Strategies</b></p>		<p>Is this KIS selected for focus this year?</p>
<p><b>KIS 1</b> Building leadership teams</p>	<p>School Improvement Team formed to develop, oversee and evaluate the effectiveness and impact of the Annual Implementation Plan: For Improving Student Outcomes</p>	
<p><b>KIS 2</b></p>	<p>School-based professional learning program developed and implemented that supports the school's identified improvement strategies</p>	

Instructional and shared leadership		
<b>KIS 3</b> Building leadership teams	Embed an improvement culture through collaborative professional learning communities with instructional and shared leadership	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>In 2019 the leadership team developed a new organisational structure for the College, which built into the structure two Assistant Principals to drive the FISO. One Assistant Principal will have oversight of the Positive Climate for Learning and the other will have oversight of Excellence in Teaching and Learning. The new structure included 2 Learning Specialists and 2 Leading Teachers. This has also enabled the employment of new teachers to leadership positions, from within and beyond the school, making it a new leadership team. With this comes the opportunity to create a shared vision with the team and co-construct protocols around how we will collaborate and drive the Strategic Plan and AIP. Every teacher in the school is positioned in the organisational structure with clear description of their responsibilities at different levels of the structure. The document provides role clarity and clear lines of sight to the SSP and AIP and is clearly focused around school improvement, student-centred leadership and decision making, and achieving learning and social-emotional growth. We will continue to collaborate in PLCs with the focus on the HIT of "collaborative learning" to strengthen our understanding and implementation of the "working together" phase of the Greensborough College Instructional Model. The Leadership Team will co-lead PLCs with Middle Level Domain Leaders which aims to strengthen the capacity of the Middle Level Leaders to embed a collaborative culture around professional learning and to create opportunities for distributive and shared leadership. Professional Learning is a key priority and is scheduled in the term calendar at least four times a term. The PL will vary and will take the form of whole school PL, Master classes led by experts in numeracy, literacy and HITs, and opportunities to collaborate.</p>	

## Define Actions, Outcomes and Activities

<b>Goal 1</b>	2021 Priorities Goal
<b>12 Month Target 1.1</b>	<p>Students in the tutoring program for literacy and numeracy will show learning growth as evidenced in the assessment tools - essential assessments and renaissance reading program.</p> <p>Students in the VCE tutoring support program will show increased levels of learning confidence in self-reports and as observed by tutors.</p> <p>Continued improvement in Student Attitudinal data and improved attendance rates.</p> <p>Less student management issues (reduction in consequences)</p> <p>Students mental health and wellbeing will be improved with resilience ( less minor issues reporting to wellbeing)</p> <p>Increased participation in extra curricula activities such as camps, excursions, lunchtime clubs, school production and music.</p>
<b>KIS 1</b> Curriculum planning and assessment	Learning, catch-up and extension priority
<b>Actions</b>	<p>Tutoring Program, 2021- Alongside the classroom teacher, the tutor will: co-plan lessons (with an emphasis on differentiation and modification), teach and provide invention at the point of need for groups of students, develop IEP goals in Literacy and Numeracy and soft skill areas.</p> <p>Action plan to support students in: Years 8 and 10 with MYLNS, Year 7 Numeracy Intervention tutor, Literacy support/catch-up tutor at Year 9, Numeracy and Literacy Extension tutor, Learning Mentor at Year 10 acceleration, Learning Mentor at Year 11, Homework club or withdrawal sessions</p> <p>Timetabling Structures: Blocking Years 7-9 English and Maths classes together to provide access to students for the purposes of delivering support programs, such as MYLNS, Fast Track Reading, Extension, small group tutoring, numeracy intervention efficiently.</p> <p>Professional Learning provided to staff on: Differentiation and modification (through MYLNS capability builders) and collaborative groups (through SIT- Teaching and Learning).</p> <p>Learning Growth rather than 'Pass or Fail' model.</p> <p>Time for applying Professional Learning: Weekly PLC meetings for Years 7 and 9 Maths and English teachers, tutors and MYLNS teachers.</p>

<p><b>Outcomes</b></p>	<p>Leaders will:</p> <ul style="list-style-type: none"> <li>• Review the intent of the initiatives</li> <li>• Select and develop a model</li> <li>• Collate and analyse data to inform student interventions required</li> <li>• Classify students according to their most significant Curriculum focus</li> <li>• Identify key skills, capabilities or dispositions students could be supported with</li> <li>• Set up timetable structures and staffing</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>• Develop consistency in practise and delivery of teaching and learning program</li> <li>• Understand pedagogical approaches to support students</li> <li>• Use PLC meetings to track and monitor individual students, subgroups and whole-cohort progress.</li> <li>• Evaluate practice model effectiveness using the FISO improvement cycle</li> <li>• Review diagnostic data and prioritise and set goals for eligible students</li> <li>• Be responsive to each individual students' needs</li> <li>• Evaluate student receptiveness to small group learning</li> <li>• Track and monitor student learning growth and conduct data led conferences</li> </ul> <p>Students will:</p> <ul style="list-style-type: none"> <li>• Set Literacy and Numeracy goals</li> <li>• Show progress in literacy and numeracy outcomes</li> <li>• Build confidence in key skills, capabilities or dispositions</li> <li>• Review their progress towards achieving literacy and numeracy goals</li> </ul>
<p><b>Success Indicators</b></p>	<p>MYLNS test data  On Demand Reading data/ Essential Assessment in Numeracy  Formative and summative class tasks/teacher judgement,  Renaissance Reading data  AToS  Achievement level attained  Student growth/ progress from start of program to end of program  Attendance rate  Student engagement (e.g. in class participation)  Completion rate of work tasks/ assignments (COMPASS)  Student confidence (survey)</p>

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Reading Comprehension strategies to be embedded in the first cycle of the PLC program	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> School Leadership Team <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$1,000.00  <input checked="" type="checkbox"/> Equity funding will be used
HITs- PD Modules	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Understanding the Victorian Curriculum, setting goals with students, tracking growth- PD Modules	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Team Leader(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
<b>KIS 2</b> Health and wellbeing	Happy, active and healthy kids priority			
<b>Actions</b>	<p>Strong focus on student voice and agency The student leadership and AP will have more focus groups that will focus on feedback from students. We will also have a cross section of students from all year levels.</p> <p>ADP Expanding the Athletic Development Program facilities to provide improved experiences to student athletes.</p>			

	<p>Using SWPBS in the whole school environment. Staff and students will continue to use the whole school matrix in class and all school environment level</p> <p>Plans to have more camps and excursions in 2021, through student voice we will be having a year 8 camp. We will also be looking at running other camps throughout year. We will use student voice to see what and where students interest are.</p> <p>Change in Year 9 City Experience - this will incorporate more social and emotional learning.</p> <p>Connect program SEL - Building resilience An overview of the connect program at Year 7, 8 and 9 will focus on how we can make our students active and healthy Student leaderships (new roles) Added new roles this year to add more breadth to the leadership group 2020 we had student/teacher mentors we will plan to roll this out in 2021 Health well-being days (7-12) Continued focus on a whole school health and well-being with health days across all year levels each term An increase in promotions of healthy eating by running the breakfast club</p> <p>Having regular lunch time clubs for all students to become engaged in. These could be sport clubs, chess club, video game club, art club etc. These will promote not only an active student but also help engage the students with other stimulating activities.</p>
<p><b>Outcomes</b></p>	<p>Leaders will: Increase staff knowledge in health and wellbeing for students Increase student capacity with student voice and agency Will provide opportunities for students to provide input into learning and extra curriculum activities through a range of forums.</p> <p>Students will be able to provide feedback into to desired opportunities and activities to promote healthy active students (looking at 2020 AToSS)</p> <p>Teachers will: Use SWPBS matrix when teaching and learning ( using matrix in class to teach and when discussing behaviours/concerns with students) ADP trainers will be able to provide an enhanced experience with high quality facilities</p> <p>Students will:</p>

	<p>Use matrix to build their skills in understanding school expectations and school values</p> <p>Leaders/staff will use the merit system</p> <p>Leaders/ teachers:  Will embed the respectful relationship curriculum in connect classes, VCAL and health days  Students will learn interpersonal skills such as team work, resilience and leadership  Leaders/teachers/students will focus on promoting healthy active students by focusing by providing healthy eating opportunities which will increase student engagement in learning</p>			
<b>Success Indicators</b>	<p>Continued improvement in AToSS  Increase in attendance all levels will be improved  Less student management issues (reduction in consequences)  Students mental health and wellbeing will be improved with resilience ( less minor issues reporting to wellbeing)  Better facilities may result in an expansion of the ADP in 2022.</p>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
<p>SWPBS to be embedded and practiced whole school  Social and Emotional learning through Connect  Whole school approach to health and wellbeing with increased focus on healthy lifestyle  This will be by embedding a culture where students feel happy and healthy and connected.  ADP</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> All Staff</li> <li><input checked="" type="checkbox"/> Assistant Principal</li> <li><input checked="" type="checkbox"/> Leadership Team</li> <li><input checked="" type="checkbox"/> School Improvement Team</li> <li><input checked="" type="checkbox"/> Sub School Leader/s</li> <li><input checked="" type="checkbox"/> Teacher(s)</li> </ul>	<input checked="" type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p> <p><input type="checkbox"/> Equity funding will be used</p>

<b>KIS 3</b> Building communities	Connected schools priority
<b>Actions</b>	<p>Parent information and continuous communication to community via school portals:          We will continue to provide up to date information to parents and the community through a variety of different portals (Compass, Facebook, Emails, etc.)</p> <p>Well being sessions:          Continue to provide well-being sessions to the school community          Elevate/study programs          The school will again use Study programs for students and parents that will help build all stakeholders to be connected to the school          VCE/VCAL information evening</p> <p>Parent interaction via attending forums at school to celebrate school successes:          This will include 2 parent/teacher student conferences. We will also have interactive parent evenings that will celebrate student achievement:          Year 9 City Discovery          Art Show          Music Soiree / Production          Domain led displays / Explore Evening          Grace 5 Primary School Days          Forging Futures program          Orientation Day          Coffee Chats          ADP information evenings</p>
<b>Outcomes</b>	<p>Leaders/teacher will implement parent information sessions that are relevant to specific year levels          Leaders/teachers will build capacity of other staff members to implement information sessions          Leaders will continue to build partnerships with external tertiary providers          Domain leaders will work with teaching team to work on interactive displays that engage community members          Students and teachers will create interactive displays for community</p>

<b>Success Indicators</b>	More parent participation and engagement at school			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Building the school community with engaging activities that the community will be involved in	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Sub School Leader/s	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Continued promotion of school through a variety of portals	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> School Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00  <input type="checkbox"/> Equity funding will be used
Continued focus groups and work with student leaders to build the connectedness to the college	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Sub School Leader/s <input checked="" type="checkbox"/> Year Level Co-ordinator(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00  <input type="checkbox"/> Equity funding will be used
<b>Goal 2</b>	To challenge all students to achieve learning growth and outcomes in literacy and numeracy			

<b>12 Month Target 2.1</b>	Continue to Improve high relative growth for reading from 35.2% (above state benchmark) to 38% as measured by NAPLAN Improve medium relative growth for reading from 42.6% to 45% as measured by NAPLAN Continue to improve high relative growth for numeracy from 23.1% to 26% as measured by NAPLAN.
<b>12 Month Target 2.2</b>	By the end of 2021 24% of Year 9 students will be in the top 2 bands in Numeracy as measured by NAPLAN By the end of 2021 22% of Year 9 students will be in the top 2 bands in reading as measured by NAPLAN
<b>12 Month Target 2.3</b>	The school All Study Mean for VCE will move from 27 to 28 in 2021. The English Mean will move from 25 to 26 by the end of 2021.
<b>12 Month Target 2.4</b>	By the end of 2021 VCAL completion will increase to 95%
<b>KIS 1</b> Building practice excellence	Embed the practice of data collection, analysis and evaluation of student learning growth over time
<b>Actions</b>	<p>Assessment Schedules: Develop Assessment schedules and a yearly data plan. Implement the assessment schedule, using testing procedures and resources that find the data we require and suit our purposes.</p> <p>Data walls: Develop data walls- identify low literacy, low numeracy, little/no growth, needs extension, engagement and attendance. Develop reliable sets of data on as many students as possible</p> <p>Whole school data: Provide opportunities for staff to review whole school data, as well as at PLC meetings, program managers and individual discussions.</p> <p>VCE data: PL will occur on VCE and VASS data reports- data literacy</p> <p>VCE Data Conversations will occur.</p> <p>Professional learning sessions to build staff understanding and agreement about process and protocols for conducting data analysis and data driven conversations.</p> <p>Leadership develops protocols for coaching conversations on unpacking data.</p>

	<p>Preparing for and commencing data analysis interviews and coaching conversations to identify areas for improvement.</p> <p>Give teachers restricted access to VASS.</p> <p>Familiarise staff with Data and Evidence as per VASS reports.</p> <p>Further PL will occur on:</p> <ul style="list-style-type: none"> <li>• Formative Assessment and intervention at the point of need</li> <li>• Delivering targeted and direct feedback that improves student learning outcomes</li> </ul> <p>Staff will be guided to assess data and group students:</p> <ul style="list-style-type: none"> <li>• To improve our tailored approach- modification and differentiation</li> <li>• To plan strategies for catching students up- using MYLNS and Tutoring supports in 2021</li> <li>• To refine our practice around making teacher judgements</li> <li>• Dedicated time to moderation and cross-marking to ensure the accuracy of teachers' judgements</li> </ul>
<p><b>Outcomes</b></p>	<p>Leaders will:</p> <p>Proactively engage staff through a well-articulated, planned professional learning process that has at its core the analysis and evaluation of data to drive a continuous cycle of improvement in VCE student outcomes.</p> <p>Prepare a range of data sets for staff to analyse</p> <p>Develop the culture of sharing VCE results, involve Year 12 teachers and others</p> <p>Develop of the Assessment schedule</p> <p>Provide PLC Leaders with training to create data walls</p> <p>Leaders and teachers become increasingly confident around using data to inform their planning and approach throughout the wider school and in classrooms.</p> <p>Emphasis is placed on student growth and achievement in discussions with students and parents/carer.</p> <p>Teachers will:</p> <p>Analyse a range of data sets with confidence. Use data to inform their planning and approach throughout the wider school and in</p>

	<p>classrooms.</p> <p>Collect and utilise student feedback for evaluating and improving the effectiveness of professional practice</p> <p>Implement the Assessment schedule</p> <p>Engage in professional and collegiate discussion using data available to them to effectively evaluate their teaching practice and to inform curriculum and assessment development.</p> <p>Work in teams to identify and address areas of improvement in individual classroom practice to achieve optimum outcomes for all students.</p> <p>Students will:</p> <p>Complete formative and summative tasks and reflect on their performance to evaluate achievement of set goals</p> <p>Give feedback to teachers on their professional practice</p>
<p><b>Success Indicators</b></p>	<p>MYLNS test data: On Demand Reading data/ Essential Assessment in Numeracy Formative and summative class tasks/teacher judgement Renaissance Reading data</p> <p>VCE data :VCAA School-based Assessment Audit, VCE Data Service, External Assessment Results Service, GAT results, statistical moderation reports, examination reports</p> <p>Student improvement from formative assessment to summative assessment should be clear.</p> <p>It is common practice that teachers make decisions informed by data.</p> <p>Moderation practices are known and moderation occurs regularly.</p> <p>Teacher judgement is a consistent and useful form of data.</p>

Activities and Milestones	Who	Is this a PL Priority	When	Budget
PIVOT survey	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$2,000.00  <input checked="" type="checkbox"/> Equity funding will be used
VCE Data Workshops and coaching conversations	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Sub School Leader/s <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$500.00  <input type="checkbox"/> Equity funding will be used
Assessment Schedule	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
PLC Leader Training- Data Walls	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLC Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$500.00  <input type="checkbox"/> Equity funding will be used

<b>KIS 2</b> Building practice excellence	Embed the explicit use of evidence-based school improvement strategies and teacher professional practice activities
<b>Actions</b>	<p>Work in PL, PLC and peer observations are closely linked. All teachers will participate in peer observations, the focus of which will be the use of literacy strategies that have been presented to staff in our Professional Learning program, eg. Reciprocal Teaching</p> <p>All teachers use an instructional model which is based on the VTLM in all classes</p> <p>All 7-10 students participate in an independent reading program where literacy strategies are explicitly taught.</p> <p>Literacy strategies such as Reciprocal teaching will be explicitly taught as part of the school wide learning program as well as the English program.</p> <p>Complimentary to the Independent reading program, the school has purchased a reading program. This program will allow staff to determine student reading levels and assist as students locate level and age appropriate reading material.</p> <p>For students operating significantly below the standard literacy level, evidence-based intervention programs have been developed and will be delivered to cater for their needs and aim to close the literacy gap (eg.FTR)</p>
<b>Outcomes</b>	<p>Leaders will:</p> <p>Create, publish and communicate to staff about Peer Observation Protocols</p> <p>Provide PD on the use of literacy strategies including reciprocal teaching strategies.</p> <p>Promote the use of the Instructional Model</p> <p>Use evidence to determine students who require planned interventions.</p> <p>Teachers will:</p> <p>Be observed by a colleague and will be encouraged to reflect on their practice (especially in terms of explicit teaching of literacy strategies)</p> <p>Employ an instructional model, thereby creating opportunities for students to be guided through the essential phases of learning. A range of evidence-based learning strategies can be used with students.</p>

	<p>Students will:</p> <p>Choose their own Independent reading material, to cater to their own abilities and interest. Students are more likely to engage deeply with reading material that captures their attention.</p> <p>Engage in reading activities that are tailored to their needs and experience success at their level</p>			
<b>Success Indicators</b>	<p>All staff members have been observed and had an opportunity to reflect on their practice with a peer.</p> <p>It is evident that a wide range of strategies to explicitly teach literacy are used by many teachers, and embedded in their practice on a daily basis.</p> <p>Student outcomes in the form of NAPLAN results improve.</p> <p>Students who have needed intensive literacy support made the growth we expected for them.</p>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
<p>Activity: Whole staff Professional Learning around VCE Data analysis.</p> <p>Milestone: Early term 1- All staff will be able to read and analyse results of all students and cohorts for all VCE subjects.</p>	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00  <input type="checkbox"/> Equity funding will be used
<p>Activity: Continued Professional Learning for VCE teachers and the VCE Toolbox</p> <p>Milestone: Best practice actions from toolkit are achieved based on the toolkit calendar throughout the year.</p>	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input checked="" type="checkbox"/> Equity funding will be used
<b>KIS 3</b> Curriculum planning and assessment	Embed a whole school documented curriculum plan, assessment and shared pedagogical approaches			

<p><b>Actions</b></p>	<p>PL will occur on:</p> <p>VCE and VASS data reports- Data literacy. This work will be followed up with VCE Data Conversations. These conversations will include encouraging teachers to reflect upon and interpret their own data, plan and implement strategies to improve their teaching approaches in the VCE classroom. These conversations will also be concerned with teachers' desires for professional development or networking opportunities.</p> <p>Employment of VCE Toolkit:</p> <p>With that, emphasis will be place upon writing, and sharing: subject overviews, subject timelines, assessment rubrics, key skills and knowledge and SAC timelines with students.</p> <p>Emphasis on statistical moderation data, in particular. Interpreting this data will allow us to advise teachers regarding the SACs they set and how those SACs are marked.</p> <p>Moderation networks will be set up for teachers teaching single class subjects.</p> <p>Further planned PL on:</p> <ul style="list-style-type: none"> <li>• Formative and summative assessment</li> <li>• How/when/what feedback is given to students</li> <li>• Reasonable adjustment</li> <li>• Differentiation and modification</li> <li>• Pedagogical approaches and sharing good practice</li> <li>• Making teacher judgements and placing progression points</li> <li>• Whole school moderation practices</li> </ul> <p>Creating curriculum:</p> <p>Time will be dedicated to staff for purposes of collaboration</p> <p>Staff will be encourage to use Victorian Curriculum, VCE Study Designs and VCAL competencies for reference when creating curriculum</p> <p>Time will be dedicated to creating/refining curriculum in areas of need</p> <p>GC Curriculum Documentation templates will be employed consistently</p> <p>Whole school focus on reciprocal teaching strategies will be reflected in curriculum documentation</p> <p>Improved integration of the VCAL program through thematically linking across subjects</p> <p>SEL- Social and Emotional Education will be delivered through CONNECT</p>
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	<p>Continuation of auditing of the curriculum planning- Curriculum Mapping</p> <p>Refined Curriculum Documents will be stored on Teams</p>
<p><b>Outcomes</b></p>	<p>Leaders will:</p> <p>Facilitate VCE Data Conversations and processes to review, unpack, plan and implement interventions based on VASS data reports.</p> <p>Support all staff in making accurate teacher judgements</p> <p>Teachers will:</p> <p>Become more skilled in the processes of reviewing, unpacking, planning and implementing interventions based on VASS data reports.</p> <p>Bring about improved student outcomes and engagement through tailoring of instruction, feedback and assessment processes including IEP's.</p> <p>Provide accurate teacher judgements through guidance and assistance to teaching staff</p> <p>Provide curriculum documentation that adheres to Victorian Curriculum, VCE Study Designs and VCAL competencies brought about through professional development and collaboration.</p> <p>Share good practice and moderate work from across year levels more regularly</p> <p>Students will:</p> <p>Become aware of their options and prepared for the world of work through careers education provided in CONNECT.</p> <p>Build resilience through CONNECT</p> <p>Be engaged by curriculum that is consistent and as per mandates.</p> <p>Get regular and accurate feedback on their progress and data</p>

<b>Success Indicators</b>	<p>Interventions planned and implemented to improve VCE results and student growth in identified learning areas</p> <p>Improved teacher judgement. Teacher judgement can be used as more consistent and reliable form of data.</p> <p>Improved pedagogical practice through sharing- students become more engaged, teachers feel more confident and assured in having many approaches to employ.</p> <p>Improved curriculum mapping- evidence of collaboration and consultation of Victorian Curriculum, VCE Study Designs and VCAL competencies - improved Curriculum audit results.</p> <p>Attitude to school survey data will indicate that GC students continue to be Happy, Healthy and Resilient.</p>				
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>	
Whole staff and targeted professional learning on assessment and feedback	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used	
<b>KIS 4</b> Building practice excellence	Action Plan to accelerate improvement				
<b>Actions</b>	<p>Develop literacy and numeracy intervention plan.</p> <p>Embed Reading comprehension strategies through PLCs, using the PLC Framework to work through an inquiry cycle</p> <p>Strengthen teacher capacity in reciprocal teaching, which will be undertaken in the English PLCs</p> <p>Continue the Independent Reading Program in English from Years 7 to 10</p>				
<b>Outcomes</b>	<p>Teachers will:</p> <ul style="list-style-type: none"> <li>- work collaboratively</li> <li>- consistently using the agreed teaching model</li> </ul>				

	<ul style="list-style-type: none"> <li>- consistently use data to address point of need teaching</li> <li>- incorporate literacy strategies in their teaching</li> <li>- teachers using the PLC Framework to work through an inquiry cycle</li> <li>- literacy strategies in curriculum documentation</li> <li>- consistent understanding and agreement of what constitutes expected work for each year level</li> <li>- teachers using data to inform their practice</li> </ul> <p>Students will:</p> <ul style="list-style-type: none"> <li>- be able to identify when to use the reading comprehension strategies and this will improve their reading outcomes.</li> <li>- Students will be able to understand the purpose of the reading comprehension strategies and begin to automatise their use when text is presented to them</li> <li>- Students will be engaged in the English strategies and use the conferencing tools to reflect on their reading growth</li> </ul>
<p><b>Success Indicators</b></p>	<p>Naplan Reading data to show increases in High and Medium Growth  Pivot Survey Data that provides student feedback on teacher practice around reading comprehension and reciprocal teaching.  Learning Walk data collected by the Leadership team and instructional leaders  Teachers recording and reflecting on literacy strategies in their PDP  English domain evaluation of Independent Reading Program and Literature Circles and their impact on student outcomes in English</p> <p>Teachers:</p> <ul style="list-style-type: none"> <li>- Teachers' PDP goal based on this KIS will be achieved</li> <li>- Teachers undertake peer observations that are targeted to areas of practice determined by data and PLC</li> <li>- PLC meetings reflect use of data to drive inquiry cycles.</li> <li>- Teachers beginning to refer to the data wall in PLC meetings.</li> <li>- Teachers providing evidence of student growth based on PAT-R, On Demand, NAPLAN or Learning Tasks Increased number of students achieving above expected assessments in reading through a range of assessment measures (NAPLAN, Ondemand, Fountas and Pinnell)</li> </ul> <p>Students:</p> <ul style="list-style-type: none"> <li>- Year nine student mean score for NAPLAN reading increases</li> <li>- 25 Focus students who were in the top of the middle two bands in year 7 move into the top two bands in 2020</li> <li>- The 9 students in the top two bands of NAPLAN reading in year 7 maintain top two band achievement level.</li> <li>- Focus students reporting their learning needs in English classes are being met.</li> <li>- Focus student know their current levels of achievement in reading and understand what is required for them to progress.</li> <li>- Semester one teacher judgement to align with NAPLAN data</li> <li>- Teacher's Planning documentation demonstrates differentiation</li> </ul>

	<p>Leaders:</p> <ul style="list-style-type: none"> <li>- Learning Walk templates and notes</li> <li>- Conversations with leaders will demonstrate a high awareness of improved teacher practice by the year 9 teachers as observed in the learning walks</li> <li>- Completion of a data wall</li> </ul>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
PLCs use FISO model when collaborating around student data and learning programs	<input checked="" type="checkbox"/> PLC Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Goal 3	Improve student engagement and connectedness to school and peers			
12 Month Target 3.1	<p>ATSS positive endorsement in the following areas:</p> <p>School staged transition (Year 10-12) will have 85% endorsement</p> <p>School staged transition (Year 7 and new students) will have 87% endorsement</p> <p>Sense of connectedness will have 75% endorsement</p> <p>Student voice and agency will have 80 percent endorsement</p> <p>Attitudes to attendance will have 80% endorsement</p> <p>Motivation and interest will have 76% endorsement</p> <p>Resilience will have 85% endorsement</p> <p>Self-regulation and goal setting will have 78 percent endorsement</p> <p>Sense of confidence will have 85 % endorsement</p>			
12 Month Target 3.2	<p>The targets for 2021 for the following:</p> <p>Collective efficacy will have 60 % endorsement</p> <p>Collective responsibility will have 65 % endorsement</p> <p>Academic emphasis will have 50 % endorsement</p> <p>Trust in students and parents will have 55% endorsement</p> <p>Staff trust in colleagues will have 65% endorsement</p> <p>Teacher collaboration will have 60% endorsement</p>			

<b>12 Month Target 3.3</b>	<p>The targets for 2021 for the following:</p> <ul style="list-style-type: none"> <li>School connectedness will have 80 % endorsement</li> <li>Positive transitions will have 68% endorsement</li> <li>High expectations for success will have 91% endorsement</li> <li>Student motivation and support will have 70 % endorsement</li> <li>Stimulating learning environment will have 75% endorsement</li> <li>Effective teaching will have 75% endorsement</li> </ul>
<b>KIS 1</b> Empowering students and building school pride	Enable student voice, leadership and agency in own learning activated so students have positive school experiences and can act as partners in school improvement
<b>Actions</b>	<ul style="list-style-type: none"> <li>Increase student voice and agency on how, what they want to learn with forums (focus groups)</li> <li>Focus groups looking at policy and procedures</li> <li>Connect class in Year 9 to empower students in decision making whilst working on career action plans</li> <li>Increase student leadership positions</li> <li>Continued partnerships with external providers</li> <li>Peer support program with senior students</li> <li>Extra curricular activities</li> <li>Student IEP</li> <li>Student SSG meetings</li> <li>Students will engage in goal setting at the beginning of the academic year and review sessions at the end with a chance to reflect on personal goals</li> </ul>
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>Leaders will build teacher capacity in peer support program</li> <li>Students will build their own knowledge and skills in peer support program</li> <li>Students will build on their skills to work in focus groups</li>   <li>Teachers will teach connect students the skills that will empower decision making</li> <li>Leaders will continue to work on external partnerships that will empower student voice leadership and agency and increase a positive school experience</li> <li>Leader will work with student leadership group to build school pride</li> </ul>

<b>Success Indicators</b>	Improved AToSS survey results School attendance and engagement Increased enrolment Peer support groups will empower students and build student pride, resilience and connectedness to school			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
AToSS survey results analysed All students complete goal sheet and reflection exercise	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Sub School Leader/s	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
<b>KIS 2</b> Empowering students and building school pride	Build school pride and connectedness			
<b>Actions</b>	Increasing student voice and agency through student leadership Increase school pride by setting high expectations regarding uniform Being consistent in school expectations with SWPBS and the use of the whole school matrix Action plan for SWPBS 2021 Review and improve process on attendance policy and practices Sub school teams to improve student connectedness by identifying the key elements/indicators of connectedness though student feedback and focus groups Provide opportunities for students to connect to their peers in cross curricula activities such as the School Production, State School Spectacular, International tours, camps and lunchtime clubs Provide more opportunities for flipped learning/classroom by skilling-up the students to initiate, create, develop, coordinate and run activities and events.			

<b>Outcomes</b>	<p>Leaders will roll out professional learning to implement and explicitly teach SWPBS  Teachers will embed in their practice and place as goal in PDP  Staff and students will be able to articulate what high expectations are and look like  Staff and students will articulate what school key values are and key behaviors associated with values (SWPBS)  Teachers will build in reflection, evaluation and feedback into their daily lessons  Students will set goals and assess their performance against their goals during the self assessment sessions  Leaders will have a strong narrative around attending school and the importance of this.  Student Engagement and Well-being Teams will conduct focus groups, identify indicators for connectedness and develop strategies to improve connectedness  Student participation in the School Production, State School Spectacular, camps and clubs will increase  Students will be given training and coaching in student agency and peer support</p>			
<b>Success Indicators</b>	<p>Documented lessons that teachers will explicitly teach students  Feedback from students on the teaching values through student forums  Improved attendance  Absence rates will decrease  More recognition of positive behaviors using SWPBS merit system  Less suspensions/detentions  Connectedness dimensions on attitudinal data will improve  Students and teachers participating in co-curricula activities increases and successful outcomes reported anecdotally and in reflection surveys, by students and teachers.</p>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Student Focus groups to explore connectedness	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Student(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used

Create an attendance policy and procedures	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00  <input type="checkbox"/> Equity funding will be used
<b>KIS 3</b> Health and wellbeing	Embed a whole school approach to health, wellbeing, inclusion and engagement			
<b>Actions</b>	Implement School Wide Positive Behavior Support with fidelity Sub school teams to have a clear vision around student-centered decision making with a view to develop consistent and coherent practices around engagement, learning, well-being and behavior Positive Climate for Learning SIT to review and evaluate current policies, programs and practices around health, well-being and engagement			
<b>Outcomes</b>	SWPBS matrices will be explicitly taught and visible Continued professional learning will be undertaken by all staff of the three tiered behavior model Student Engagement and Well-being Teams (sub schools) will have documented processes that align with student-centered leadership Policies, programs and practices around health, well-being and engagement have been reviewed, updated and improvement actions identified and communicated			
<b>Success Indicators</b>	Teachers can explicitly teach appropriate behaviors and identify minor and major behaviors Students can articulate through focus groups and surveys the key elements of SWPBS Students demonstrate College values readily and acknowledgements will increase through the delivery of postcards and the allocation of merits on COMPASS Number of major incidents in student behavior will decrease as shown in relocation and compass reports			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
SWPBS lessons	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$0.00

	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s)		to: Term 4	<input type="checkbox"/> Equity funding will be used
Focus groups and surveys created for SWPBS	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Data collections from Compass of student behaviours	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
<b>Goal 4</b>	To improve student engagement in learning			
<b>12 Month Target 4.1</b>	The targets for 2021 for the following: Differentiated learning challenge will have 80% endorsement Effective classroom behaviour will have 80% endorsement Effective teaching time will have 90% endorsement Stimulating Learning time will have 70% endorsement Effort will have 80% endorsement High expectations for success will have 75% endorsement Teacher concern will have 94% endorsement			
<b>12 Month Target 4.2</b>	By the end of 2021, student absence days per full time equivalent will decrease to 23 days Year 7 to Year 12			
<b>KIS 1</b> Building leadership teams	School Improvement Team formed to develop, oversee and evaluate the effectiveness and impact of the Annual Implementation Plan: For Improving Student Outcomes			

<b>Actions</b>	Continue to use the 2 SIT model - 1 x Positive Climate for Learning SIT and 1 x Teaching and Learning SIT Each SIT meets at least 3 times a term. Membership of each SIT will include staff with particular roles and 2 x Learning Leader positions. Update Greensborough College Organisational Model to reflect the leadership role of the Business Manager and the Executive Leadership oversight of Educations Support Staff.			
<b>Outcomes</b>	Closer alignment of the SSP and the AIP to roles of leaders and teachers Lines of sight created for teachers with the Performance and Development Process Leaders and teachers will be able to articulate their roles, responsibilities and the purpose for their work			
<b>Success Indicators</b>	Each SIT meets three times a term and develops professional learning for the staff Each SIT communicates the vision, goals and key improvement strategies to the school community Each SIT monitors and achieves the AIP outcomes			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Professional Learning for Education Support Staff about the updated organisational model and role clarity.	<input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00  <input type="checkbox"/> Equity funding will be used
<b>KIS 2</b> Instructional and shared leadership	School-based professional learning program developed and implemented that supports the school's identified improvement strategies			
<b>Actions</b>	A School Teaching and Learning Improvement Team oversees the professional learning program.  This group develops a plan to implement professional learning around: <ul style="list-style-type: none"> <li>• whole school literacy and numeracy teaching strategies</li> <li>• HITS</li> <li>• professional learning needs around ICT</li> <li>• SEL</li> <li>• VCE/VASS data literacy</li> </ul>			

<p><b>Outcomes</b></p>	<p>Leaders will: Measure success of PL through the ability of staff members to perform a particular function afterwards. For example, after ICT PL staff members will be directed to check the Weekly Update and Absences and Extras list on Microsoft Teams.</p> <p>Teachers will: Gain confidence through development of a range of pedagogical approaches and knowledge relevant to school priorities.</p> <p>(VCE teachers) become more confident in interpreting data and using this data to plan for and implement intervention strategies in their VCE classrooms.</p> <p>Move towards employing One Drive storage and Microsoft Teams as a virtual learning environment.</p> <p>Students will: Engage with a strengthened SEL education program at GC</p> <p>Be more stimulated in the curriculum as a range of pedagogical approaches are taken to deliver quality teaching and learning</p>			
<p><b>Success Indicators</b></p>	<p>A high number of staff members can perform a particular function competently and embed this new strategy in their practice.</p> <p>Teaching approaches and pedagogy will be extended for all staff members- teaching methods will be more wide-ranging and student outcomes will be improved. Student attitude to school data will signal an improvement in the areas of student engagement and stimulating learning.</p> <p>Feedback from teachers who have taught CONNECT and student who have participated in the program will be encouraging and endorse our promotion of SEL education.</p> <p>VCE student outcomes will improve as teachers implement strategies to improve their own practice and student learning</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>School Improvement Team is scheduled in the meeting calendar</p>	<p><input checked="" type="checkbox"/> Principal</p>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p> <p><input type="checkbox"/> Equity funding will be used</p>

<b>KIS 3</b> Building leadership teams	Embed an improvement culture through collaborative professional learning communities with instructional and shared leadership			
<b>Actions</b>	<p>PLCs meetings will occur on a regular basis as part of the term meeting schedule. PLC groupings have been established to allow for teachers to collaborate, employ the FISO improvement cycle and ultimately, improve their pedagogy.</p> <p>Learning Specialists and MYLNS Capability Building teachers will work with staff members who volunteer to be coached, and supported to improve their teaching of literacy and numeracy successfully.</p> <p>A weekly slot is timetabled for all year 7&amp;8 English and Maths teachers to allow staff to meet for coaching and collaboration.</p>			
<b>Outcomes</b>	<p>Leaders will guide: Staff through the application of the FISO improvement cycle in their practice until it is embedded.</p> <p>Teachers will: Provide better learning opportunities for student through their extended capacity in the areas of literacy and numeracy teaching.</p> <p>Students will: Experience greater success in the areas of numeracy and literacy given that teaching of these areas occurs across the school.</p>			
<b>Success Indicators</b>	<p>It is evident that teachers make decisions informed by data in their day to day practice. The FISO improvement model is embedded in teacher practice on a daily basis.</p> <p>Improved student outcomes in the areas of literacy and numeracy, particularly.</p>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
PLC meeting schedule and training program	<input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			to: Term 4	<input type="checkbox"/> Equity funding will be used
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## Equity Funding Planner

### Equity Spending Totals

Category	Total proposed budget (\$)	Spend (\$)
Equity funding associated with Activities and Milestones	\$3,000.00	0.00
Additional Equity funding	\$36,000.00	\$36,000.00
<b>Grand Total</b>	<b>\$39,000.00</b>	<b>\$36,000.00</b>

### Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Reading Comprehension strategies to be embedded in the first cycle of the PLC program	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Teaching and learning programs and resources	\$1,000.00	\$1,000.00
PIVOT survey	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources	\$2,000.00	\$2,000.00
Activity: Continued Professional Learning for VCE teachers and the VCE Toolbox Milestone: Best practice actions from toolkit are achieved based on the toolkit calendar throughout the year.	from: Term 1 to: Term 4		\$0.00	
<b>Totals</b>			<b>\$3,000.00</b>	

### Additional Equity spend

Outline here any additional Equity spend for 2021	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Fast Track Reading program and Education Support staff to deliver	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$36,000.00	\$36,000.00
<b>Totals</b>			\$36,000.00	\$36,000.00

## Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Reading Comprehension strategies to be embedded in the first cycle of the PLC program	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> School Leadership Team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Literacy expertise	<input checked="" type="checkbox"/> On-site
HITs- PD Modules	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
Understanding the Victorian Curriculum, setting goals with students, tracking growth- PD Modules	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLC Leaders	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <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"/> Timetabled Planning Day	<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"/> On-site

	<input checked="" type="checkbox"/> Team Leader(s)					
SWPBS to be embedded and practiced whole school Social and Emotional learning through Connect Whole school approach to health and wellbeing with increased focus on healthy lifestyle This will be by embedding a culture where students feel happy and healthy and connected. ADP	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Sub School Leader/s <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Departmental resources SWPBS Coach	<input checked="" type="checkbox"/> On-site
Building the school community with engaging activities that the community will be involved in	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

	<input checked="" type="checkbox"/> Sub School Leader/s					
PIVOT survey	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s)	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
VCE Data Workshops and coaching conversations	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Sub School Leader/s <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resources Region coach	<input checked="" type="checkbox"/> On-site
Assessment Schedule	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

PLC Leader Training- Data Walls	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLC Leaders	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Activity: Whole staff Professional Learning around VCE Data analysis. Milestone: Early term 1- All staff will be able to read and analyse results of all students and cohorts for all VCE subjects.	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Activity: Continued Professional Learning for VCE teachers and the VCE Toolbox Milestone: Best practice actions from toolkit are achieved based on the toolkit calendar throughout the year.	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resources region coach	<input checked="" type="checkbox"/> On-site
Whole staff and targeted professional learning on assessment and feedback	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site

	<input checked="" type="checkbox"/> School Improvement Team			<input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting		
PLCs use FISO model when collaborating around student data and learning programs	<input checked="" type="checkbox"/> PLC Leaders	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
AToSS survey results analysed All students complete goal sheet and reflection exercise	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Sub School Leader/s	from: Term 1 to: Term 4	<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
Student Focus groups to explore connectedness	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> 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

	<input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Student(s)					
Create an attendance policy and procedures	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> School Improvement Team	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"/> Internal staff	<input checked="" type="checkbox"/> On-site
SWPBS lessons	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Professional Learning for Education Support Staff about the updated organisational model and role clarity.	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 2	<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

				<input checked="" type="checkbox"/> Timetabled Planning Day		
School Improvement Team is scheduled in the meeting calendar	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
PLC meeting schedule and training program	<input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site