

# 2020 Annual Implementation Plan

## for improving student outcomes

Officer Secondary College (8907)



Submitted for review by Michaela Cole (School Principal) on 16 January, 2020 at 04:48 PM  
Endorsed by Mark Anderson (Senior Education Improvement Leader) on 18 February, 2020 at 05:45 PM  
Endorsed by Kerri Sherry (School Council President) on 29 May, 2020 at 10:35 AM

## Self-evaluation Summary - 2020

	<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	Embedding
	Evidence-based high-impact teaching strategies	Evolving moving towards Embedding
	Evaluating impact on learning	Embedding moving towards Excelling
<b>Professional leadership</b>	Building leadership teams	Embedding moving towards Excelling
	Instructional and shared leadership	Excelling
	Strategic resource management	Excelling
	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 moving towards Embedding
	Intellectual engagement and self-awareness	Evolving

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

<b>Enter your reflective comments</b>	<p>2019 saw the College continue to develop practice in a range of areas, while also bringing on board one of the largest cohorts of new teachers in the school's history. In general, practice across the college was improved and refined in key areas, but the evidence of this improvement was masked by the large intake of new staff, mid-year staffing changes and large numbers of staff absences leading to varied levels of practice implementation across the college, and disrupted learning for some students. College Leadership continued to strategically strive for practice consistency, supported by coaching, professional learning and learning walks.</p> <p>In Positive Climate for Learning, attendance has continued to be a focus for the College, and having now moved into the "Inspire" level, we recognise the need to maintain our structures in this area, but maintain focus on other elements around building a strong learning culture across the College. we adopted a strategic and multilayered approach.</p> <p>In regards to Excellence in Teaching and Learning, the Literacy and Numeracy interventions continue to be embedded, but the data shows issues at the Tier 1 Intervention level. This may be due to the increase in new staff and a weakening of the link between PLCs and Literacy strategies, that will be addressed in 2020. The Instructional Model focussed on Feedback</p>
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	<p>and Differentiation, and there was improvement in the College's internal student surveys in these areas. Evaluative processes show more work needs to be done to link the work across the college. In particular, PLCs, the Instructional Model and Proficiency Scales are all key elements of work with strong links, but these need to be clarified to staff and a consistent message presented.</p> <p>There has been strong steps forward in Building Communities this year, with increased visibility across Facebook, the success of the Parent Liaison group, increased presence in Primary Schools through transitions and the student run School Fete.</p>
<p><b>Considerations for 2020</b></p>	<p>In 2020, the College Leadership team will have an increased focus on building strong links across the College's priority areas and keep a fine-grained focus on the implementation of the identified improvement initiatives. The leadership team will align their work so that:</p> <ul style="list-style-type: none"> <li>• all members of the broader team identify multiple touch points for more fine-grained implementation</li> <li>• track the implementation of initiatives for impact</li> </ul> <p>The leadership team will ensure quality implementation by adopting a unified approach in bringing all elements of student agency, instructional practice and a robust evidence-based approach into the Instructional Model. Our analyses and reflections have identified that the work we are doing is high quality; a vehicle for improvement and achievement of our targets, but gains will only come with a forensic, fine-grained approach to implementation. The college Leadership team will adopt a 'Coherence' approach so that there is a tighter focus on the execution of priority areas.</p>
<p><b>Documents that support this plan</b></p>	

## SSP Goals Targets and KIS

<b>Goal 1</b>	To accelerate the learning growth of every student with a particular focus on literacy and Numeracy
<b>Target 1.1</b>	<p>To increase the number of students in the top 2 bands and to improve learning growth so it matches or exceeds similar schools (as measured in the SLR).</p> <p>To decrease the proportion of students achieving in the bottom 2 bands to match or exceed similar schools</p> <p>To decrease the percentage of students from a matched cohort experiencing low growth to match or exceed similar schools</p> <p>To increase the percentage of students experiencing high growth to match or exceed similar schools</p> <p>In VCE, OSC will match or exceed the All Study median score of similar schools; at least 70% of Year 12 students match or exceed predicted outcomes (GAT and School Based Assessments)</p>
<b>Key Improvement Strategy 1.a</b> Building practice excellence	To embed the instructional model consistently and tailor it to the unique features of OSC (Including PLCs, Team Teaching and the use of data to customise teaching)
<b>Key Improvement Strategy 1.b</b> Building practice excellence	To embed the practice of an agreed Instructional model which incorporated evidence based practice across the college
<b>Key Improvement Strategy 1.c</b> Building practice excellence	Accelerate student learning across all core subject areas, with a particular focus on Year 9 Reading
<b>Goal 2</b>	Increase student engagement and agency in their learning and learning behaviours

<p><b>Target 2.1</b></p>	<p>To increase the number of students responding positively to the following dimensions in the SASS - Self Regulation and Goal Setting, Effective Classroom Behaviour, Motivation and Interest, Sense of Confidence and Resilience.</p> <p>These replace the Strategic Plan SASS dimensions of Stimulating learning, Student Motivation, School Connectedness, Student Morale and Learning Confidence.</p>
<p><b>Key Improvement Strategy 2.a</b> Empowering students and building school pride</p>	<p>Build student capacity to understand and take responsibility for themselves as learners and have ownership of their learning and learning behaviours. (Including a focus on providing regular feedback to students on their next steps in learning. Teachers will leverage targeted teaching strategies to engage students in their learning.)</p>
<p><b>Goal 3</b></p>	<p>Build and strengthen social and emotional wellness for all students</p>
<p><b>Target 3.1</b></p>	<p>Student Attitude to School Survey</p> <p>To have student responses in the following categories higher than both the similar and state mean of positive responses:</p> <p>From Strategic Plan</p> <ul style="list-style-type: none"> <li>• Sense of Connectedness (2019 - 53%, state - 55%, similar - 52%)</li> <li>• Motivation and Interest (2019 - 59%, state - 61%, similar - 57%)</li> <li>• Sense of Confidence (2019 - 61%, state - 63%, similar - 61%)</li> </ul>

	<p>Other SASS dimensions that are relevant to this goal:</p> <ul style="list-style-type: none"> <li>• Resilience (2019 - 58%, state - 61%, similar - 59%)</li> <li>• Student Voice and Agency (2019 - 50%, state - 46%, similar - 42%)</li> </ul> <p>Increase School Attendance Level (proportion of students 7-12) who are at school over 90% of the time to 80%</p> <p>Decrease the proportion of chronic absence (students more than 20 days absent from 49% in 2016 to similar schools of 29%).</p>
<p><b>Key Improvement Strategy 3.a</b> Setting expectations and promoting inclusion</p>	<p>Ensure fidelity to the social and emotional learning curriculum across the College.</p>
<p><b>Key Improvement Strategy 3.b</b> Empowering students and building school pride</p>	<p>Strengthen the Learning community structure to empower students and teachers, and build school pride.</p>
<p><b>Key Improvement Strategy 3.c</b> Health and wellbeing</p>	<p>Continue to work with college families to ensure the importance of full attendance is understood.</p>

## 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 accelerate the learning growth of every student with a particular focus on literacy and Numeracy</p>	<p>Yes</p>	<p>To increase the number of students in the top 2 bands and to improve learning growth so it matches or exceeds similar schools (as measured in the SLR).</p> <p>To decrease the proportion of students achieving in the bottom 2 bands to match or exceed similar schools</p> <p>To decrease the percentage of students from a matched cohort experiencing low growth to match or exceed similar schools</p> <p>To increase the percentage of students experiencing high growth to match or exceed similar schools</p> <p>In VCE, OSC will match or exceed the All Study median score of similar schools; at least 70% of Year 12 students match or exceed predicted outcomes (GAT and School Based Assessments)</p>	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <ol style="list-style-type: none"> <li>1. Decrease the proportion of students in the bottom 2 bands in:               <ul style="list-style-type: none"> <li>Reading at Year 7 from 20% to 15%.</li> <li>Reading at year 9 from 39% to 30%.</li> <li>Numeracy at Year 7 from 29% to 20%.</li> <li>Numeracy at Year 9 from 24% to &lt; 20%</li> </ul> </li> <li>2. Increase the proportion of students in the top 2 bands as measured by NAPLAN:               <ul style="list-style-type: none"> <li>Reading, Year 7, from 13% (2019) to &gt;20%</li> <li>Reading, Year 9, from 7% to &gt;15%</li> <li>Numeracy, Year 7, from 16% to &gt;20%</li> <li>Numeracy, Year 9, from 8% to &gt;15%</li> </ul> </li> <li>3. Decrease the percentage of students from the matched cohort experiencing low growth to be at or below 25% to match or exceed similar schools</li> <li>4. Increase the percentage of students from the matched cohort experiencing high growth to match or exceed similar schools</li> <li>5. Teacher judgements for student cohorts 7-10, at or above expected levels in Reading and all Numeracy measures, match or exceed state benchmarks</li> <li>6. Match or exceed All Study median</li> </ol>

			<p>study scores of similar schools in VCE</p> <p>7. Completion rates for VET and VCAL to match or exceed similar schools</p> <p>8. According to TJs, at least 20% of students in Maths and English achieve above the expected level</p> <p>9. Stimulating learning, student motivation, school connectedness and student voice and agency as measured by the SASS to be in the 4th quartile</p> <ul style="list-style-type: none"> <li>• Increase scaled score mean of Year 9 Reading Assessment from 543.3 (2019 MSS) to match or exceed 561.5 (2017 MSS)</li> </ul>
Increase student engagement and agency in their learning and learning behaviours	Yes	<p>To increase the number of students responding positively to the following dimensions in the SASS - Self Regulation and Goal Setting, Effective Classroom Behaviour, Motivation and Interest, Sense of Confidence and Resilience.</p> <p>These replace the Strategic Plan SASS dimensions of Stimulating learning, Student Motivation, School Connectedness, Student Morale and Learning Confidence.</p>	<p>1. Student responses are higher than both the region and state mean in the areas of:</p> <ul style="list-style-type: none"> <li>- Self Regulation and Goal Setting</li> <li>- Effective Classroom Behaviour</li> <li>- Motivation and Interest</li> <li>- Sense of Confidence</li> <li>- Resilience</li> <li>- Student Voice and Agency</li> </ul> <p>2. Teacher responses are higher than both the region and the state mean in the areas of:</p> <ul style="list-style-type: none"> <li>- Academic emphasis</li> <li>- Collective focus on student learning</li> <li>- Collective Efficacy</li> </ul> <p>3. Stimulating learning, student motivation, school connectedness and student voice and agency as measured by the SASS to be in the 4th quartile</p>

<p>Build and strengthen social and emotional wellness for all students</p>	<p>Yes</p>	<p>Student Attitude to School Survey</p> <p>To have student responses in the following categories higher than both the similar and state mean of positive responses:</p> <p>From Strategic Plan</p> <ul style="list-style-type: none"> <li>• Sense of Connectedness (2019 - 53%, state - 55%, similar - 52%)</li> <li>• Motivation and Interest (2019 - 59%, state - 61%, similar - 57%)</li> <li>• Sense of Confidence (2019 - 61%, state - 63%, similar - 61%)</li> </ul> <p>Other SASS dimensions that are relevant to this goal:</p> <ul style="list-style-type: none"> <li>• Resilience (2019 - 58%, state - 61%, similar - 59%)</li> <li>• Student Voice and Agency (2019 - 50%, state - 46%, similar - 42%)</li> </ul> <p>Increase School Attendance Level (proportion of students 7-12) who are at school over 90% of the time to 80%</p> <p>Decrease the proportion of chronic absence (students more than 20 days absent from 49% in 2016 to similar schools of 29%.</p>	<ol style="list-style-type: none"> <li>1. Student responses are higher than both the region and state mean in the areas of: <ul style="list-style-type: none"> <li>- Self Regulation and Goal Setting</li> <li>- Effective Classroom Behaviour</li> <li>- Motivation and Interest</li> <li>- Sense of Confidence</li> <li>- Resilience</li> <li>- Student Voice and Agency</li> </ul> </li> <li>2. Increase school attendance (proportion of students 7-12) who are at school over 90% of the time to 80%.</li> <li>3. Decrease the proportion of chronic absence (students more than 20 days absent) to 20%</li> <li>4. Stimulating learning, student motivation, school connectedness and student voice and agency as measured by the SASS to be in the 4th quartile</li> </ol>
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<p><b>Goal 1</b></p>	<p>To accelerate the learning growth of every student with a particular focus on literacy and Numeracy</p>
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<b>12 Month Target 1.1</b>	<ol style="list-style-type: none"> <li>1. Decrease the proportion of students in the bottom 2 bands in: Reading at Year 7 from 20% to 15%. Reading at year 9 from 39% to 30%. Numeracy at Year 7 from 29% to 20%. Numeracy at Year 9 from 24% to &lt; 20%</li> <li>2. Increase the proportion of students in the top 2 bands as measured by NAPLAN: Reading, Year 7, from 13% (2019) to &gt;20% Reading, Year 9, from 7% to &gt;15% Numeracy, Year 7, from 16% to &gt;20% Numeracy, Year 9, from 8% to &gt;15%</li> <li>3. Decrease the percentage of students from the matched cohort experiencing low growth to be at or below 25% to match or exceed similar schools</li> <li>4. Increase the percentage of students from the matched cohort experiencing high growth to match or exceed similar schools</li> <li>5. Teacher judgements for student cohorts 7-10, at or above expected levels in Reading and all Numeracy measures, match or exceed state benchmarks</li> <li>6. Match or exceed All Study median study scores of similar schools in VCE</li> <li>7. Completion rates for VET and VCAL to match or exceed similar schools</li> <li>8. According to TJs, at least 20% of students in Maths and English achieve above the expected level</li> <li>9. Stimulating learning, student motivation, school connectedness and student voice and agency as measured by the SASS to be in the 4th quartile <ul style="list-style-type: none"> <li>• Increase scaled score mean of Year 9 Reading Assessment from 543.3 (2019 MSS) to match or exceed 561.5 (2017 MSS)</li> </ul> </li> </ol>	
<b>Key Improvement Strategies</b>	Is this KIS selected for focus this year?	
<b>KIS 1</b> Building practice excellence	To embed the instructional model consistently and tailor it to the unique features of OSC (Including PLCs, Team Teaching and the use of data to customise teaching)	Yes
<b>KIS 2</b> Building practice excellence	To embed the practice of an agreed Instructional model which incorporated evidence based practice across the college	No
<b>KIS 3</b> Building practice excellence	Accelerate student learning across all core subject areas, with a particular focus on Year 9 Reading	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>While the school made strong progress against the SSP targets related to student learning in 2018, these metrics reduced in 2019. There are a range of factors that have been identified, but a high level of fidelity in implementing the Instructional Model is crucial to addressing these and developing teaching excellence and improved learning outcomes. There are a number of instructional features unique to OSC including being a team teaching school underpinned by collaborative practice. Coaching, monitoring and evaluation for a whole-school consistent approach are vital if we are to improve instructional practice, increase student agency and educational outcomes. The Instructional Model has been developed and refined over the last five years and professional learning, lesson planning and documentation, and coaching have been strategies that have supported this work.</p>	
<p><b>Goal 2</b></p>	<p>Increase student engagement and agency in their learning and learning behaviours</p>	
<p><b>12 Month Target 2.1</b></p>	<p>1. Student responses are higher than both the region and state mean in the areas of:  - Self Regulation and Goal Setting  - Effective Classroom Behaviour  - Motivation and Interest  - Sense of Confidence  - Resilience  - Student Voice and Agency  2. Teacher responses are higher than both the region and the state mean in the areas of:  - Academic emphasis  - Collective focus on student learning  - Collective Efficacy  3. Stimulating learning, student motivation, school connectedness and student voice and agency as measured by the SASS to be in the 4th quartile</p>	
<p><b>Key Improvement Strategies</b></p>		<p>Is this KIS selected for focus this year?</p>
<p><b>KIS 1</b> Empowering students and building school pride</p>	<p>Build student capacity to understand and take responsibility for themselves as learners and have ownership of their learning and learning behaviours. (Including a focus on providing regular feedback to students on their next steps in learning. Teachers will leverage targeted teaching strategies to engage students in their learning.)</p>	<p>Yes</p>

<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>Officer Secondary College strives to develop self-regulative, responsible learners, however reflection on the 2019 data has highlighted a level of disengagement from some students leading to:</p> <ul style="list-style-type: none"> <li>• higher than expected exits in the senior years,</li> <li>• instances of challenging behaviour and</li> <li>• teachers confusing lower capacity for learning with poor behaviour and engagement, leading to lower teacher expectations of students.</li> </ul> <p>By improving student ownership in their learning through differentiation, renewing a focus on academic excellence, giving students regular feedback to take ownership of their learning and moving to continuous reporting, the College expects to see improvements in key data sets related to academic improvement, teacher perceptions of students (Academic emphasis and collective efficacy) and student attitudes to learning.</p> <p>Through the use of accurate and high quality proficiency scales, the Student Voice, Curriculum and PLC teams will work together to:</p> <ul style="list-style-type: none"> <li>• enable students to articulate what they can do and what skills they need to develop next</li> <li>• enable teachers know their students, create opportunities for their students to demonstrate competence and apply their skills to real life scenarios and problems</li> <li>• enable teachers to differentiate for all students, considering engagement, challenge and high expectations</li> <li>• PLCs having greater reliance on priority cohort data, modifying the IM to include the use of Proficiency Scales and coaches with increased awareness of the visibility of student agency</li> </ul>	
<p><b>Goal 3</b></p>	<p>Build and strengthen social and emotional wellness for all students</p>	
<p><b>12 Month Target 3.1</b></p>	<p>1. Student responses are higher than both the region and state mean in the areas of:</p> <ul style="list-style-type: none"> <li>- Self Regulation and Goal Setting</li> <li>- Effective Classroom Behaviour</li> <li>- Motivation and Interest</li> <li>- Sense of Confidence</li> <li>- Resilience</li> <li>- Student Voice and Agency</li> </ul> <p>2. Increase school attendance (proportion of students 7-12) who are at school over 90% of the time to 80%.</p> <p>3. Decrease the proportion of chronic absence (students more than 20 days absent) to 20%</p> <p>4. Stimulating learning, student motivation, school connectedness and student voice and agency as measured by the SASS to be in the 4th quartile</p>	
<p><b>Key Improvement Strategies</b></p>	<p>Is this KIS selected for focus this year?</p>	

<b>KIS 1</b> Setting expectations and promoting inclusion	Ensure fidelity to the social and emotional learning curriculum across the College.	Yes
<b>KIS 2</b> Empowering students and building school pride	Strengthen the Learning community structure to empower students and teachers, and build school pride.	No
<b>KIS 3</b> Health and wellbeing	Continue to work with college families to ensure the importance of full attendance is understood.	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.	Officer Secondary College has spent 2017-2019 working to ensure that the preconditions to success have been embedded. These include: <ul style="list-style-type: none"> <li>• A focus on ensuring that the vertical Learning Community Structure has been established to ensure that each student feels connected.</li> <li>• Working with college families to ensure that the importance of full attendance is understood which has resulted in an increase in students feeling connected to school increasing from 36% positive responses in 2016 to 53% in 2019.</li> </ul> Officer Secondary College wants to continue to build on these achievements to ensure that we strengthen the social and emotional wellness for all students. Ensuring that they develop the competencies and skills they need to build resilience and effectively manage their emotions, behaviour and relationships with others, will equip them with the requisite skills for success-academic, social and emotional .	

## Define Actions, Outcomes and Activities

<b>Goal 1</b>	To accelerate the learning growth of every student with a particular focus on literacy and Numeracy
<b>12 Month Target 1.1</b>	<ol style="list-style-type: none"> <li>1. Decrease the proportion of students in the bottom 2 bands in: Reading at Year 7 from 20% to 15%. Reading at year 9 from 39% to 30%. Numeracy at Year 7 from 29% to 20%. Numeracy at Year 9 from 24% to &lt; 20%</li> <li>2. Increase the proportion of students in the top 2 bands as measured by NAPLAN: Reading, Year 7, from 13% (2019) to &gt;20% Reading, Year 9, from 7% to &gt;15% Numeracy, Year 7, from 16% to &gt;20% Numeracy, Year 9, from 8% to &gt;15%</li> <li>3. Decrease the percentage of students from the matched cohort experiencing low growth to be at or below 25% to match or exceed similar schools</li> <li>4. Increase the percentage of students from the matched cohort experiencing high growth to match or exceed similar schools</li> <li>5. Teacher judgements for student cohorts 7-10, at or above expected levels in Reading and all Numeracy measures, match or exceed state benchmarks</li> <li>6. Match or exceed All Study median study scores of similar schools in VCE</li> <li>7. Completion rates for VET and VCAL to match or exceed similar schools</li> <li>8. According to TJs, at least 20% of students in Maths and English achieve above the expected level</li> <li>9. Stimulating learning, student motivation, school connectedness and student voice and agency as measured by the SASS to be in the 4th quartile <ul style="list-style-type: none"> <li>• Increase scaled score mean of Year 9 Reading Assessment from 543.3 (2019 MSS) to match or exceed 561.5 (2017 MSS)</li> </ul> </li> </ol>
<b>KIS 1</b> Building practice excellence	To embed the instructional model consistently and tailor it to the unique features of OSC (Including PLCs, Team Teaching and the use of data to customise teaching)
<b>Actions</b>	<p>Officer SC has selected the following actions to enable us to embed the Instructional Model with fidelity and consistency across all classrooms:</p> <ul style="list-style-type: none"> <li>• Ensuring that PLC conversations are data focused and use a range of data sets, formative and summative.</li> <li>• Teachers demonstrate and articulate how they will use data they collect to maximise student learning and learning confidence</li> <li>• Teachers implement high impact strategies based on their learning data</li> <li>• Teachers pedagogy continues to improve, and translates into effective teaching practice in every classroom</li> </ul>

	<ul style="list-style-type: none"> <li>Teachers are supported to understand all elements of the Instructional Model through coaching, targeted professional learning and through the development of tools for implementation.</li> </ul>
<b>Outcomes</b>	<p>Leaders will:</p> <ul style="list-style-type: none"> <li>- PLC leaders will take on an increased role as Instructional Leaders</li> <li>- All members of the school leadership team will see themselves as Instructional Leaders (through Learning Walk and Talks, increased responsibility in PLCs and taking collective responsibility for achievement of the goals)</li> <li>- Visibly support the whole school Literacy focus</li> <li>- Provide structures and opportunities that maximise practices that promote high quality team teaching practices for all teachers</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>- (VCE level) adopt a whole school literacy strategy to teach students to answer exam style questions</li> <li>- Adopt a whole school Literacy strategy that is defined across all PLCs</li> <li>- Demonstrate an increased understanding of the Instructional Model through improved pedagogy</li> <li>- Take the quality PLC conversations and turn them into effective teaching strategies</li> <li>- Refine their Team Teaching practice</li> <li>- Develop their use of differentiation and feedback in the classroom</li> <li>- Make lessons more relevant to students</li> </ul> <p>Students will:</p> <ul style="list-style-type: none"> <li>- Take more ownership in their learning</li> <li>- Understand the purpose and value of assessments they undertake</li> <li>- Be able to articulate what they can do in their learning and what comes next for them</li> <li>- Show improved learning growth on PAT and NAPLAN testing</li> <li>- Complete more merit tasks (as a sign of taking more pride in their learning)</li> </ul>
<b>Success Indicators</b>	<p>Leaders will:</p> <ul style="list-style-type: none"> <li>- Conduct regular observations across the year (PLC leaders and Leadership Team members) and provide feedback to their teams and in SIT meetings</li> <li>- Refer to the Instructional Model in all professional Development sessions</li> <li>- Plan the next level of work for their teams using evidence from learning walks</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>- Show evidence of implementation of their PLC strategies in the classroom</li> </ul>

	<ul style="list-style-type: none"> <li>- Demonstrate increased confidence in Team Teaching, as evidenced by more lessons using a variety of pedagogical approaches to TT models and increased quality and level of differentiation</li> <li>- Visible use of the proficiency scales in classrooms, student workbooks, assessment tools, feedback, student conversation in Learning Walk and Talks</li> <li>- Focus on getting their VCE students exam ready</li> <li>- Implement OSC Literacy strategies</li> </ul> <p>Students will:</p> <ul style="list-style-type: none"> <li>- PAT-R, PAT-M and eWrite learning growth will increase at every year level</li> <li>- NAPLAN results will improve</li> <li>- There will be a mean score increase in Year 9 NAPLAN</li> <li>- The proportion of students in the top 2 bands will increase</li> <li>- The school will achieve an all study score of 28 or higher</li> </ul>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Lit: Embed and evaluate the Tier 2 and 3 Literacy interventions (bottom CARS & STARS groups, Year 9 and 10 Literacy interventions, MYLNS Literacy support, small group and individual interventions)	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assistant Principal</li> <li><input checked="" type="checkbox"/> Literacy Improvement Teacher</li> <li><input checked="" type="checkbox"/> Literacy Leader</li> <li><input checked="" type="checkbox"/> Literacy Support</li> <li><input checked="" type="checkbox"/> PLC Leaders</li> </ul>	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$80,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Num: Embed and evaluate the Tier 2 and 3 Numeracy interventions (bottom CAMS & STAMS groups, GRIN, Year 9 and 10 Numeracy interventions, MYLNS Numeracy support, small group and individual interventions)	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assistant Principal</li> <li><input checked="" type="checkbox"/> Numeracy Improvement Teacher</li> <li><input checked="" type="checkbox"/> Numeracy Leader</li> <li><input checked="" type="checkbox"/> Numeracy Support</li> </ul>	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$80,000.00  <input checked="" type="checkbox"/> Equity funding will be used

	<input checked="" type="checkbox"/> PLC Leaders			
Lit: Lead the delivery of literacy PD aimed at whole staff and PLC specific focus areas	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Literacy Improvement Teacher <input checked="" type="checkbox"/> Literacy Support <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Lit: Work closely with the English team to build Year 9 reading skills as part of the Reading Prioritisation Approach project, as well as impacting whole school reading data and adopt a triage approach with students identified as disadvantaged and equity funded.	<input checked="" type="checkbox"/> Literacy Improvement Teacher <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$10,000.00  <input checked="" type="checkbox"/> Equity funding will be used
T&L, Curr, LC: Members of Leadership team (e.g. Science, English) will co-facilitate 2 T&L survey focus groups	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Student Leadership Coordinator <input checked="" type="checkbox"/> Sub School Leader/s	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
T&L, Curr: Increase alignment of Instructional approaches across the College (Observations, PLCs, PD, Proficiency Scales etc) under the umbrella of the Instructional Model	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Leading Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used

	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Leadership Team			
T&L: Develop staff understanding of alternate Team Teaching methods	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <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
T&L, LC: Provide a more differentiated approach to supporting new and existing teachers with coaching with a view to lifting the T&L scores of teachers receiving intensive coaching through a range of lenses (Sub-school, new teachers, graduate etc)	<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
SIT: SIT team to conduct regular Learning Walk and Talks, led by Principals	<input checked="" type="checkbox"/> School Improvement Team <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
LC, T&L: Develop staff skill in applying the Glen Pearsall "least intrusive intervention" using video recorded lesson segments, professional development and coaching support	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Sub School Leader/s	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$7,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Curr, T&L: Support highly effective VCE and VCAL teaching strategies to support our first cohort of Yr 12 students	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00

	<input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Teacher(s)			<input type="checkbox"/> Equity funding will be used
T&L: Embed the current PLC practices in the College, including the use of Formative Assessment data, a renewed focus on literacy and emphasis on applying PLC strategies in the classroom	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLC Leaders	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
T&L: Continue to develop Link School practices and support, with an emphasis on incorporating new learning into the OSC processes	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$120,000.00  <input type="checkbox"/> Equity funding will be used
LC, T&L: Support all teachers to incorporate a behaviour plan into all planning documents	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Student Leadership Coordinator <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
source external providers to support students who are at risk of disengaging from school	<input checked="" type="checkbox"/> Allied Health <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Sub School Leader/s	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$40,000.00  <input checked="" type="checkbox"/> Equity funding will be used

<b>KIS 2</b> Building practice excellence	Accelerate student learning across all core subject areas, with a particular focus on Year 9 Reading			
<b>Actions</b>	<p>To maximise student success, the college will focus on the following areas:</p> <ul style="list-style-type: none"> <li>• Organising the College to maximise learning opportunities and student performance</li> <li>• Allocate additional resources to high impact strategies and focus areas</li> <li>• Use data to determine content and student cohort priorities</li> <li>• Improve existing pedagogical practices</li> <li>• Use a range of assessment methods to monitor impact</li> </ul>			
<b>Outcomes</b>	<p>Leaders will:</p> <ul style="list-style-type: none"> <li>• Develop a framework that can be applied across a range of portfolios that is guaranteed to improve student outcomes</li> <li>• Increase capability to monitor strategies for impact</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>• Increase their capability to implement high quality literacy practice</li> <li>• Increase their capability to use formative assessment data to inform class learning interventions to support students at point of need and learning stages</li> <li>• Monitoring impact of teaching and adjusting practice</li> </ul> <p>Students will</p> <ul style="list-style-type: none"> <li>• Increase scaled score mean of Year 9 Reading Assessment from 543.3 (2019 MSS) to match or exceed 561.5 (2017 MSS)</li> </ul>			
<b>Success Indicators</b>	<p>Leading Indicators:</p> <ul style="list-style-type: none"> <li>• Formative Assessment</li> <li>• Summary of PLC Minutes</li> <li>• Lesson Plans</li> <li>• Themes from Learning Walks</li> <li>• Year 9 Intervention Data</li> </ul> <p>Lagging Indicators:</p> <ul style="list-style-type: none"> <li>• NAPLAN increase</li> <li>• PAT R Testing</li> <li>• Teacher Judgments</li> </ul>			

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Student learning data handover <ul style="list-style-type: none"> <li>Meeting time set</li> <li>Electronic data walls updated and distributed</li> <li>New teachers provided notes from 2019 meeting</li> <li>New teachers sent electronic data walls with key 2019 information (Class lists with priority groups and learning data identified)</li> <li>Shared Year 9 team mark books for consistency</li> </ul>	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <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
Implementation of effective intervention models <ul style="list-style-type: none"> <li>Review of 2019 intervention programs for impact on literacy outcomes</li> <li>Creation of Literacy Handbook describing the OSC Literacy intervention strategies</li> <li>Selective staffing of 2020 Intervention classes</li> </ul>	<input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00  <input type="checkbox"/> Equity funding will be used
Reading and Writing (RAW) lesson plans <ul style="list-style-type: none"> <li>Consistent Reading and Writing focus lessons plans are delivered to staff to ensure high fidelity and quality</li> </ul>	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> PLC Leaders	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Time support for team leadership <ul style="list-style-type: none"> <li>English PLT leader provided an additional 2 periods a fortnight of time allowance to manage improvements</li> </ul>	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$5,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Region prioritization meetings <ul style="list-style-type: none"> <li>Region prioritisation meetings every 3 weeks</li> </ul>	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

<ul style="list-style-type: none"> <li>Alternating between Prioritisation leadership meetings and Learning Walk and Talks</li> <li>Debrief post-Learning Walk and Talks with Leader and SEIL</li> </ul>	<input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Principal		to: Term 4	<input type="checkbox"/> Equity funding will be used
<p>NAPLAN focused professional Development with English Team</p> <ul style="list-style-type: none"> <li>NAPLAN Item analysis</li> <li>Review of Yr 8 and 9 curriculum, referencing NAPLAN item analysis results</li> <li>Reading Workshop model and Munro HRLTP reading strategies taught to English teachers by Literacy Learning Specialist</li> <li>Additional KLD time provided to teams in 2020</li> </ul>	<input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> PLC Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
<p>Video lesson modelling</p> <ul style="list-style-type: none"> <li>Model lessons demonstrating key reading strategies videoed</li> <li>Sample lesson shown to staff and discussed</li> <li>Literacy Leader (TFE) and English PLT leader (NST) modelling with other English staff supporting</li> <li>Literacy Leader (TFE) and English PLT leader (NST) tracking for impact post LWT and setting 'next steps'</li> <li>Data shared with the Year 9 team</li> <li>Sample lessons shown to all staff during professional development sessions to build understanding of key strategies</li> </ul>	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> PLC Leaders <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
<p>Exemplar lesson plans to explicitly teach "Big three" NAPLAN areas</p> <ul style="list-style-type: none"> <li>PLT leader and Instructional Leader create map linking key NAPLAN skills to point in the teaching sequence</li> <li>Creation of differentiated, rigorous lesson plans focusing on key areas of NAPLAN improvement</li> <li>PLT leader audit lessons to ensure quality and alignment</li> </ul>	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> PLC Leaders <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

<p>to key skills</p> <ul style="list-style-type: none"> <li>Following lessons, PLT leader uses PLC meeting time to identify cohorts still below expected level in these skills</li> </ul>				
<p>Learning Walk and Talks to monitor progress</p> <ul style="list-style-type: none"> <li>Fortnightly learning Walk and Talks with a focus on the level of rigour in Year 9 English classes, modified from existing LW&amp;T protocols</li> <li>Areas for improvement identified and actions allocated to Prioritisation Leadership Team members (depending on their role)</li> </ul>	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p> <input type="checkbox"/> Equity funding will be used
<p>Closer alignment between PLCs and Literacy focus areas</p> <ul style="list-style-type: none"> <li>All PLTs (except Mathematics) will have a literacy focus for their PLT meetings</li> <li>English staff (led by TFE) will deliver targeted PD to equip staff with the most effective strategies to improve the literacy of their students</li> <li>PCOs to observe PLC meetings and provide feedback to T&amp;L team (LYE to attend all Year 9 PLC meetings)</li> </ul>	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p> <input type="checkbox"/> Equity funding will be used
<p>Establishment of a Literacy Team</p> <ul style="list-style-type: none"> <li>Establish a Literacy team meeting fortnightly to progress all aspects of literacy in the school. Team will include: Literacy leader (TFE), Ass. Principal (LYE), MYLNS support teachers (MRY, SFP), Literacy support ES (SWE)</li> </ul>	<input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Literacy Support <input checked="" type="checkbox"/> PLC Leaders	<input type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 1</p>	<p>\$0.00</p> <input type="checkbox"/> Equity funding will be used
<p>Increase accountability around Literacy strategy implementation</p> <ul style="list-style-type: none"> <li>PDP accountability to target effective implementation of whole school literacy strategies</li> </ul>	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 1</p>	<p>\$0.00</p>

				<input type="checkbox"/> Equity funding will be used
Extending higher achieving students <ul style="list-style-type: none"> <li>HAPL to identify students currently sitting just below the top 2 bands and work with teachers to extend these students, giving the ability to achieve at the highest levels</li> </ul>	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00  <input type="checkbox"/> Equity funding will be used
Minimise external impact on Yr 9 English classes <ul style="list-style-type: none"> <li>COG to ensure no Year 9 English teachers attend camps and excursions until Semester 2 to minimize impact on classes</li> <li>Importance of consistent teacher attendance explained to all staff</li> </ul>	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
NAPLAN test conditions to minimize disruption <ul style="list-style-type: none"> <li>Students with concentration challenges will have their test supervised by PCO to ensure a calm environment</li> </ul>	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Sub School Leader/s	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$0.00  <input type="checkbox"/> Equity funding will be used
Promotion of test effort to all students <ul style="list-style-type: none"> <li>NAPLAN effort to be promoted through whole-school assemblies, Learning-2-Learn lesson, Term 1 Professional Practice Day Literacy lesson plans</li> </ul>	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Literacy Leader <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
<b>Goal 2</b>	Increase student engagement and agency in their learning and learning behaviours			
<b>12 Month Target 2.1</b>	1. Student responses are higher than both the region and state mean in the areas of: <ul style="list-style-type: none"> <li>- Self Regulation and Goal Setting</li> <li>- Effective Classroom Behaviour</li> <li>- Motivation and Interest</li> <li>- Sense of Confidence</li> </ul>			

	<ul style="list-style-type: none"> <li>- Resilience</li> <li>- Student Voice and Agency</li> </ul> <p>2. Teacher responses are higher than both the region and the state mean in the areas of:</p> <ul style="list-style-type: none"> <li>- Academic emphasis</li> <li>- Collective focus on student learning</li> <li>- Collective Efficacy</li> </ul> <p>3. Stimulating learning, student motivation, school connectedness and student voice and agency as measured by the SASS to be in the 4th quartile</p>
<p><b>KIS 1</b> Empowering students and building school pride</p>	<p>Build student capacity to understand and take responsibility for themselves as learners and have ownership of their learning and learning behaviours. (Including a focus on providing regular feedback to students on their next steps in learning. Teachers will leverage targeted teaching strategies to engage students in their learning.)</p>
<p><b>Actions</b></p>	<p>Extend the current use of proficiency scales using:</p> <ul style="list-style-type: none"> <li>o Expectations that they are glued into the back of students' books for every subjects, every term</li> <li>o Updating the Instructional Model to include direct reference to the Proficiency Scales in the sections of the lesson in which they should be used</li> <li>o Update the Learning Walk &amp; Talk observation template to include direct reference to the PS</li> <li>o Student and teacher directed reflection and feedback against PS progress</li> </ul> <p>Accelerate visibility of the Student Voice and Agency profile in the college  Support the Student Voice and Agency Leading Teacher to strategically implement Student Voice into key areas of the college  Develop student involvement with Teaching and Learning across the school  Continue to embed PBS processes  Develop teacher skills around key elements of the Instructional Model with a focus on differentiation and feedback to ensure students take ownership of their learning  Create and implement 'student friendly' Instructional Model and Learning Walk and Talk documents that can be explicitly taught in the class</p>
<p><b>Outcomes</b></p>	<p>Teachers will:</p> <ul style="list-style-type: none"> <li>- Provide regular feedback (formal and informal) to students and parents about learning progression using the Proficiency Scales as a reference point</li> <li>- Consistently and universally use the PBS acknowledgement system</li> <li>- Differentiate lessons to ensure all students are appropriately challenged in their lessons</li> <li>- Ensure the "why" of the lesson is taught with the Learning Intention</li> </ul> <p>Students will:</p>

	<ul style="list-style-type: none"> <li>- Reflect on their learning progress using Proficiency Scales</li> <li>- Take increased ownership of their learning</li> <li>- Be more aspirational and able to articulate the reason for their learning</li> <li>- Conduct observations of classes using their student friendly version of the Instructional Model</li> <li>- Use Proficiency Scales to present their learning to their parents at PST conferences</li> </ul>			
<b>Success Indicators</b>	<p>1. Student responses are higher than both the region and state mean in the areas of:</p> <ul style="list-style-type: none"> <li>- Self Regulation and Goal Setting</li> <li>- Effective Classroom Behaviour</li> <li>- Motivation and Interest</li> <li>- Sense of Confidence</li> <li>- Resilience</li> <li>- Student Voice and Agency</li> </ul> <p>2. Teacher responses are higher than both the region and the state mean in the areas of:</p> <ul style="list-style-type: none"> <li>- Academic emphasis</li> <li>- Collective focus on student learning</li> </ul>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
SV: Teaching and Learning student leadership team meeting monthly to build more student voice into teaching	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Student Leadership Coordinator <input checked="" type="checkbox"/> Student(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Curr, T&L: Embed the use of proficiency scales in every classroom with students, teachers and families	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Student(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used

	<input checked="" type="checkbox"/> Teacher(s)			
Curr: Leverage Proficiency Scales to develop student agency, goal setting and reflection, including using them in Parent/Student/Teacher conferences	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Student(s) <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
Curr: Roll out the continuous reporting system and refine processes for 2021	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Curriculum Co-ordinator (s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
LC, Curr: Renew goal setting and reflection processes with Proficiency Scales and GPAs as a focus	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Student Leadership Coordinator <input checked="" type="checkbox"/> Sub School Leader/s	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Curr, LC: Refine systems and build shared capacity between careers coordinator, LC team and Later Years leader to support students with pathways and appropriate careers counselling to build engagement in their learning	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Sub School Leader/s	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used

<p>Curr: Ensure VCE students are equipped with exam skills and work-ethic to achieve their best in VCE exams. Provide these skills through: Holiday sessions, skills seminars, practice exam sessions and teachers explicitly teaching subject specific skills in class</p>	<p><input checked="" type="checkbox"/> Curriculum Co-ordinator (s)  <input checked="" type="checkbox"/> PLC Leaders  <input checked="" type="checkbox"/> Teacher(s)</p>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$0.00   <input type="checkbox"/> Equity funding will be used</p>
<p><b>Goal 3</b></p>	<p>Build and strengthen social and emotional wellness for all students</p>			
<p><b>12 Month Target 3.1</b></p>	<p>1. Student responses are higher than both the region and state mean in the areas of:  - Self Regulation and Goal Setting  - Effective Classroom Behaviour  - Motivation and Interest  - Sense of Confidence  - Resilience  - Student Voice and Agency  2. Increase school attendance (proportion of students 7-12) who are at school over 90% of the time to 80%.  3. Decrease the proportion of chronic absence (students more than 20 days absent) to 20%  4. Stimulating learning, student motivation, school connectedness and student voice and agency as measured by the SASS to be in the 4th quartile</p>			
<p><b>KIS 1</b> Setting expectations and promoting inclusion</p>	<p>Ensure fidelity to the social and emotional learning curriculum across the College.</p>			
<p><b>Actions</b></p>	<ul style="list-style-type: none"> <li>• Continue to build on the increases in attendance with a continued focus on attendance.</li> <li>• Continue to strengthen the Learning community structure to empower students and teachers, and build school pride by: <ul style="list-style-type: none"> <li>o Ensuring there is consistency in Student Lead Assemblies</li> <li>o Empowering Student Voice and Agency in the Learning Communities</li> <li>o Increasing and ensuring consistency in the acknowledgement of positives</li> <li>o Investigating a trial of a mentoring system that is responsive to OSC needs.</li> </ul> </li> <li>• Investigate, refine and implement a Social and Emotional Learning Program into the College's 'Learning to Learn' program.</li> <li>• Ensure that there is a full program of Tier 2 and 3 Wellbeing intervention programs to complement the learning completed in Learning to Learn.</li> <li>• Appoint an LT with a Portfolio of 'ATSI / Out of Home Care' to ensure that these students are supported and tracked at OSC</li> <li>• Appoint an LT with a Portfolio of 'Academic Programs' to ensure that all students have a meaningful program at OSC</li> <li>• Ensure that Tier 2 and 3 referrals through Students at Risk Committee (SARC)</li> </ul>			

<p><b>Outcomes</b></p>	<p>Students will have:</p> <ul style="list-style-type: none"> <li>- Increased attendance, connectedness, wellbeing and resilience.</li> <li>- Decreased incidence of suspensions.</li> </ul> <p>Staff will:</p> <ul style="list-style-type: none"> <li>- Demonstrate increased ability to support students with their Social and Emotional needs.</li> <li>- Increased confidence to deal with Tier 2 and 3 students.</li> </ul> <p>Leaders will:</p> <ul style="list-style-type: none"> <li>- Ensure the structures and supports are in place to implement more effective social and emotional learning</li> </ul>
<p><b>Success Indicators</b></p>	<p>Student Attitude to School Survey</p> <p>To have student responses in the following categories higher than both the similar and state mean of positive responses:</p> <p>From Strategic Plan</p> <ul style="list-style-type: none"> <li>-Sense of Connectedness (2019 - 53%, state - 55%, similar - 52%)</li> <li>-Motivation and Interest (2019 - 59%, state - 61%, similar - 57%)</li> <li>-Sense of Confidence (2019 - 61%, state - 63%, similar - 61%)</li> </ul> <p>Other SASS dimensions that are relevant to this goal:</p> <ul style="list-style-type: none"> <li>-Resilience (2019 - 58%, state - 61%, similar - 59%)</li> <li>-Student Voice and Agency (2019 - 50%, state - 46%, similar - 42%)</li> </ul> <p>Staff Opinion Survey:</p> <p>To have staff responses in the following categories higher than both the similar and state mean of positive responses:</p> <ul style="list-style-type: none"> <li>-Resilient Environment (2019 - 47%, state - 47%, similar 47%)</li> <li>-School Support for Staff Physical Safety (2019 - 56%, state - 61%, similar - 47%)</li> <li>-Staff Professional Safety (2019 - 39%, state - 45%, similar - 43%)</li> <li>-Staff Psychological Safety (2019 - 32%, state - 47%, similar - 43%)</li> </ul>

	<p>-Staff Safety Consultation (2019 - 30%, state - 47, similar - 43%)</p> <p>Increase School Attendance Level (proportion of students 7-12) who are at school over 90% of the time) to 80%</p> <p>Decrease the proportion of chronic absence (students more than 20 days absent from 49% in 2016 to similar schools of 29%.</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
<p>LC: Continue focus on attendance including:</p> <ul style="list-style-type: none"> <li>- Promotional strategies for setting attendance goals</li> <li>- Strategies to respond to concerns for individual students</li> <li>- Regular Attendance Team to track and categorise absences weekly to facilitate follow up and referral</li> <li>- Continue to monitor and analyse school attendance on a weekly basis, in addition to text messages, in respond in line with DET policy</li> <li>- Accurate categorisation of absence data</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assistant Principal</li> <li><input checked="" type="checkbox"/> Education Support</li> <li><input checked="" type="checkbox"/> Leadership Team</li> <li><input checked="" type="checkbox"/> Student Wellbeing Co-ordinator</li> <li><input checked="" type="checkbox"/> Sub School Leader/s</li> <li><input checked="" type="checkbox"/> Teacher(s)</li> <li><input checked="" type="checkbox"/> Year Level Co-ordinator(s)</li> </ul>	<input type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$40,000.00</p> <p><input checked="" type="checkbox"/> Equity funding will be used</p>
<p>LC, SV: Investigate a Social and Emotional Learning Program to integrate into the College's 'Learning to Learn' program.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assistant Principal</li> <li><input checked="" type="checkbox"/> Curriculum Co-ordinator (s)</li> <li><input checked="" type="checkbox"/> Student Leadership Coordinator</li> <li><input checked="" type="checkbox"/> Student(s)</li> <li><input checked="" type="checkbox"/> Sub School Leader/s</li> <li><input checked="" type="checkbox"/> Teacher(s)</li> </ul>	<input type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 2</p>	<p>\$5,000.00</p> <p><input checked="" type="checkbox"/> Equity funding will be used</p>

<p>LC, SV: Implement a Social and Emotional Learning Program through the College's 'Learning to Learn' program.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assistant Principal</li> <li><input checked="" type="checkbox"/> Curriculum Co-ordinator (s)</li> <li><input checked="" type="checkbox"/> Student Leadership Coordinator</li> <li><input checked="" type="checkbox"/> Student(s)</li> <li><input checked="" type="checkbox"/> Sub School Leader/s</li> <li><input checked="" type="checkbox"/> Teacher(s)</li> </ul>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 3 to: Term 4</p>	<p>\$5,000.00</p> <p><input type="checkbox"/> Equity funding will be used</p>
<p>Well: Ensure that Tier 2 and 3 referrals through SARC enable student to be successful learners</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assistant Principal</li> <li><input checked="" type="checkbox"/> Curriculum Co-ordinator (s)</li> <li><input checked="" type="checkbox"/> Student Wellbeing Co-ordinator</li> <li><input checked="" type="checkbox"/> Student(s)</li> <li><input checked="" type="checkbox"/> Sub School Leader/s</li> <li><input checked="" type="checkbox"/> Teacher(s)</li> </ul>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$3,000.00</p> <p><input checked="" type="checkbox"/> Equity funding will be used</p>
<p>LC: Support key Tier 2 groups by appointing an LT: ATSI / Out of Home Care coordinator</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Principal</li> <li><input checked="" type="checkbox"/> School Leadership Team</li> <li><input checked="" type="checkbox"/> Sub School Leader/s</li> <li><input checked="" type="checkbox"/> Teacher(s)</li> <li><input checked="" type="checkbox"/> Wellbeing Team</li> </ul>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$10,000.00</p> <p><input checked="" type="checkbox"/> Equity funding will be used</p>

<p>LC: Support key Tier 2 groups by appointing an LT: Academic Programs to create intra-curricular programs and pathways to support at-risk students.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Principal</li> <li><input checked="" type="checkbox"/> School Improvement Team</li> <li><input checked="" type="checkbox"/> Sub School Leader/s</li> <li><input checked="" type="checkbox"/> Teacher(s)</li> <li><input checked="" type="checkbox"/> Wellbeing Team</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> PLP Priority</li> </ul>	<p>from: Term 1 to: Term 4</p>	<p>\$10,000.00</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Equity funding will be used</li> </ul>
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# Equity Funding Planner

## Equity Spending Totals

Category	Total proposed budget (\$)	Spend (\$)
Equity funding associated with Activities and Milestones	\$310,000.00	\$165,000.00
Additional Equity funding	\$15,000.00	\$15,000.00
<b>Grand Total</b>	<b>\$325,000.00</b>	<b>\$180,000.00</b>

## Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Lit: Embed and evaluate the Tier 2 and 3 Literacy interventions (bottom CARS & STARS groups, Year 9 and 10 Literacy interventions, MYLNS Literacy support, small group and individual interventions)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$80,000.00	\$40,000.00
Num: Embed and evaluate the Tier 2 and 3 Numeracy interventions (bottom CAMS & STAMS groups, GRIN, Year 9 and 10 Numeracy interventions, MYLNS Numeracy support, small group and individual interventions)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$80,000.00	\$40,000.00
Lit: Lead the delivery of literacy PD aimed at whole staff and PLC specific focus areas	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT	\$20,000.00	\$3,000.00

Lit: Work closely with the English team to build Year 9 reading skills as part of the Reading Prioritisation Approach project, as well as impacting whole school reading data and adopt a triage approach with students identified as disadvantaged and equity funded.	from: Term 1 to: Term 2		\$10,000.00	\$0.00
LC, T&L: Develop staff skill in applying the Glen Pearsall "least intrusive intervention" using video recorded lesson segments, professional development and coaching support	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> School-based staffing	\$7,000.00	\$7,000.00
source external providers to support students who are at risk of disengaging from school	from: Term 1 to: Term 4		\$40,000.00	\$10,000.00
Time support for team leadership • English PLT leader provided an additional 2 periods a fortnight of time allowance to manage improvements	from: Term 1 to: Term 1		\$5,000.00	\$5,000.00
LC: Continue focus on attendance including: - Promotional strategies for setting attendance goals - Strategies to respond to concerns for individual students - Regular Attendance Team to track and categorise absences weekly to facilitate follow up and referral - Continue to monitor and analyse school attendance on a weekly basis, in addition to text messages, in respond in line with DET policy - Accurate categorisation of absence data	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$40,000.00	\$40,000.00
LC, SV: Investigate a Social and Emotional Learning Program to integrate into the College's 'Learning to Learn' program.	from: Term 1 to: Term 2		\$5,000.00	\$0.00

Well: Ensure that Tier 2 and 3 referrals through SARC enable student to be successful learners	from: Term 1 to: Term 4		\$3,000.00	\$0.00
LC: Support key Tier 2 groups by appointing an LT: ATSI / Out of Home Care coordinator	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$10,000.00	\$10,000.00
LC: Support key Tier 2 groups by appointing an LT: Academic Programs to create intra-curricular programs and pathways to support at-risk students.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$10,000.00	\$10,000.00
<b>Totals</b>			<b>\$310,000.00</b>	<b>\$165,000.00</b>

### Additional Equity spend

Outline here any additional Equity spend for 2020	When	Category	Total proposed budget (\$)	Equity Spend (\$)
No student at Officer Secondary College will be disadvantaged as a result of financial hardship. School requisites, camps and other compulsory and non compulsory activities will be subsidised.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Support services <input checked="" type="checkbox"/> Other Materials and other school requisites.	\$10,000.00	\$10,000.00
OSC has liaised with local Universities to provide additional support for OT and speech therapy to continue to support students.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> Support services	\$5,000.00	\$5,000.00
<b>Totals</b>			<b>\$15,000.00</b>	<b>\$15,000.00</b>

## Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Lit: Embed and evaluate the Tier 2 and 3 Literacy interventions (bottom CARS & STARS groups, Year 9 and 10 Literacy interventions, MYLNS Literacy support, small group and individual interventions)	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assistant Principal</li> <li><input checked="" type="checkbox"/> Literacy Improvement Teacher</li> <li><input checked="" type="checkbox"/> Literacy Leader</li> <li><input checked="" type="checkbox"/> Literacy Support</li> <li><input checked="" type="checkbox"/> PLC Leaders</li> </ul>	from: Term 1 to: Term 4	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team</li> <li><input checked="" type="checkbox"/> Student voice, including input and feedback</li> <li><input checked="" type="checkbox"/> Demonstration lessons</li> </ul>	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Literacy expertise</li> <li><input checked="" type="checkbox"/> Literacy Leaders</li> </ul>	<input checked="" type="checkbox"/> On-site
Num: Embed and evaluate the Tier 2 and 3 Numeracy interventions (bottom CAMS & STAMS groups, GRIN, Year 9 and 10 Numeracy interventions, MYLNS Numeracy support, small group and individual interventions)	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assistant Principal</li> <li><input checked="" type="checkbox"/> Numeracy Improvement Teacher</li> <li><input checked="" type="checkbox"/> Numeracy Leader</li> <li><input checked="" type="checkbox"/> Numeracy Support</li> <li><input checked="" type="checkbox"/> PLC Leaders</li> </ul>	from: Term 1 to: Term 4	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team</li> <li><input checked="" type="checkbox"/> Student voice, including input and feedback</li> <li><input checked="" type="checkbox"/> Demonstration lessons</li> </ul>	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Maths/Sci Specialist</li> <li><input checked="" type="checkbox"/> Numeracy leader</li> <li><input checked="" type="checkbox"/> MYLYNS Improvement teacher</li> </ul>	<input checked="" type="checkbox"/> On-site

Lit: Lead the delivery of literacy PD aimed at whole staff and PLC specific focus areas	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Literacy Improvement Teacher <input checked="" type="checkbox"/> Literacy Support <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Preparation <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/PLT Meeting	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) <input checked="" type="checkbox"/> MYLNS initiative professional learning <input checked="" type="checkbox"/> MYLYNS Improvement teacher	<input checked="" type="checkbox"/> On-site
Lit: Work closely with the English team to build Year 9 reading skills as part of the Reading Prioritisation Approach project, as well as impacting whole school reading data and adopt a triage approach with students identified as disadvantaged and equity funded.	<input checked="" type="checkbox"/> Literacy Improvement Teacher <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Preparation <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/PLT Meeting	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> MYLNS initiative professional learning <input checked="" type="checkbox"/> MYLYNS Improvement teacher	<input checked="" type="checkbox"/> On-site
T&L, Curr, LC: Members of Leadership team (e.g. Science, English) will co-facilitate 2 T&L survey focus groups	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> PLC Leaders	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Maths/Sci Specialist	<input checked="" type="checkbox"/> On-site

	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Student Leadership Coordinator</li> <li><input checked="" type="checkbox"/> Sub School Leader/s</li> </ul>		<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Peer observation including feedback and reflection</li> <li><input checked="" type="checkbox"/> Student voice, including input and feedback</li> </ul>		<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Numeracy leader</li> <li><input checked="" type="checkbox"/> MYLYNS Improvement teacher</li> </ul>	
T&L, Curr: Increase alignment of Instructional approaches across the College (Observations, PLCs, PD, Proficiency Scales etc) under the umbrella of the Instructional Model	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assistant Principal</li> <li><input checked="" type="checkbox"/> Leadership Team</li> <li><input checked="" type="checkbox"/> Leading Teacher(s)</li> <li><input checked="" type="checkbox"/> Learning Specialist(s)</li> <li><input checked="" type="checkbox"/> Principal</li> <li><input checked="" type="checkbox"/> School Leadership Team</li> </ul>	from: Term 1 to: Term 4	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Planning</li> <li><input checked="" type="checkbox"/> Preparation</li> <li><input checked="" type="checkbox"/> Peer observation including feedback and reflection</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Whole School Pupil Free Day</li> <li><input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions</li> <li><input checked="" type="checkbox"/> PLC/PLT Meeting</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Internal staff</li> <li><input checked="" type="checkbox"/> Learning Specialist</li> <li><input checked="" type="checkbox"/> Pedagogical Model</li> <li><input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)</li> </ul>	<input checked="" type="checkbox"/> On-site
T&L: Develop staff understanding of alternate Team Teaching methods	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assistant Principal</li> <li><input checked="" type="checkbox"/> Leadership Team</li> <li><input checked="" type="checkbox"/> Learning Specialist(s)</li> </ul>	from: Term 1 to: Term 4	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Planning</li> <li><input checked="" type="checkbox"/> Preparation</li> <li><input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Whole School Pupil Free Day</li> <li><input checked="" type="checkbox"/> Professional Practice Day</li> <li><input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions</li> <li><input checked="" type="checkbox"/> PLC/PLT Meeting</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Internal staff</li> <li><input checked="" type="checkbox"/> Learning Specialist</li> <li><input checked="" type="checkbox"/> Pedagogical Model</li> <li><input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)</li> </ul>	<input checked="" type="checkbox"/> On-site

<p>Curr, T&amp;L: Support highly effective VCE and VCAL teaching strategies to support our first cohort of Yr 12 students</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assistant Principal</li> <li><input checked="" type="checkbox"/> Curriculum Co-ordinator (s)</li> <li><input checked="" type="checkbox"/> Learning Specialist(s)</li> <li><input checked="" type="checkbox"/> PLC Leaders</li> <li><input checked="" type="checkbox"/> Teacher(s)</li> </ul>	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Planning</li> <li><input checked="" type="checkbox"/> Preparation</li> <li><input checked="" type="checkbox"/> Moderated assessment of student learning</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Professional Practice Day</li> <li><input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> VCAA Curriculum Specialist</li> <li><input checked="" type="checkbox"/> Internal staff</li> <li><input checked="" type="checkbox"/> Subject association</li> <li><input checked="" type="checkbox"/> Learning Specialist</li> <li><input checked="" type="checkbox"/> Pedagogical Model</li> <li><input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)</li> <li><input checked="" type="checkbox"/> MYLYNS Improvement teacher</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> On-site</li> </ul>
<p>NAPLAN focused professional Development with English Team</p> <ul style="list-style-type: none"> <li>• NAPLAN Item analysis</li> <li>• Review of Yr 8 and 9 curriculum, referencing NAPLAN item analysis results</li> <li>• Reading Workshop model and Munro HRLTP reading strategies taught to English teachers by Literacy Learning Specialist</li> <li>• Additional KLD time provided to teams in 2020</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Literacy Leader</li> <li><input checked="" type="checkbox"/> PLC Leaders</li> </ul>	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Planning</li> <li><input checked="" type="checkbox"/> Moderated assessment of student learning</li> <li><input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Professional Practice Day</li> <li><input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions</li> <li><input checked="" type="checkbox"/> PLC/PLT Meeting</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> SEIL</li> <li><input checked="" type="checkbox"/> Literacy expertise</li> <li><input checked="" type="checkbox"/> PLC Initiative</li> <li><input checked="" type="checkbox"/> Internal staff</li> <li><input checked="" type="checkbox"/> Literacy Leaders</li> <li><input checked="" type="checkbox"/> Pedagogical Model</li> <li><input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)</li> <li><input checked="" type="checkbox"/> Student Achievement Manager</li> <li><input checked="" type="checkbox"/> MYLYNS Improvement teacher</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> On-site</li> </ul>
<p>Curr, T&amp;L: Embed the use of proficiency scales in every</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assistant Principal</li> </ul>	<p>from: Term 1</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Preparation</li> <li><input checked="" type="checkbox"/> Curriculum development</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Whole School Pupil Free Day</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Literacy expertise</li> <li><input checked="" type="checkbox"/> Internal staff</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> On-site</li> </ul>

classroom with students, teachers and families	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	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"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	
Curr: Roll out the continuous reporting system and refine processes for 2021	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Curriculum Co-ordinator (s)	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"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Curr: Ensure VCE students are equipped with exam skills and work-ethic to achieve their best in VCE exams. Provide these skills through: Holiday sessions, skills seminars, practice exam sessions and teachers explicitly teaching subject specific skills in class	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <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"/> 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"/> Timetabled Planning Day	<input checked="" type="checkbox"/> VCAA Curriculum Specialist <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Subject association	<input checked="" type="checkbox"/> On-site
LC, SV: Implement a Social and Emotional Learning Program through the	<input checked="" type="checkbox"/> Assistant Principal	from: Term 3	<input checked="" type="checkbox"/> Curriculum development <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"/> Departmental resources	<input checked="" type="checkbox"/> On-site

College's 'Learning to Learn' program.	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Student Leadership Coordinator <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Sub School Leader/s <input checked="" type="checkbox"/> Teacher(s)	to: Term 4	<input checked="" type="checkbox"/> Demonstration lessons		SEL Curriculum and Support <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	
LC: Support key Tier 2 groups by appointing an LT: ATSI / Out of Home Care coordinator	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Leadership Team <input checked="" type="checkbox"/> Sub School Leader/s <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 4	<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"/> Network Professional Learning <input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resources KESO	<input checked="" type="checkbox"/> On-site
LC: Support key Tier 2 groups by appointing an LT: Academic Programs to create intra-curricular programs and pathways to support at-risk students.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Sub School Leader/s	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <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"/> Network Professional Learning <input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants Other local High Schools with successful programs	<input checked="" type="checkbox"/> On-site

	<input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Wellbeing Team			<input checked="" type="checkbox"/> Area Principal Forums		
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