

2019 Annual Implementation Plan

for improving student outcomes

Hazel Glen College (5552)



Submitted for review by Anthony Stockwell (School Principal) on 13 June, 2019 at 11:07 AM
Endorsed by David Kilmartin (Senior Education Improvement Leader) on 14 June, 2019 at 09:11 AM
Endorsed by Craig Williams (School Council President) on 17 June, 2019 at 08:44 AM

Self-evaluation Summary - 2019

	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	Emerging moving towards Evolving
	Evidence-based high-impact teaching strategies	
	Evaluating impact on learning	
Professional leadership	Building leadership teams	Evolving
	Instructional and shared leadership	
	Strategic resource management	
	Vision, values and culture	

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

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

Enter your reflective comments	The College Leadership completed a 2 day conference based around a review of the 2018 AIP against the College SSP. We reviewed goals and targets in the specific priority areas of FISO against the continua of practice of evidence collated from within the College. This was an extensive and rewarding task that brought the collective leadership group to review and assess accurately the achievements set out by the College for 2018.
Considerations for 2019	Develop a consistent data review process that can be implemented across the College: Data Wise. Develop a College wide student management and wellbeing process across the College: SWPBS. Develop and document a consistent aspiring leadership professional leadership learning model across the College.
Documents that support this plan	

SSP Goals Targets and KIS

<p>Goal 1</p>	<p>To improve student achievement outcomes in literacy and numeracy for all students.</p>
<p>Target 1.1</p>	<p>Increase the number of students in Year 3 showing growth in the top 2 bands reading to 60% based on NAPLAN (2018 - 56%)</p> <p>Increase the number of students in Year 3 showing growth in the top 2 bands in writing to 58% based on NAPLAN (2018 - 53%)</p> <p>Increase the number of students in Year 3 showing growth in the top 2 bands in numeracy to 42% (to match similar schools) based on NAPLAN (2018 - 35%)</p> <p>Increase the number of students in Year 3 showing growth in the top 2 bands in spelling to 53% based on NAPLAN (2018 - 50%)</p> <p>Increase the number of students in Year 3 showing growth in the top 2 bands in grammar and punctuation to 55% based on NAPLAN (2018 - 51%)</p> <p>Increase the number of students in Year 5 showing high growth in reading to 14% based on NAPLAN (2018 - 11%)</p> <p>Increase the number of students in Year 5 showing high growth in writing to 18% based on NAPLAN (2018 - 15%)</p> <p>Increase the number of students in Year 5 showing high growth in spelling to 25% based on NAPLAN (2018 - 22%)</p> <p>Increase the number of students in Year 5 showing high growth in grammar and punctuation to 14% based on NAPLAN (2018 - 11%)</p> <p>Increase the number of students in Year 5 showing high growth in numeracy to 14% based on NAPLAN (2018 - 11%)</p> <p>Increase the number of students in Year 7 showing high growth in reading to 18% based on NAPLAN (2018 - 15%)</p> <p>Increase the number of students in Year 7 showing high growth in writing to 20% based on NAPLAN (2018 - 17%)</p> <p>Increase the number of students in Year 7 showing high growth in spelling to 21% based on NAPLAN (2018 - 18%)</p> <p>Increase the number of students in Year 7 showing high growth in grammar and punctuation to 19% based on NAPLAN (2018 - 16%)</p> <p>Increase the number of students in Year 7 showing high growth in numeracy to 21% based on NAPLAN (2018 - 18%)</p> <p>Increase the number of students in Year 9 showing high growth in reading to 20% based on NAPLAN (2018 - 17%)</p>

	<p>Increase the number of students in Year 9 showing high growth in writing to 18% based on NAPLAN (2018 - 15%)</p> <p>Increase the number of students in Year 9 showing high growth in spelling to 22% based on NAPLAN (2018 - 19%)</p> <p>Increase the number of students in Year 9 showing high growth in grammar and punctuation to 19% based on NAPLAN (2018 - 16%)</p> <p>Increase the number of students in Year 9 showing high growth in numeracy to 17% based on NAPLAN (2018 - 14%)</p>
<p>Key Improvement Strategy 1.a Building practice excellence</p>	Developing the implementation of a college-wide effective data cycle
<p>Key Improvement Strategy 1.b Building practice excellence</p>	Identification and training of Literacy/Numeracy Leaders to drive improvement
<p>Key Improvement Strategy 1.c Building practice excellence</p>	Development of Literacy/Numeracy instructional models outlining strategies to develop consistent pedagogical approaches
<p>Goal 2</p>	To build the intellectual engagement and self-awareness of every student
<p>Target 2.1</p>	<p>Increase the percentage endorsement of Year 4 students 'effective teaching practice for cognitive engagement - differentiated learning challenge to 93% based on student opinion survey (2018 - 90%)</p> <p>Increase the percentage endorsement of Year 5 students 'effective teaching practice for cognitive engagement - differentiated learning challenge to 87% based on student opinion survey (2018 - 84%)</p> <p>Increase the percentage endorsement of Year 6 students 'effective teaching practice for cognitive engagement - differentiated learning challenge to 78% based on student opinion survey (2018 - 75%)</p> <p>Increase the percentage endorsement of Year 7 students 'effective teaching practice for cognitive engagement - differentiated learning challenge to 61% based on student opinion survey (2018 - 58%)</p> <p>Increase the percentage endorsement of Year 8 students 'effective teaching practice for cognitive engagement - differentiated learning challenge to 58% based on student opinion survey (2018 - 55%)</p>

	<p>Increase the percentage endorsement of Year 9 students 'effective teaching practice for cognitive engagement - differentiated learning challenge to 66% based on student opinion survey (2018 - 63%)</p> <p>Increase the percentage endorsement of Year 10 students 'effective teaching practice for cognitive engagement - differentiated learning challenge to 52% based on student opinion survey (2018 - 49%)</p> <p>Decrease the percentage of Prep students with more than 20 absence days to 23% (2017 - 26%)</p> <p>Decrease the percentage of Year 1 students with more than 20 absence days to 16% (2017 - 19%)</p> <p>Decrease the percentage of Year 2 students with more than 20 absence days to 21% (2017 -24%)</p> <p>Decrease the percentage of Year 3 students with more than 20 absence days to 18% (2017 - 21%)</p> <p>Decrease the percentage of Year 4 students with more than 20 absence days to 14% (2017 - 17%)</p> <p>Decrease the percentage of Year 5 students with more than 20 absence days to 19% (2017 - 22%)</p> <p>Decrease the percentage of Year 6 students with more than 20 absence days to 23% (2017 - 26%)</p> <p>Decrease the percentage of Year 7 students with more than 20 absence days to 24% (2017 - 27%)</p> <p>Decrease the percentage of Year 8 students with more than 20 absence days to 31% (2017- 34%)</p> <p>Decrease the percentage of Year 9 students with more than 20 absence days to 41% (2017 - 51%)</p> <p>Decrease the percentage of Year 10 students with more than 20 absence days to 34%</p> <p>Decrease the percentage of Prep - Year 6 Aboriginal status students with more than 20 absence days to 15% (2017 - 18%)</p> <p>Decrease the percentage of 7-12 Aboriginal status students with more than 20 absence days to 43% (2017 - 53%)</p>
<p>Key Improvement Strategy 2.a Intellectual engagement and self-awareness</p>	<p>Working towards mastering the HITS, with a focus on #10 differentiated teaching, to extend the knowledge and skills of every student in every class.</p>

Key Improvement Strategy 2.b Intellectual engagement and self-awareness	Teacher's to co-design opportunities for students to exercise authentic agency in their own learning
Key Improvement Strategy 2.c Intellectual engagement and self-awareness	Establish a team to focus on the development and implementation of an SWPBS program, who will complete training and work with the SWPBS Coach to develop and establish best practice
Goal 3	Continue to build upon a culture of quality teaching, learning and student achievement through targeted professional learning.
Target 3.1	Increase the percentage endorsement of staff 'Teaching and Learning Practice improvement - Professional learning through peer observations to 75% based on staff opinion survey. (2018 - 49%) Increase the percentage endorsement of staff 'Teaching and Learning Practice improvement - Believe peer feedback improves practice to 75% based on staff opinion survey. (2018 - 55%) Increase the percentage endorsement of staff 'Teaching and Learning Practice improvement - Seek feedback to improve practice to 75% based on staff opinion survey. (2018 - 49%)
Key Improvement Strategy 3.a Instructional and shared leadership	Staff actively collaborate in PLCs and share expertise and knowledge and engage in professional learning
Key Improvement Strategy 3.b Instructional and shared leadership	Develop and embed consistent approach and understanding of professional learning across the college
Key Improvement Strategy 3.c Instructional and shared leadership	Teachers work collaboratively in PLCs to understand the literacy and mathematics teaching toolkits and other resources to support the implementation of agreed strategies

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
<p>To improve student achievement outcomes in literacy and numeracy for all students.</p>	<p>Yes</p>	<p>Increase the number of students in Year 3 showing growth in the top 2 bands reading to 60% based on NAPLAN (2018 - 56%) Increase the number of students in Year 3 showing growth in the top 2 bands in writing to 58% based on NAPLAN (2018 - 53%) Increase the number of students in Year 3 showing growth in the top 2 bands in numeracy to 42% (to match similar schools) based on NAPLAN (2018 - 35%) Increase the number of students in Year 3 showing growth in the top 2 bands in spelling to 53% based on NAPLAN (2018 - 50%) Increase the number of students in Year 3 showing growth in the top 2 bands in grammar and punctuation to 55% based on NAPLAN (2018 - 51%)</p> <p>Increase the number of students in Year 5 showing high growth in reading to 14% based on NAPLAN (2018 - 11%) Increase the number of students in Year 5 showing high growth in writing to 18% based on NAPLAN (2018 - 15%) Increase the number of students in Year 5 showing high growth in spelling to 25% based on NAPLAN (2018 - 22%) Increase the number of students in Year 5 showing high growth in grammar and punctuation to 14% based on NAPLAN (2018 - 11%) Increase the number of students in Year 5 showing high growth in numeracy to 14% based on NAPLAN (2018 - 11%)</p>	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>Increase the number of students in Year 3 showing growth in the top 2 bands reading to 60% based on NAPLAN (2018 - 56%) Increase the number of students in Year 3 showing growth in the top 2 bands in writing to 58% based on NAPLAN (2018 - 53%) Increase the number of students in Year 3 showing growth in the top 2 bands in numeracy to 42% (to match similar schools) based on NAPLAN (2018 - 35%) Increase the number of students in Year 3 showing growth in the top 2 bands in spelling to 53% based on NAPLAN (2018 - 50%) Increase the number of students in Year 3 showing growth in the top 2 bands in grammar and punctuation to 55% based on NAPLAN (2018 - 51%)</p> <p>Increase the number of students in Year 5 showing high growth in reading to 14% based on NAPLAN (2018 - 11%) Increase the number of students in Year 5 showing high growth in writing to 18% based on NAPLAN (2018 - 15%)</p>

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<p>To build the intellectual engagement and self-awareness of every student</p>	<p>Yes</p>	<p>Increase the percentage endorsement of Year 4 students 'effective teaching practice for cognitive engagement - differentiated learning challenge to 93% based on student opinion survey (2018 - 90%)</p> <p>Increase the percentage endorsement of Year 5 students 'effective teaching practice for cognitive engagement - differentiated learning challenge to 87% based on student opinion survey (2018 - 84%)</p> <p>Increase the percentage endorsement of Year 6 students 'effective teaching practice for cognitive engagement - differentiated learning challenge to 78% based on student opinion survey (2018 - 75%)</p> <p>Increase the percentage endorsement of Year 7 students 'effective teaching practice for cognitive engagement - differentiated learning challenge to 61% based on student opinion survey (2018 - 58%)</p> <p>Increase the percentage endorsement of Year 8 students 'effective teaching practice for cognitive engagement - differentiated learning challenge to 58% based on student opinion survey (2018 - 55%)</p> <p>Increase the percentage endorsement of Year 9 students 'effective teaching practice for cognitive engagement - differentiated learning challenge to 66% based on student opinion survey (2018 - 63%)</p> <p>Increase the percentage endorsement of Year 10 students 'effective teaching practice for cognitive engagement - differentiated learning challenge to 52% based on student opinion survey (2018 - 49%)</p> <p>Decrease the percentage of Prep students with more than 20 absence days to 23% (2017 - 26%)</p> <p>Decrease the percentage of Year 1 students with more than 20 absence days to 16% (2017 - 19%)</p>	<p>Increase the percentage endorsement of Year 4 students 'effective teaching practice for cognitive engagement - differentiated learning challenge to 93% based on student opinion survey (2018 - 90%)</p> <p>Increase the percentage endorsement of Year 5 students 'effective teaching practice for cognitive engagement - differentiated learning challenge to 87% based on student opinion survey (2018 - 84%)</p> <p>Increase the percentage endorsement of Year 6 students 'effective teaching practice for cognitive engagement - differentiated learning challenge to 78% based on student opinion survey (2018 - 75%)</p> <p>Increase the percentage endorsement of Year 7 students 'effective teaching practice for cognitive engagement - differentiated learning challenge to 61% based on student opinion survey (2018 - 58%)</p> <p>Increase the percentage endorsement of Year 8 students 'effective teaching practice for cognitive engagement - differentiated learning challenge to 58% based on student opinion survey (2018 - 55%)</p> <p>Increase the percentage endorsement of Year 9 students 'effective teaching</p>
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		<p>Decrease the percentage of Year 2 students with more than 20 absence days to 21% (2017 -24%)</p> <p>Decrease the percentage of Year 3 students with more than 20 absence days to 18% (2017 - 21%)</p> <p>Decrease the percentage of Year 4 students with more than 20 absence days to 14% (2017 - 17%)</p> <p>Decrease the percentage of Year 5 students with more than 20 absence days to 19% (2017 - 22%)</p> <p>Decrease the percentage of Year 6 students with more than 20 absence days to 23% (2017 - 26%)</p> <p>Decrease the percentage of Year 7 students with more than 20 absence days to 24% (2017 - 27%)</p> <p>Decrease the percentage of Year 8 students with more than 20 absence days to 31% (2017- 34%)</p> <p>Decrease the percentage of Year 9 students with more than 20 absence days to 41% (2017 - 51%)</p> <p>Decrease the percentage of Year 10 students with more than 20 absence days to 34%</p> <p>Decrease the percentage of Prep - Year 6 Aboriginal status students with more than 20 absence days to 15% (2017 - 18%)</p> <p>Decrease the percentage of 7-12 Aboriginal status students with more than 20 absence days to 43% (2017 - 53%)</p>	<p>practice for cognitive engagement - differentiated learning challenge to 66% based on student opinion survey (2018 - 63%)</p> <p>Increase the percentage endorsement of Year 10 students 'effective teaching practice for cognitive engagement - differentiated learning challenge to 52% based on student opinion survey (2018 - 49%)</p> <p>Decrease the percentage of Prep students with more than 20 absence days to 23% (2017 - 26%)</p> <p>Decrease the percentage of Year 1 students with more than 20 absence days to 16% (2017 - 19%)</p> <p>Decrease the percentage of Year 2 students with more than 20 absence days to 21% (2017 -24%)</p> <p>Decrease the percentage of Year 3 students with more than 20 absence days to 18% (2017 - 21%)</p> <p>Decrease the percentage of Year 4 students with more than 20 absence days to 14% (2017 - 17%)</p> <p>Decrease the percentage of Year 5 students with more than 20 absence days</p>
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			to 19% (2017 - 22%) Decrease the percentage of Year 6 students
Continue to build upon a culture of quality teaching, learning and student achievement through targeted professional learning.	Yes	<p>Increase the percentage endorsement of staff 'Teaching and Learning Practice improvement - Professional learning through peer observations to 75% based on staff opinion survey. (2018 - 49%)</p> <p>Increase the percentage endorsement of staff 'Teaching and Learning Practice improvement - Believe peer feedback improves practice to 75% based on staff opinion survey. (2018 - 55%)</p> <p>Increase the percentage endorsement of staff 'Teaching and Learning Practice improvement - Seek feedback to improve practice to 75% based on staff opinion survey. (2018 - 49%)</p>	<p>Increase the percentage endorsement of staff 'Teaching and Learning Practice improvement - Professional learning through peer observations to 75% based on staff opinion survey. (2018 - 49%)</p> <p>Increase the percentage endorsement of staff 'Teaching and Learning Practice improvement - Believe peer feedback improves practice to 75% based on staff opinion survey. (2018 - 55%)</p> <p>Increase the percentage endorsement of staff 'Teaching and Learning Practice improvement - Seek feedback to improve practice to 75% based on staff opinion survey. (2018 - 49%)</p>

Goal 1	To improve student achievement outcomes in literacy and numeracy for all students.
12 Month Target 1.1	<p>Increase the number of students in Year 3 showing growth in the top 2 bands reading to 60% based on NAPLAN (2018 - 56%)</p> <p>Increase the number of students in Year 3 showing growth in the top 2 bands in writing to 58% based on NAPLAN (2018 - 53%)</p> <p>Increase the number of students in Year 3 showing growth in the top 2 bands in numeracy to 42% (to match similar schools) based on NAPLAN (2018 - 35%)</p> <p>Increase the number of students in Year 3 showing growth in the top 2 bands in spelling to 53% based on NAPLAN (2018 - 50%)</p> <p>Increase the number of students in Year 3 showing growth in the top 2 bands in grammar and punctuation to 55% based on NAPLAN (2018 - 51%)</p>

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Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Building practice excellence	Developing the implementation of a college-wide effective data cycle	Yes
KIS 2 Building practice excellence	Identification and training of Literacy/Numeracy Leaders to drive improvement	Yes
KIS 3 Building practice excellence	Development of Literacy/Numeracy instructional models outlining strategies to develop consistent pedagogical approaches	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>KIS 1 - Establish a data team prioritising the analysis of student outcomes Key staff to undertake Harvard Data Wise Professional Learning Establish protocols around being a data wise college Provide targeted professional learning around the data cycle Continue to gather formative and summative data to inform the teaching of literacy and numeracy in all disciplines and subject areas across the curriculum</p>	

	<p>KIS 2 - Assign Literacy and Numeracy Leaders to work as part of the School Improvement Team (SIT) to lead whole school approaches to improve literacy and numeracy Establish Literacy/Numeracy Leaders throughout the college Evolve pilot teams (PLCs) across the college to drive initiatives aimed at improving student outcomes Literacy/Numeracy Leaders to participate in professional learning to help support initiatives</p> <p>KIS 3 - Literacy and Numeracy Leaders to use the FISO improvement cycle to develop the key actions to improve literacy and numeracy Establish Professional Learning goals for leaders and teachers to build their capability in literacy and numeracy teaching Consistent strategies and approaches documented and implemented in classroom practice across domains and year levels Semester 1 Curriculum Day focused on literacy and numeracy key improvement strategies</p>
Goal 2	To build the intellectual engagement and self-awareness of every student
12 Month Target 2.1	<p>Increase the percentage endorsement of Year 4 students 'effective teaching practice for cognitive engagement - differentiated learning challenge to 93% based on student opinion survey (2018 - 90%)</p> <p>Increase the percentage endorsement of Year 5 students 'effective teaching practice for cognitive engagement - differentiated learning challenge to 87% based on student opinion survey (2018 - 84%)</p> <p>Increase the percentage endorsement of Year 6 students 'effective teaching practice for cognitive engagement - differentiated learning challenge to 78% based on student opinion survey (2018 - 75%)</p> <p>Increase the percentage endorsement of Year 7 students 'effective teaching practice for cognitive engagement - differentiated learning challenge to 61% based on student opinion survey (2018 - 58%)</p> <p>Increase the percentage endorsement of Year 8 students 'effective teaching practice for cognitive engagement - differentiated learning challenge to 58% based on student opinion survey (2018 - 55%)</p> <p>Increase the percentage endorsement of Year 9 students 'effective teaching practice for cognitive engagement - differentiated learning challenge to 66% based on student opinion survey (2018 - 63%)</p> <p>Increase the percentage endorsement of Year 10 students 'effective teaching practice for cognitive engagement - differentiated learning challenge to 52% based on student opinion survey (2018 - 49%)</p>

	<p>Decrease the percentage of Prep students with more than 20 absence days to 23% (2017 - 26%)</p> <p>Decrease the percentage of Year 1 students with more than 20 absence days to 16% (2017 - 19%)</p> <p>Decrease the percentage of Year 2 students with more than 20 absence days to 21% (2017 -24%)</p> <p>Decrease the percentage of Year 3 students with more than 20 absence days to 18% (2017 - 21%)</p> <p>Decrease the percentage of Year 4 students with more than 20 absence days to 14% (2017 - 17%)</p> <p>Decrease the percentage of Year 5 students with more than 20 absence days to 19% (2017 - 22%)</p> <p>Decrease the percentage of Year 6 students</p>	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Intellectual engagement and self-awareness	Working towards mastering the HITS, with a focus on #10 differentiated teaching, to extend the knowledge and skills of every student in every class.	Yes
KIS 2 Intellectual engagement and self-awareness	Teacher's to co-design opportunities for students to exercise authentic agency in their own learning	Yes
KIS 3 Intellectual engagement and self-awareness	Establish a team to focus on the development and implementation of an SWPBS program, who will complete training and work with the SWPBS Coach to develop and establish best practice	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>KIS 1 - Review existing documentation and identify current differentiated learning opportunities. Develop and improve the quality and diversity of the differentiated learning tasks in the curriculum</p> <p>KIS 2 - Teachers and student co-design learning goals Protocols and Procedures created around the co-design of learning goals</p> <p>KIS 3 - Key staff to be selected and trained in the development and implementation of an SWPBS program Develop, document and implement the first stage of SWPBS program</p>	
<p>Goal 3</p>	<p>Continue to build upon a culture of quality teaching, learning and student achievement through targeted professional learning.</p>	
<p>12 Month Target 3.1</p>	<p>Increase the percentage endorsement of staff 'Teaching and Learning Practice improvement - Professional learning through peer observations to 75% based on staff opinion survey. (2018 - 49%)</p> <p>Increase the percentage endorsement of staff 'Teaching and Learning Practice improvement - Believe peer feedback improves practice to 75% based on staff opinion survey. (2018 - 55%)</p> <p>Increase the percentage endorsement of staff 'Teaching and Learning Practice improvement - Seek feedback to improve practice to 75% based on staff opinion survey. (2018 - 49%)</p>	
<p>Key Improvement Strategies</p>		<p>Is this KIS selected for focus this year?</p>
<p>KIS 1 Instructional and shared leadership</p>	<p>Staff actively collaborate in PLCs and share expertise and knowledge and engage in professional learning</p>	<p>Yes</p>
<p>KIS 2 Instructional and shared leadership</p>	<p>Develop and embed consistent approach and understanding of professional learning across the college</p>	<p>Yes</p>
<p>KIS 3 Instructional and shared leadership</p>	<p>Teachers work collaboratively in PLCs to understand the literacy and mathematics teaching toolkits and other resources to support the implementation of agreed strategies</p>	<p>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.

KIS 1 - Staff actively participate in professional learning and PLCs
Complete Vic PLC School Training for School Leaders and PLC Instructional Leaders.
Develop and evolve PLC focus areas and teams based on these areas (e.g. Literacy, SWPBS, ICT, Numeracy, STEM, Respectful Relationships, Transition)
PLC Leaders to develop an agreed Peer Observation Model outlining the purpose, expectations and protocols around Peer Observations.

KIS 2 - Develop and evolve Professional Learning for staff focused on the purpose, protocols and expectations around Peer Observations.
Introduce agreed Peer Observation model for all teaching staff based on Junior School documentation (powerpoint/protocols) established in 2018.

KIS 3 - All staff attend scheduled PLC meetings focusing on agreed strategies to improve student achievement outcomes and engagement
Align PDPs to key improvement strategies identified in AIP

Define Actions, Outcomes and Activities

Goal 1	To improve student achievement outcomes in literacy and numeracy for all students.
12 Month Target 1.1	<p>Increase the number of students in Year 3 showing growth in the top 2 bands reading to 60% based on NAPLAN (2018 - 56%) Increase the number of students in Year 3 showing growth in the top 2 bands in writing to 58% based on NAPLAN (2018 - 53%) Increase the number of students in Year 3 showing growth in the top 2 bands in numeracy to 42% (to match similar schools) based on NAPLAN (2018 - 35%) Increase the number of students in Year 3 showing growth in the top 2 bands in spelling to 53% based on NAPLAN (2018 - 50%) Increase the number of students in Year 3 showing growth in the top 2 bands in grammar and punctuation to 55% based on NAPLAN (2018 - 51%)</p> <p>Increase the number of students in Year 5 showing high growth in reading to 14% based on NAPLAN (2018 - 11%) Increase the number of students in Year 5 showing high growth in writing to 18% based on NAPLAN (2018 - 15%) Increase the number of students in Year 5 showing high growth in spelling to 25% based on NAPLAN (2018 - 22%) Increase the number of students in Year 5 showing high growth in grammar and punctuation to 14% based on NAPLAN (2018 - 11%) Increase the number of students in Year 5 showing high growth in numeracy to 14% based on NAPLAN (2018 - 11%)</p> <p>Increase the number of students in Year 7 showing high growth in reading to 18% based on NAPLAN (2018 - 15%) Increase the number of students in Year 7 showing high growth in writing to 20% based on NAPLAN (2018 - 17%) Increase the number of students in Year 7 showing high growth in spelling to 21% based on NAPLAN (2018 - 18%) Increase the number of students in Year 7 showing high growth in grammar and punctuation to 19% based on NAPLAN (2018 - 16%) Increase the number of students in Year 7 showing high growth in numeracy to 21% based on NAPLAN (2018 - 18%)</p> <p>Increase the number of students in Year 9 showing high growth in reading to 20% based on NAPLAN (2018 - 17%) Increase the number of students in Year 9 showing high growth in writing to 18% based on NAPLAN (2018 - 1)</p>
KIS 1 Building practice excellence	Developing the implementation of a college-wide effective data cycle
Actions	KIS 1 - Developing the implementation of a college-wide effective data cycle

Outcomes	KIS 1 - Staff use data-wise protocols when working as teams Swosh assessment cycle implemented and used effectively to support planning for increasing literacy and numeracy outcomes			
Success Indicators	KIS 1 - Data teams established across the College Harvard Data Wise Professional Learning completed Literacy and numeracy data collated and evident in planning Protocols are established with implemented and documented professional learning			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
1. Evaluate the current practice in the use of data as a diagnostic tool, and investigate PLC (Professional Learning Community) models as a method of implementation.	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$0.00 <input type="checkbox"/> Equity funding will be used
2. A team of Leadership trained through Data wise leadership (Harvard) with BASTOW.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$5,000.00 <input type="checkbox"/> Equity funding will be used
3. Implement the established college-wide data cycle	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
4. Implementing various ways to present data so that it is visible and accessible by staff (e.g. data walls)	<input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

KIS 2 Building practice excellence	Identification and training of Literacy/Numeracy Leaders to drive improvement			
Actions	KIS 2 - Assign Literacy and Numeracy Leaders to work as part of the School Improvement Team (SIT) to lead whole school approaches to improve literacy and numeracy Establish Literacy/Numeracy Leaders throughout the college Evolve pilot teams (PLCs) across the college to drive initiatives aimed at improving student outcomes Literacy/Numeracy Leaders to participate in professional learning to help support initiatives			
Outcomes	Literacy strategies evident in classroom practice and programs and data collected to support this			
Success Indicators	KIS 2 - Literacy and Numeracy roles and responsibilities documented and shared with staff Literacy strategies evident in classroom practice and programs Opportunities for leaders to share professional learning to build staff capabilities Documentation of time and resources to carry out their roles effectively			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
1. Define HGC Literacy/Numeracy Action Plan model based on Program Logic template	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
2. Literacy and Numeracy pilot teams (PLCs) established.	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$0.00 <input type="checkbox"/> Equity funding will be used
3. Identify the literacy and numeracy goals for each discipline.	<input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 2	\$0.00

			to: Term 3	<input type="checkbox"/> Equity funding will be used
4. Develop PL schedule for HGC Literacy/Numeracy Action Plan.	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
5. Peer observations completed with a focus on literacy and numeracy instruction models.	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
6. Documented continuum of writing (Prep – Year 12) using 2017 creative writing samples and 2018 persuasive writing measured against NAPLAN criteria.	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
KIS 3 Building practice excellence	Development of Literacy/Numeracy instructional models outlining strategies to develop consistent pedagogical approaches			
Actions	KIS 3 - Literacy and Numeracy Leaders to use the FISO improvement cycle to develop the key actions to improve literacy and numeracy Establish Professional Learning goals for leaders and teachers to build their capability in literacy and numeracy teaching Consistent strategies and approaches documented and implemented in classroom practice across domains and year levels Semester 1 Curriculum Day focused on literacy and numeracy key improvement strategies			
Outcomes	Successful running of curriculum days resulting in a change to classroom practice in line with key improvement strategies A deeper understanding of FISO improvement cycle across all members of staff			
Success Indicators	KIS 3 - Working document of FISO key actions Feedback from staff regarding the impact of curriculum days on effective teaching practice			

	Audit of FISO key actions document completed by leadership teams Teachers across all year levels and domains are implementing appropriate literacy /numeracy strategies			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
1. Implementation of Curriculum Days with a focus on unpacking FISO and the Datawise cycle	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
2. Establish pilot teams (PLCs) and continue the implementation of the Literacy and Numeracy action plan.	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Goal 2	To build the intellectual engagement and self-awareness of every student			
12 Month Target 2.1	<p>Increase the percentage endorsement of Year 4 students 'effective teaching practice for cognitive engagement - differentiated learning challenge to 93% based on student opinion survey (2018 - 90%)</p> <p>Increase the percentage endorsement of Year 5 students 'effective teaching practice for cognitive engagement - differentiated learning challenge to 87% based on student opinion survey (2018 - 84%)</p> <p>Increase the percentage endorsement of Year 6 students 'effective teaching practice for cognitive engagement - differentiated learning challenge to 78% based on student opinion survey (2018 - 75%)</p> <p>Increase the percentage endorsement of Year 7 students 'effective teaching practice for cognitive engagement - differentiated learning challenge to 61% based on student opinion survey (2018 - 58%)</p> <p>Increase the percentage endorsement of Year 8 students 'effective teaching practice for cognitive engagement - differentiated learning challenge to 58% based on student opinion survey (2018 - 55%)</p> <p>Increase the percentage endorsement of Year 9 students 'effective teaching practice for cognitive engagement - differentiated</p>			

	<p>learning challenge to 66% based on student opinion survey (2018 - 63%)</p> <p>Increase the percentage endorsement of Year 10 students 'effective teaching practice for cognitive engagement - differentiated learning challenge to 52% based on student opinion survey (2018 - 49%)</p> <p>Decrease the percentage of Prep students with more than 20 absence days to 23% (2017 - 26%)</p> <p>Decrease the percentage of Year 1 students with more than 20 absence days to 16% (2017 - 19%)</p> <p>Decrease the percentage of Year 2 students with more than 20 absence days to 21% (2017 -24%)</p> <p>Decrease the percentage of Year 3 students with more than 20 absence days to 18% (2017 - 21%)</p> <p>Decrease the percentage of Year 4 students with more than 20 absence days to 14% (2017 - 17%)</p> <p>Decrease the percentage of Year 5 students with more than 20 absence days to 19% (2017 - 22%)</p> <p>Decrease the percentage of Year 6 students</p>
KIS 1 Intellectual engagement and self-awareness	Working towards mastering the HITS, with a focus on #10 differentiated teaching, to extend the knowledge and skills of every student in every class.
Actions	KIS 1 - Review existing documentation and identify current differentiated learning opportunities. Develop and improve the quality and diversity of the differentiated learning tasks in the curriculum
Outcomes	KIS 1 - High-quality curriculum documentation and programs specifically outlining differentiated learning opportunities to stimulate engagement in classrooms. A consistent approach to documentation across Domains and Year Levels.

Success Indicators	KIS 1 - High-quality curriculum documentation and programs specifically outlining differentiated learning opportunities to stimulate engagement in classrooms. A consistent approach to documentation across Domains and Year Levels.			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
1. Continue Professional Learning on HIT#10 Differentiated Teaching.	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$0.00 <input type="checkbox"/> Equity funding will be used
2. Staff review and stretch existing practices with a focus on differentiation.	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
3. Staff design targeted and individualised teaching approaches for all students including those who are well above or below the expected level	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
4. Lead and enable teachers to work collaboratively to collect, analyse and moderate evidence of student learning including work samples, formative and summative assessment and anecdotal feedback	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
5. Review and monitor the impact of specific classroom practices	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

6. Curriculum documentation reviewed and completed reflecting changes to differentiated practices	<input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
KIS 2 Intellectual engagement and self-awareness	Teacher's to co-design opportunities for students to exercise authentic agency in their own learning			
Actions	KIS 2 - Teacher's to co-design opportunities for students to exercise authentic agency in their own learning			
Outcomes	KIS 2 - Teachers and student co-design learning goals Protocols and Procedures created around the co-design of learning goals			
Success Indicators	KIS 2 - Learning goals set by students and shared with parents Attitudes to school data analysed by leadership and shared with staff, with a focus on differentiated learning as a key improvement strategy.			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
1. Continue Professional Learning on HIT#1 Goal Setting outlining protocols and procedures	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
2. Staff to co-design literacy and numeracy learning goals with students	<input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00

				<input type="checkbox"/> Equity funding will be used
3. Staff and students complete internal feedback and survey forms on literacy and numeracy	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
4. Senior students complete an annual Career Action Plan	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$0.00 <input type="checkbox"/> Equity funding will be used
KIS 3 Intellectual engagement and self-awareness	Establish a team to focus on the development and implementation of an SWPBS program, who will complete training and work with the SWPBS Coach to develop and establish best practice			
Actions	KIS 3 - Key staff to be selected and trained in the development and implementation of an SWPBS program Develop, document and implement the first stage of SWPBS program			
Outcomes	KIS 3 - Key staff to be selected and trained in the development and implementation of an SWPBS program Develop, document and implement the first stage of SWPBS program			
Success Indicators	KIS 3 - First stage of SWPBS program implemented and documented as directed by SWPBS coach SWPBS program launched with staff and students			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
1.Establish SWPBS team members	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			to: Term 1	<input type="checkbox"/> Equity funding will be used
2. Engage in SWPBS professional learning provided by regional coach	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
3. Review current student behaviour practice and collect and analyse data.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> PLC Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
4. Implement SWPBS as outlined through the action plan set up during professional learning	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> PLC Leaders	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Goal 3	Continue to build upon a culture of quality teaching, learning and student achievement through targeted professional learning.			
12 Month Target 3.1	<p>Increase the percentage endorsement of staff 'Teaching and Learning Practice improvement - Professional learning through peer observations to 75% based on staff opinion survey. (2018 - 49%)</p> <p>Increase the percentage endorsement of staff 'Teaching and Learning Practice improvement - Believe peer feedback improves practice to 75% based on staff opinion survey. (2018 - 55%)</p> <p>Increase the percentage endorsement of staff 'Teaching and Learning Practice improvement - Seek feedback to improve practice to 75% based on staff opinion survey. (2018 - 49%)</p>			
KIS 1	Staff actively collaborate in PLCs and share expertise and knowledge and engage in professional learning			

Instructional and shared leadership				
Actions	KIS 1 - Staff actively participate in professional learning and PLCs Complete Vic PLC School Training for School Leaders and PLC Instructional Leaders. Develop and evolve PLC focus areas and teams based on these areas (e.g. Literacy, SWPBS, ICT, Numeracy, STEM, Respectful Relationships, Transition) PLC Leaders to develop an agreed Peer Observation Model outlining the purpose, expectations and protocols around Peer Observations.			
Outcomes	KIS 1 - Documentation of staff attendance in PLCs Mission statements, protocols and team norms Professional learning journals/documentation of professional learning sessions Impact of Professional Learning evidenced in PDP			
Success Indicators	KIS 1 - Documentation of staff attendance in PLCs Mission statements, protocols and team norms Professional learning journals/documentation of professional learning sessions Impact of Professional Learning evidenced in PDP			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
1. Evaluate the schools current PLC structure and diagnose its impact in achieving whole school goals to improve learning outcomes	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
2. Teaching staff participate in classroom observation and provide and receive feedback as part of PLCs and provide evidence of their reflection on the feedback provided as part of the Performance and	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00

Development Review Process.					<input type="checkbox"/> Equity funding will be used
3. The Teaching and Learning SIT evaluate current practice and work with PLC to evolve the model for classroom observation and feedback		<input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
KIS 2 Instructional and shared leadership	Develop and embed consistent approach and understanding of professional learning across the college				
Actions	KIS 2 - Develop and evolve Professional Learning for staff focused on the purpose, protocols and expectations around Peer Observations. Introduce agreed Peer Observation model for all teaching staff based on Junior School documentation (powerpoint/protocols) established in 2018.				
Outcomes	KIS 2 - Documentation of professional learning aligned to AIP Professional learning journals/documentation of professional learning sessions Professional Development Plan process completed and documented PDP/Coaching Goals set and aligned to AIP				
Success Indicators	KIS 2 - Documentation of professional learning aligned to AIP Professional learning journals/documentation of professional learning sessions Professional Development Plan process completed and documented PDP/Coaching Goals set and aligned to AIP				
Activities and Milestones	Who	Is this a PL Priority	When	Budget	
1. Professional Learning schedule developed and presented to staff in Term 1 and is connected to AITSL standards	<input checked="" type="checkbox"/> All Staff <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
2. Analyse student outcomes data to evaluate the impact of professional learning on teaching practice and student achievement	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
3. PLCs / Pilot team, led by members of the Leadership Team, will be implemented with a focus on literacy.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
4. Professional Learning schedules for PLCs documented	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
KIS 3 Instructional and shared leadership	Teachers work collaboratively in PLCs to understand the literacy and mathematics teaching toolkits and other resources to support the implementation of agreed strategies			
Actions	KIS 3 - All staff attend scheduled PLC meetings focusing on agreed strategies to improve student achievement outcomes and engagement Align PDPs to key improvement strategies identified in AIP			
Outcomes	KIS 3 - PLCs reflected in meeting schedule Minutes from PLCs documented. Consistent college template for minute taking to be used			

Success Indicators	KIS 3 - PLCs reflected in meeting schedule Minutes from PLCs documented. Consistent college template for minute taking to be used			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
1. PLC Leaders to develop common understandings of how to support staff in their use of the Literacy and Numeracy toolkits.	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
2. PLC Leaders to share resources with staff.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Equity Funding Planner

Equity Spending Totals

Category	Total proposed budget (\$)	Spend (\$)
Equity funding associated with Activities and Milestones	\$0.00	\$0.00
Additional Equity funding	\$0.00	\$0.00
Grand Total	\$0.00	\$0.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Totals			\$0.00	\$0.00

Additional Equity spend

Outline here any additional Equity spend for 2019	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
2. A team of Leadership trained through Data wise leadership (Harvard) with BASTOW.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Network Professional Learning	<input checked="" type="checkbox"/> Bastow program/course	<input checked="" type="checkbox"/> Off-site BASTOW
3. Implement the established college-wide data cycle	<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"/> Design of formative assessments	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Professional Practice Day	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Leadership partners	<input checked="" type="checkbox"/> On-site
5. Peer observations completed with a focus on literacy and numeracy instruction models.	<input checked="" type="checkbox"/> Leadership Team	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Demonstration lessons	<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
1. Implementation of Curriculum Days with a focus on unpacking FISO and the Datawise cycle	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
2. Establish pilot teams (PLCs) and continue the implementation of the Literacy and Numeracy action	<input checked="" type="checkbox"/> Leadership Team	from: Term 2 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"/> PLC Initiative	<input checked="" type="checkbox"/> On-site

plan.			<input checked="" type="checkbox"/> Peer observation including feedback and reflection			
1. Continue Professional Learning on HIT#10 Differentiated Teaching.	<input checked="" type="checkbox"/> All Staff	from: Term 2 to: Term 3	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Individualised 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"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
2. Staff review and stretch existing practices with a focus on differentiation.	<input checked="" type="checkbox"/> All Staff	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Curriculum development <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"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
5. Review and monitor the impact of specific classroom practices	<input checked="" type="checkbox"/> All Staff	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
1. Continue Professional Learning on HIT#1 Goal Setting outlining protocols and procedures	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Curriculum development <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"/> Learning Specialist	<input checked="" type="checkbox"/> On-site

1. Establish SWPBS team members	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Leadership partners	<input checked="" type="checkbox"/> On-site
2. Engage in SWPBS professional learning provided by regional coach	<input checked="" type="checkbox"/> Leadership Team	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"/> Network Professional Learning <input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> External consultants SWPBS Coach	<input checked="" type="checkbox"/> On-site
3. Review current student behaviour practice and collect and analyse data.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> PLC Leaders	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Moderated assessment of student learning <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"/> Leadership partners	<input checked="" type="checkbox"/> On-site
4. Professional Learning schedules for PLCs documented	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
1. PLC Leaders to develop common understandings of how to support staff in their use of the Literacy and Numeracy toolkits.	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 2	<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"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
2. PLC Leaders to share resources with staff.	<input checked="" type="checkbox"/> All Staff <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"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> PLC Initiative	<input checked="" type="checkbox"/> On-site

			<input checked="" type="checkbox"/> Demonstration lessons			
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