

# **2020 Annual Implementation Plan**

## **for improving student outcomes**

Western Port Secondary College (7893)



Awaiting for review by School Principal  
Awaiting endorsement by Senior Education Improvement Leader  
Awaiting endorsement by School Council President

## 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	Evolving moving towards Embedding
	Curriculum planning and assessment	Evolving
	Evidence-based high-impact teaching strategies	Evolving
	Evaluating impact on learning	Evolving moving towards Embedding
<b>Professional leadership</b>	Building leadership teams	Embedding
	Instructional and shared leadership	Embedding moving towards Excelling
	Strategic resource management	Embedding moving towards Excelling
	Vision, values and culture	Embedding

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

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

<b>Enter your reflective comments</b>	Our College is on an improvement journey and we have movement along the FISO continuum from 2019 which is encouraging however, there is still work to be done to better use the data sets that we have available and to increase the capacity of our staff and SIT members to analyse and evaluate data sets to target student achievement.
<b>Considerations for 2020</b>	Our work is to shift professional development in literacy to a focus on reading comprehension and to coach the staff around this professional development through their review/PDP groups. The other Relationships professional development stream will be focusing on iteration of the professional development looking into the application of the PD content and evaluating the impact that their new knowledge and skills have on student achievement data for the students they teach. This is combined with increased capacity of the our staff across the college to better understand and use data sets to target student learning growth.
<b>Documents that support this plan</b>	

## SSP Goals Targets and KIS

<b>Goal 1</b>	<p>To improve student achievement and learning growth for every student across the whole curriculum with an emphasis on literacy and numeracy.</p>
<b>Target 1.1</b>	<p><i>By 2022 the percentage of Year 9 students assessed in the 2 middle and 2 top bands of NAPLAN for:</i></p> <ul style="list-style-type: none"> <li>• <i>Numeracy will increase from 61% (2017) to 75% or above.</i></li> <li>• <i>Reading will increase from 45% (2017) to 65% or above.</i></li> <li>• <i>Writing will increase from 40% (2017) to 60% or above</i></li> </ul>
<b>Target 1.2</b>	<p><i>By 2022 the percentage of students across Years 7–9 (matched cohort) in NAPLAN</i></p> <ul style="list-style-type: none"> <li>• <i>Numeracy assessed as medium and high growth increase from 62% (2017) to be 75% or above.</i></li> <li>• <i>Reading assessed as medium and high growth increase from 63% (2017) to be 75% or above.</i></li> <li>• <i>Writing assessed as medium and high growth increase from 63% (2017) to be 75% or above.</i></li> </ul>
<b>Target 1.3</b>	<p><i>By 2022 the VCE All Study score will be 27 or above.</i></p>
<b>Target 1.4</b>	<p><i>By 2022 PAT–Reading and PAT–Mathematics show greater than expected cohort average growth rates.</i></p>

<b>Key Improvement Strategy 1.a</b> Building practice excellence	Build the instructional practice of every teacher through professional learning, coaching, peer observation and feedback and embed the Western Port Secondary College (Western Port SC) Instructional Model (WIM) to achieve consistent, high quality instruction in every classroom. (BPE).
<b>Key Improvement Strategy 1.b</b> Curriculum planning and assessment	Strengthen the capacity of individual teachers and teams to analyse and use assessment data to plan a differentiated teaching and learning program that targets the learning needs of all students (CPA).
<b>Key Improvement Strategy 1.c</b> Building practice excellence	Develop and implement an effective whole school literacy plan (with an initial focus on reading and comprehension) (CPA/BPE).
<b>Goal 2</b>	To improve student engagement and wellbeing.
<b>Target 2.1</b>	<p><i>Attendance</i></p> <p><i>By 2022, reduce student absence days per full-time equivalent for Year 9 from 33.86 days in 2017 to 21 days or below and for Year 10 from 24.9 days to 21 days or below.</i></p>
<b>Target 2.2</b>	<p><i>Student opinion</i></p> <p><i>By 2022, the percentage of positive endorsement on the student AToSS for Years 7–12 will be:</i></p> <ul style="list-style-type: none"> <li>● <i>Student Voice and Agency—65% or above (from 43% in 2017)</i></li> <li>● <i>Sense of Connectedness—65% or above (from 50% in 2017)</i></li> <li>● <i>Not Experiencing Bullying—70% or above (from 54% in 2017) \</i></li> <li>● <i>Effective Classroom Behaviour—70% or above (from 53% in 2017)</i></li> <li>● <i>Teacher Concern—60% or above (from 42.5% in 2017)</i></li> </ul>

<b>Target 2.3</b>	<p><i>Staff opinion</i></p> <p>By 2022, the percentage of positive endorsement on the SSS will be:</p> <ul style="list-style-type: none"> <li>• School Climate module: Trust in Students and Parents—50% or above (from 27% in 2017)</li> <li>• School Climate module: Collective Efficacy—55% or above (from 33% in 2017)</li> </ul>
<b>Key Improvement Strategy 2.a</b> Empowering students and building school pride	Enable consistent use of student voice and learner agency strategies so that students have positive school experiences and can act as partners in improving their outcomes. (ESBSP and IESA).
<b>Key Improvement Strategy 2.b</b> Setting expectations and promoting inclusion	Review the school’s attendance policy and implement more effective approaches, especially at Years 9 and 10 (SEPI).
<b>Key Improvement Strategy 2.c</b> Setting expectations and promoting inclusion	Embed the SWPBS program, enabling students to develop a growth mindset and to self regulate. (SEPI)
<b>Goal 3</b>	To create a positive learning community culture based on high expectations, collective responsibility and shared accountability.
<b>Target 3.1</b>	<p><i>Staff opinion</i></p> <p>By 2022, the percentage of positive endorsement on the SSS will be:</p> <ul style="list-style-type: none"> <li>• Leadership module: Instructional Leadership—70% or above (no benchmark data available from 2017 survey)</li> <li>• Leadership module: Visibility—65% or above (no benchmark data available from 2017 survey)</li> </ul>

	<ul style="list-style-type: none"> <li>• School climate module: Academic Emphasis—50% or above (from 27% in 2017)</li> <li>• School climate module: Teacher Collaboration—60% or above (from 42% in 2017)</li> <li>• School climate module: Parent and Community Involvement—55% or above (from 37% in 2017)</li> </ul>
<p><b>Target 3.2</b></p>	<p><i>Student opinion</i></p> <p>By 2022, the percentage of positive endorsement on the student AToSS for Years 7–12 will be:</p> <ul style="list-style-type: none"> <li>• Stimulated Learning—70% or above (from 54% in 2017)</li> <li>• Motivation and Interest—75% or above (from 62.5% in 2017)</li> <li>• Sense of Confidence—70% or above (from 53.5% in 2017)</li> </ul>
<p><b>Target 3.3</b></p>	<p><i>Parent opinion</i></p> <p>By 2022, the percentage of positive endorsement on the Parent Opinion Survey (POS) will be:</p> <ul style="list-style-type: none"> <li>• Student Agency and Voice—75% or above</li> <li>• High Expectations for Success—75% or above</li> <li>• Student Motivation and Support—75% or above</li> <li>• Stimulating Learning—75% or above</li> </ul>
<p><b>Key Improvement Strategy 3.a</b> Instructional and shared leadership</p>	<p>Review the College leadership structures and roles in line with the new SSP and build the instructional leadership capacity of all in leadership roles to enable them to establish higher levels of consistency and shared accountability for improving student achievement and learning growth. (ISL)</p>

<b>Key Improvement Strategy 3.b</b> Vision, values and culture	Build a culture of high expectations and aspirations across the whole school community, particularly supporting staff to lead and teach for high expectations. (VVC)
<b>Key Improvement Strategy 3.c</b> Parents and carers as partners	Strengthen the learning partnerships between home and school to support improved student achievement, engagement and wellbeing outcomes. (PCP)

## Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
To improve student achievement and learning growth for every student across the whole curriculum with an emphasis on literacy and numeracy.	Yes	<p><i>By 2022 the percentage of Year 9 students assessed in the 2 middle and 2 top bands of NAPLAN for:</i></p> <ul style="list-style-type: none"> <li>• Numeracy will increase from 61% (2017) to 75% or above.</li> <li>• Reading will increase from 45% (2017) to 65% or above.</li> <li>• Writing will increase from 40% (2017) to 60% or above</li> </ul>	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>Achievement levels of students at Year 9 assessed in the 2 middle and the 2 top bands</p> <p>Numeracy will increase from 61% (2017) to 70% or above in 2020. Reading will increase from 45% (2017) to 60% or above in 2020. Writing will increase from 40% (2017) to 50% or above in 2020.</p>
		<p><i>By 2022 the percentage of students across Years 7–9 (matched cohort) in NAPLAN</i></p> <ul style="list-style-type: none"> <li>• Numeracy assessed as medium and high growth increase from 62% (2017) to be 75% or above.</li> <li>• Reading assessed as medium and high growth increase from 63% (2017) to be 75% or above.</li> <li>• Writing assessed as medium and high growth increase from 63% (2017) to be 75% or above.</li> </ul>	<p>NAPLAN Matched cohort data achievement -</p> <p>Numeracy assessed as medium and high growth increase from 62% (2017) to be 75% or above in 2020. Reading assessed as medium and high growth increase from 63% (2017) to be 75% or above in 2020. Writing assessed as medium and high growth increase from 63% (2017) to be 75% or above in 2020.</p>
		<p><i>By 2022 the VCE All Study score will be 27 or above.</i></p>	<p>The VCE All Study score for 2020 to be at 26.</p>

			<p>Progress towards this goal is based on all students will achieve an 'S' for Unit 3 English</p> <p>School Assessed Coursework – Raw results from compass 65% for SAC's</p> <p>Study score equivalent of the GAT achievement level of 30 for students as an end point marker</p>
		<p><i>By 2022 PAT–Reading and PAT–Mathematics show greater than expected cohort average growth rates.</i></p>	<p>Year levels to make the following median growth rates in 20120</p> <p>Year 7 - 1 x full year (median scale score growth of 3 points in line with PAT National Norm Data)</p> <p>Year 8 - 1 x full year (median scale score growth of 3 points in line with PAT National Norm Data)</p> <p>Year 9 - 0.5 (median scale score growth of 1.5 points in line with PAT National Norm Data)</p> <p>Year 10 - maintain at 0.5 (median scale score growth of 1.5 points in line with PAT National Norm Data)</p>
<p>To improve student engagement and wellbeing.</p>	<p>No</p>	<p><b><i>Attendance</i></b></p> <p><i>By 2022, reduce student absence days per full–time equivalent for Year 9 from 33.86 days in 2017 to 21 days or below and for Year 10 from 24.9 days to 21 days or below.</i></p>	
		<p><b><i>Student opinion</i></b></p>	

		<p><i>By 2022, the percentage of positive endorsement on the student AToSS for Years 7–12 will be:</i></p> <ul style="list-style-type: none"> <li>● <i>Student Voice and Agency—65% or above (from 43% in 2017)</i></li> <li>● <i>Sense of Connectedness—65% or above (from 50% in 2017)</i></li> <li>● <i>Not Experiencing Bullying—70% or above (from 54% in 2017) \</i></li> <li>● <i>Effective Classroom Behaviour—70% or above (from 53% in 2017)</i></li> <li>● <i>Teacher Concern—60% or above (from 42.5% in 2017)</i></li> </ul>	
		<p><b><i>Staff opinion</i></b></p> <p><i>By 2022, the percentage of positive endorsement on the SSS will be:</i></p> <ul style="list-style-type: none"> <li>● <i>School Climate module: Trust in Students and Parents—50% or above (from 27% in 2017)</i></li> <li>● <i>School Climate module: Collective Efficacy—55% or above (from 33% in 2017)</i></li> </ul>	
<p>To create a positive learning community culture based on high expectations, collective responsibility and shared accountability.</p>	<p>No</p>	<p><b><i>Staff opinion</i></b></p> <p><i>By 2022, the percentage of positive endorsement on the SSS will be:</i></p> <ul style="list-style-type: none"> <li>● <i>Leadership module: Instructional Leadership—70% or above (no benchmark data available from 2017 survey)</i></li> </ul>	

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		<p><b><i>Parent opinion</i></b></p> <p><i>By 2022, the percentage of positive endorsement on the Parent Opinion Survey (POS) will be:</i></p> <ul style="list-style-type: none"> <li>• Student Agency and Voice—75% or above</li> <li>• High Expectations for Success—75% or above</li> <li>• Student Motivation and Support—75% or above</li> </ul>	

		<ul style="list-style-type: none"> <li>• <i>Stimulating Learning</i>–75% or above</li> </ul>	
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<b>Goal 1</b>	To improve student achievement and learning growth for every student across the whole curriculum with an emphasis on literacy and numeracy.	
<b>12 Month Target 1.1</b>	Achievement levels of students at Year 9 assessed in the 2 middle and the 2 top bands  Numeracy will increase from 61% (2017) to 70% or above in 2020. Reading will increase from 45% (2017) to 60% or above in 2020. Writing will increase from 40% (2017) to 50% or above in 2020.	
<b>12 Month Target 1.2</b>	NAPLAN Matched cohort data achievement - Numeracy assessed as medium and high growth increase from 62% (2017) to be 75% or above in 2020. Reading assessed as medium and high growth increase from 63% (2017) to be 75% or above in 2020. Writing assessed as medium and high growth increase from 63% (2017) to be 75% or above in 2020.	
<b>12 Month Target 1.3</b>	The VCE All Study score for 2020 to be at 26.  Progress towards this goal is based on all students will achieve an 'S' for Unit 3 English  School Assessed Coursework – Raw results from compass 65% for SAC's  Study score equivalent of the GAT achievement level of 30 for students as an end point marker	
<b>12 Month Target 1.4</b>	Year levels to make the following median growth rates in 20120 Year 7 - 1 x full year (median scale score growth of 3 points in line with PAT National Norm Data) Year 8 - 1 x full year (median scale score growth of 3 points in line with PAT National Norm Data) Year 9 - 0.5 (median scale score growth of 1.5 points in line with PAT National Norm Data) Year 10 - maintain at 0.5 (median scale score growth of 1.5 points in line with PAT National Norm Data)	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?

<b>KIS 1</b> Building practice excellence	Build the instructional practice of every teacher through professional learning, coaching, peer observation and feedback and embed the Western Port Secondary College (Western Port SC) Instructional Model (WIM) to achieve consistent, high quality instruction in every classroom. (BPE).	Yes
<b>KIS 2</b> Curriculum planning and assessment	Strengthen the capacity of individual teachers and teams to analyse and use assessment data to plan a differentiated teaching and learning program that targets the learning needs of all students (CPA).	Yes
<b>KIS 3</b> Building practice excellence	Develop and implement an effective whole school literacy plan (with an initial focus on reading and comprehension) (CPA/BPE).	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.	Key Improvement Strategy 1.a and 1.b encompass the core focus of our work in 2020. Both Assistant Principal portfolio's are aligned to these goals and will be deliberately targeted by individuals with action plans around their contribution to the achievement of these strategies from all members of the School Improvement Team.	

## Define Actions, Outcomes and Activities

<b>Goal 1</b>	To improve student achievement and learning growth for every student across the whole curriculum with an emphasis on literacy and numeracy.
<b>12 Month Target 1.1</b>	Achievement levels of students at Year 9 assessed in the 2 middle and the 2 top bands  Numeracy will increase from 61% (2017) to 70% or above in 2020. Reading will increase from 45% (2017) to 60% or above in 2020. Writing will increase from 40% (2017) to 50% or above in 2020.
<b>12 Month Target 1.2</b>	NAPLAN Matched cohort data achievement - Numeracy assessed as medium and high growth increase from 62% (2017) to be 75% or above in 2020. Reading assessed as medium and high growth increase from 63% (2017) to be 75% or above in 2020. Writing assessed as medium and high growth increase from 63% (2017) to be 75% or above in 2020.
<b>12 Month Target 1.3</b>	The VCE All Study score for 2020 to be at 26.  Progress towards this goal is based on all students will achieve an 'S' for Unit 3 English  School Assessed Coursework – Raw results from compass 65% for SAC's  Study score equivalent of the GAT achievement level of 30 for students as an end point marker
<b>12 Month Target 1.4</b>	Year levels to make the following median growth rates in 20120 Year 7 - 1 x full year (median scale score growth of 3 points in line with PAT National Norm Data) Year 8 - 1 x full year (median scale score growth of 3 points in line with PAT National Norm Data) Year 9 - 0.5 (median scale score growth of 1.5 points in line with PAT National Norm Data) Year 10 - maintain at 0.5 (median scale score growth of 1.5 points in line with PAT National Norm Data)
<b>KIS 1</b> Building practice excellence	Build the instructional practice of every teacher through professional learning, coaching, peer observation and feedback and embed the Western Port Secondary College (Western Port SC) Instructional Model (WIM) to achieve consistent, high quality instruction in every classroom. (BPE).
<b>Actions</b>	Maintain weekly Professional Practice PD Sessions to support the embedding of the WIM. Confirm minimum coaching requirements for staff via Whetstone and monitor these requirements through the School Improvement

	<p>Team</p> <p>Allocate teachers to the professional development stream based on their primary domain</p> <p>Provide coaching for all teaching staff relating to elements of the WIM through staff allocation to streams linked to professional development focus</p> <p>Time release given to SIT members relating to allocate delivery of high quality professional development incorporating the WIM</p>			
<b>Outcomes</b>	<p>Improved understanding and practice for teaching staff with all elements of instruction in lessons</p> <p>Improved confidence and receptiveness of staff to coaching and feedback to build their capacity</p> <p>Improved understanding of the application of the professional development stream staff are aligned to</p>			
<b>Success Indicators</b>	<p>Observations through formal coaching to check on consistency of practice regarding the WIM</p> <p>Data collected and collated via Whetstone indicating to collate the frequency of coaching and evidence of the pre/post observation meetings</p> <p>Feedback from Professional Practice PD sessions indicating staff perceptions of the structure and content of the professional development sessions</p>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Professional development sessions and coaching cycles. Staff reflecting on the application of this on their practice. Use the School Improvement Team and data analysis to review the implementation of this within domains across the school	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$150,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Implement learning walks to evaluate the consistency to which the WIM is implemented to ensure high quality instruction in every classroom. This information will also inform the professional learning sequence relating to Building Practice Excellence.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$50,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Complete 4 full cycles of coaching for each staff member with the pre observation, observation and post observation completed and recorded in Whetstone	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$80,000.00

				<input checked="" type="checkbox"/> Equity funding will be used
<b>KIS 2</b> Curriculum planning and assessment	Strengthen the capacity of individual teachers and teams to analyse and use assessment data to plan a differentiated teaching and learning program that targets the learning needs of all students (CPA).			
<b>Actions</b>	<p>Explicit and focused teaching around NAPLAN and curriculum delivery</p> <p>Ensure curriculum documentation is maintained and checked for rigor and quality</p> <p>Growth analysis via Data Walls and Data sets disseminated to teachers and teams</p> <p>Moderation and cross marking practices to be embedded across the college</p> <p>Professional Development for staff to further develop understanding and capacity to understand and effectively use data</p> <p>Allocation of time in AP1 roles to develop and implement professional development for staff</p> <p>Developing data literacy across the staff to more effectively use data to target students point of need</p> <p>Year level teams utilising data walls to map and track student data to inform collaborative planning and differentiated teaching</p>			
<b>Outcomes</b>	<p>Staff develop a greater understanding of the progression of skills from year to year</p> <p>Increased capacity to utilise data sets to inform planning and unit delivery</p> <p>Staff moderate and cross mark regularly within domains as led through professional development relating to WPSC Assessment and Moderation Framework</p>			
<b>Success Indicators</b>	<p>100% of teaching staff completion of PDP goal 1</p> <p>Staff Opinion Survey results relating to Academic Emphasis 40% positive endorsement (SSP target 50% or above)</p> <p>SATTS results relating to Stimulated Learning 75% positive endorsement (SSP target 75% or above)</p> <p>Triangulation of 7-10 data points - NAPLAN, PAT, Teacher Judgement</p> <p>Triangulation of VCE data points - Year 10 DAT, PAT, Teacher Judgement</p>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Provide a range of data for staff to access for example PAT and NAPLAN and GAT programs.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$50,000.00  <input checked="" type="checkbox"/> Equity funding will be used

<p>Build SIT members and staff capacity to use the data effectively by sourcing external professional development, running moderation professional development sessions and aligning staff to relevant offices for organic dialogue around data including data walls and handover documents</p>	<p><input checked="" type="checkbox"/> Assistant Principal  <input checked="" type="checkbox"/> School Improvement Team</p>	<p><input checked="" type="checkbox"/> PLP  Priority</p>	<p>from:  Term 1  to:  Term 4</p>	<p>\$30,000.00   <input checked="" type="checkbox"/> Equity funding will be used</p>
<p>Create ILP's for at risk students or those identified as 2 years or more below benchmark data</p>	<p><input checked="" type="checkbox"/> School Improvement Team</p>	<p><input type="checkbox"/> PLP  Priority</p>	<p>from:  Term 1  to:  Term 4</p>	<p>\$40,000.00   <input checked="" type="checkbox"/> Equity funding will be used</p>

## Equity Funding Planner

### Equity Spending Totals

Category	Total proposed budget (\$)	Spend (\$)
Equity funding associated with Activities and Milestones	\$400,000.00	\$370,000.00
Additional Equity funding	\$0.00	\$0.00
<b>Grand Total</b>	<b>\$400,000.00</b>	<b>\$370,000.00</b>

### Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Professional development sessions and coaching cycles. Staff reflecting on the application of this on their practice. Use the School Improvement Team and data analysis to review the implementation of this within domains across the school	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)	\$150,000.00	\$150,000.00
Implement learning walks to evaluate the consistency to which the WIM is implemented to ensure high quality instruction in every classroom. This information will also inform the professional learning sequence relating to Building Practice Excellence.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources	\$50,000.00	\$50,000.00
Complete 4 full cycles of coaching for each staff member with the pre observation, observation and post observation completed and recorded in Whetstone	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources	\$80,000.00	\$60,000.00
Provide a range of data for staff to access for example PAT and NAPLAN and GAT programs.	from: Term 1	<input checked="" type="checkbox"/> School-based staffing	\$50,000.00	\$40,000.00

	to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)		
Build SIT members and staff capacity to use the data effectively by sourcing external professional development, running moderation professional development sessions and aligning staff to relevant offices for organic dialogue around data including data walls and handover documents	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$30,000.00	\$30,000.00
Create ILP's for at risk students or those identified as 2 years or more below benchmark data	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)	\$40,000.00	\$40,000.00
<b>Totals</b>			\$400,000.00	\$370,000.00

### Additional Equity spend

Outline here any additional Equity spend for 2020	When	Category	Total proposed budget (\$)	Equity Spend (\$)
<b>Totals</b>			\$0.00	\$0.00

## Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Professional development sessions and coaching cycles. Staff reflecting on the application of this on their practice. Use the School Improvement Team and data analysis to review the implementation of this within domains across the school	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Individualised Reflection <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Implement learning walks to evaluate the consistency to which the WIM is implemented to ensure high quality instruction in every classroom. This information will also inform the professional learning sequence relating to Building Practice Excellence.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Complete 4 full cycles of coaching for each staff member with the pre observation, observation and post observation completed and recorded in Whetstone	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Individualised Reflection <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site

Provide a range of data for staff to access for example PAT and NAPLAN and GAT programs.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Bastow program/course <input checked="" type="checkbox"/> MYLYNS Improvement teacher	<input checked="" type="checkbox"/> On-site
Build SIT members and staff capacity to use the data effectively by sourcing external professional development, running moderation professional development sessions and aligning staff to relevant offices for organic dialogue around data including data walls and handover documents	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Network Professional Learning <input checked="" type="checkbox"/> Area Principal Forums	<input checked="" type="checkbox"/> Bastow program/course <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning	<input checked="" type="checkbox"/> Off-site Courses relating to data literacy including the Harvard data wise