2020 Annual Implementation Plan
for improving student outcomes

Epping Secondary College (7813)

Submitted for review by Mark Quinlan (School Principal) on 12 February, 2020 at 03:43 PM
Endorsed by Pauline Rice (Senior Education Improvement Leader) on 12 February, 2020 at 06:11 PM
Awaiting endorsement by School Council President

Self-evaluation Summary - 2020

	FISO Improvement Model Dimensions The 6 High-impact Improvement Initiatives are highlighted below in red.	Self-evaluation Level
Excellence in teaching and learning	Building practice excellence	Evolving moving towards Embedding
	Curriculum planning and assessment	Evolving moving towards Embedding
	Evidence-based high-impact teaching strategies	Evolving moving towards Embedding
	Evaluating impact on learning	Evolving moving towards Embedding

Professional leadership	Building leadership teams	Embedding moving towards Excelling
	Instructional and shared leadership	Evolving moving towards Embedding
	Strategic resource management	Evolving moving towards Embedding
	Vision, values and culture	Evolving moving towards Embedding

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

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

Enter your reflective comments	The college has made progress in some of the areas that were the key focii. Most elements of the Staff Survey, Student Survey and Parent Survey showed improvement in comparison to 2018 surveys. Further work on Curriculum documentation enabled Learning Areas to ensure consistent documentation which is centralised online. Pedagogical model is now in place but not necessarily included in the curriculum documentation. Staff implementation of the model is still not consistent. KLA audits were conducted of common assessment tasks focusing on cognitive verbs and the college has begun a strategic response to this through SIP KLA audited the inclusion of Critical and Creative thinking skills in their assessments and responding to this. Critical and Creative Thinking skills now incorporated in the Learning For Life Program Years 7-9 in 2020
Considerations for 2020	The key considerations for 2020 include:

	- Continuing to focus on "building Practice Excellence" and in particular developing greater consistency in teacher practice aligned to the ESC pedagogical model. - Developing systems to measure the effectiveness and impact of key school programs including the FLO Learning Support program and Student Achievement program as well as the general teaching programs.
Documents that support this plan	2017-2019 Student attitude to school survey.pptx (0.07 MB) School Staff Survey - Summary of Module Component Means (1).pdf (0.37 MB)

SSP Goals Targets and KIS

Goal 1	STUDENT ACHIEVEMENT To develop students that are literate, numerate, critical and creative thinkers.
Target 1.1	To ensure one year growth in one year of learning. To increase percentage of students in the top 2 bands To decrease the percentage of students in the bottom 2 bands. Increased percentage of students achieving higher growth. To increase VCE mean study score to 29.
Key Improvement Strategy 1.a Curriculum planning and assessment	Devise targeted literacy and numeracy strategies and approaches to engage and challenge all students to increase student growth.
Key Improvement Strategy 1.b Building practice excellence	Further develop staff understanding and implementation of the school agreed ESC Pedagogical Practice model and knowledge of the HITs to achieve increased student engagement and growth.
Key Improvement Strategy 1.c Building practice excellence	Develop and implement the PLC model as an embedded approach to continuously improve teacher practice through a collaborative inquiry process with a specific focus on increasing student growth.
Key Improvement Strategy 1.d Building practice excellence	Review and plan a coordinated approach to implementing of Critical and Creative Thinking across the curriculum and investigate/audit against the capabilities of Ethical, Intercultural and Personal and Social.

Goal 2	STUDENT WELLBEING To develop student agency for managing their behaviour, engagement and learning.
Target 2.1	To increase student attitude to school survey to above the state mean with regards to classroom behaviour. To maintain the student attitude to school survey wellbeing measures at or above their current level.
Key Improvement Strategy 2.a Setting expectations and promoting inclusion	Further refine and develop the School Wide Positive Behaviour Support system to improve classroom behaviour and promote and sustain a productive learning environment.
Key Improvement Strategy 2.b Empowering students and building school pride	To review, evaluate and refine Positive Education Principles across the school.
Key Improvement Strategy 2.c Empowering students and building school pride	Develop avenues for students to have a voice and agency in the Teaching and Learning program as well as school culture.
Goal 3	STUDENT ENGAGEMENT To develop student agency for managing their behaviour, engagement and learning
Target 3.1	To improve student attendance to the state mean, with a particular focus on Year 8 and 9. To improve school connectedness element in the attitude to school survey, in particular at Year 8 and 9.
Key Improvement Strategy 3.a Setting expectations and promoting inclusion	Further refine and evaluate the schools attendance processes and proactive/reactive approaches.

Select Annual Goals and KIS

| Four Year Strategic Goals | Is this selected for focus this year? | Four Year Strategic Targets | 12 month target

The 12 month target is an incremental step towards meeting the 4-year target, using the same data set. |
|---|---|---|---|
| STUDENT ACHIEVEMENT

To develop students that are literate, numerate, critical and creative thinkers. | Yes | To ensure one year growth in one year of learning.

To increase percentage of students in the top 2 bands

To decrease the percentage of students in the bottom 2 bands.

Increased percentage of students achieving higher growth.

To increase VCE mean study score to 29. | VCE Median study score to be maintained at 29 or above.
Percentage of VCE study scores over 40 is on average 3.5 or greater
Year 9 NAPLAN Reading results to decrease the number of students in bottom two bands
Year 9 NAPLAN Reading results to increase the number of students in the top two bands.
Year 9 NAPLAN Writing results to increase the number of students in the top two bands.
Year 9 NAPLAN Writing results to decrease the number of students in bottom two bands
Year 9 NAPLAN Numeracy results to increase the number of students in the top two bands. |
| STUDENT WELLBEING

To develop student agency for managing their behaviour, engagement and learning. | Yes | To increase student attitude to school survey to above the state mean with regards to classroom behaviour.

To maintain the student attitude to school survey wellbeing measures at or above their current level. | To increase classroom behaviour element of attitude to school survey to increase from 60% with a positive endorsement
To ensure student voice element in school survey increases from 45% (Years 7 to 9) and 55% (Years 10 to 12) with a positive endorsement. |

| STUDENT ENGAGEMENT

To develop student agency for managing their behaviour, engagement and learning | Yes | To improve student attendance to the state mean, with a particular focus on Year 8 and 9.

To improve school connectedness element in the attitude to school survey, in particular at Year 8 and 9. | To reduce percentage of students with 20+ days absence from 31% to 26%.
To improve School Connectedness data on the attitude to schools survey to increases from 55% (Years 7 to 9) and 60% (Years 10 to 12) with a positive endorsement. |

Goal 1	STUDENT ACHIEVEMENT To develop students that are literate, numerate, critical and creative thinkers.
12 Month Target 1.1	VCE Median study score to be maintained at 29 or above. Percentage of VCE study scores over 40 is on average 3.5 or greater Year 9 NAPLAN Reading results to decrease the number of students in bottom two bands Year 9 NAPLAN Reading results to increase the number of students in the top two bands. Year 9 NAPLAN Writing results to increase the number of students in the top two bands. Year 9 NAPLAN Writing results to decrease the number of students in bottom two bands Year 9 NAPLAN Numeracy results to increase the number of students in the top two bands.

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Curriculum planning and assessment	Devise targeted literacy and numeracy strategies and approaches to engage and challenge all students to increase student growth.	Yes
KIS 2 Building practice excellence	Further develop staff understanding and implementation of the school agreed ESC Pedagogical Practice model and knowledge of the HITs to achieve increased student engagement and growth.	Yes
KIS 3 Building practice excellence	Develop and implement the PLC model as an embedded approach to continuously improve teacher practice through a collaborative inquiry process with a specific focus on increasing student growth.	Yes
KIS 4 Building practice excellence	Review and plan a coordinated approach to implementing of Critical and Creative Thinking across the curriculum and investigate/audit against the capabilities of Ethical, Intercultural and Personal and Social.	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.	NAPLAN Writing results has shown a decrease in the Top 3 bands over the last three years (although there was an improvement from 2018 to 2019). There has been a decease in the students in the lowest band (5) that needs still to be improved upon (25% in band 5). This will be an area of focus in 2020 – English have been working on some strategies that will be worked with the whole school. NAPLAN Reading has shown improvement that the school wish to improve upon where there has been an increase percentage of students in top 2-3 bands and a decrease last three years. NAPLAN Numeracy has seen a consistent % of students in the lowest band (2 students in 2019 in Band 5) and an increase in the Top 3 bands.

Goal 2	STUDENT WELLBEING To develop student agency for managing their behaviour, engagement and learning.	
12 Month Target 2.1	To increase classroom behaviour element of attitude to school survey to increase from 60% with a positive endorsement To ensure student voice element in school survey increases from 45% (Years 7 to 9) and 55% (Years 10 to 12) with a positive endorsement.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Setting expectations and promoting inclusion	Further refine and develop the School Wide Positive Behaviour Support system to improve classroom behaviour and promote and sustain a productive learning environment.	Yes
KIS 2 Empowering students and building school pride	To review, evaluate and refine Positive Education Principles across the school.	Yes
KIS 3 Empowering students and building school pride	Develop avenues for students to have a voice and agency in the Teaching and Learning program as well as school culture.	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.	Classroom behaviour - 2019 attitude to school data showed improvement from 2018 (48%) to 2019 (54%), this was a 6% increase. However, classroom behaviour is still an area for development as it is still below state mean and like schools, it is also a key goal of 4 year SSP. Student voice and agency - 2019 attitude to school data showed improvement from 2018 (41%) to 2019 (46%), this was a 5% increase. However, the college in 2019 had focus on SWPBS, Pedagogical model and peer observation, as well as student voice through Pivot; more work needs to be done in further strengthening the voice of students in the Teaching and Learning Program, as well as across the school. The Wellbeing measures (social engagement, safety and managing bullying) elements were in line with state and like schools and above network schools.	

Goal 3	STUDENT ENGAGEMENT	
	To develop student agency for managing their behaviour, engagement and learning	
12 Month Target 3.1	To reduce percentage of students with 20+ days absence from 31% to 26%. To improve School Connectedness data on the attitude to schools survey to increases from 55% (Years 7 to 9) and 60% (Years 10 to 12) with a positive endorsement.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Setting expectations and promoting inclusion	Further refine and evaluate the schools attendance processes and proactive/reactive approaches.	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	To continue improvement around student attendance is important across the whole school, therefore improving student engagement. With a particular focus on the data stating that Year 8 and 9 attendance is lower than other year levels. When self-evaluating this indicates that our student agency is at the emerging level and more concentration around this area is required to move this to evolving.	

Define Actions, Outcomes and Activities

Goal 1	STUDENT ACHIEVEMENT To develop students that are literate, numerate, critical and creative thinkers.
12 Month Target 1.1	VCE Median study score to be maintained at 29 or above. Percentage of VCE study scores over 40 is on average 3.5 or greater Year 9 NAPLAN Reading results to decrease the number of students in bottom two bands Year 9 NAPLAN Reading results to increase the number of students in the top two bands. Year 9 NAPLAN Writing results to increase the number of students in the top two bands. Year 9 NAPLAN Writing results to decrease the number of students in bottom two bands Year 9 NAPLAN Numeracy results to increase the number of students in the top two bands.
KIS 1 Curriculum planning and assessment	Devise targeted literacy and numeracy strategies and approaches to engage and challenge all students to increase student growth.
Actions	Develop and implement skills based rubrics in numeracy to support consistent implementation of problem solving lessons across the college. MLYNS program to deliver targeted instruction to students below NMS Whole school focus on developing a shared literacy language for writing and a school wide consistent literacy marking rubric to be implemented. MLYNS program to deliver targeted instruction to students below NMS Whole school approach to explicitly teach cognitive verbs
Outcomes	Numeracy/Math - Leaders will invite teachers to observe their classes. Teachers will focus on Numeracy growth as well as literacy; use of student learning data to inform planning and practice; Improve assessment and feedback mechanisms to enhance student learning growth. Students will be able to approach problem solving in a structured manner in Math. Literacy - Leaders will develop and share best practice and revision of writing strategies; Recommence literacy learning walks; KLA Specific

	Literacy strategies and literacy teaching toolkit developed and shared with KLAs. Teachers will be professionally developed and deliver advanced literacy skills; Year 8 writing skills to be built into creative writing curriculum; Year 9 creative and persuasive writing skills will be built into the curriculum; Share best practice and the revision of writing strategies. Students will be able to approach writing tasks in a structured manner in based on Literacy Principles. Cognitive Verbs - Leaders will build staff capacity in explicitly teaching cognitive verbs Teachers will explicitly teach cognitive verbs using processes and graphic tools. Students will be able to approach questions with cognitive verbs using the structure process.
Success Indicators	Success Indicators for Leaders: notes from leadership team meetings reflecting on progress; lesson plans and observation notes; notes from peer coaching; notes from learning walks. Success Indicators for teacher: lesson plans; notes from peer coaching observations. Students will: be able to approach questions with cognitive verbs using the structure process; problem solving in a structured manner in Math; Approach writing tasks in a structured manner in based on Literacy Principles.

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Develop and implement skills based rubrics in numeracy to support consistent implementation of problem solving lessons across the college.	☑ KLA Leader ☑ Learning Specialist(s)	☑ PLP Priority	from: Term 1 to: Term 4	$8,000.00 ☑ Equity funding will be used
MLYNS (Numeracy) program to deliver targeted instruction to students below NMS	☑ Numeracy Improvement Teacher	☐ PLP Priority	from: Term 1 to: Term 4	$30,000.00 ☐ Equity funding will be used

MLYNS (Literacy) program to deliver targeted instruction to students below NMS	☑ Literacy Improvement Teacher	☐ PLP Priority	from: Term 1 to: Term 4	$30,000.00 ☐ Equity funding will be used
Whole school focus on developing a shared literacy language for writing	☑ All Staff ☑ Assistant Principal ☑ KLA Leader ☑ Leading Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$20,000.00 ☐ Equity funding will be used
Whole School consistent literacy marking rubric to be implemented.	☑ Assistant Principal ☑ KLA Leader ☑ Leading Teacher(s) ☑ Learning Specialist(s)	☐ PLP Priority	from: Term 1 to: Term 4	$20,000.00 ☐ Equity funding will be used
Whole school approach to explicitly teach cognitive verbs	☑ All Staff ☑ Assistant Principal ☑ KLA Leader ☑ Learning Specialist(s)	☐ PLP Priority	from: Term 1 to: Term 4	$20,000.00 ☑ Equity funding will be used

KIS 2 Building practice excellence	Further develop staff understanding and implementation of the school agreed ESC Pedagogical Practice model and knowledge of the HITs to achieve increased student engagement and growth.
Actions	Refine and implement a peer observation process to support consistent implementation of the college pedagogical model inline with the PLC inquiry cycles. Continue to embed effective Learning Intentions and Success Criteria across the college relating to the pedagogical model. Further develop and implement the HITs across the school.
Outcomes	Peer Observation Process - Leaders will: Track and Monitor the Peer observation process through PLCs Teachers will engage in regular observations and reflective conversation through the PLCs Pedagogical model - Leaders will support, track and monitor the effective use of learning Intentions and success criteria across the school Teachers will use learning Intentions and success criteria in all classes/units effectively. Students will reflect on the learning Intentions and success criteria in all classes/units. Further develop and implementation of the HITs - Leaders will support and provide PD around effective use of the HITs in classrooms. Teachers will trial, demonstrate and reflect on the use of a variety HITs within the classroom. Students will increase their engagement in response to a variety of HITs being used in the classroom.
Success Indicators	Success Indicators for Leaders: notes from leadership team meetings reflecting on progress; lesson plans and observation notes; notes from peer observations; notes from learning walks; feedback from learning specialists. Success Indicators for teacher: notes from peer coaching observations; curriculum documentation; lesson plans and observation notes; PLC notes and feedback.

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Refine and implement a peer observation process to support consistent implementation of the College pedagogical model inline with the PLC inquiry cycles.	☑ Assistant Principal ☑ KLA Leader ☑ Leading Teacher(s) ☑ Learning Specialist(s)	☐ PLP Priority	from: Term 1 to: Term 4	$10,000.00 ☑ Equity funding will be used
Continue to embed effective Learning Intentions and success criteria across College relating to the pedagogical model.	☑ Assistant Principal ☑ KLA Leader ☑ Leading Teacher(s) ☑ Learning Specialist(s)	☐ PLP Priority	from: Term 1 to: Term 1	$10,000.00 ☐ Equity funding will be used
Further develop and implementation of the HITs across the school.	☑ All Staff ☑ Assistant Principal ☑ KLA Leader ☑ Learning Specialist(s)	☐ PLP Priority	from: Term 1 to: Term 4	$10,000.00 ☑ Equity funding will be used

KIS 3 Building practice excellence	Develop and implement the PLC model as an embedded approach to continuously improve teacher practice through a collaborative inquiry process with a specific focus on increasing student growth.
Actions	Whole school PLC process to be implemented
Outcomes	Leaders will guide, support and resource teachers throughout the PLC inquiry cycle process. Teachers will be active members of PLC teams. Students will improve their student outcomes through the teaching trials implemented by teachers through their PLC.
Success Indicators	PLC inquiry cycles will be completed and documentation produced.

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Whole school PLC process to be implemented	☑ All Staff	☐ PLP Priority	from: Term 1 to: Term 4	$10,000.00 ☐ Equity funding will be used

KIS 4 Building practice excellence	Review and plan a coordinated approach to implementing of Critical and Creative Thinking across the curriculum and investigate/audit against the capabilities of Ethical, Intercultural and Personal and Social.				
Actions	Learning Areas will review and plan a coordinated approach to implementing of Critical and Creative Thinking across the curriculum Learning Areas will Audit against the capabilities of Ethical, Intercultural and Personal and Social for future implementation.				
Outcomes	Leaders will lead the review of Critical and Creative Thinking; Audit against the capabilities of Ethical, Intercultural and Personal and Social. Teachers will complete the review of Critical and Creative Thinking; complete an audit against the capabilities of Ethical, Intercultural and Personal and Social.				
Success Indicators	Review and Audit will be completed and shared with Leadership Team for future planning.				

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Review and plan a coordinated approach to implementing of Critical and Creative Thinking across the curriculum	☑ All Staff ☑ Assistant Principal ☑ KLA Leader	☐ PLP Priority	from: Term 1 to: Term 2	$10,000.00 ☑ Equity funding will be used
Audit against the capabilities of Ethical, Intercultural and Personal and Social for future implementation.	☑ All Staff ☑ Assistant Principal ☑ KLA Leader	☐ PLP Priority	from: Term 1 to: Term 2	$5,000.00 ☑ Equity funding will be used

Goal 2	STUDENT WELLBEING To develop student agency for managing their behaviour, engagement and learning.
12 Month Target 2.1	To increase classroom behaviour element of attitude to school survey to increase from 60% with a positive endorsement To ensure student voice element in school survey increases from 45% (Years 7 to 9) and 55% (Years 10 to 12) with a positive endorsement.
KIS 1 Setting expectations and promoting inclusion	Further refine and develop the School Wide Positive Behaviour Support system to improve classroom behaviour and promote and sustain a productive learning environment.
Actions	Refine and implement lesson plans to target specific behaviors that require support in line with the SWPBS matrix and school values. Continue to embed effective practices such as positive language, linking behavior to values occurring in relation to SWPBS in the classroom.
Outcomes	Leaders will support, track and monitor the SWPBS values that students are being asked to reflect on by staff. Teachers will explicitly use the SWPBS matrix as a positive behaviour management tool to sustain productive learning environments. Students will reflect on their behaviour and apply the school values and SWPBS indicators to their behaviour consistently.
Success Indicators	Success Indicators for Leaders: punitive measures such as reflections, detentions and suspensions continue to decrease. (evidenced through XUNO and Panorama report) Success Indicators for teachers: positive use of the SWPBS matrix to ensure positive behaviours in the classroom and positive student teacher relationships increase through pivot and attitude to schools data.

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Further extend the use of SWPBS matrix in day to day conversations and promote as common language. Increase student involvement in the next phase in aspects such as video clips, reward systems etc.	☑ Assistant Principal ☑ Teacher(s) ☑ Year Level Co-ordinator(s)	☑ PLP Priority	from: Term 1 to: Term 4	$20,000.00 ☑ Equity funding will be used

KIS 2 Empowering students and building school pride	To review, evaluate and refine Positive Education Principles across the school.
Actions	1. To conduct an audit of the school curriculum and practices using PERMAH. (Positive Emotion, Engagement, Relationships, Meaning, Accomplishment, Health). 2. To ensure that the college is continuing to strengthen the PERMAH principles where appropriate throughout the curriculum and programs.
Outcomes	Leaders will review their curriculum against the PERMAH model. Teachers will reflect on their use of PERMAH principles and actively engage with these in their classrooms. Students will be approaching their work utilizing key positive education principles approaches and skills.
Success Indicators	Audit completed and documented Notes from leadership team meetings reflecting on progress; lesson plans and observation notes; notes from peer coaching; notes from learning walks.

Activities and Milestones	Who	Is this a PL Priority	When	Budget
1.To conduct an audit of the school curriculum and practices using PERMAH. (Positive Emotion, Engagement, Relationships, Meaning, Accomplishment, Health). 2. To ensure that the college is continuing to strengthen the PERMAH principles where appropriate throughout the curriculum and programs.	☑ KLA Leader ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$20,000.00 ☑ Equity funding will be used

KIS 3 Empowering students and building school pride	Develop avenues for students to have a voice and agency in the Teaching and Learning program as well as school culture.
Actions	Further extend the use of PIVOT with Instructional Leaders. Increase student involvement in the PIVOT data by contributing to the reflection process with their subject teacher. Investigate how to increase student agency in the teaching and learning program and across the school.
Outcomes	Leaders will use the Learning Area level PIVOT feedback to analyse where the teacher practice needs to improve (within the related Learning Area) Leaders will draw on the feedback of student forums to further unpack the PIVOT data. Teachers will implement the PIVOT surveys in their classes and analyse and respond to this data to inform their teaching practice. Teachers will actively involve the students in unpacking their PIVOT surveys and contribute to the process of analyzing and determine possible strategies in response. Students will provide teacher with feedback relating to the teaching and learning. Students will actively participate in actively contribute to unpacking their PIVOT surveys and contribute to the process of analyzing and determine possible strategies in response.
Success Indicators	Pivot surveys will be administered and data will be used by staff and students in developing strategies to improve teaching and learning. Teacher practice will continue to improve in response to student feedback.

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Further extend the use of PIVOT with Instructional Leaders. Increase student involvement in the PIVOT data by contributing to the reflection process with their subject teacher.	☑ Assistant Principal ☑ KLA Leader ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$20,000.00 ☑ Equity funding will be used

Goal 3	STUDENT ENGAGEMENT To develop student agency for managing their behaviour, engagement and learning
12 Month Target 3.1	To reduce percentage of students with 20+ days absence from 31% to 26%. To improve School Connectedness data on the attitude to schools survey to increases from 55% (Years 7 to 9) and 60% (Years 10 to 12) with a positive endorsement.
KIS 1 Setting expectations and promoting inclusion	Further refine and evaluate the schools attendance processes and proactive/reactive approaches.
Actions	To increase regular exposure to whole school and HG attendance. Increase student agency and involvement in the processes of how to increase student attendance and engagement. Trial team reward methods in order to increase attendance and engagement.
Outcomes	Leaders will use the attendance data to set regular targets and share with school community more frequently. Leaders will create systems to engage students in increasing their attendance. Teachers will track attendance more stringently in their classes. Teachers will actively involve the students in greeting strategies into class Students will provide focus groups with feedback relating to attendance and potential issues around this. Students will actively participate in actively contribute to creating positive systems to increase school attendance.
Success Indicators	Increase in school attendance. More student agency around strategies to increase the attendance.

Activities and Milestones	Who	Is this a PL Priority	When	Budget
To increase regular exposure to whole school and HG attendance. Increase student agency and involvement in the processes of how to increase student attendance and engagement. Trial team reward methods in order to increase attendance and engagement.	☑ All Staff	☐ PLP Priority	from: Term 1 to: Term 4	$80,000.00 ☑ Equity funding will be used

Equity Funding Planner

Equity Spending Totals

Category	Total proposed budget ($)	Spend ($)
Equity funding associated with Activities and Milestones	$203,000.00	0.00
Additional Equity funding	$631,000.00	$631,000.00
Grand Total	**$834,000.00**	**$631,000.00**

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget ($)	Equity Spend ($)
Develop and implement skills based rubrics in numeracy to support consistent implementation of problem solving lessons across the college.	From Term 1 To Term 4		$8,000.00	
Whole school approach to explicitly teach cognitive verbs	From Term 1 To Term 4		$20,000.00	
Refine and implement a peer observation process to support consistent implementation of the College pedagogical model inline with the PLC inquiry cycles.	From Term 1 To Term 4		$10,000.00	
Further develop and implementation of the HITs across the school.	From Term 1 To Term 4	☑ Professional development (excluding CRT costs and new FTE) ☑ CRT	$10,000.00	$10,000.00
Review and plan a coordinated approach to implementing of Critical and Creative Thinking across the curriculum	From Term 1 To Term 4		$10,000.00	

Audit against the capabilities of Ethical, Intercultural and Personal and Social for future implementation.	From Term 1 To Term 4		$5,000.00	
Further extend the use of SWPBS matrix in day to day conversations and promote as common language. Increase student involvement in the next phase in aspects such as video clips, reward systems etc.	From Term 1 To Term 4		$20,000.00	
1. To conduct an audit of the school curriculum and practices using PERMAH. (Positive Emotion, Engagement, Relationships, Meaning, Accomplishment, Health). 2. To ensure that the college is continuing to strengthen the PERMAH principles where appropriate throughout the curriculum and programs.	From Term 1 To Term 4		$20,000.00	
Further extend the use of PIVOT with Instructional Leaders. Increase student involvement in the PIVOT data by contributing to the reflection process with their subject teacher.	from: Term 1 to: Term 4	☑ Teaching and learning programs and resources	$20,000.00	$20,000.00
To increase regular exposure to whole school and HG attendance. Increase student agency and involvement in the processes of how to increase student attendance and engagement. Trial team reward methods in order to increase attendance and engagement.	from: Term 1 to: Term 4		$80,000.00	
Totals			$203,000.00	

Additional Equity spend

Outline here any additional Equity spend for 2020	When	Category	Total proposed budget ($)	Equity Spend ($)
Student Attendance Managers	From Term 1 To Term 4	☑ School-based staffing	$160,000.00	$160,000.00
Wellbeing staff	From Term 1 To Term 4	☑ School-based staffing ☑ Support services	$158,000.00	$158,000.00
Multicultural Aide	From Term 1 To Term 4	☑ School-based staffing	$24,000.00	$24,000.00
Staffing for Future Directions program	From Term 1 To Term 4	☑ School-based staffing	$14,000.00	$14,000.00
Catch Up Class/Homework Club and tutors	From Term 1 To Term 4	☑ School-based staffing ☑ Support services	$15,000.00	$15,000.00
Learning Support Program 3 staff in the program total cost 170,000 Materials for the Hands On Learning	From Term 1 To Term 4	☑ School-based staffing ☑ Assets	$180,000.00	$180,000.00
Student Achievement Program Time allowances (30 periods) PD CRT	From Term 1 To Term 4	☑ School-based staffing ☑ Professional development (excluding CRT costs and new FTE) ☑ CRT	$80,000.00	$80,000.00
Totals			$631,000.00	$631,000.00

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Develop and implement skills based rubrics in numeracy to support consistent implementation of problem solving lessons across the college.	☑ KLA Leader ☑ Learning Specialist(s)	from: Term 1 to: Term 4	☑ Curriculum development	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Maths/Sci Specialist ☑ Pedagogical Model ☑ Numeracy leader	☑ On-site
Further extend the use of SWPBS matrix in day to day conversations and promote as common language. Increase student involvement in the next phase in aspects such as video clips, reward systems etc.	☑ Assistant Principal ☑ Teacher(s) ☑ Year Level Co-ordinator/s	from: Term 1 to: Term 4	☑ Student voice, including input and feedback	☑ Professional Practice Day ☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff	☑ On-site
Further extend the use of PIVOT with Instructional Leaders. Increase student involvement in the PIVOT data by contributing to the reflection process with their subject teacher.	☑ Assistant Principal ☑ KLA Leader ☑ Teacher(s)	from: Term 1 to: Term 4	☑ Peer observation including feedback and reflection ☑ Formalised PLC/PLTs ☑ Student voice, including input and feedback	☑ Professional Practice Day ☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ Internal staff ☑ External consultants PIVOT Student Survey Company ☑ Pedagogical Model	☑ On-site