

# 2019 Annual Implementation Plan

## for improving student outcomes

Corryong College (8843)



Submitted for review by Fran Heath (School Principal) on 08 March, 2019 at 04:34 PM

Endorsed by Joanne Grimmond (Senior Education Improvement Leader) on 11 March, 2019 at 10:04 PM

Endorsed by Nicole Martin (School Council President) on 15 March, 2019 at 02:32 PM

## Self-evaluation Summary - 2019

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

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

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

<b>Enter your reflective comments</b>	<p>Overall, our school data has remained neutral from 2017-2018 in AIP areas. However the negative endorsement has increased, creating questions around the 'neutral' selection of responses. This needs to be address with staff, students and parents; What is it that we need to do to move from the neutral to the positive?</p> <p>We have had great feedback in the in-school student data around positive climate and staff responses around the PLC structure of which the action plan for 2018 was devised. PLC structures will be implemented into the Curriculum action plan. The Review was a great opportunity for us to reflect and look forward to growth. Areas included curriculum consistency and central collection. Wonderings: Is our LMS the right collection platform for today? Currently under review. Great move forward was the one-to-one laptop program for stduetns Year 5-11. This will support teacher diverse strategies and students ownership of learning.</p> <p>Intervention has shown success in P-4 however need is evident in the 5-8 area. IEP and 5-8 Intervention</p>
<b>Considerations for 2019</b>	<p>Review Vision and Values Assistant Principal &amp; Wellbeing Coordinator. Leadership team. SIT Team.</p>

	<p>Continue working with community around P-4 Building. Celebration of Junior Campus through community committee, acknowledging generational history. PR for new building.</p> <p>Continue Positive Climate Team PLC (Year Level Leaders and stakeholders).</p> <p>Implement Curriculum PLC structure (Subject Level Leaders). Change culture of leadership directing workshops to shared leadership and ownership which will mean introducing PLC protocols. Aim: Understand PLC culture, develop action plan for consistent curriculum planning and collection point. Curriculum planning proforma developed end 2018 and will form the platform for curriculum development. To include 2018 writing and HITS teachings.</p> <p>All PLC and Subject meetings to be scheduled in the term by term meeting schedule.</p> <p>Reviewed Staff Handbook to incorporate key policies and implemented surveyed responses from 2018 new staff.</p>
<p><b>Documents that support this plan</b></p>	

## SSP Goals Targets and KIS

<b>Goal 1</b>	Improve learning outcomes for all students.
<b>Target 1.1</b>	<ul style="list-style-type: none"> <li>• By 2022 the percentage of students achieving medium and high growth on NAPLAN growth data from Year 3 to Year 5 will be 80 percent or higher.</li> <li>• By 2022 the percentage of students achieving medium and high growth on NAPLAN growth data from Year 5 to Year 7 will be 80 percent or higher.</li> </ul>
<b>Target 1.2</b>	<ul style="list-style-type: none"> <li>• By 2022 the percentage of students achieving medium and high growth on NAPLAN growth data from Year 7 to Year 9 will be maintained at or above 80 per cent for Reading and Numeracy.</li> <li>• By 2022 the percentage of students achieving medium and high growth on NAPLAN growth data from Year 7 to Year 9 will be at or above 80 per cent for Writing.</li> </ul>
<b>Target 1.3</b>	<ul style="list-style-type: none"> <li>• By 2022 the percentage endorsement on the staff School Climate Survey for the collective efficacy variable will be at or above 75 per cent.</li> <li>• By 2022 the percentage endorsement on the staff School Climate Survey for the academic emphasis variable will be at or above 75 per cent</li> </ul>
<b>Key Improvement Strategy 1.a</b> Curriculum planning and assessment	Develop a professional learning community approach to whole school curriculum planning.
<b>Key Improvement Strategy 1.b</b> Curriculum planning and assessment	Document and implement a consistent whole-school curriculum.

<b>Key Improvement Strategy 1.c</b> Evidence-based high-impact teaching strategies	Develop and implement whole-school pedagogy that uses and embeds High Impact Teaching Strategies across the College
<b>Key Improvement Strategy 1.d</b> Vision, values and culture	Review the College vision and values to reflect 2018 to 2022 Strategic Plan goals.
<b>Goal 2</b>	To improve student engagement in their learning
<b>Target 2.1</b>	<ul style="list-style-type: none"> <li>• By 2022 the percentage endorsement on the Attitude to School Survey (AToS) for the teacher concern variable will be at or above 75 per cent.</li> <li>• By 2022 the percentage endorsement on the Attitude to School Survey (AToS) for the student voice and agency variable will be at or above 75 per cent.</li> </ul>
<b>Target 2.2</b>	<ul style="list-style-type: none"> <li>• By 2022 the percentage endorsement on the School Climate Survey for the Collective Focus on Student Learning variable will be at or above 80 percent.</li> <li>• By 2022 the percentage endorsement on the Attitude to School Survey (AToS) on Effective of Teaching Time variable will be at or above 75 percent.</li> </ul>
<b>Key Improvement Strategy 2.a</b> Building practice excellence	Develop and implement a whole-school peer observation program, encompassing the HITS.
<b>Key Improvement Strategy 2.b</b> Evaluating impact on learning	Embed regular feedback loops between students and teachers across the school to consistently evaluate impact on learning.
<b>Key Improvement Strategy 2.c</b>	Develop and implement a whole-school program to seek the views of student on curriculum content, delivery and assessment.

Empowering students and building school pride	
<b>Key Improvement Strategy 2.d</b> Curriculum planning and assessment	Develop teacher capacity for goal setting and moderation across the College.
<b>Goal 3</b>	Provide seamless learning through the re-location of the F-4 students to main campus.
<b>Target 3.1</b>	By term 4 2018 to develop and implement a transition plan for the re-location of the Foundation to Year 4 campus to the main campus.
<b>Target 3.2</b>	By term 1 2020 to have managed the build of the Foundation to Year 4 facility and effectively re-locate staff and students.
<b>Target 3.3</b>	By 2021 Foundation to Year 4 student achievement data in all domains will be the same or better than 2018 achievement data
<b>Key Improvement Strategy 3.a</b> Setting expectations and promoting inclusion	Develop and implement a whole-school induction program that supports staff induction and transition within the College.
<b>Key Improvement Strategy 3.b</b> Building communities	Develop and implement a support program for students, parents and teachers in transition from the Foundation to Year 4 campus to the main campus.
<b>Key Improvement Strategy 3.c</b>	Ensure high quality teaching and learning is maintained during the transition from the current Foundation to Year 4 campus to the main campus.

Building practice excellence



## Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
Improve learning outcomes for all students.	Yes	<ul style="list-style-type: none"> <li>• By 2022 the percentage of students achieving medium and high growth on NAPLAN growth data from Year 3 to Year 5 will be 80 percent or higher.</li> <li>• By 2022 the percentage of students achieving medium and high growth on NAPLAN growth data from Year 5 to Year 7 will be 80 percent or higher.</li> </ul>	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>Increase medium to high growth data from Year 3 to Year 5 to 75% in Reading (2018:63%), Writing (2018:71%).            Increase medium to high growth data from Year 3 to Year 5 to 70% in Numeracy (2018:52%).            Increase medium to high growth data from Year 5 to Year 7 to 75% in Reading (2018:65%) and Numeracy (2018:73%)</p>
		<ul style="list-style-type: none"> <li>• By 2022 the percentage of students achieving medium and high growth on NAPLAN growth data from Year 7 to Year 9 will be maintained at or above 80 per cent for Reading and Numeracy.</li> <li>• By 2022 the percentage of students achieving medium and high growth on NAPLAN growth data from Year 7 to Year 9 will be at or above 80 per cent for Writing.</li> </ul>	<p>Increase medium to high growth data from Year 7 to Year 9 to 75% for writing (2018:62%).</p>
		<ul style="list-style-type: none"> <li>• By 2022 the percentage endorsement on the staff School Climate Survey for the collective efficacy variable will be at or above 75 per cent.</li> </ul>	<p>Increase Collective Efficacy from 67% - 70% by decreasing neutral endorsement from 27% to 10%.            Increase Academic Emphasis from 63%</p>

		<ul style="list-style-type: none"> <li>By 2022 the percentage endorsement on the staff School Climate Survey for the academic emphasis variable will be at or above 75 per cent</li> </ul>	to 70% by decreasing neutral endorsement from 28% to 10%.
To improve student engagement in their learning	Yes	<ul style="list-style-type: none"> <li>By 2022 the percentage endorsement on the Attitude to School Survey (AToS) for the teacher concern variable will be at or above 75 per cent.</li> <li>By 2022 the percentage endorsement on the Attitude to School Survey (AToS) for the student voice and agency variable will be at or above 75 per cent.</li> </ul>	<p>Increase positive endorsement in student attitude to school survey in the following areas:</p> <p>Teacher Concern:</p> <ul style="list-style-type: none"> <li>Year 4-6; 58% - 65%</li> <li>Year 7-9; 34% - 50%</li> <li>Year 10-12; 40% - 55%</li> </ul> <p>Student Voice &amp; Agency</p> <ul style="list-style-type: none"> <li>Year 4-6; 57% - 65%</li> <li>Year 7-9; 44% - 60%</li> <li>Year 10-12; 55% - 65%</li> </ul>
		<ul style="list-style-type: none"> <li>By 2022 the percentage endorsement on the School Climate Survey for the Collective Focus on Student Learning variable will be at or above 80 percent.</li> <li>By 2022 the percentage endorsement on the Attitude to School Survey (AToS) on Effective of Teaching Time variable will be at or above 75 percent.</li> </ul>	<p>Collective focus on student learning 70% - 75%</p> <p>Effective Teaching Time:</p> <ul style="list-style-type: none"> <li>Year 4-6; 80% - 85%</li> <li>Year 7-9; 68% - 75%</li> <li>Year 10-12; 66% - 75%</li> </ul>
Provide seamless learning through the re-location of the F-4 students to main campus.	No	By term 4 2018 to develop and implement a transition plan for the re-location of the Foundation to Year 4 campus to the main campus.	

		By term 1 2020 to have managed the build of the Foundation to Year 4 facility and effectively re-locate staff and students.	
		By 2021 Foundation to Year 4 student achievement data in all domains will be the same or better than 2018 achievement data	

<b>Goal 1</b>	Improve learning outcomes for all students.	
<b>12 Month Target 1.1</b>	Increase medium to high growth data from Year 3 to Year 5 to 75% in Reading (2018:63%), Writing (2018:71%). Increase medium to high growth data from Year 3 to Year 5 to 70% in Numeracy (2018:52%). Increase medium to high growth data from Year 5 to Year 7 to 75% in Reading (2018:65%) and Numeracy (2018:73%)	
<b>12 Month Target 1.2</b>	Increase medium to high growth data from Year 7 to Year 9 to 75% for writing (2018:62%).	
<b>12 Month Target 1.3</b>	Increase Collective Efficacy from 67% - 70% by decreasing neutral endorsement from 27% to 10%. Increase Academic Emphasis from 63% to 70% by decreasing neutral endorsement from 28% to 10%.	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> Curriculum planning and assessment	Develop a professional learning community approach to whole school curriculum planning.	Yes
<b>KIS 2</b> Curriculum planning and assessment	Document and implement a consistent whole-school curriculum.	Yes

<b>KIS 3</b> Evidence-based high-impact teaching strategies	Develop and implement whole-school pedagogy that uses and embeds High Impact Teaching Strategies across the College	No
<b>KIS 4</b> Vision, values and culture	Review the College vision and values to reflect 2018 to 2022 Strategic Plan goals.	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.	2017-2018 focused on using a range of assessment practices to support improved student outcomes formative as well as enhancing accountability practices that result in sustained improvement and foster personal and professional growth. The whole school review, whilst consistent PD in data collection, HITS and building a learning culture was evident, curriculum planning remained inconsistent from one teacher to the next. Storage and curriculum documents, whilst complete and aligned with the Victorian Curriculum, do not evidence any whole school agreement nor reflect a whole school Vision and Values. Need for review of whole school Vision and Values is evident with high turn over of staff and a lack of acknowledgement and presence of our values.	
<b>Goal 2</b>	To improve student engagement in their learning	
<b>12 Month Target 2.1</b>	Increase positive endorsement in student attitude to school survey in the following areas: Teacher Concern: - Year 4-6; 58% - 65% - Year 7-9; 34% - 50% - Year 10-12; 40% - 55%  Student Voice & Agency - Year 4-6; 57% - 65% - Year 7-9; 44% - 60% - Year 10-12; 55% - 65%	
<b>12 Month Target 2.2</b>	Collective focus on student learning 70% - 75% Effective Teaching Time: - Year 4-6; 80% - 85% - Year 7-9; 68% - 75% - Year 10-12; 66% - 75%	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?

<b>KIS 1</b> Building practice excellence	Develop and implement a whole-school peer observation program, encompassing the HITS.	No
<b>KIS 2</b> Evaluating impact on learning	Embed regular feedback loops between students and teachers across the school to consistently evaluate impact on learning.	No
<b>KIS 3</b> Empowering students and building school pride	Develop and implement a whole-school program to seek the views of student on curriculum content, delivery and assessment.	No
<b>KIS 4</b> Curriculum planning and assessment	Develop teacher capacity for goal setting and moderation across the College.	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.	An analysis of the school's curriculum documentation and discussion with leadership, teachers and students identified that teachers did not collaboratively monitor and evaluate teaching, learning and assessment strategies or seek regular feedback on student learning from students. 2018 saw the introduction of goal setting across the whole school and the implementation of Student Led Conferences in Foundation to Year 6.	

## Define Actions, Outcomes and Activities

<b>Goal 1</b>	Improve learning outcomes for all students.
<b>12 Month Target 1.1</b>	Increase medium to high growth data from Year 3 to Year 5 to 75% in Reading (2018:63%), Writing (2018:71%). Increase medium to high growth data from Year 3 to Year 5 to 70% in Numeracy (2018:52%). Increase medium to high growth data from Year 5 to Year 7 to 75% in Reading (2018:65%) and Numeracy (2018:73%)
<b>12 Month Target 1.2</b>	Increase medium to high growth data from Year 7 to Year 9 to 75% for writing (2018:62%).
<b>12 Month Target 1.3</b>	Increase Collective Efficacy from 67% - 70% by decreasing neutral endorsement from 27% to 10%. Increase Academic Emphasis from 63% to 70% by decreasing neutral endorsement from 28% to 10%.
<b>KIS 1</b> Curriculum planning and assessment	Develop a professional learning community approach to whole school curriculum planning.
<b>Actions</b>	Create a whole school approach to curriculum planning and documentation. Build collaboration through a PLC approach to curriculum development. Develop teacher knowledge and teacher capacity to work as effective teams utilising a PLC process.
<b>Outcomes</b>	Students will: - achieve learning within a curriculum that is targeted to their point of need.  Teachers will: - collaboratively design and implement a scope and sequence of learning that align with the Victorian Curriculum Content Descriptions and Achievement Standards for Learning Areas and Capabilities. - design learning programs that meet students' identified needs.  Leaders will: - leaders will be more confident in working collaboratively in curriculum PLC and in specific subject teams to develop consistency in curriculum planning.

<b>Success Indicators</b>	Growth shown on PLC maturity matrix. Increase positive endorsement in element of "collaborate to plan curriculum" (School Staff Survey) from 44% in the positive to 60% in the positive.			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Develop meeting schedules and school organisation to allow for Curriculum PLC and school wide moderation.	<input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Team Leader(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Time allowance for three key staff to partake in PLC training in 2019. (4 funded)	<input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$8,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Document roles of responsibility for PLC leaders to ensure accountability.	<input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00  <input type="checkbox"/> Equity funding will be used
Subject leaders engage in observation of curriculum delivery. (2 staff members for 2 days, \$800 per day x 4 = \$3200)	<input checked="" type="checkbox"/> KLA Leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$3,200.00  <input checked="" type="checkbox"/> Equity funding will be used
Use the PLC planning template to align with improved delivery of quality curriculum.	<input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> PLC Leaders	<input type="checkbox"/> PLP Priority	from: Term 2	\$0.00

			to: Term 2	<input type="checkbox"/> Equity funding will be used
Establish norms for effective running of PLCs	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00  <input type="checkbox"/> Equity funding will be used
Differentiate using assessment data and moderation to enhance student learning and understanding.	<input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Maintain data continuums and track student progress across the year. Students at risk to be identified and supported through targeted individual learning improvement plans (IEPs) 2 staff members per semester- day for analysis \$800 x 2 = 1600.	<input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Identify areas of improvement using the PLC Maturity Matrix, to nominate a focus area for whole school improvement.	<input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$0.00  <input type="checkbox"/> Equity funding will be used
Develop a plan for release to support curriculum coordination for subject leaders.	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$6,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Develop and strengthen a sustainable leadership team to implement the AIP and operation of the SIT.	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1	\$10,000.00



	<input checked="" type="checkbox"/> Principal		to: Term 2	<input type="checkbox"/> Equity funding will be used
Identify HITS strategies and develop school based resources.	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Team Leader(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00  <input checked="" type="checkbox"/> Equity funding will be used
<b>KIS 2</b> Curriculum planning and assessment	Document and implement a consistent whole-school curriculum.			
<b>Actions</b>	Review, update and consolidate learning programs in line with school curriculum planning.			
<b>Outcomes</b>	<p>Students will:</p> <ul style="list-style-type: none"> <li>- engage in a consistently delivered high impact curriculum.</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>- access contemporary research and resources to enrich teaching and learning programs and to enhance student engagement.</li> <li>- implement consistent whole-school proformas to document curriculum that reflects the College's vision and values.</li> <li>- deliver a high impact curriculum</li> </ul> <p>Leaders will:</p> <ul style="list-style-type: none"> <li>- use data to monitor curriculum impact levels across learning.</li> <li>- have confidence in teacher capability to deliver a consistent curriculum across the whole school.</li> </ul>			
<b>Success Indicators</b>	<p>Increase positive endorsement for "guaranteed and viable" curriculum; 53% (neutral 35%) to 65%</p> <p>A central platform will contain whole-school curriculum, that is accessible to the college community.</p>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>

Continue implementation of College Koorie Action Plan that aligning with Marrung.	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Curriculum will be planned on consistent proformas that are agreed upon by all staff.	<input checked="" type="checkbox"/> PLC Leaders <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
Implement an electronic platform for the consistent collection of curriculum documentation based on a consensus from consultation and review of current practice.	<input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$10,000.00  <input type="checkbox"/> Equity funding will be used
Build on and develop the curriculum aligned to the instructional model and delivery in the classroom. HITS	<input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$4,000.00  <input type="checkbox"/> Equity funding will be used
2 staff members engaging in assessment professional learning. (Lyn Sharratt PD)	<input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Leading Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$2,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Updating curriculum policies to align with new vision and values.	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used

Tracking data at key points and stages of schooling to monitor growth of and identifying trends in cohorts over time.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Curriculum Co-ordinator (s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$4,000.00  <input type="checkbox"/> Equity funding will be used
Provide equitable access to ICT resources that facilitate and embed high impact teaching strategies.	<input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> PLC Leaders  <input checked="" type="checkbox"/> Sub School Leader/s	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$15,000.00  <input checked="" type="checkbox"/> Equity funding will be used
<b>KIS 3</b> Vision, values and culture	Review the College vision and values to reflect 2018 to 2022 Strategic Plan goals.			
<b>Actions</b>	Develop through consultation a vision and values statement that guide and underpin whole school curriculum.			
<b>Outcomes</b>	<p>Students will:</p> <ul style="list-style-type: none"> <li>- articulate the school vision and values and how they connect to their learning.</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>- articulate the school vision and values and embed them within their curriculum planning.</li> </ul> <p>Leaders will:</p> <ul style="list-style-type: none"> <li>- clearly articulate the school vision and values and their importance in guiding all school work.</li> </ul>			
<b>Success Indicators</b>	Increase in positive climate elements in the Parent Opinion Survey, Staff Climate Survey and Student Attitude to School Survey. Use school based survey for level of endorsement of current and redeveloped Vision and Values.			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Leaders will engage staff and students and community in discussions and actions to review and redevelop the school's	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 2	\$0.00

vision, values and goals and make links to the current work of the school.	<input checked="" type="checkbox"/> Student(s)		to: Term 4	<input type="checkbox"/> Equity funding will be used
Establish a method of monitoring the curriculum to match visions and values.	<input checked="" type="checkbox"/> PLC Leaders <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
Leaders will work with staff to design school policies, processes and instructional programs around agreed vision, values and AIP targets.	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$0.00  <input type="checkbox"/> Equity funding will be used
Develop a school based survey to provide seek input from the community on vision and values.	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$1,000.00  <input type="checkbox"/> Equity funding will be used
Develop a plan for release to support the work in the development of vision and values.	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$4,000.00  <input type="checkbox"/> Equity funding will be used
<b>Goal 2</b>	To improve student engagement in their learning			
<b>12 Month Target 2.1</b>	<p>Increase positive endorsement in student attitude to school survey in the following areas:</p> <p>Teacher Concern:</p> <ul style="list-style-type: none"> <li>- Year 4-6; 58% - 65%</li> <li>- Year 7-9; 34% - 50%</li> <li>- Year 10-12; 40% - 55%</li> </ul> <p>Student Voice &amp; Agency</p>			

	<ul style="list-style-type: none"> <li>- Year 4-6; 57% - 65%</li> <li>- Year 7-9; 44% - 60%</li> <li>- Year 10-12; 55% - 65%</li> </ul>
<b>12 Month Target 2.2</b>	<p>Collective focus on student learning 70% - 75%</p> <p>Effective Teaching Time:</p> <ul style="list-style-type: none"> <li>- Year 4-6; 80% - 85%</li> <li>- Year 7-9; 68% - 75%</li> <li>- Year 10-12; 66% - 75%</li> </ul>
<b>KIS 1</b> Curriculum planning and assessment	Develop teacher capacity for goal setting and moderation across the College.
<b>Actions</b>	Position students at the centre of program planning and delivery through the implementation of student based goal setting and through monitoring of their progress.
<b>Outcomes</b>	<p>Students will:</p> <ul style="list-style-type: none"> <li>- have voice and agency in their learning.</li> <li>- know what success looks like to be able to monitor their progress.</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>- use evidence to regularly monitor the effectiveness of the programs in meeting student learning needs and establish challenging learning goals.</li> <li>- include students in curriculum planning</li> <li>- allow different avenues to learn essential curriculum</li> <li>- discuss progress with each child /report on progress - description and measures</li> <li>- Seek feedback from students on their learning and learning activities.</li> </ul> <p>Leaders will:</p> <ul style="list-style-type: none"> <li>- create data walls and monitor progress to indicate progression.</li> <li>- ensure P&amp;D process includes discussions of ways in which teachers have considered students voice.</li> </ul>

Success Indicators	Feedback gathered on F-6 student led conferences from students and parents. Investigate next steps to create rigor and accountability in student goal setting. Year 7 -12.			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Embed practice of student led conferences in the P-6 year levels.	<input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Create consistent proforma and practices for development and monitoring for student goal setting.	<input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00  <input type="checkbox"/> Equity funding will be used
Make student progress visible to the students.	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Identify and implement strategies that support students to take ownership and attain learning goals.	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00  <input type="checkbox"/> Equity funding will be used
Facilitate activities that promote an opportunity for teachers to demonstrate their investment in and contribution to student well-being.	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00  <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	\$61,200.00	\$46,800.00
Additional Equity funding	\$80,000.00	\$80,000.00
<b>Grand Total</b>	<b>\$141,200.00</b>	<b>\$126,800.00</b>

## Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Time allowance for three key staff to partake in PLC training in 2019. (4 funded)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$8,000.00	\$2,000.00
Subject leaders engage in observation of curriculum delivery. (2 staff members for 2 days, \$800 per day x 4 = \$3200)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> CRT	\$3,200.00	\$3,200.00
Maintain data continuums and track student progress across the year. Students at risk to be identified and supported through targeted individual learning improvement plans (IEPs) 2 staff members per semester- day for analysis \$800 x 2 = 1600.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> CRT	\$10,000.00	\$1,600.00
Develop a plan for release to support curriculum coordination for subject leaders.	from: Term 1	<input checked="" type="checkbox"/> Teaching and learning programs and resources	\$6,000.00	\$6,000.00



	to: Term 4	<input checked="" type="checkbox"/> CRT		
Identify HITS strategies and develop school based resources.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources	\$5,000.00	\$5,000.00
Continue implementation of College Koorie Action Plan that aligning with Marrung.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources	\$2,000.00	\$2,000.00
2 staff members engaging in assessment professional learning. (Lyn Sharratt PD)	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT	\$2,000.00	\$2,000.00
Provide equitable access to ICT resources that facilitate and embed high impact teaching strategies.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Assets	\$15,000.00	\$15,000.00
Embed practice of student led conferences in the P-6 year levels.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> CRT	\$5,000.00	\$5,000.00
Facilitate activities that promote an opportunity for teachers to demonstrate their investment in and contribution to student well-being.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources	\$5,000.00	\$5,000.00
<b>Totals</b>			<b>\$61,200.00</b>	<b>\$46,800.00</b>

## Additional Equity spend

Outline here any additional Equity spend for 2019	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Identification and intervention for secondary students in Literacy years 5-8. Implementation of IEP's. (Catch-up funding)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$25,000.00	\$25,000.00
Identification and intervention for primary students in Writing and Reading for F-4.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$10,000.00	\$10,000.00
Coordination of PSD.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$25,000.00	\$25,000.00
Engagement and coordination of wellbeing	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$20,000.00	\$20,000.00
<b>Totals</b>			<b>\$80,000.00</b>	<b>\$80,000.00</b>

## Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Time allowance for three key staff to partake in PLC training in 2019. (4 funded)	<input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Network Professional Learning	<input checked="" type="checkbox"/> Departmental resources PLC In-take training	<input checked="" type="checkbox"/> Off-site Myrtleford
Subject leaders engage in observation of curriculum delivery. (2 staff members for 2 days, \$800 per day x 4 = \$3200)	<input checked="" type="checkbox"/> KLA Leader	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> PLC Initiative	<input checked="" type="checkbox"/> On-site
Differentiate using assessment data and moderation to enhance student learning and understanding.	<input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> PLC Initiative	<input checked="" type="checkbox"/> On-site
Identify HITS strategies and develop school based resources.	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Team Leader(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

Curriculum will be planned on consistent proformas that are agreed upon by all staff.	<input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Teacher(s)	from: Term 2 to: Term 4	<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"/> Professional Practice Day	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Implement an electronic platform for the consistent collection of curriculum documentation based on a consensus from consultation and review of current practice.	<input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Teacher(s)	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Communities of Practice <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Build on and develop the curriculum aligned to the instructional model and delivery in the classroom. HITS	<input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Tracking data at key points and stages of schooling to monitor growth of and identifying trends in cohorts over time.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Curriculum Co-ordinator (s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Provide equitable access to ICT resources that facilitate and embed high impact teaching strategies.	<input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> PLC Leaders	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Professional Practice Day	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

	<input checked="" type="checkbox"/> Sub School Leader/s			<input checked="" type="checkbox"/> Communities of Practice <input checked="" type="checkbox"/> PLC/PLT Meeting		
Leaders will engage staff and students and community in discussions and actions to review and redevelop the school's vision, values and goals and make links to the current work of the school.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Student(s)	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Establish a method of monitoring the curriculum to match visions and values.	<input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Teacher(s)	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Embed practice of student led conferences in the P-6 year levels.	<input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Make student progress visible to the students.	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resources Lyn Sharatt Professional Learning	<input checked="" type="checkbox"/> On-site

Identify and implement strategies that support students to take ownership and attain learning goals.	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Facilitate activities that promote an opportunity for teachers to demonstrate their investment in and contribution to student well-being.	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Individualised Reflection <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site