**2021 Annual Implementation Plan**

Submitted for review by Patricia Broom (School Principal) on 12 February, 2021 at 12:19 AM  
Endorsed by John Pryor (Senior Education Improvement Leader) on 12 February, 2021 at 11:22 AM  
Endorsed by Gael Evans (School Council President) on 02 March, 2021 at 01:23 PM

**for improving student outcomes**

Beechworth Secondary College (7575)



**Self-evaluation Summary - 2021**

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|  | FISO Improvement Model Dimensions The 6 High-impact Improvement Initiatives are highlighted below in red. | | Self-evaluation Level |
| **Excellence in teaching and learning** |  | Building practice excellence | Emerging moving towards Evolving |
|  | Curriculum planning and assessment | Evolving |
|  | Evidence-based high-impact teaching strategies | Emerging |
|  | Evaluating impact on learning | Emerging |

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| **Professional leadership** |  | Building leadership teams | Evolving |
|  | Instructional and shared leadership | Evolving |
|  | Strategic resource management | Evolving moving towards Embedding |
|  | Vision, values and culture | Evolving |

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

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

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| **Enter your reflective comments** | The 2021 year will begin with a review of the processes and practices implemented during remote learning and the best practice areas identified.  We have yet to be able to access the full student/parent survey data in Panorama, but many aspects are clearly already informing our changes through the feedback we had already sought. |
| **Considerations for 2021** | In 2021, we need to embed the work started to identify, support and extend high ability students. This needs to be beyond those identified through the High Ability program.  How to ensure IEPs are actioned and embedded in all classes, and supported by data as evidence of improving outcomes. How to ensure we build authentic agency and voice for student leadership and establish more opportunities for student vocie within teaching and learning and beyond wellebing. The establishment of the new building has given us the chance to review student management structures and how we approach studnts learning. |
| **Documents that support this plan** |  |

**SSP Goals Targets and KIS**

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| Goal 1 | 2021 Priorities Goal |
| Target 1.1 | Support for the 2021 Priorities |
| Key Improvement Strategy 1.a Curriculum planning and assessment | Learning, catch-up and extension priority |
| Key Improvement Strategy 1.b Health and wellbeing | Happy, active and healthy kids priority |
| Key Improvement Strategy 1.c Building communities | Connected schools priority |
| Goal 2 | Maximise student learning outcomes through improved teaching and learning. |
| Target 2.1 | Reduce % of Year 9 students in the lower 2 bands in Writing      from 49% (2017) to 40% (2021)  Reduce % of Year 9 students in the lower 2 bands in Reading    from 28% (2017) to 25% (2021)  Reduce % of Year 9 students in the lower 2 bands in Numeracy from 29% (2017) to 20% (2021) |
| Target 2.2 | Year 9 Reading:    Increase % of students in the top 2 bands from 23% (2017) to 30% (2021)  Year 9 Writing :     Increase % of students in the top 2 bands from  7% (2017) to 13% (2021)  Year 9 Numeracy: Increase % of students in the top 2 bands from 14% (2017) to 20% (2021) |
| Target 2.3 | Reduce % in the Low category of relative gain for reading    Year 7-9 from 28% (2017) to 25% (2021)  Reduce % in the Low category of relative gain for writing      Year 7-9 from 34% (2017) to 28% (2021)  Reduce % in the Low category of relative gain for numeracy Year 7-9 from 45% (2017) to 25% (2021) |
| Target 2.4 | **Staff Opinion Data**  To improve or maintain the overall score in each year of the strategic plan for each of the following components:   * School Climate             Guaranteed & Viable Curriculum * Teaching & Learning - Practice Improvement * Teaching & Learning - Planning * Teaching & Learning - Implementation * Teaching & Learning - Evaluation |
| Target 2.5 | **Student Opinion Data**  To improve or maintain the overall score in each year of the strategic plan for each of the following components   * Effective teaching time * Differentiated learning challenge |
| Key Improvement Strategy 2.a Curriculum planning and assessment | Establish a guaranteed and viable curriculum and assessment practices to inform consistent planning. |
| Key Improvement Strategy 2.b Curriculum planning and assessment | Document and monitor the use of student assessment data to inform the provision of targeted teaching and learning incorporating HITs, for all students. |
| Goal 3 | Increase the capacity of the school to function as a strategic organisation. |
| Target 3.1 | **FISO Self-Evaluation**  Vision Values & Culture has moved from Emerging towards Evolving to Excelling    **Student Opinion Data**  To improve or maintain the overall score in each year of the strategic plan for School Connectedness    **Parent Opinion Data**  To improve or maintain the overall score in each year of the strategic plan for School Connectedness |
| Target 3.2 | **FISO Self-Evaluation**  Building Leadership Teams has moved from evolving to excelling  Instructional & Shared leadership has moved from emerging towards evolving to excelling  **Staff Opinion data**  To improve or maintain the overall score in each year of the strategic plan for School Leadership (Overall scores)  **Parent Opinion Data**  To improve or maintain the overall score in each year of the strategic plan for each of the following components (overall scores)   * General Satisfaction * School Improvement * School Pride & Confidence |
| Target 3.3 | **Parent Opinion Data**  To improve or maintain the overall score in each year of the strategic plan for each of the following components :   * Confidence & resiliency skills * Managing bullying * Experience of bullying     **Student Opinion data**  To improve or maintain the overall score in each year of the strategic plan for each of the following components :   * Resilience * School connectedness * Managing bullying |
| Key Improvement Strategy 3.a Vision, values and culture | Establish a clear whole school vision and values which are embedded in everyday practice. |
| Key Improvement Strategy 3.b Instructional and shared leadership | Build professional learning teams that collaborate and have shared accountability for the learning of all students. |
| Key Improvement Strategy 3.c Setting expectations and promoting inclusion | Build professional learning teams that collaborate and have shared accountability to support the health and wellbeing, inclusion and engagement of all students. |
| Goal 4 | Improve student engagement and wellbeing outcomes by building stronger relationships and connectedness to school |
| Target 4.1 | Reduce absenteeism across 7-12 to be **at** or **better** than state average    Improve student positive responses to Attitudes to attendance in  years 7-9 from 62% to 80% |
| Target 4.2 | **School Staff Survey measures:**  Increase %  positive responses to **promoting student ownership of learning.**  Increase %  **teachers trust in students and parents** above 53% positive.  Increase %  positive responses to **parent and community involvement.**  Increase %  positive response to **using student feedback to improve practice.** |
| Target 4.3 | **Attitudes to School Survey (student) measures**.  Increase student positive response for   **Sense of Connectedness        in years     7- 9**    from    **41% to  60%**  Increase student positive response for**Sense of Connectedness        in years 10 -12**from**36% to  60%**  Increase student positive responses for **Student Voice and Agency      in years    7 - 9**from     **32% to  60%**  Increase student positive responses for **Student Voice and Agency      in years 10 - 12**from    **43% to  60%**  Increase student positive repsonses for **Teacher Concern                      in years    7 - 9** from **28% to  60%**  Increase student positive repsonses for **Teacher Concern                      in years  10 - 12** from   **37% to  60%**  Curriculum Planning and Assessment to move from emerging to excelling in the FISO Continuum which includes community based programs documented within the curriculum.  Building Community Partnerships in the FISO continuum to move from evolving to excelling as curriculum linked to community. |
| Key Improvement Strategy 4.a Empowering students and building school pride | Build higher levels of school pride and connectedness shared by teachers, students, parents and the broader community |
| Key Improvement Strategy 4.b Empowering students and building school pride | Implement authentic student voice opportunities to collaborate and make decisions, impact on the design and implementation of school programs and policy, and actively contribute ideas about student-led learning opportunities |
| Key Improvement Strategy 4.c Networks with schools, services and agencies | Establish and maintain authentic learning partnerships with the wider Beechworth community including networks with schools, services and agencies |

**Select Annual Goals and KIS**

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| Four Year Strategic Goals | Is this selected for focus this year? | **Four Year Strategic Targets** | 12 month targetThe 12 month target is an incremental step towards meeting the 4-year target, using the same data set. |
| 2021 Priorities Goal | Yes | Support for the 2021 Priorities | Targets as indicated within relevant goals. |
| Maximise student learning outcomes through improved teaching and learning. | Yes | Reduce % of Year 9 students in the lower 2 bands in Writing      from 49% (2017) to 40% (2021)  Reduce % of Year 9 students in the lower 2 bands in Reading    from 28% (2017) to 25% (2021)  Reduce % of Year 9 students in the lower 2 bands in Numeracy from 29% (2017) to 20% (2021) | Reduce % of Year 9 students in the lower 2 bands in Writing from 49% (2017) to 40% (2021)  Did not achieve - bottom 2 bands for Writing increased to 55%  Reduce % of Year 9 students in the lower 2 bands in Reading from 28% (2017) to 25% (2021)  Did not achieve - Bottom 2 bands for Reading increased to 35%  Reduce % of Year 9 students in the lower 2 bands in Numeracy from 29% (2017) to 20% (2021)  Partially achieved - bottom 2 bands reduced to 24 |
| Year 9 Reading:    Increase % of students in the top 2 bands from 23% (2017) to 30% (2021)  Year 9 Writing :     Increase % of students in the top 2 bands from  7% (2017) to 13% (2021)  Year 9 Numeracy: Increase % of students in the top 2 bands from 14% (2017) to 20% (2021) | Year 9 Reading: Increase % of students in the top 2 bands from 23% (2017) to 30% (2021)  Did not achieve - maintained at 23%  Year 9 Writing: Increase % of students in the top 2 bands from 7% (2017) to 13% (2021)  Did not achieve - Maintained at 7%  Year 9 Numeracy: Increase % of students in the top 2 bands from 14% (2017) to 20% (2021)  Did not achieve -  Top 2 bands decreased to 8% |
| Reduce % in the Low category of relative gain for reading    Year 7-9 from 28% (2017) to 25% (2021)  Reduce % in the Low category of relative gain for writing      Year 7-9 from 34% (2017) to 28% (2021)  Reduce % in the Low category of relative gain for numeracy Year 7-9 from 45% (2017) to 25% (2021) | Reduce % in the Low category of relative gain for reading Year 7-9 from 28% (2017) to 25% (2021)  Did not achieve - increased to 41%   Reduce % in the Low category of relative gain for writing Year 7-9 from 34% (2017) to 28% (2021)  Achieved - Reduced to 25%  Reduce % in the Low category of relative gain for numeracy Year 7-9 from 45% (2017) to 25% (2021)  Partially achieved - Reduced to 39% |
| **Staff Opinion Data**  To improve or maintain the overall score in each year of the strategic plan for each of the following components:   * School Climate             Guaranteed & Viable Curriculum * Teaching & Learning - Practice Improvement * Teaching & Learning - Planning * Teaching & Learning - Implementation * Teaching & Learning - Evaluation | Staff Opinion Data To improve or maintain the overall score in each year of the strategic plan for each of the following components: School Climate - GVC Teaching & Learning - Practice Improvement Teaching & Learning - Planning Teaching & Learning - Implementation Teaching & Learning - Evaluation |
| **Student Opinion Data**  To improve or maintain the overall score in each year of the strategic plan for each of the following components   * Effective teaching time * Differentiated learning challenge | Student Opinion Data To improve or maintain the overall score in each year of the strategic plan for each of the following components Effective teaching time Differentiated learning challenge |
| Increase the capacity of the school to function as a strategic organisation. | No | **FISO Self-Evaluation**  Vision Values & Culture has moved from Emerging towards Evolving to Excelling    **Student Opinion Data**  To improve or maintain the overall score in each year of the strategic plan for School Connectedness    **Parent Opinion Data**  To improve or maintain the overall score in each year of the strategic plan for School Connectedness |  |
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| Improve student engagement and wellbeing outcomes by building stronger relationships and connectedness to school | Yes | Reduce absenteeism across 7-12 to be **at** or **better** than state average    Improve student positive responses to Attitudes to attendance in  years 7-9 from 62% to 80% | Reduce absenteeism across 7-12 to be at or better than state average   Improve student positive responses to Attitudes to attendance in years 7-9 from 62% to 80% |
| **School Staff Survey measures:**  Increase %  positive responses to **promoting student ownership of learning.**  Increase %  **teachers trust in students and parents** above 53% positive.  Increase %  positive responses to **parent and community involvement.**  Increase %  positive response to **using student feedback to improve practice.** | School Staff Survey measures:  Increase % positive responses to promoting student ownership of learning.  Increase % teachers trust in students and parents above 53% positive.  Increase % positive responses to parent and community involvement.  Increase % positive response to using student feedback to improve practice. |
| **Attitudes to School Survey (student) measures**.  Increase student positive response for   **Sense of Connectedness        in years     7- 9**    from    **41% to  60%**  Increase student positive response for**Sense of Connectedness        in years 10 -12**from**36% to  60%**  Increase student positive responses for **Student Voice and Agency      in years    7 - 9**from     **32% to  60%**  Increase student positive responses for **Student Voice and Agency      in years 10 - 12**from    **43% to  60%**  Increase student positive repsonses for **Teacher Concern                      in years    7 - 9** from **28% to  60%**  Increase student positive repsonses for **Teacher Concern                      in years  10 - 12** from   **37% to  60%**  Curriculum Planning and Assessment to move from emerging to excelling in the FISO Continuum which includes community based programs documented within the curriculum.  Building Community Partnerships in the FISO continuum to move from evolving to excelling as curriculum linked to community. | Attitudes to School Survey (student) measures.  Increase student positive response for Sense of Connectedness in years 7- 9 from 41% to 60%  Increase student positive response for Sense of Connectedness in years 10 -12 from 36% to 60%  Increase student positive responses for Student Voice and Agency in years 7 - 9 from 32% to 60%  Increase student positive responses for Student Voice and Agency in years 10 - 12 from 43% to 60%  Increase student positive responses for Teacher Concern in years 7 - 9 from 28% to 60%  Increase student positive responses for Teacher Concern in years 10 - 12 from 37% to 60% |

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| Goal 1 | 2021 Priorities Goal | |
| 12 Month Target 1.1 | Targets as indicated within relevant goals. | |
| **Key Improvement Strategies** | | Is this KIS selected for focus this year? |
| **KIS 1**  Curriculum planning and assessment | Learning, catch-up and extension priority | Yes |
| **KIS 2**  Health and wellbeing | Happy, active and healthy kids priority | Yes |
| **KIS 3**  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. | |
| Goal 2 | Maximise student learning outcomes through improved teaching and learning. | |
| 12 Month Target 2.1 | Reduce % of Year 9 students in the lower 2 bands in Writing from 49% (2017) to 40% (2021)  Did not achieve - bottom 2 bands for Writing increased to 55%  Reduce % of Year 9 students in the lower 2 bands in Reading from 28% (2017) to 25% (2021)  Did not achieve - Bottom 2 bands for Reading increased to 35%  Reduce % of Year 9 students in the lower 2 bands in Numeracy from 29% (2017) to 20% (2021)  Partially achieved - bottom 2 bands reduced to 24 | |
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| 12 Month Target 2.4 | Staff Opinion Data To improve or maintain the overall score in each year of the strategic plan for each of the following components: School Climate - GVC Teaching & Learning - Practice Improvement Teaching & Learning - Planning Teaching & Learning - Implementation Teaching & Learning - Evaluation | |
| 12 Month Target 2.5 | Student Opinion Data To improve or maintain the overall score in each year of the strategic plan for each of the following components Effective teaching time Differentiated learning challenge | |
| **Key Improvement Strategies** | | Is this KIS selected for focus this year? |
| **KIS 1**  Curriculum planning and assessment | Establish a guaranteed and viable curriculum and assessment practices to inform consistent planning. | No |
| **KIS 2**  Curriculum planning and assessment | Document and monitor the use of student assessment data to inform the provision of targeted teaching and learning incorporating HITs, for all students. | Yes |
| Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention. | The focus for 2021 will be on the delivery of the GVC and classroom instruction within this. It will also have the next stage of Teaching and Learning within BSC. Our targeted area for improved practice will be Practice Principal 6 - Teachers provide authentic, fit for purpose assessments to reflect the learning program and assessments. To support this in 2021, BSC has joined in a SIP Schools Improvement Partnership with WSSC and WMYSC for semester 1. | |
| Goal 3 | Improve student engagement and wellbeing outcomes by building stronger relationships and connectedness to school | |
| 12 Month Target 3.1 | Reduce absenteeism across 7-12 to be at or better than state average   Improve student positive responses to Attitudes to attendance in years 7-9 from 62% to 80% | |
| 12 Month Target 3.2 | School Staff Survey measures:  Increase % positive responses to promoting student ownership of learning.  Increase % teachers trust in students and parents above 53% positive.  Increase % positive responses to parent and community involvement.  Increase % positive response to using student feedback to improve practice. | |
| 12 Month Target 3.3 | Attitudes to School Survey (student) measures.  Increase student positive response for Sense of Connectedness in years 7- 9 from 41% to 60%  Increase student positive response for Sense of Connectedness in years 10 -12 from 36% to 60%  Increase student positive responses for Student Voice and Agency in years 7 - 9 from 32% to 60%  Increase student positive responses for Student Voice and Agency in years 10 - 12 from 43% to 60%  Increase student positive responses for Teacher Concern in years 7 - 9 from 28% to 60%  Increase student positive responses for Teacher Concern in years 10 - 12 from 37% to 60% | |
| **Key Improvement Strategies** | | Is this KIS selected for focus this year? |
| **KIS 1**  Empowering students and building school pride | Build higher levels of school pride and connectedness shared by teachers, students, parents and the broader community | Yes |
| **KIS 2**  Empowering students and building school pride | Implement authentic student voice opportunities to collaborate and make decisions, impact on the design and implementation of school programs and policy, and actively contribute ideas about student-led learning opportunities | No |
| **KIS 3**  Networks with schools, services and agencies | Establish and maintain authentic learning partnerships with the wider Beechworth community including networks with schools, services and agencies | No |
| Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention. | BSC is in an ongoing partnership within the VCE Collaboration Network. This is a support structure and shared resources - physical and human- between BSC, TSC, MBSC and Myrtleford P-12. This will have further shared PD options and teacher collaboration in 2021. It will be expanding to support not just VCE but the VCAL and VET programs in line with the future combined certificate. This will complement BSC being part of the Pilot VET project, linked with another 3 schools for a joint blended delivery of VET community Services and supported by the NELLEN. BSC will begin PLC training in term 1 2021, and will be linked with other schools with a focus on assessment. In Semester 1, 2021, BSC will be in a SIP with WMYC and WSSC with a joint focus on assessment. | |

**Define Actions, Outcomes and Activities**

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| Goal 1 | 2021 Priorities Goal | | | | |
| 12 Month Target 1.1 | Targets as indicated within relevant goals. | | | | |
| KIS 1 Curriculum planning and assessment | Learning, catch-up and extension priority | | | | |
| **Actions** | Develop data literacy of teachers and education support staff to inform understanding of student needs and progress, and identify students requiring additional support Use PLC's for staff to collaboratively plan units of work with a focus on differentiation Prioritise time (in PLC's) for teachers to discuss and adapt strategies working for individual students | | | | |
| **Outcomes** | Teachers will confidently and accurately identify learning needs of their students Teachers will consistently and explicitly implement the school's instructional model Teachers will provide students with the opportunity to work at their level using differentiated resources Students will know what their next steps are to progress their learning Students identified for Tutor Learning Program will show improvement in learning progress in targeted area. | | | | |
| **Success Indicators** | Teacher's will record formative assessment data and teacher judgement data to accurately reflect student levels Documentation and data will be generated from formative assessment in the classroom Pre and Post intervention PAT-R and PAT-M data will demonstrate student learning progress Student feedback on differentiation, the instructional model, and use of common strategies PAT-R and PAT-M data collected at the end of 2021 will show catch up and extension for identified students. NAPLAN data from 2020 will show improved growth for 2021 in the targetted year 9 cohort. | | | | |
| Activities and Milestones | | Who | Is this a PL Priority | When | Budget |
| Schedule and organise professional learning on formative assessment and collecting, analysing, responding to and monitoring | | 🗹 Leadership Team | 🗹 PLP Priority | from: Term 1  to: Term 2 | $30,000.00  🗹 Equity funding will be used |
| Develop an agreed assessment schedule in collaboration with staff | | 🗹 Leadership Team  🗹 Teacher(s) | 🞎 PLP Priority | from: Term 1  to: Term 3 | $0.00  🞎 Equity funding will be used |
| Establish resourcing for individual tailored support programs | | 🗹 Leading Teacher(s) | 🞎 PLP Priority | from: Term 1  to: Term 4 | $5,000.00  🞎 Equity funding will be used |
| Establish criteria for identifying students requiring individual and tailored support | | 🗹 Learning Specialist(s)  🗹 Sub School Leader/s  🗹 Teacher(s) | 🞎 PLP Priority | from: Term 1  to: Term 2 | $2,500.00  🞎 Equity funding will be used |
| Identify and enage students with HAPL and complete IEP for these students | | 🗹 Curriculum Co-ordinator (s)  🗹 Leadership Team | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Engage a tutor as lead support for identified students needing catch up and extension | | 🗹 Principal  🗹 School Improvement Team | 🞎 PLP Priority | from: Term 1  to: Term 1 | $60,000.00  🞎 Equity funding will be used |
| PAT-R and PAT-M data will be used to identify students for tailored support- supported by relevant NAPLAN data | | 🗹 Curriculum Co-ordinator (s) | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| SIT team will review use of Tutor Learning Initiative for different cohorts- implementing individual, small group withdrawal and in class support as most appraise to the needs. | | 🗹 School Improvement Team | 🞎 PLP Priority | from: Term 1  to: Term 1 | $0.00  🞎 Equity funding will be used |
| KIS 2 Health and wellbeing | Happy, active and healthy kids priority | | | | |
| **Actions** | - Refine whole school approach to wellbeing to consider actions at the leadership, teacher and student levels | | | | |
| **Outcomes** | - At-risk students will be identified and receive targeted support in a timely manner -Students will be able to follow the support guidelines developed collaboratively with staff, parents and students | | | | |
| **Success Indicators** | - Documentation of referrals and communication processes regarding monitoring and escalating wellbeing concerns - IEPs will be accessible and current for teachers to access and action | | | | |
| Activities and Milestones | | Who | Is this a PL Priority | When | Budget |
| Students will: Engage with tiered support program at relevant level – school wide, group/cohort based or individually targeted. | | 🗹 Student(s) | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Teachers will: implement agreed wellbeing identification and referral processes including electronic documentation. | | 🗹 Teacher(s)  🗹 Wellbeing Team | 🗹 PLP Priority | from: Term 1  to: Term 2 | $0.00  🞎 Equity funding will be used |
| Leaders will: Provide clarity of roles and responsibility of teachers, education support staff and middle leaders. | | 🗹 Leadership Team | 🞎 PLP Priority | from: Term 1  to: Term 2 | $0.00  🞎 Equity funding will be used |
| Leaders will: Establish clear wellbeing support and referral processes. | | 🗹 Leading Teacher(s) | 🞎 PLP Priority | from: Term 1  to: Term 2 | $0.00  🞎 Equity funding will be used |
| Leaders will: provide PL for staff to implement agreed intervention and support processes. | | 🗹 Leadership Team | 🗹 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Teachers will access IEPs for students and implement the recommended actions and adjustments within the IEP. | | 🗹 All Staff | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| KIS 3 Building communities | Connected schools priority | | | | |
| **Actions** | Strengthen and embed the school-wide approach to communication with parents/carers/kin, incorporating and extending the new ways in which schools connected during remote and flexible learning Build staff capability to integrate digital learning   Maintain and extend VCE collaboration network | | | | |
| **Outcomes** | Leaders will implement a PL community to improve understanding of Digital Learning and communication platforms Teachers will be confident in integrating digital learning pedagogy | | | | |
| **Success Indicators** | Leaders will Monitor Compass Analytics and see Increased traffic into Compass portal for reports, attendance, learning tasks. Increased parent attendance at Compass / Digital platforms information and training session. Student perception and survey data | | | | |
| Activities and Milestones | | Who | Is this a PL Priority | When | Budget |
| Conduct PL for families (record help video) to support Compass engagement. | | 🗹 Leadership Team  🗹 Learning Specialist(s) | 🞎 PLP Priority | from: Term 1  to: Term 2 | $0.00  🞎 Equity funding will be used |
| Monitor Compass traffic and engagement by students and parents | | 🗹 Assessment & Reporting Coordinator  🗹 Education Support  🗹 Leadership Team | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Identify digital tools that were successful for monitoring during flexible and remote learning and how they can continue to be implemented | | 🗹 Leadership Team  🗹 Leading Teacher(s)  🗹 Teacher(s) | 🗹 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Teachers will identify barriers for individual students to engage in digital learning and communicate this with their parents/carers and other teachers | | 🗹 Leadership Team  🗹 Teacher(s) | 🞎 PLP Priority | from: Term 1  to: Term 2 | $0.00  🞎 Equity funding will be used |
| Leaders will support teachers to connect online and in person with other same subject teachers in the network. | | 🗹 Curriculum Co-ordinator (s)  🗹 Principal  🗹 Sub School Leader/s | 🗹 PLP Priority | from: Term 1  to: Term 4 | $1,000.00  🞎 Equity funding will be used |
| Goal 2 | Maximise student learning outcomes through improved teaching and learning. | | | | |
| 12 Month Target 2.1 | Reduce % of Year 9 students in the lower 2 bands in Writing from 49% (2017) to 40% (2021)  Did not achieve - bottom 2 bands for Writing increased to 55%  Reduce % of Year 9 students in the lower 2 bands in Reading from 28% (2017) to 25% (2021)  Did not achieve - Bottom 2 bands for Reading increased to 35%  Reduce % of Year 9 students in the lower 2 bands in Numeracy from 29% (2017) to 20% (2021)  Partially achieved - bottom 2 bands reduced to 24 | | | | |
| 12 Month Target 2.2 | Year 9 Reading: Increase % of students in the top 2 bands from 23% (2017) to 30% (2021)  Did not achieve - maintained at 23%  Year 9 Writing: Increase % of students in the top 2 bands from 7% (2017) to 13% (2021)  Did not achieve - Maintained at 7%  Year 9 Numeracy: Increase % of students in the top 2 bands from 14% (2017) to 20% (2021)  Did not achieve -  Top 2 bands decreased to 8% | | | | |
| 12 Month Target 2.3 | Reduce % in the Low category of relative gain for reading Year 7-9 from 28% (2017) to 25% (2021)  Did not achieve - increased to 41%   Reduce % in the Low category of relative gain for writing Year 7-9 from 34% (2017) to 28% (2021)  Achieved - Reduced to 25%  Reduce % in the Low category of relative gain for numeracy Year 7-9 from 45% (2017) to 25% (2021)  Partially achieved - Reduced to 39% | | | | |
| 12 Month Target 2.4 | Staff Opinion Data To improve or maintain the overall score in each year of the strategic plan for each of the following components: School Climate - GVC Teaching & Learning - Practice Improvement Teaching & Learning - Planning Teaching & Learning - Implementation Teaching & Learning - Evaluation | | | | |
| 12 Month Target 2.5 | Student Opinion Data To improve or maintain the overall score in each year of the strategic plan for each of the following components Effective teaching time Differentiated learning challenge | | | | |
| KIS 1 Curriculum planning and assessment | Document and monitor the use of student assessment data to inform the provision of targeted teaching and learning incorporating HITs, for all students. | | | | |
| **Actions** | Implement a rigorous whole school, consistent lesson structure with aligned assessment | | | | |
| **Outcomes** | Students will: Describe and actively participate in a common structure to lessons incorporating Intention for the lessons learning (LI), and how they would be successful (SC). Student will: be able to articulate their progress against the Success Criteria and describe their next steps in learning. Students will: Participate in workshop consultation to offer voice towards the construction of an agreed instructional model. Teachers will: Implement an agreed lesson model. Teachers will: Provide and unpack with students a visible learning intention via Compass / Whiteboard for lessons.. Leaders will: Support staff to develop and implement an agreed, rigorous lesson structure. | | | | |
| **Success Indicators** | Learning Walks - Lyn Sharratt 5 questions to collate whole school climate  Curriculum audit - GVC - LI/SC/Formative and Summative Assessments Student workbooks that indicate they have LI / SC and rubrics/ assessments | | | | |
| Activities and Milestones | | Who | Is this a PL Priority | When | Budget |
| Students will: be to describe and actively participate in a common structure to lessons incorporating Intention for the lessons learning, and how they would be successful. | | 🗹 Student(s) | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Students will: be invited to engage a in workshop style consultation to offer voice towards the construction of an agreed instructional model. | | 🗹 Student(s) | 🗹 PLP Priority | from: Term 1  to: Term 1 | $0.00  🞎 Equity funding will be used |
| Students will: access a visible learning intention and success criteria. | | 🗹 Student(s) | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Student will: Learn to articulate their progress against the Success Criteria and describe their next steps in learning. | | 🗹 Student(s) | 🞎 PLP Priority | from: Term 3  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Teachers will: Describe to students the planned lesson structure and implement with fidelity/consistency. | | 🗹 Teacher(s) | 🗹 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Teachers will: Provide and unpack a visible learning intention (Compass / Whiteboard). | | 🗹 Teacher(s) | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Teachers will: Co-construct and discuss visible Success Criteria for the Unit (Compass/ Whiteboard) | | 🗹 Teacher(s) | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Teachers will: Undertake formative assessment to track learner progress against SC continuum. | | 🗹 Teacher(s) | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Leaders will: Identify and develop key elements of agreed instructional model with staff. | | 🗹 Leadership Team | 🞎 PLP Priority | from: Term 1  to: Term 2 | $0.00  🞎 Equity funding will be used |
| Leaders will: Model PL and produce high quality Learning Intention and Success Criteria (relevant to Unit and VC). | | 🗹 Leadership Team | 🗹 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Leaders will: Provided opportunities for Peer reflection / review across the teaching staff. | | 🗹 Leadership Team | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Leaders will: Outline and publish the common language used to discuss Learning Intention and Success Criteria. | | 🗹 Leadership Team  🗹 Teacher(s) | 🞎 PLP Priority | from: Term 1  to: Term 2 | $0.00  🞎 Equity funding will be used |
| Leaders will: provide PL for staff to improve data literacy capacity. | | 🗹 Leadership Team | 🗹 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Leaders will: Increase consistency of assessment school wide. | | 🗹 Leadership Team  🗹 Teacher(s) | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| SIT - School Improvement Team to take weekly Learning Walks and collect data for review of whole school and targeted progress. | | 🗹 School Improvement Team | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Goal 3 | Improve student engagement and wellbeing outcomes by building stronger relationships and connectedness to school | | | | |
| 12 Month Target 3.1 | Reduce absenteeism across 7-12 to be at or better than state average   Improve student positive responses to Attitudes to attendance in years 7-9 from 62% to 80% | | | | |
| 12 Month Target 3.2 | School Staff Survey measures:  Increase % positive responses to promoting student ownership of learning.  Increase % teachers trust in students and parents above 53% positive.  Increase % positive responses to parent and community involvement.  Increase % positive response to using student feedback to improve practice. | | | | |
| 12 Month Target 3.3 | Attitudes to School Survey (student) measures.  Increase student positive response for Sense of Connectedness in years 7- 9 from 41% to 60%  Increase student positive response for Sense of Connectedness in years 10 -12 from 36% to 60%  Increase student positive responses for Student Voice and Agency in years 7 - 9 from 32% to 60%  Increase student positive responses for Student Voice and Agency in years 10 - 12 from 43% to 60%  Increase student positive responses for Teacher Concern in years 7 - 9 from 28% to 60%  Increase student positive responses for Teacher Concern in years 10 - 12 from 37% to 60% | | | | |
| KIS 1 Empowering students and building school pride | Build higher levels of school pride and connectedness shared by teachers, students, parents and the broader community | | | | |
| **Actions** | The implementation of SWPBS led by SIT team | | | | |
| **Outcomes** | Students will: Knowingly demonstrate the identified actions which reflect the school values. Teachers will: Model, discuss and apply the school values within their teaching practices. Leaders will: Model behaviours and language which reflect the school values (visible leadership). | | | | |
| **Success Indicators** | Positive and negative behaviours are documented on Compass indicating the process followed. Language of students and teachers reflects the school values and is in keeping with SWPBS. Student survey data for School Connectedness improves from 2019/2020. Parent survey data shows improvement in School Connectedness from 2019/2020. | | | | |
| Activities and Milestones | | Who | Is this a PL Priority | When | Budget |
| Students will: be able to reference school school values and their application across course work, classroom and yard experiences. | | 🗹 Student(s) | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Teachers will: Use values-based vocabulary across lessons. | | 🗹 Teacher(s) | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Teachers will: Model and explain behaviours which reflect the school values | | 🗹 Teacher(s) | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Teachers will: Recognise /acknowledge students who display behaviours which reflect the BSC values. | | 🗹 Teacher(s) | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Leaders will: Provide PL (co construction) around values centred language | | 🗹 Leadership Team | 🗹 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Leaders will: Provide PL and planning opportunities to develop classroom practice models in line with SWPBS/school values | | 🗹 Leadership Team | 🗹 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| Leaders will: Develop meeting protocols based around three school values. | | 🗹 Leadership Team | 🞎 PLP Priority | from: Term 1  to: Term 1 | $0.00  🞎 Equity funding will be used |
| Leaders will: Develop positive recognition program. | | 🗹 Leading Teacher(s)  🗹 Teacher(s) | 🞎 PLP Priority | from: Term 1  to: Term 2 | $0.00  🞎 Equity funding will be used |
| Students will: Understand the expectations and values linked to SWPBS implementation. | | 🗹 Student(s) | 🞎 PLP Priority | from: Term 1  to: Term 3 | $0.00  🞎 Equity funding will be used |
| Student Leaders will: Proactively model and articulate the school values across the school. | | 🗹 Student(s) | 🞎 PLP Priority | from: Term 1  to: Term 1 | $0.00  🞎 Equity funding will be used |
| SIT Team will :Implement ongoing PL to support teachers and students on areas within the health and Wellbeing | | 🗹 School Improvement Team | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |

**Equity Funding Planner**

Equity Spending Totals

|  |  |  |
| --- | --- | --- |
| **Category** | **Total proposed budget ($)** | **Spend ($)** |
| Equity funding associated with Activities and Milestones | $30,000.00 | $20,000.00 |
| Additional Equity funding | $25,000.00 | $25,193.00 |
| **Grand Total** | $55,000.00 | $45,193.00 |

Activities and Milestones

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Activities and Milestones** | **When** | **Category** | **Total proposed budget ($)** | **Equity Spend ($)** |
| Schedule and organise professional learning on formative assessment and collecting, analysing, responding to and monitoring | from: Term 1  to: Term 2 | 🗹 School-based staffing  🗹 Teaching and learning programs and resources | $30,000.00 | $20,000.00 |
| **Totals** | | | $30,000.00 | $20,000.00 |

Additional Equity spend

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Outline here any additional Equity spend for 2021** | **When** | **Category** | **Total proposed budget ($)** | **Equity Spend ($)** |
| Training & program cost for QuickSmart | from: Term 1  to: Term 4 | 🗹 Teaching and learning programs and resources  🗹 Professional development (excluding CRT costs and new FTE) | $10,000.00 | $10,000.00 |
| Mental Health Practitioner | from: Term 2  to: Term 4 | 🗹 Other  employed a social worker 1 day pw | $15,000.00 | $15,193.00 |
| **Totals** | | | $25,000.00 | $25,193.00 |

**Professional Learning and Development Plan**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Professional Learning Priority | Who | When | Key Professional Learning Strategies | Organisational Structure | Expertise Accessed | Where |
| Schedule and organise professional learning on formative assessment and collecting, analysing, responding to and monitoring | 🗹 Leadership Team | from: Term 1  to: Term 2 | 🗹 Planning  🗹 Preparation  🗹 Collaborative Inquiry/Action Research team | 🗹 Professional Practice Day  🗹 Formal School Meeting / Internal Professional Learning Sessions | 🗹 Literacy expertise  🗹 Internal staff  🗹 Literacy Leaders  🗹 Student Achievement Manager  🗹 MYLYNS Improvement teacher | 🗹 On-site |
| Teachers will: implement agreed wellbeing identification and referral processes including electronic documentation. | 🗹 Teacher(s)  🗹 Wellbeing Team | from: Term 1  to: Term 2 | 🗹 Planning  🗹 Preparation  🗹 Collaborative Inquiry/Action Research team | 🗹 Professional Practice Day  🗹 Formal School Meeting / Internal Professional Learning Sessions | 🗹 Internal staff  🗹 Learning Specialist | 🗹 On-site |
| Leaders will: provide PL for staff to implement agreed intervention and support processes. | 🗹 Leadership Team | from: Term 1  to: Term 4 | 🗹 Planning  🗹 Preparation | 🗹 Formal School Meeting / Internal Professional Learning Sessions | 🗹 Internal staff | 🗹 On-site |
| Identify digital tools that were successful for monitoring during flexible and remote learning and how they can continue to be implemented | 🗹 Leadership Team  🗹 Leading Teacher(s)  🗹 Teacher(s) | from: Term 1  to: Term 4 | 🗹 Individualised Reflection | 🗹 Formal School Meeting / Internal Professional Learning Sessions | 🗹 Internal staff  🗹 Learning Specialist | 🗹 On-site |
| Leaders will support teachers to connect online and in person with other same subject teachers in the network. | 🗹 Curriculum Co-ordinator (s)  🗹 Principal  🗹 Sub School Leader/s | from: Term 1  to: Term 4 | 🗹 Preparation  🗹 Individualised Reflection | 🗹 Formal School Meeting / Internal Professional Learning Sessions  🗹 Communities of Practice | 🗹 Internal staff  🗹 Literacy Leaders | 🗹 On-site |
| Students will: be invited to engage a in workshop style consultation to offer voice towards the construction of an agreed instructional model. | 🗹 Student(s) | from: Term 1  to: Term 1 | 🗹 Planning  🗹 Preparation  🗹 Student voice, including input and feedback | 🗹 Formal School Meeting / Internal Professional Learning Sessions | 🗹 Internal staff | 🗹 On-site |
| Teachers will: Describe to students the planned lesson structure and implement with fidelity/consistency. | 🗹 Teacher(s) | from: Term 1  to: Term 4 | 🗹 Planning  🗹 Preparation  🗹 Formalised PLC/PLTs | 🗹 Formal School Meeting / Internal Professional Learning Sessions | 🗹 Internal staff | 🗹 On-site |
| Leaders will: Model PL and produce high quality Learning Intention and Success Criteria (relevant to Unit and VC). | 🗹 Leadership Team | from: Term 1  to: Term 4 | 🗹 Peer observation including feedback and reflection  🗹 Individualised Reflection  🗹 Demonstration lessons | 🗹 Whole School Pupil Free Day  🗹 Formal School Meeting / Internal Professional Learning Sessions  🗹 PLC/PLT Meeting | 🗹 Pedagogical Model  🗹 High Impact Teaching Strategies (HITS) | 🗹 On-site |
| Leaders will: provide PL for staff to improve data literacy capacity. | 🗹 Leadership Team | from: Term 1  to: Term 4 | 🗹 Moderated assessment of student learning  🗹 Formalised PLC/PLTs | 🗹 PLC/PLT Meeting | 🗹 PLC Initiative  🗹 School improvement partnerships | 🗹 On-site |
| Leaders will: Provide PL (co construction) around values centred language | 🗹 Leadership Team | from: Term 1  to: Term 4 | 🗹 Peer observation including feedback and reflection  🗹 Individualised Reflection  🗹 Student voice, including input and feedback | 🗹 Formal School Meeting / Internal Professional Learning Sessions | 🗹 Departmental resources  SWPBS Values in Personal development and Mini School Leaders/wellbeing team  🗹 Practice Principles for Excellence in Teaching and Learning | 🗹 On-site |
| Leaders will: Provide PL and planning opportunities to develop classroom practice models in line with SWPBS/school values | 🗹 Leadership Team | from: Term 1  to: Term 4 | 🗹 Peer observation including feedback and reflection  🗹 Individualised Reflection  🗹 Student voice, including input and feedback | 🗹 Whole School Pupil Free Day  🗹 Formal School Meeting / Internal Professional Learning Sessions | 🗹 Departmental resources  SWPBS | 🗹 On-site |