

2020 Annual Implementation Plan

for improving student outcomes

Cranbourne East Secondary College (8898)



Submitted for review by Mande Strickland (School Principal) on 28 January, 2020 at 01:09 PM
Endorsed by Anne Martin (Senior Education Improvement Leader) on 26 February, 2020 at 01:11 PM
Awaiting endorsement by School Council President

Self-evaluation Summary - 2020

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

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

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

Enter your reflective comments	Reflecting on the 2019 School Review feedback and our current data we believe that we need to collectively focus on Teacher Practice. The focus on Teacher Practice will ensure consistency across the year levels and further development of HITS in the classroom which will lead to better outcomes for students. Building connectedness with students and the community is also important and we will start this journey through further developing relationships and consistency of processes, policies and procedures.
Considerations for 2020	We need to consider the increasing enrolments, the large number of new staff, new leaders, building the capacity of our middle leaders and improving our meeting structure to ensure staff are well supported and professional learning is embedded.
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	Improve student learning, growth and achievement
Target 1.1	<ul style="list-style-type: none"> By 2023 increase the percentage of students meeting and above benchmark growth from Year 7 to 9 in Numeracy from 82% (2019) to 90% (2023)
Target 1.2	<ul style="list-style-type: none"> By 2023 increase the percentage of students meeting and above benchamrk growth from Year 7 to 9 in Reading from 77% (2019) to 90% (2023)
Target 1.3	<ul style="list-style-type: none"> By 2023 increase the percentage of students achieving in the top 2 bands in Writing in Year 9 from 6.6% (2018) to 15% (2023)
Target 1.4	<ul style="list-style-type: none"> By 2023 increase the percentage of students achieving in the top 2 bands in Numeracy in Year 9 from 15.2% (2018) to 20% (2023)

Target 1.5	<ul style="list-style-type: none"> • By 2023 increase the percentage positive endorsement score for the AToSS factor effective teaching time from 63% (2018) to 75% (2023)
Target 1.6	<ul style="list-style-type: none"> • By 2023 increase the Reading Year 9 mean scale score in Naplan from 579 (2018) to 590 (2023)
Target 1.7	<ul style="list-style-type: none"> • By 2023 increase the percentage positive endorsement score for the Staff Survey for Academic emphasis from 45% (2019) to 60% (2023)
Target 1.8	<ul style="list-style-type: none"> • By 2023 VCE median study score will consistently be 30
Target 1.9	<ul style="list-style-type: none"> • By 2023 VCE median value add will consistently be ??

Target 1.10	<ul style="list-style-type: none"> • By 2023 VCAL/VET unit completions to remain above the state average
Key Improvement Strategy 1.a Building practice excellence	Build the instructional capabilities of every teacher
Key Improvement Strategy 1.b Curriculum planning and assessment	Develop and embed the inquiry cycle in learning areas
Key Improvement Strategy 1.c Building practice excellence	Develop student learning behaviours
Goal 2	Improve student engagement
Target 2.1	<ul style="list-style-type: none"> • By 2023 increase the percentage positive endorsement score for the AtoSS factor Student voice and agency from 44% (2018) to 70% (2023) • By 2023 increase the percentage positive endorsement score for the AtoSS factor Sense of connectedness from 47% (2018) to 70% (2023) • By 2023 increase the percentage positive endorsement score for the AtoSS factor Stimulated learning from 53% (2018) to 70% (2023)
Target 2.2	<ul style="list-style-type: none"> • By 2023 increase the percentage positive endorsement score for the School Staff Survey (SSS) factor Collective efficacy from 64% (2018) to 70% (2023)

Key Improvement Strategy 2.a Empowering students and building school pride	Build student connectedness to school
Key Improvement Strategy 2.b Empowering students and building school pride	Build and embed a culture of student agency in their learning
Key Improvement Strategy 2.c Building practice excellence	Build consistency in the implementation of school policies, processes and procedures
Key Improvement Strategy 2.d Evidence-based high-impact teaching strategies	Action Plan to accelerate improvement
Goal 3	Improve student wellbeing
Target 3.1	<ul style="list-style-type: none"> • By 2023 increase the percentage positive endorsement score for the AToSS factor Trust in students and parents from 59% (2018) to 70% (2023) • By 2023 increase the percentage positive endorsement score for the AtoSS factor Teacher concern from 36% (2018) to 70% (2023) • By 2023 increase the percentage positive endorsement score for the AtoSS factor Resilience from 59% (2018) to 70% (2023) • By 2023 increase the percentage positive endorsement score for the AtoSS factor Classroom behaviour from 55% (2018) to 70% (2023)
Key Improvement Strategy 3.a Setting expectations and promoting inclusion	Develop a school-wide positive behaviour approach

Key Improvement Strategy 3.b Health and wellbeing	Improve wellbeing practices across the school
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Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
Improve student learning, growth and achievement	Yes	<ul style="list-style-type: none"> By 2023 increase the percentage of students meeting and above benchmark growth from Year 7 to 9 in Numeracy from 82% (2019) to 90% (2023) 	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>Increase the percentage of students meeting and above benchmark growth from Year 7 to 9 in Numeracy from 82% (2019) to 85% (2020)</p>
		<ul style="list-style-type: none"> By 2023 increase the percentage of students meeting and above benchmark growth from Year 7 to 9 in Reading from 77% (2019) to 90% (2023) 	<p>Increase the percentage of students meeting and above benchmark growth from Year 7 to 9 in Reading from 77% (2019) to 82% (2020)</p>
		<ul style="list-style-type: none"> By 2023 increase the percentage of students achieving in the top 2 bands in Writing in Year 9 from 6.6% (2018) to 15% (2023) 	<p>Increase the percentage of students achieving in the top 2 bands in Writing in Year 9 from 6.6% (2018) to 10% (2020)</p>

		<ul style="list-style-type: none"> By 2023 increase the percentage of students achieving in the top 2 bands in Numeracy in Year 9 from 15.2% (2018) to 20% (2023) 	Increase the percentage of students achieving in the top 2 bands in Numeracy in Year 9 from 15.2% (2018) to 18% (2020)
		<ul style="list-style-type: none"> By 2023 increase the percentage positive endorsement score for the AToSS factor effective teaching time from 63% (2018) to 75% (2023) 	Increase the percentage positive endorsement score for the AToSS factor effective teaching time from 63% (2018) to 68% (2020)
		<ul style="list-style-type: none"> By 2023 increase the Reading Year 9 mean scale score in Naplan from 579 (2018) to 590 (2023) 	Increase the Reading Year 9 mean scale score in Naplan from 579 (2018) to 590 (2020)
		<ul style="list-style-type: none"> By 2023 increase the percentage positive endorsement score for the Staff Survey for Academic emphasis from 45% (2019) to 60% (2023) 	Increase the percentage positive endorsement score for the Staff Survey for Academic emphasis from 45% (2019) to 50% (2020)

		<ul style="list-style-type: none"> • By 2023 VCE median study score will consistently be 30 	VCE median will be 30
		<ul style="list-style-type: none"> • By 2023 VCE median value add will consistently be ?? 	VCE median value add ??
		<ul style="list-style-type: none"> • By 2023 VCAL/VET unit completions to remain above the state average 	VCAL/VET unit completions to remain above the state average
Improve student engagement	Yes	<ul style="list-style-type: none"> • By 2023 increase the percentage positive endorsement score for the AtoSS factor Student voice and agency from 44% (2018) to 70% (2023) • By 2023 increase the percentage positive endorsement score for the AtoSS factor Sense of connectedness from 47% (2018) to 70% (2023) • By 2023 increase the percentage positive endorsement score for the AtoSS factor Stimulated learning from 53% (2018) to 70% (2023) 	<p>Increase the percentage positive endorsement score for the AtoSS factor Student voice and agency from 44% (2018) to 50% (2020)</p> <p>Increase the percentage positive endorsement score for the AtoSS factor Sense of connectedness from 47% (2018) to 53% (2020)</p> <p>Increase the percentage positive endorsement score for the AtoSS factor Stimulated learning from 53% (2018) to 58% (2020)</p>

		<ul style="list-style-type: none"> By 2023 increase the percentage positive endorsement score for the School Staff Survey (SSS) factor Collective efficacy from 64% (2018) to 70% (2023) 	Increase the percentage positive endorsement score for the School Staff Survey (SSS) factor Collective efficacy from 64% (2018) to 67% (2020)
Improve student wellbeing	No	<ul style="list-style-type: none"> By 2023 increase the percentage positive endorsement score for the AToSS factor Trust in students and parents from 59% (2018) to 70% (2023) By 2023 increase the percentage positive endorsement score for the AtoSS factor Teacher concern from 36% (2018) to 70% (2023) By 2023 increase the percentage positive endorsement score for the AtoSS factor Resilience from 59% (2018) to 70% (2023) By 2023 increase the percentage positive endorsement score for the AtoSS factor Classroom behaviour from 55% (2018) to 70% (2023) 	

Goal 1	Improve student learning, growth and achievement
12 Month Target 1.1	Increase the percentage of students meeting and above benchmark growth from Year 7 to 9 in Numeracy from 82% (2019) to 85% (2020)
12 Month Target 1.2	Increase the percentage of students meeting and above benchamrk growth from Year 7 to 9 in Reading from 77% (2019) to 82% (2020)

12 Month Target 1.3	Increase the percentage of students achieving in the top 2 bands in Writing in Year 9 from 6.6% (2018) to 10% (2020)	
12 Month Target 1.4	Increase the percentage of students achieving in the top 2 bands in Numeracy in Year 9 from 15.2% (2018) to 18% (2020)	
12 Month Target 1.5	Increase the percentage positive endorsement score for the AToSS factor effective teaching time from 63% (2018) to 68% (2020)	
12 Month Target 1.6	Increase the Reading Year 9 mean scale score in Naplan from 579 (2018) to 590 (2020)	
12 Month Target 1.7	Increase the percentage positive endorsement score for the Staff Survey for Academic emphasis from 45% (2019) to 50% (2020)	
12 Month Target 1.8	VCE median will be 30	
12 Month Target 1.9	VCE median value add ??	
12 Month Target 1.10	VCAL/VET unit completions to remain above the state average	
Key Improvement Strategies	Is this KIS selected for focus this year?	
KIS 1 Building practice excellence	Build the instructional capabilities of every teacher	Yes
KIS 2 Curriculum planning and assessment	Develop and embed the inquiry cycle in learning areas	Yes
KIS 3 Building practice excellence	Develop student learning behaviours	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.	We chose this goal because we want to ensure that there is high quality teaching in every classroom. We currently have an Instructional Model but due to a high turnover of staff we would like to review it and develop a shared understanding of it so that we have consistent teacher practice. This was identified in our School Review. Coaching and class visits will provide feedback and areas that we need to focus on.	
Goal 2	Improve student engagement	
12 Month Target 2.1	<p>Increase the percentage positive endorsement score for the AtoSS factor Student voice and agency from 44% (2018) to 50% (2020)</p> <p>Increase the percentage positive endorsement score for the AtoSS factor Sense of connectedness from 47% (2018) to 53% (2020)</p> <p>Increase the percentage positive endorsement score for the AtoSS factor Stimulated learning from 53% (2018) to 58% (2020)</p>	
12 Month Target 2.2	Increase the percentage positive endorsement score for the School Staff Survey (SSS) factor Collective efficacy from 64% (2018) to 67% (2020)	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Empowering students and building school pride	Build student connectedness to school	Yes
KIS 2 Empowering students and building school pride	Build and embed a culture of student agency in their learning	No
KIS 3 Building practice excellence	Build consistency in the implementation of school policies, processes and procedures	No
KIS 4	Action Plan to accelerate improvement	Yes

Evidence-based high-impact teaching strategies		
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.	Our student survey data shows that we need to improve in this area. Also in our School Review in 2019 it was an area identified by students in student focus meetings. It was also identified that staff did not have a good understanding of the difference between student voice, and leadership.	

Define Actions, Outcomes and Activities

Goal 1	Improve student learning, growth and achievement
12 Month Target 1.1	Increase the percentage of students meeting and above benchmark growth from Year 7 to 9 in Numeracy from 82% (2019) to 85% (2020)
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12 Month Target 1.5	Increase the percentage positive endorsement score for the AToSS factor effective teaching time from 63% (2018) to 68% (2020)
12 Month Target 1.6	Increase the Reading Year 9 mean scale score in Naplan from 579 (2018) to 590 (2020)
12 Month Target 1.7	Increase the percentage positive endorsement score for the Staff Survey for Academic emphasis from 45% (2019) to 50% (2020)
12 Month Target 1.8	VCE median will be 30
12 Month Target 1.9	VCE median value add ??
12 Month Target 1.10	VCAL/VET unit completions to remain above the state average
KIS 1 Building practice excellence	Build the instructional capabilities of every teacher
Actions	<ul style="list-style-type: none"> • At a leadership level unpack our Instructional Model (IM)– Engage, Instruct, Model, Clarify, Evaluate • Coaches and Learning Specialists will support the implementation of our IM targeted at graduate and new staff • Learning Walks and peer observation will be used to gather data/evidence about current practices in relation to the IM and inform professional learning • A SIT team will lead the work to review and re-image the CESC IM and provide the whole school professional learning • Teaching and Learning Schedule will be designed to provide the time for the IM work

Outcomes	<p>Leaders have collaboratively developed a deep understanding of the re-imaged version CESC IM and facilitated professional learning to introduce the model to staff and explore the element of 'engage'.</p> <p>Staff have the knowledge of the IM and understand the different phases of the model</p> <p>Staff are planning and implementing a range of effective strategies to engage students in a positive learning experience, with a particular focus on the beginning of the lesson.</p> <p>Instructional Coaches skill in coaching is embedded and the coachee's teaching practice is improving</p> <p>Learning Specialists skill in coaching is developing and the coachee's teaching practice is improving</p> <p>Students have been introduced to the key elements of the re-imaged IM and are increasingly actively participating in 'engage' element of the lesson.</p>			
Success Indicators	<ul style="list-style-type: none"> • The re-imaged IM will be completed and launched to the community • The 'Engage' part of the IM will be documented as part of the re-imaged IM Framework. • Staff and students will have an improved understanding of the IM – as indicated in interviews, surveys, PDP reflections, etc. • Records from Learning Walks across the year – Classroom Environment, Teacher Doing, Students Doing. • The Teaching and Learning schedule and the Leadership minutes documents the sessions for professional learning for the re-imaged IM 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
<p>The activities for this goal are</p> <p>Organise a SIT team to lead the achievement of this goal</p> <ul style="list-style-type: none"> • At a leadership level unpack our Instructional Model (IM)– Engage, Instruct, Model, Clarify, Evaluate • Coaches and Learning Specialists will support the implementation of our IM targeted at graduate and new staff • Learning Walks and peer observation will be used to gather data/evidence about current practices in relation to the IM and inform professional learning • A SIT team will lead the work to review and re-image the CESC IM and provide the whole school professional learning 	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$140,000.00 <input type="checkbox"/> Equity funding will be used

<ul style="list-style-type: none"> Teaching and Learning Schedule will be designed to provide the time for the IM work 				
KIS 2 Curriculum planning and assessment	Develop and embed the inquiry cycle in learning areas			
Actions	<ul style="list-style-type: none"> Embed Professional Learning Teams (PLT's) in all Learning Areas in 2020 Appoint PLT leaders and provide time for them to do their role Provide PL for PLT leaders to further build an understanding of their role Provide PL for teachers to effectively use the Inquiry Cycle A SIT team will lead the work to embed the PLT / Inquiry Cycle into Learning Areas Teaching and Learning Schedule will prioritise the work of PLTs and provide time for these teams to meet regularly Instructional Rubrics will be implemented for Common Assessment Tasks across all Learning Areas in Years 7-10 			
Outcomes	<p>PLT leaders have the skills to lead the professional discussions and use the agenda and the inquiry cycle to inform the meetings. All PLTs will show progress towards embedding the inquiry cycle; the level of progress will vary depending on where they entered the PLT continuum.</p> <p>Teachers are engaging in dialogue, during PLTs, at the micro level and are focused on the teaching and learning based on evidence. Teachers are collaborating and supporting the expectations of PLTs.</p> <p>All teachers are participating in Learning Walks to gather data/evidence to inform the discussions at PLT meetings.</p> <p>Learning Specialists are supporting and coaching PLT leaders to develop their leadership capacity, providing professional learning to build teacher practice and developing resources to support this work.</p>			
Success Indicators	<ul style="list-style-type: none"> PLT minutes will record the team's discussions and agreements as per the Inquiry Cycle Progress will be achieved across the PLT maturity matrix as indicated in the PLC survey and local staff surveys (Highly Effective Teams Survey) The Teaching and Learning schedule documents the sessions for professional learning for Instructional Rubrics and PLT leaders. Each PLT has completed and implemented at least two Instructional Rubrics. Student outcomes show increased growth, as measured by Victorian Curriculum growth. 			

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Professional Learning for PLT leaders Whole School PLT meetings for PL for all staff on PLTs and the Inquiry Cycle APs to support Learning Area PLTs with feedback	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$500,000.00 <input type="checkbox"/> Equity funding will be used
Goal 2	Improve student engagement			
12 Month Target 2.1	Increase the percentage positive endorsement score for the AtoSS factor Student voice and agency from 44% (2018) to 50% (2020) Increase the percentage positive endorsement score for the AtoSS factor Sense of connectedness from 47% (2018) to 53% (2020) Increase the percentage positive endorsement score for the AtoSS factor Stimulated learning from 53% (2018) to 58% (2020)			
12 Month Target 2.2	Increase the percentage positive endorsement score for the School Staff Survey (SSS) factor Collective efficacy from 64% (2018) to 67% (2020)			
KIS 1 Empowering students and building school pride	Build student connectedness to school			
Actions	<ul style="list-style-type: none"> • Consistently embed our current processes, procedures and policies across the College • Strengthen the Homegroup program • Gain a shared understanding of Student Voice and Agency • SIT team to lead the Student Voice and Agency work • Teaching and Learning Schedule provides the time for the work 			
Outcomes	<p>During Home Group, teachers are:</p> <ul style="list-style-type: none"> • Actively engaging with students • Will be building relationships with students • Actively moving around, interacting with students • Running activities <p>Staff are able to articulate the difference between Student Voice and Agency.</p>			

	<p>In Home Group, students are:</p> <ul style="list-style-type: none"> • playing a role and actively participating • being led by the Home Group captains • <p>Leaders will be:</p> <ul style="list-style-type: none"> • More visible/present in HG classes • Supporting HG teachers in their role • Celebrating success • Facilitating fortnightly HG assemblies 			
Success Indicators	<ul style="list-style-type: none"> • Home Group teachers will have clear documented role description and responsibilities with expectations for both students and staff • Student attendance at HG will improve • Students and staff will have a shared understanding of Student Voice and Agency • Targets for uniform, behaviour, attendance, recidivists and lates will have been achieved 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
<p>SIT team to lead develop HG activities booklet to support building relationships with students</p> <p>Inclusion leader to provide Professional Learning</p> <p>Student Voice Leader to provide PL for staff and students to gain a shared understanding</p> <p>Year Level Leaders to lead their teams in ensuring consistency and high expectations for all policies procedures and processes across the College</p>	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	<p>from: Term 1</p> <p>to: Term 3</p>	<p>\$50,000.00</p> <p><input checked="" type="checkbox"/> Equity funding will be used</p>
KIS 2 Evidence-based high-impact teaching strategies	Action Plan to accelerate improvement			
Actions	<ul style="list-style-type: none"> • Provide PL for English Assistant Leaders and English PLT leaders to build their capacity to lead the PLT • Provide PL for English teachers to understand the Inquiry Cycle and how it can be used in an English PLT 			

	<ul style="list-style-type: none"> • Embed the Inquiry Cycle into the English Learning Area <ul style="list-style-type: none"> o Analyse the NAPLAN and PAT-R item analysis for current Year 8 and 9 students o Identify the 'next steps' for our learners o Design classroom intervention and agree on teaching strategies o Monitor student learning and impact of intervention through formative assessment strategies o Evaluate student growth and measure the impact of teaching • Provide PL for English teachers on teaching strategies for improving reading • Engage in the Effective Approaches to Secondary School Reading (Phase 4 Project) Community of Practice • Begin the implementation of an EAL Program/Strategy across the College • Resource an additional teacher for Year 7 & 8 English blocks • Embed ERP Thrive reading intervention strategy to extend capable readers
<p>Outcomes</p>	<p>Students will</p> <ul style="list-style-type: none"> - Track their thinking or respond to the text - Deepen their understanding of the linguistic and structural features of a wide range of text types - Work with the teacher in focus groups to discuss the texts and learning - Reflect on the thinking process required for varied reading tasks - Record all reading activities and reflection entries in their Reader's Notebook - Demonstrating learning in conferencing, collaborative activities, individual practice - Develop inference skills through targeted learning tasks - Develop an understanding of the linguistic and structural features of a wide range of text types <p>Teachers will</p> <ul style="list-style-type: none"> - use data to inform next step learning for students - confidently provide feedback and suggestions for change - effectively manage class time to administer test sessions - actively participator in discussions and implement strategies from professional learning and PLT inquiry. - actively engage in conversations about data and learning growth - implement a range of teaching strategies - share knowledge and experience of reading intervention strategies <p>Leaders will</p> <ul style="list-style-type: none"> - support leaders and teachers with data analysis and identify next steps in learning - further develop the ability to review data at a macro level to identify trends and areas of improvement - strategically manage workforce to support the implementation of improving student outcomes - facilitate professional learning and professional conversations in PLT's

	<ul style="list-style-type: none"> - reflect and monitor the PLT process - Coordinate and Lead Learning walks to facilitate teacher professional learning - Model the development of activities to address reading skills 			
Success Indicators	<p>Students</p> <ul style="list-style-type: none"> - Reading Notebook - Work books - Conferencing goals and conversations <p>Teachers</p> <ul style="list-style-type: none"> - updated curriculum documents - email documents - communication of feedback/changes - Assessment schedule - Professional Learning and PLT notes - Planning documents <p>Leaders</p> <ul style="list-style-type: none"> - Meeting minutes - Teaching and learning schedule - PLT minutes - Data analysis - Workforce planning - Learning Walk observation notes 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Analysis of student learning data (reading)	<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
Creation of data overview - Panorama and School Supplementary Performance Report	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			to: Term 1	<input type="checkbox"/> Equity funding will be used
Build capacity of PLC Leaders	<input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <input type="checkbox"/> Equity funding will be used
Build the capacity of teachers to engage in the inquiry Cycle	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <input type="checkbox"/> Equity funding will be used
PLT's with a focus on data analysis	<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
PLT's with a focus on professional learning	<input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <input type="checkbox"/> Equity funding will be used
PLT's with a focus of Teaching and Learning	<input checked="" type="checkbox"/> Teaching and Learning Coordinator	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Implementation of Whole School Initiatives	<input checked="" type="checkbox"/> Teaching and Learning Coordinator	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$10,000.00

			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	\$50,000.00	0.00
Additional Equity funding	\$0.00	\$0.00
Grand Total	\$50,000.00	\$0.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
SIT team to lead develop HG activities booklet to support building relationships with students Inclusion leader to provide Professional Learning Student Voice Leader to provide PL for staff and students to gain a shared understanding Year Level Leaders to lead their teams in ensuring consistency and high expectations for all policies procedures and processes across the College	from: Term 1 to: Term 3		\$50,000.00	
Totals			\$50,000.00	

Additional Equity spend

Outline here any additional Equity spend for 2020	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Totals			\$0.00	\$0.00

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
<p>The activities for this goal are Organise a SIT team to lead the achievement of this goal</p> <ul style="list-style-type: none"> At a leadership level unpack our Instructional Model (IM)– Engage, Instruct, Model, Clarify, Evaluate Coaches and Learning Specialists will support the implementation of our IM targeted at graduate and new staff Learning Walks and peer observation will be used to gather data/evidence about current practices in relation to the IM and inform professional learning A SIT team will lead the work to review and re-image the CESC IM and provide the whole school professional learning Teaching and Learning Schedule will be designed to provide the time for the IM work 	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

Professional Learning for PLT leaders Whole School PLT meetings for PL for all staff on PLTs and the Inquiry Cycle APs to support Learning Area PLTs with feedback	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
SIT team to lead develop HG activities booklet to support building relationships with students Inclusion leader to provide Professional Learning Student Voice Leader to provide PL for staff and students to gain a shared understanding Year Level Leaders to lead their teams in ensuring consistency and high expectations for all policies procedures and processes across the College	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Analysis of student learning data (reading)	<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"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

Build capacity of PLC Leaders	<input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 4	<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 Initiative <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Build the capacity of teachers to engage in the inquiry Cycle	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	<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"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
PLT's with a focus on data analysis	<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"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
PLT's with a focus on professional learning	<input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
PLT's with a focus of Teaching and Learning	<input checked="" type="checkbox"/> Teaching and Learning Coordinator	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Communities of Practice <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> MYLYNS Improvement teacher	<input checked="" type="checkbox"/> On-site
Implementation of Whole School Initiatives	<input checked="" type="checkbox"/> Teaching and Learning Coordinator	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

				<input checked="" type="checkbox"/> PLC/PLT Meeting		
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