

2020 Annual Implementation Plan

for improving student outcomes

Wangaratta High School (8425)



WANGARATTA
HIGH SCHOOL

Submitted for review by Bradley Moyle (School Principal) on 05 February, 2020 at 09:52 AM
Endorsed by Albert Freijah (Senior Education Improvement Leader) on 23 February, 2020 at 09:36 AM
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	Emerging moving towards Evolving
	Curriculum planning and assessment	Emerging moving towards Evolving
	Evidence-based high-impact teaching strategies	Emerging moving towards Evolving
	Evaluating impact on learning	Emerging
Professional leadership	Building leadership teams	Evolving
	Instructional and shared leadership	Evolving
	Strategic resource management	Evolving
	Vision, values and culture	Evolving

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

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

Enter your reflective comments	Please see School Review Report published in December 2019.
Considerations for 2020	<p>School Review considerations for 2020 beyond the SSP Goals and Targets</p> <p>Implement fully the Marrung Education Plan;</p> <ul style="list-style-type: none"> • Continue to acknowledge traditional owners and acknowledgement of Country at events. • Display of the Aboriginal and Torres Strait Islander flags • Establishment of cultural hubs • Teaching and learning - use Koorie curriculum resources/ teaching all students about the history and culture of Australia's First Peoples • Koorie language programs • Engage Koorie speakers • Further engage with KESOs to further enable Learning Places regional operating model • Identifying opportunities to work in partnership with relevant place-based initiatives and mechanisms.

	<p>The Panel suggested the school design, document and implement a whole school program/pathway enhancement plan. Include;</p> <ul style="list-style-type: none"> • Flexible and challenging curriculum that leads to recognised achievement and accreditation • Teaching and support that assesses and responds to the needs of individual students • Culture of high expectations for growth, development and achievement for every student • Tracking for success and impact. <p>Implement a cycle of review of all policies and procedures with role clarity and timelines clearly enacted to ensure procedures and policy align to further ensure child safety is of the highest priority.</p> <p>The Panel suggested the school document and communicate a whole school leadership structure mapped to the schools strategic direction. Ensuring, transparency, rational, role clarity, timelines and clarity of expectations, accountability and feedback processes feature.</p>
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	Maximise student learning growth and achievement for every student
Target 1.1	<p>VCE</p> <p>By 2023, the VCE mean study score will be at or above 28 (28 in 2019).</p>
Target 1.2	<p>VCAL</p> <p>By 2023, the VCAL completion rates will increase to 95 percent (36% in 2019).</p>
Target 1.3	<p>NAPLAN – Benchmark Growth</p> <p>By 2023, the percentage of medium to high growth Year 7 to Year 9 as measured by benchmark growth in NAPLAN will increase to;</p> <ul style="list-style-type: none"> • Reading from 58 percent (2019) to 75 percent • Writing from 64 percent (2019) to 75 percent • Numeracy from 70 percent (2019) to 75 percent
Target 1.4	<p>NAPLAN – Band</p> <p>By 2023, increase and maintain the percentage of students achieving in the middle and top two bands of NAPLAN to:</p> <ul style="list-style-type: none"> • Year 9 Reading from 52 percent (2019) to 75 percent • Year 9 Writing from 38 percent (2019) to 75 percent

	<ul style="list-style-type: none"> • Year 9 Numeracy from 78 percent (2019) to 80 percent
Target 1.5	<p>NAPLAN – Band (disadvantaged cohort)</p> <p>NAPLAN – BAND</p> <ul style="list-style-type: none"> • By 2023, improve percentage of 'disadvantaged' students achieving in the top two bands in NAPLAN writing from zero (2019) to 5 percent • and decrease bottom to bands from 75 percent (2019) to 50 percent
Key Improvement Strategy 1.a Curriculum planning and assessment	Further develop, document and embed whole school collaborative approaches to curriculum, planning and assessment
Key Improvement Strategy 1.b Evidence-based high-impact teaching strategies	Embed the agreed Wangaratta High School Instructional model include evidence based High Impact Teaching (learning) Strategies
Key Improvement Strategy 1.c Evaluating impact on learning	Enhance data collection, analysis and evaluation of student learning growth over time.
Goal 2	Strengthen student engagement and connectedness to school and their peers.
Target 2.1	<p>Attitudes to School Survey (AToS)</p> <p>By 2023, the positive percentage endorsement rate on the student Attitudes to School Survey (AToS) survey will increase to:</p> <ul style="list-style-type: none"> • Classroom behaviour from 52 percent (2019) to 60 percent • Student Voice and Agency from 39 percent (2019) to 50 percent

	<ul style="list-style-type: none"> • High Expectations for Success from 70 percent (2019) to 75 percent
Target 2.2	<p>Attitudes to School Survey (AToS)</p> <p>By 2023, the positive percentage endorsement rate on the student Attitudes to School Survey (AToS) survey will increase to:</p> <ul style="list-style-type: none"> • Effective teaching time from 60 percent (2019) to 70 percent • Effort from 64 percent (2019) to 75 percent • Self-regulation and goal setting from 59 percent (2019) to 70 percent
Target 2.3	<p>Staff Opinion Survey (SOS)</p> <p>By 2023, the positive percentage endorsement rate on the Staff Opinion Survey (SOS) will increase to;</p> <ul style="list-style-type: none"> • Academic emphasis from 30 percent (2019) to 45 percent • Collective efficacy from 28 percent (2019) to 50 percent • Teacher collaboration from 20 percent (2019) to 47 percent
Key Improvement Strategy 2.a Evaluating impact on learning	Enhance student ownership of their learning pathway through a range of support mechanisms implemented from Year 7, including Career Action Plans
Key Improvement Strategy 2.b Building practice excellence	Enhance student connectedness to school. through embedding School Wide Positive Behaviours Program
Key Improvement Strategy 2.c	Develop and embed opportunities for genuine student agency

Instructional and shared leadership	
Goal 3	Improve the health, wellbeing and resilience of all students
Target 3.1	<p>Student Absences</p> <p>By 2023, reduce average unapproved absences from 13.3 days (2019) to less than five days, Year 7 to Year 12.</p>
Target 3.2	<p>Student Attitudes to School Survey (AToS)</p> <p>By 2023, the positive percentage endorsement rate on the student Attitudes to School Survey (AToS) survey will increase to:</p> <ul style="list-style-type: none"> • Sense of connectedness from 47 percent (2019) to 57 percent • Advocate at school from 66 percent (2019) to 70 percent • Teacher concern 37 percent (2019) to 45 percent
Target 3.3	<p>Staff Opinion Survey</p> <p>By 2023, the positive percentage endorsement rate on the Staff Opinion Survey (SOS) will increase to:</p> <ul style="list-style-type: none"> • Participation of select sample from 79 percent (2019) to 85 percent • Trust in students and parents from 31 percent (2019) to 47 percent • Collective responsibility from 77 percent (2019) to 81 percent

Key Improvement Strategy 3.a Health and wellbeing	Embed a whole school approach to explicit teaching of social and emotional health and wellbeing programs.
Key Improvement Strategy 3.b Instructional and shared leadership	Build staff capacity to partner with relevant stakeholders to enhance social and emotional health of students.

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
Maximise student learning growth and achievement for every student	Yes	<p>VCE</p> <p>By 2023, the VCE mean study score will be at or above 28 (28 in 2019).</p>	<p>VCE (based on 3% improvement over 5 year trend figures)</p> <ul style="list-style-type: none"> • English Mean Study Score to be at or above 26.11 (3% improvement over 5 year trend) • Further Mathematics Mean Study Score to be at or above 26.61 • Maths Methods Mean Study Score to be at or above 27.81 • Biology Mean Study Score to be maintained at or above 29.78 • Psychology Mean Study Score to be at or above 28.62
		<p>VCAL</p> <p>By 2023, the VCAL completion rates will increase to 95 percent (36% in 2019).</p>	<ul style="list-style-type: none"> • Intermediate completion rates to move from 49.18% (avg across all units) to be at or above 75% • Senior completion rates to move from 82.68% (avg across all units) to be at or above 86.81%
		<p>NAPLAN – Benchmark Growth</p> <p>By 2023, the percentage of medium to high growth Year 7 to Year 9 as measured by benchmark growth in NAPLAN will increase to;</p>	<p>The percentage of medium to high growth Year 7 to Year 9 as measured by benchmark growth in NAPLAN will increase:</p>

		<ul style="list-style-type: none"> • Reading from 58 percent (2019) to 75 percent • Writing from 64 percent (2019) to 75 percent • Numeracy from 70 percent (2019) to 75 percent 	<ul style="list-style-type: none"> • Reading from 58 percent (2019) to 62 percent • Writing from 64 percent (2019) to 67 percent • Numeracy from 70 percent (2019) to 72 percent
		<p>NAPLAN – Band By 2023, increase and maintain the percentage of students achieving in the middle and top two bands of NAPLAN to:</p> <ul style="list-style-type: none"> • Year 9 Reading from 52 percent (2019) to 75 percent • Year 9 Writing from 38 percent (2019) to 75 percent • Year 9 Numeracy from 78 percent (2019) to 80 percent 	<p>NAPLAN – Band Increase and maintain the percentage of students achieving in the middle and top two bands of NAPLAN.</p> <ul style="list-style-type: none"> • Year 9 Reading from 52 percent (2019) to 60 percent • Year 9 Writing from 38 percent (2019) to 50 percent • Year 9 Numeracy from 78 percent (2019) to 80 percent
		<p>NAPLAN – Band (disadvantaged cohort)</p> <p>NAPLAN – BAND</p> <ul style="list-style-type: none"> • By 2023, improve percentage of ‘disadvantaged’ students achieving in the top two bands in NAPLAN writing from zero (2019) to 5 percent • and decrease bottom two bands from 75 percent (2019) to 50 percent 	<p>Decrease the bottom two bands from 75% to 65%</p>
	No	Attitudes to School Survey (AToS)	

Strengthen student engagement and connectedness to school and their peers.	<p>By 2023, the positive percentage endorsement rate on the student Attitudes to School Survey (AToS) survey will increase to:</p> <ul style="list-style-type: none"> • Classroom behaviour from 52 percent (2019) to 60 percent • Student Voice and Agency from 39 percent (2019) to 50 percent • High Expectations for Success from 70 percent (2019) to 75 percent 	
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		<ul style="list-style-type: none"> • Collective efficacy from 28 percent (2019) to 50 percent • Teacher collaboration from 20 percent (2019) to 47 percent 	
Improve the health, wellbeing and resilience of all students	Yes	<p>Student Absences</p> <p>By 2023, reduce average unapproved absences from 13.3 days (2019) to less than five days, Year 7 to Year 12.</p>	<p>Student Attendance</p> <ul style="list-style-type: none"> • Non-Indigenous- 11.8 days unapproved absence (2019) to 8 days unapproved absence • Indigenous- 28.1 days unapproved absence (2019) to 20 days unapproved absence (2020) • Equity- 18.55 days (2019) unapproved absence to 14 days unapproved absence (2020)
		<p>Student Attitudes to School Survey (AToS)</p> <p>By 2023, the positive percentage endorsement rate on the student Attitudes to School Survey (AToS) survey will increase to:</p> <ul style="list-style-type: none"> • Sense of connectedness from 47 percent (2019) to 57 percent • Advocate at school from 66 percent (2019) to 70 percent • Teacher concern 37 percent (2019) to 45 percent 	<p>Student Attitudes to School Survey</p> <ul style="list-style-type: none"> • Sense of Connectedness from 47% (2019) to 51% • Advocate at school from 66% (2019) to 70% • Teacher Concern 37% (2019) to 41%
		<p>Staff Opinion Survey</p>	<p>Staff Opinion Survey</p> <ul style="list-style-type: none"> • Participation from 79 percent

		<p>By 2023, the positive percentage endorsement rate on the Staff Opinion Survey (SOS) will increase to:</p> <ul style="list-style-type: none"> • Participation of select sample from 79 percent (2019) to 85 percent • Trust in students and parents from 31 percent (2019) to 47 percent • Collective responsibility from 77 percent (2019) to 81 percent 	<p>(2019) to 81 percent</p> <ul style="list-style-type: none"> • Trust in students and parents from 31 percent (2019) to 35 percent • Collective responsibility from 77 percent (2019) to 79 percent
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Goal 1	Maximise student learning growth and achievement for every student
12 Month Target 1.1	<p>VCE (based on 3% improvement over 5 year trend figures)</p> <ul style="list-style-type: none"> • English Mean Study Score to be at or above 26.11 (3% improvement over 5 year trend) • Further Mathematics Mean Study Score to be at or above 26.61 • Maths Methods Mean Study Score to be at or above 27.81 • Biology Mean Study Score to be maintained at or above 29.78 • Psychology Mean Study Score to be at or above 28.62
12 Month Target 1.2	<ul style="list-style-type: none"> • Intermediate completion rates to move from 49.18% (avg across all units) to be at or above 75% • Senior completion rates to move from 82.68% (avg across all units) to be at or above 86.81%
12 Month Target 1.3	<p>The percentage of medium to high growth Year 7 to Year 9 as measured by benchmark growth in NAPLAN will increase:</p> <ul style="list-style-type: none"> • Reading from 58 percent (2019) to 62 percent • Writing from 64 percent (2019) to 67 percent • Numeracy from 70 percent (2019) to 72 percent

12 Month Target 1.4	NAPLAN – Band Increase and maintain the percentage of students achieving in the middle and top two bands of NAPLAN. <ul style="list-style-type: none"> • Year 9 Reading from 52 percent (2019) to 60 percent • Year 9 Writing from 38 percent (2019) to 50 percent • Year 9 Numeracy from 78 percent (2019) to 80 percent 	
12 Month Target 1.5	Decrease the bottom two bands from 75% to 65%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Curriculum planning and assessment	Further develop, document and embed whole school collaborative approaches to curriculum, planning and assessment	No
KIS 2 Evidence-based high-impact teaching strategies	Embed the agreed Wangaratta High School Instructional model include evidence based High Impact Teaching (learning) Strategies	Yes
KIS 3 Evaluating impact on learning	Enhance data collection, analysis and evaluation of student learning growth over time.	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.	School Review Findings in Term 4, 2019 state... The Panel found Wangaratta High School had a documented Instructional Model (IM). During class observations the Panel observed that the elements of the model were not always evident, and consistency varied throughout the school. All teachers who participated in the focus groups during field work could identify the elements of the model, however the Panel agreed that understanding of purpose and effective use were emerging. Explicit teaching and student independent practice were the most commonly teaching and learning strategies observed.	
Goal 2	Improve the health, wellbeing and resilience of all students	
12 Month Target 2.1	Student Attendance <ul style="list-style-type: none"> • Non-Indigenous- 11.8 days unapproved absence (2019) to 8 days unapproved absence • Indigenous- 28.1 days unapproved absence (2019) to 20 days unapproved absence (2020) 	

	<ul style="list-style-type: none"> Equity- 18.55 days (2019) unapproved absence to 14 days unapproved absence (2020) 	
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Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Health and wellbeing	Embed a whole school approach to explicit teaching of social and emotional health and wellbeing programs.	Yes
KIS 2 Instructional and shared leadership	Build staff capacity to partner with relevant stakeholders to enhance social and emotional health of students.	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.	The school has made significant steps to embed a positive culture for learning throughout the 2016 to 2019 School Strategic Plan. The Panel determined that the next steps for the school was to further support student wellbeing, health and resilience supported by a structured approach to instructional and shared leadership. The Panel noted that with greater student ownership and agency resilience also needs to be a focus for school improvement.	

Define Actions, Outcomes and Activities

Goal 1	Maximise student learning growth and achievement for every student
12 Month Target 1.1	VCE (based on 3% improvement over 5 year trend figures) <ul style="list-style-type: none"> English Mean Study Score to be at or above 26.11 (3% improvement over 5 year trend) Further Mathematics Mean Study Score to be at or above 26.61 Maths Methods Mean Study Score to be at or above 27.81 Biology Mean Study Score to be maintained at or above 29.78 Psychology Mean Study Score to be at or above 28.62
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12 Month Target 1.5	Decrease the bottom two bands from 75% to 65%
KIS 1 Evidence-based high-impact teaching strategies	Embed the agreed Wangaratta High School Instructional model include evidence based High Impact Teaching (learning) Strategies

Actions	<ol style="list-style-type: none"> 1. Review and revise the Instructional Model (whole-school) to enable staff to commit to and embed the WHS Instructional Model, with a focus on Explicit Teaching. 2. Focus on the development and implementation of whole-school metacognitive practices through Writing to Learn strategies 3. Embed a team culture focused on high expectations through the implementation of PLCs in Literacy and Numeracy
Outcomes	<p>Students Will</p> <ul style="list-style-type: none"> • know and demonstrate their understanding of the IM to support their learning; • demonstrate behaviours that are appropriate for the stage of the lesson; • support their teachers in the delivery of the IM in a classroom; • articulate what they are learning and why • articulate their learning through low stakes writing in all learning areas. • demonstrate an increased use of academic vocabulary in writing • be ready to learn (be on time, required equipment and active and engaged participant) <p>Teachers Will</p> <ul style="list-style-type: none"> • know, understand, plan with and consistently apply the IM; • explicitly teach the IM including the associated student behaviours • seek feedback from students, peers and leaders on their implementation of IM • provide opportunity to reflect and identify next steps in students learning using WtL tools/strategies; • explicitly teach and provide multiple opportunities for students to utilise academic vocabulary • be ready to learn (be on time, required equipment and active and engaged participant) <p>Leaders Will</p> <ul style="list-style-type: none"> • facilitate opportunities to review, revise and understand the IM • utilise the model in the delivery of staff professional development • seek feedback from students, peers and staff to enable continuous improvement and the embedding of the IM and HITS • ensure the IM is clearly visible in all learning spaces • provide opportunities for support and coaching in the use of HITS and IM • conduct regular Learning Walks to inform professional learning • be ready to learn (be on time, required equipment and active and engaged participant) • enhance their visibility by making daily walks through all areas of the school.
Success Indicators	<p>Tangible artefacts</p> <ul style="list-style-type: none"> • Instructional Model – evidenced in school communication, in every classroom and clear links to teacher planning

	<p>Data Wall</p> <ul style="list-style-type: none"> improved achievement and growth of student learning is reflected within the quadrants <p>PAT-R and PAT-M Benchmark Data</p> <ul style="list-style-type: none"> Growth and achievement of students <p>Learning walk evaluations demonstrate improvement in students ability to</p> <ul style="list-style-type: none"> Explain the lesson structure Verbalise the role of the teacher and the student throughout the components of the Instructional model Model their role throughout the lesson Describe the vocabulary of the subject Describe the strategies they are using to support their learning. Articulate why they are learning & why, how they are going and how they can improve 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Review and revise the Instructional Model (whole-school), including the development of planning tools and exemplars.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
Implement the Instructional Model across all learning areas	<input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Provide ongoing Professional Learning for staff on the Instructional Model and its application. i. Revisit with all staff periodically ii. Determine how and when to teach the model to students and how often this is refreshed. iii. Induct new staff	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

iv. Use the IM as the bases of all meetings and shared collaborative time (modelling) v. Individual and small group support to enhance IM planning and delivery				
Conduct learning walks and talks to inform support practices and professional learning around the instructional model, Explicit Teaching and Metacognitive Strategies through Writing to Learn strategies	<input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Set success measures, track milestones and celebrate successes based on the outcomes for this Key Improvement Strategy	<input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Develop systems and structures to enable effective implementation of PLC's <ul style="list-style-type: none"> • Teams established • Meeting Schedule • Protocols and supporting documentation around the inquiry cycle • Peer observations or sharing of video footage 	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> PLC Leaders	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$25,200.00 <input type="checkbox"/> Equity funding will be used
Publish and share the instructional model with the school community.	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,500.00 <input type="checkbox"/> Equity funding will be used
Share instructional model with students including the elements/stages of the lesson and the associated behaviours.	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 2	\$500.00

			to: Term 4	<input type="checkbox"/> Equity funding will be used
Implementation of universal and targeted evidence based initiatives <ul style="list-style-type: none"> • MYLNS Support Teachers- Supporting students at risk in Years 10/11 • Catch Up - MacqLit • MYLNS Improvement teacher - work to develop staff capacity related to HITS implementation • Data Walls to monitor, track and inform teaching and learning practices 	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Improvement Teacher <input checked="" type="checkbox"/> Literacy Network Teacher <input checked="" type="checkbox"/> Literacy Support <input checked="" type="checkbox"/> Numeracy Support	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$143,820.00 <input checked="" type="checkbox"/> Equity funding will be used
Provide ongoing professional learning to staff to support the improvement of writing across the school. <ol style="list-style-type: none"> Substantive Talk Academic Vocabulary – how to utilise HITS to support this work. Writing to Learn strategies embedded in practice across all Learning Areas, according to Unit Plans. 	<input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Goal 2	Improve the health, wellbeing and resilience of all students			
12 Month Target 2.1	Student Attendance <ul style="list-style-type: none"> • Non-Indigenous- 11.8 days unapproved absence (2019) to 8 days unapproved absence • Indigenous- 28.1 days unapproved absence (2019) to 20 days unapproved absence (2020) • Equity- 18.55 days (2019) unapproved absence to 14 days unapproved absence (2020) 			
12 Month Target 2.2	Student Attitudes to School Survey <ul style="list-style-type: none"> • Sense of Connectedness from 47% (2019) to 51% • Advocate at school from 66% (2019) to 70% • Teacher Concern 37% (2019) to 41% 			

12 Month Target 2.3	<p>Staff Opinion Survey</p> <ul style="list-style-type: none"> • Participation from 79 percent (2019) to 81 percent • Trust in students and parents from 31 percent (2019) to 35 percent • Collective responsibility from 77 percent (2019) to 79 percent
KIS 1 Health and wellbeing	Embed a whole school approach to explicit teaching of social and emotional health and wellbeing programs.
Actions	<ul style="list-style-type: none"> • Establish programs and structures to support the explicit teaching of social and emotional health and wellbeing. • Embed SWPBS strategies with greater fidelity • Establish Respectful Relationships Program
Outcomes	<p>Students Will</p> <ul style="list-style-type: none"> • Articulate what they are learning and why for mentor sessions • Be able to articulate School Values and model expected behaviours • Interact more respectfully with their peers and teachers • Understand how resilience affects their wellbeing • Improve their attitude towards attendance <p>Teachers Will</p> <ul style="list-style-type: none"> • Have a shared belief and understanding of the importance of the “Social & Personal Development” program in developing student’s social and emotional health and wellbeing. • Implement SWPBS and Respectful Relationships with greater levels of fidelity • Be prepared to present a well-planned and structured “Social & Personal Development” program • Model School Values and Expected Behaviours • Model and develop their understanding of gender equity and stereotypes, and their effect on respectful relationships. • Build their understanding of how resilience effects their wellbeing <p>Leaders Will</p> <ul style="list-style-type: none"> • Privilege “Mentor” time • Build a shared belief and understanding of “Mentor”, SWPBS and RR. • Allow time and resources for the development of the “Mentor” program • Improve their understanding of the social and emotional needs of adolescents and their teachers • Leaders will model school values, expected behaviours, resilience and respectful relationships

Success Indicators	<p>School Wide Positive Behaviour Supports</p> <ul style="list-style-type: none"> SAS from 35% to 80% (School-wide systems) 42% to 80% (Non-classroom settings) TFI Tier 1 from 77% (June 2019) to 80% (June 2020) <p>Social & Personal Development Time</p> <ul style="list-style-type: none"> 70% of students engaged in “Social & Personal Development” classes by LWTs, attendance data and Surveys <p>Staff Attendance</p> <ul style="list-style-type: none"> Improved staff attendance over 2019 benchmarks (insert figure) as an indicator of overall staff health and wellbeing <p>Staff Opinion Survey</p> <ul style="list-style-type: none"> Staff Psychological Safety to move from 21 percent (positive endorsement) to 32 percent (2020) <p>Student Opinion Survey</p> <ul style="list-style-type: none"> Attitudes to attendance from 77% (2019) to 79% (2020) Resilience from 56% (2019) to 61% (2020) Respect for diversity from 41% (2019) to 45% (2020) <p>Parent Opinion Survey</p> <ul style="list-style-type: none"> Confidence and resiliency skills 79% (2019) to 81% Managing bullying 82% (2019) to 84% Respect for diversity 78% (2019) to 81% Promoting positive behavior 65% (2019) to 70% 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Social and Personal Development program including SWPBS Expected Behaviours and Respectful Relationship practices will be explicitly taught to all students during Social & Personal Development time.	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Develop and document Social and Personal Development program content for Social & Personal Development time	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

<ul style="list-style-type: none"> Scope and sequence with clear links to School Wide Positive Behaviour Program and Respectful Relationships. 	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Year Level Co-ordinator(s)		to: Term 1	<input type="checkbox"/> Equity funding will be used
Conduct learning walks and talks to inform support practices and professional learning for SWPBS, Respectful Relationships and Social & Personal Development.	<input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Re-visit core values and expected behaviours, through School Wide Positive Behaviour Support systems.	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,500.00 <input type="checkbox"/> Equity funding will be used
Develop systems and structures to enable effective implementation of SWPBS <ul style="list-style-type: none"> Team established with regular routine and practices (meeting schedule, data use, etc), including parent and student membership Protocols and supporting documentation Tier 1 artefacts (Scope & Sequence, Reinforcement Matrix) Regular evaluation of SWPBS as per Tiered Fidelity Inventory (TFI) & Self-Assessment Survey (SAS) 	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$4,000.00 <input type="checkbox"/> Equity funding will be used
Ongoing Professional Learning on SWPBS <ul style="list-style-type: none"> Tier 1 – teaching values/expectations, use of flowchart, reinforcement tools, teacher behaviours to support values 	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

<p>Ongoing Professional Learning on Respectful Relationships Program</p> <ul style="list-style-type: none"> Establish team and train 	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
<p>Monitor, track and respond to student absence</p> <ul style="list-style-type: none"> Data Wall – aligned to the 4 barriers to attendance Fidelity – ensure consistent recording and coding practices Communication – Teacher Practice – support teachers to build their inclusive practices to support attendance 	<input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Year Level Co-ordinator(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$25,000.00 <input checked="" 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	\$168,820.00	\$82,000.00
Additional Equity funding	\$251,010.00	\$251,010.00
Grand Total	\$419,830.00	\$333,010.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Implementation of universal and targeted evidence based initiatives <ul style="list-style-type: none"> • MYLNS Support Teachers- Supporting students at risk in Years 10/11 • Catch Up - MacqLit • MYLNS Improvement teacher - work to develop staff capacity related to HITS implementation • Data Walls to monitor, track and inform teaching and learning practices 	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$143,820.00	\$50,000.00
Monitor, track and respond to student absence <ul style="list-style-type: none"> • Data Wall – aligned to the 4 barriers to attendance • Fidelity – ensure consistent recording and coding practices • Communication – • Teacher Practice – support teachers to build their inclusive practices to support attendance 	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$25,000.00	\$32,000.00

Totals		\$168,820.00	\$82,000.00
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Additional Equity spend

Outline here any additional Equity spend for 2020	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Leading Teacher (0.5EFT) - Inclusive Practivce	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$67,033.00	\$67,033.00
Provision of Year 10 Foundation English and Maths classes to support students who are at academic risk	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$48,827.00	\$48,827.00
Student Wellbeing - Social Worker 1.0EFT	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Support services	\$78,650.00	\$78,650.00
Leadership Team Development program - to support strong and shared instructional leadership	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$16,500.00	\$16,500.00
CAD Lab: MAC computers - support student pathways in design and technology	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Other MAC Computers for CAD lab	\$40,000.00	\$40,000.00
Totals			\$251,010.00	\$251,010.00

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Review and revise the Instructional Model (whole-school), including the development of planning tools and exemplars.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Demonstration lessons	<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"/> Practice Principles for Excellence in Teaching and Learning <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Implement the Instructional Model across all learning areas	<input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Demonstration lessons	<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"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Provide ongoing Professional Learning for staff on the Instructional Model and its application. i. Revisit with all staff periodically ii. Determine how and when to teach the model to students and how often this is refreshed.	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Demonstration lessons	<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"/> Practice Principles for Excellence in Teaching and Learning <input checked="" type="checkbox"/> Pedagogical Model	<input checked="" type="checkbox"/> On-site

<p>iii. Induct new staff</p> <p>iv. Use the IM as the bases of all meetings and shared collaborative time (modelling)</p> <p>v. Individual and small group support to enhance IM planning and delivery</p>					<input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	
<p>Provide ongoing professional learning to staff to support the improvement of writing across the school.</p> <p>a. Substantive Talk</p> <p>b. Academic Vocabulary – how to utilise HITS to support this work.</p> <p>c. Writing to Learn strategies embedded in practice across all Learning Areas, according to Unit Plans.</p>	<input checked="" type="checkbox"/> Learning Specialist(s)	<p>from: Term 1</p> <p>to: Term 4</p>	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Moderated assessment of student learning	<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"/> Practice Principles for Excellence in Teaching and Learning <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
<p>Re-visit core values and expected behaviours, through School Wide Positive Behaviour Support systems.</p>	<input checked="" type="checkbox"/> All Staff	<p>from: Term 1</p> <p>to: Term 4</p>	<input checked="" type="checkbox"/> Student voice, including input and feedback <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resources SWPBS Coach	<input checked="" type="checkbox"/> On-site
<p>Ongoing Professional Learning on SWPBS</p> <ul style="list-style-type: none"> • Tier 1 – teaching values/expectations, use of flowchart, reinforcement tools, teacher behaviours to 	<input checked="" type="checkbox"/> All Staff	<p>from: Term 1</p> <p>to: Term 4</p>	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resources SWPBS Coach	<input checked="" type="checkbox"/> On-site

support values						
<p>Ongoing Professional Learning on Respectful Relationships Program</p> <ul style="list-style-type: none"> Establish team and train 	<input checked="" type="checkbox"/> All Staff	<p>from: Term 1 to: Term 4</p>	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resources Respectful Relationships Team	<input checked="" type="checkbox"/> On-site