2021 Annual Implementation Plan

for improving student outcomes

North Geelong Secondary College (7856)

Submitted for review by Nick Adamou (School Principal) on 26 February, 2021 at 11:08 AM
Endorsed by Robyn Marr (Senior Education Improvement Leader) on 17 June, 2021 at 12:29 PM
Endorsed by Dirk Heitmann (School Council President) on 17 June, 2021 at 02:09 PM

Self-evaluation Summary - 2021

	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	Embedding
	Building practice excellence	Excelling
	Building practice excellence	Embedding
	Curriculum planning and assessment	Evolving

Professional leadership	Building leadership teams	Excelling
	Building leadership teams	Embedding
	Instructional and shared leadership	Embedding
	Instructional and shared leadership	Excelling

	Empowering students and building school pride	Excelling
Positive climate for learning	Empowering students and building school pride	Embedding
	Setting expectations and promoting inclusion	Embedding
	Setting expectations and promoting inclusion	Embedding

	Building communities	Embedding
Community engagement in learning	Global citizenship	Embedding
	Global citizenship	Excelling
	Networks with schools, services and agencies	Excelling

Enter your reflective comments	The school's learning from the self evaluation of the 2017 - 2020 SSP is as follows: Goal 1 was partially achieved with one target met and three targets partially met.
	Goal 2 was partially achieved with one target met and two targets not met. Goal 3 was partially achieved with two targets met and one target partially met.
	SSP Goal 4 was not achieved as the one target was not met. At the same time the school has made a lot of progress in relation to student outcomes, student engagement and wellbeing and in some areas it exceeded the targets set.
	During the 2017 - 2020 SSP, the school offered many opportunities for students to attain leadership positions and express student voice. There was evidence of student choice, peer assessment and use of student feedback to inform curriculum planning and opportunities for students to take responsibility for their learning were emerging. Teachers and teams used data to inform planning for point of need teaching to maximise student learning growth only in particular programs. Also data was used to monitor student learning and evaluate these learning programs.
	Diversity was valued and appreciated at NGSC and behaviour management was not an issue. The School Wide Positive Behaviour Strategies (SWPBS) were understood and posters in classrooms provided students with visible reminders of expected behaviours. There was evidence that improved communication with parents had built the partnership between

	parents/carers and the school which had improved student wellbeing. The following key directions were highlighted to be part of the next level of work the school needs to undertake: • Literacy and Numeracy • HITS • data literacy • instructional models • curriculum and assessment • learner agency • positive behaviours.
Considerations for 2021	• Literacy and Numeracy • HITS • data literacy • instructional model • curriculum and assessment • learner agency • positive behaviours.
Documents that support this plan	NGSC Review Report 2020.docx (0.88 MB)

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.
2021 Priorities Goal	Yes	Support for the 2021 Priorities	To implement, monitor and evaluate the Tutor Learning Initiative (TLI), which is a DET priority to support students to catch up on learning they may have missed due to the coronavirus (COVID-19) pandemic. The focus will be on Literacy, Numeracy and the wellbeing of the students
Maximise the achievement and learning growth of every student, particularly in Literacy and Numeracy.	Yes	NAPLAN By 2024 increase the percentage of Year 9 students achieving in the top two bands in NAPLAN: • Reading to 18% or above (from 14% in 2019) • Writing to 9% or above (from 6% in 2019) • Numeracy to 20% or above (from 17% in 2019) and reduce the percentage of Year 9 students in the bottom two bands in NAPLAN: • Reading to 25% or less (from 30% in 2019) • Writing to 38% or less (from 48% in 2019) • Numeracy to 20% or less (from 24% in 2019) By 2024, benchmark growth percentage for students in Year 7–9 NAPLAN Reading to be: • Reading: 75% or more At or Above benchmark (from 68% in 2019) • Writing: 18% Above benchmark (from 16% in 2019)	Yr 9 students achieving in the top two bands:Reading 15%Writing 7%Numeracy 18%Yr 9 students in the bottom two bands:Reading 29%Writing 46%Numeracy 23%Benchmark growth:Reading 70%Writing 16%

			VCE and VCAL By 2024: • VCE mean study score will increase from 26.95 to 28.00 or above • VCE English study score will increase from 24.5 to 26.5 or above • Percentage of VCAL students with a senior certificate will increase to 35% (from 31% in 2019)	VCE mean study score 27VCE English study score 25VCAL students with senior certificate 32%
			Staff opinion By 2024, the per cent positive endorsement on SSS will be: • Academic emphasis—65% or above (from 33% in 2019) • Understand how to analyse data—60% or above (from 47% in 2019) • Seek feedback to improve practice—60% or above (from 43% in 2019) • Understand formative assessment—60% or above (from 51% in 2019)	Academic emphasis - 38%Understand how to analyze data - 50%Seek feedback to improve practice - 46%Understand formative assessment - 53%
Improve learner agency and engagement.	No		**Student opinion** By 2024, the overall percent positive score on the AToSS for Years 7–12 will be: • Student voice and agency—65% or above (from 48% in 2019) • Self–regulation and goal setting—70% or above (from 65% in 2019) • Motivation and interest—70% or above (from 63% in 2019) • Stimulated learning—65% or above (from 54% in 2019) By 2024, 85 per cent students will complete the AToSS (from 76 per cent in 2019)	
			Staff opinion By 2024, the per cent positive endorsement scores on the SSS will be 60 per cent or above for: • Promote student ownership of learning (from 51% in 2019) • Use student feedback to improve practice (from 54% in 2019) • Focus learning on real–life problems (from 44% in 2019)	

		• Collective efficacy (from 44% in 2019)	
		Parent opinion By 2024, the per cent positive endorsement scores on the POS will be 85 per cent or above for: • Student agency and voice (from 82% in 2019) • Student motivation and support (from 76% in 2019) • Stimulating learning environment (from 80% in 2019)	
Improve student wellbeing.	Yes	**Student opinion** By 2024, the overall percent positive score on the AToSS for Years 7–12 will be: • Resilience—70% or above (from 60% in 2019) • Teacher concern—70% or above (from 40% in 2019) • Respect for diversity—65% or above (from 52% in 2019) • Sense of confidence—70% or above (from 63% in 2019)	Resilience - 62%Teacher concern - 48%Respect for diversity - 56%Sense of confidence - 65%
		Parent opinion By 2024, the per cent positive endorsement scores on the POS will be: • Respect for diversity—90% or above (from 88% in 2019) • Confidence and resiliency—85% or above (from 80% in 2019) • Promoting positive behaviour—85% or above (from 83% in 2019)	Respect for diversity - 89%Confidence and resiliency - 82%Promoting positive behavior - 84%
		School Wide Positive Behaviours By 2024, the annual number of positive behaviour reports will increase by 10 per cent on baseline data to be gathered in 2024. By 2024, the annual number of students suspended will decrease by 10 per cent of the 2019 number (175).	Number of positive behavior reports to increase by 2.5% from the 2020 dataNumber of students suspended to decrease by 2.5%

Goal 1	2021 Priorities Goal

12-month target 1.1-month target	To implement, monitor and evaluate the Tutor Learning Initiative (TLI), which is a DET priority to support students to catch up on learning they may have missed due to the coronavirus (COVID-19) pandemic. The focus will be on Literacy, Numeracy and the wellbeing of the students	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1.a	Learning, catch-up and extension priority	Yes
KIS 1.b	Happy, active and healthy kids priority	Yes
KIS 1.c	Connected schools priority	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.	Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2021.	
Goal 4	**Maximise the achievement and learning growth of every student, particularly in Literacy and Numeracy.**	
12-month target 4.1-month target	Yr 9 students achieving in the top two bands: Reading 15% Writing 7% Numeracy 18% Yr 9 students in the bottom two bands: Reading 29% Writing 46% Numeracy 23% Benchmark growth: Reading 70% Writing 16%	

12-month target 4.2-month target	VCE mean study score 27 VCE English study score 25 VCAL students with senior certificate 32%
12-month target 4.3-month target	Academic emphasis - 38% Understand how to analyze data - 50% Seek feedback to improve practice - 46% Understand formative assessment - 53%

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 4.a Curriculum planning and assessment	Strengthen teacher and team capability to use individual and cohort data and evidence to teach a differentiated and stimulating curriculum that targets each student's point of learning need.	Yes
KIS 4.b Evidence-based high-impact teaching strategies	Further develop and embed the agreed college instructional model, integrating the use of HITS, to enable consistent, high quality instruction in every classroom.	Yes
KIS 4.c Curriculum planning and assessment	Develop a whole–college literacy and numeracy plan that complements implementation of the Victorian Curriculum as a continuum of learning.	No
KIS 4.d Building practice excellence	Further develop a PLC culture which is characterised by systematic and consistent feedback processes; coaching and modelling; and peer observation	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.	NGSC has selected these KIS as it was evident in the school review report that teachers were not consistent in using cohort and individual data to teach a differentiated and stimulating curriculum targeting students' individual needs. It was also evident that teachers were not consistently using the school's agreed instructional model (Hattie's Visible Learning), incorporating HITS to ensure high quality instruction in all classrooms.	
Goal 6	**Improve student wellbeing.**	
12-month target 6.1-month target	Resilience - 62% Teacher concern - 48% Respect for diversity - 56% Sense of confidence - 65%	
12-month target 6.2-month target	Respect for diversity - 89% Confidence and resiliency - 82% Promoting positive behavior - 84%	
12-month target 6.3-month target	Number of positive behavior reports to increase by 2.5% from the 2020 data Number of students suspended to decrease by 2.5%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 6.a Health and wellbeing	Refine and embed the whole–school SWPBS.	Yes
KIS 6.b Setting expectations and promoting inclusion	Embed Respectful Relationships into the curriculum.	Yes
KIS 6.c Intellectual engagement and self-awareness	Strengthen the career pathway programs through Years 7–9.	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.	The school undertook the SWPBS to improves ocial and learning outcomes while endeavouring to prevent problem behaviour. It has helped improved the framework to support school procedures and procedures. It is related directly to the School Strategic Plan Goal to Improve Student Wellbeing. The Key Improvement strategy related to this goal is to "refine and embed the whole school strategy by having consistent rules and routines established to promote positive behaviours". NGSC is aiming to improve the Student Opinion data to the SSP target of Resilience—70% or above (from 60% in 2019) and Sense of confidence—70% or above (from 63% in 2019). The Parent Opinion data related to this strategy on how students at this school treat each other and improve confidence and resiliency—85% or above (from 80% in 2019) and Promoting positive behaviour—85% or above (from 83% in 2019) The school is also aiming to by 2024, the annual number of positive behaviour reports will increase by 10 per cent on baseline data to be gathered in 2024 and the annual number of students suspended will decrease by 10 per cent of the 2019 number (175). The school is implementing the Respectful Relationships as a result of the high rates of violence against women and children presented at the Royal Commission into Family Violence. This need is also reflective of the school's demographic and feedback both anecdotal and from survey's. The school is aiming to improve the students Respect for diversity—65% or above (from 52% in 2019) and the Parent Opinion result with the Respect for diversity—90% or above (from 88% in 2019).

Define Actions, Outcomes and Activities

Goal 1	2021 Priorities Goal
12-month target 1.1 target	To implement, monitor and evaluate the Tutor Learning Initiative (TLI), which is a DET priority to support students to catch up on learning they may have missed due to the coronavirus (COVID-19) pandemic. The focus will be on Literacy, Numeracy and the wellbeing of the students
KIS 1 Curriculum planning and assessment	Learning, catch-up and extension priority
Actions	NGSC has selected the KIS Tutor Learning Initiative (TLI) as this is a DET priority to support the students to catch up on learning they may have missed due to COVID-19 pandemic. The school has chosen the following actions related to this KIS: - Identify students eligible to participate in the TLI, as per DET criteria/guidelines and ensure the TLI complements the work of other initiatives programs (MYLNS/HAPL/ACE/STAR) - Plan, implement the Tutor Learning Initiative (TLI) by the end of Week 3, in Term 1 - Employ appropriate number of suitable teachers as tutors to support the program - Appoint a TLI Coordinator to work with key NGSC Stakeholders for the TLI implementation - All participating students to set individual learning goals together with their Tutors - Evaluate the TLI program
Outcomes	- Students participating in the TLI will catch up, gain knowledge they missed out during the 2020 lockdown/pandemic - Students participating in the TLI program will develop resilience, organizational skills and good study skills
Success Indicators	- Students who participated in the TLI will catch up on learning they missed out during the 2020 lockdown/pandemic - Quantitative data - TLI participating students achieve their individual goals

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Employ appropriate number of suitable teachers as tutors to support the program	☑ Principal	☐ PLP Priority	from: Term 1	$446,000.00

				to: Term 1	☐ Equity funding will be used
Appoint a TLI Coordinator to work with key Stakeholders for the TLI implementation	☑ Principal	☐ PLP Priority	from: Term 1 to: Term 1	$14,000.00 ☐ Equity funding will be used
Identify students eligible to participate in the TLI, as per DET criteria/guidelines	☑ Literacy leader ☑ Numeracy leader ☑ Sub school leader/s ☑ Wellbeing team	☐ PLP Priority	from: Term 1 to: Term 1	$0.00 ☐ Equity funding will be used
Evaluate the TLI program	☑ Assistant principal ☑ Literacy leader ☑ Numeracy leader ☑ Team leader(s)	☐ PLP Priority	from: Term 1 to: Term 3	$0.00 ☐ Equity funding will be used

KIS 2 Health and wellbeing	Happy, active and healthy kids priority
Actions	- All participating students to set individual learning goals together with their Tutors - TLI Tutors to develop supportive working relationships with all participating students - TLI Tutors, the Wellbeing Team and classroom teachers will work together to monitor student progress and emotional wellbeing throughout the program

Outcomes	- Students will participate in 2 tutoring sessions per week - Students will actively contribute to the TLI goalsetting process - Tutors will develop productive relationships with TLI students
Success Indicators	- TLI participating students to make progress in order to fill gaps created by the 2020 lockdown and remote and flexible learning - Students will become more resilient and confident

Activities and Milestones	Who	Is this a PL Priority	When	Budget
All participating students to set individual learning goals together with their tutors	☑ Assistant principal ☑ Principal ☑ Team leader(s)	☐ PLP Priority	from: Term 1 to: Term 1	$1,000.00 ☐ Equity funding will be used
TLI Tutors to develop supportive working relationships with all participating students	☑ Teacher(s) ☑ Team leader(s)	☐ PLP Priority	from: Term 1 to: Term 3	$0.00 ☐ Equity funding will be used
TLI tutors and classroom teachers will work together to monitor student progress and emotional wellbeing throughout the program	☑ Teacher(s) ☑ Team leader(s)	☐ PLP Priority	from: Term 1 to: Term 1	$3,000.00 ☐ Equity funding will be used
KIS 3 Building communities	Connected schools priority			
Actions	- NGSC TLI team will be an active participant in the Barwon TLI network - The NGSC TLI Coordinator will engage with the Barwon Area TLI Coordinator - Collaboration and sharing of resources amongst the Barwon schools			

Outcomes	- Teachers will form strong teacher networks sharing best pedagogical practice - Teacher networks will continue beyond the completion of the TLI initiative - Students will be provided with the opportunity to bridge gaps created during 2020 (Covid-19 lockdowns/Remote and Flexible)				
Success Indicators	- Create and maintain a Learning community of Tutors to share knowledge and skills within the network - Strengthen the relationships of all secondary schools across Barwon region				

Activities and Milestones		Who	Is this a PL Priority	When	Budget
NGSC TLI team will be an active participant in the Barwon TLI network		☑ Assistant principal ☑ Principal ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$5,000.00 ☐ Equity funding will be used
The NGSC LTI Coordinator will engage with the Barwon Area TLI Coordinator		☑ Principal ☑ Teacher(s) ☑ Team leader(s)	☐ PLP Priority	from: Term 1 to: Term 3	$5,000.00 ☐ Equity funding will be used
Goal 2	Maximise the achievement and learning growth of every student, particularly in Literacy and Numeracy.				
12-month target 2.1 target	Yr 9 students achieving in the top two bands: Reading 15% Writing 7% Numeracy 18% Yr 9 students in the bottom two bands: Reading 29% Writing 46% Numeracy 23%				

	Benchmark growth: Reading 70% Writing 16%
12-month target 2.2 target	VCE mean study score 27 VCE English study score 25 VCAL students with senior certificate 32%
12-month target 2.3 target	Academic emphasis - 38% Understand how to analyze data - 50% Seek feedback to improve practice - 46% Understand formative assessment - 53%
KIS 1 Curriculum planning and assessment	Strengthen teacher and team capability to use individual and cohort data and evidence to teach a differentiated and stimulating curriculum that targets each student's point of learning need.
Actions	The main focus of this KIS will be on Literacy and Numeracy. - Implement a testing schedule in literacy and numeracy for years 7-10 - Utilise the NGSC PLC structure and inquiry cycle to provide a structured opportunity for teachers to collect and use individual and cohort student data - Align the work of Learning Specialists, PLCs and KLAs in the implementation of HITs and the NGSC instructional model focusing on differentiation - Provide staff PD on data literacy eg. Carmel Richardson VCE/GAT workshops, NAPLAN data analysis, On Demand, PAT, AtoSS, SOS data
Outcomes	- Teachers will improve their skills in collecting and using student data - Teachers will engage with key stakeholders to improve their capacity in data literacy - Teachers will further develop skills to implement a differentiated learning program - Teachers will implement the NGSC Instructional model including the incorporation of HITS

Success Indicators	- PLC reflection templates will indicate the data that teachers collected and how it was used in the inquiry cycle - PDP conversations to indicate an improvement in a teacher's capacity in data literacy, use of the Instructional Model and HITS (eg. differentiation) - PLC/PDP/KLA templates/minutes to include evidence of data literacy improvement, planning for differentiation and HITS, and the NGSC instructional model			

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Learning Specialists to support teachers to build capacity through PLCs, KLAs, observations, feedback focusing on HITS/ differentiation	☑ Assistant principal ☑ Leadership team ☑ Learning specialist(s)	☑ PLP Priority	from: Term 1 to: Term 4	$20,000.00 ☑ Equity funding will be used
Utilise the NGSC PLC structure and inquiry cycle for teachers to collect and use individual and cohort student data	☑ Assistant principal ☑ Leading teacher(s) ☑ PLC leaders	☑ PLP Priority	from: Term 1 to: Term 4	$10,000.00 ☑ Equity funding will be used
Provide staff PD on data literacy eg. Carmel Richardson VCE/GAT workshops, NAPLAN data analysis, On Demand, PAT, AtSS, SOS data	☑ Assistant principal ☑ Principal ☑ Teaching and learning coordinator	☑ PLP Priority	from: Term 2 to: Term 3	$50,000.00 ☑ Equity funding will be used

KIS 2 Evidence-based high-impact teaching strategies	Further develop and embed the agreed college instructional model, integrating the use of HITS, to enable consistent, high quality instruction in every classroom.
Actions	- Utilise the PLC program, Learning Specialists and KLAs to support the consistent implementation of the NGSC instructional model (Visible Learning) and the delivery of the NGSC documented curriculum

	- Actively build awareness and knowledge of the NGSC Instructional Model for staff - Consistent implementation of HITS, in particular differentiation, in every classroom
Outcomes	- Teachers will consistently implement the school's instructional model (learning intentions, success criteria, meaningful task, feedback, gradual release, HITS) - Teachers will consistently use the language of the school's instructional model - Teachers will widely use HITS in particular differentiation, building capacity on high quality instruction in every classroom - Students will use the language of the instructional model (learning intentions, success criteria, meaningful task, feedback)
Success Indicators	- Documented observations of classroom practice ie. Learning Walks and peer observations - AtoSS data as per 12 month targets

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Calendar of meetings providing teacher access to PLC/KLA and Learning specialists	☑ Assistant principal ☑ Leadership team ☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	$1,000.00 ☐ Equity funding will be used
Curriculum Day - NGSC instructional model and moderation	☑ All staff ☑ Assistant principal ☑ KLA leader ☑ Leading teacher(s) ☑ Principal	☑ PLP Priority	from: Term 2 to: Term 3	$10,000.00 ☑ Equity funding will be used

Learning Walks, one per semester	☑ Assistant principal ☑ Leading teacher(s) ☑ Principal	☑ PLP Priority	from: Term 2 to: Term 3	$20,000.00 ☑ Equity funding will be used
Peer observations	☑ All staff ☑ Assistant principal ☑ Leading teacher(s) ☑ Learning specialist(s) ☑ Principal	☑ PLP Priority	from: Term 1 to: Term 4	$5,000.00 ☑ Equity funding will be used
In-house professional development on HITS, differentiation and the instructional model	☑ Assistant principal ☑ Leading teacher(s) ☑ Learning specialist(s)	☑ PLP Priority	from: Term 1 to: Term 4	$20,000.00 ☑ Equity funding will be used

Goal 3	Improve student wellbeing.
12-month target 3.1 target	Resilience - 62% Teacher concern - 48% Respect for diversity - 56% Sense of confidence - 65%
12-month target 3.2 target	Respect for diversity - 89% Confidence and resiliency - 82% Promoting positive behavior - 84%
12-month target 3.3 target	Number of positive behavior reports to increase by 2.5% from the 2020 data Number of students suspended to decrease by 2.5%

KIS 1 Health and wellbeing	Refine and embed the whole–school SWPBS.
Actions	- Implementation of the whole school Positive Behaviour Matrix when dealing with student issues - Explicitly teaching expected behaviours in the classroom combined with home group activities around improving student behaviour (use the SWPBS matrix displayed in every classroom) - Increase the number of positive compass entries (green entries) and publicly promote the positive and expected behaviours through celebrations, acknowledgments, assemblies, and rewards - Development of the SWPBS team to drive and implement the strategies by presenting/providing workshops on a regular basis throughout the year at staff and other school meetings
Outcomes	The aim of the program is to improve social and learning outcomes whilst minimising problem behaviour; - Teachers will refer to the matrix when dealing with issues to help the students understand the consequences of their actions and the expected behaviour - Teachers will be encouraged to increase the number of positive green entries they make on compass - There will be an increase in school (student/staff) morale
Success Indicators	- AtoSS data - Increased Compass positive green entries - Reduction in suspensions - Reduction in detentions - Reduction in negative behaviour entries

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Completion and implementation of Positive Behaviour Matrix	☑ All staff ☑ Assistant principal ☑ School improvement team	☐ PLP Priority	from: Term 1 to: Term 2	$20,000.00 ☑ Equity funding will be used
Explicitly teaching expected behaviours in all classes	☑ All staff ☑ Assistant principal	☐ PLP Priority	from: Term 1	$4,000.00

	☑ Leadership team ☑ Principal		to: Term 4	☑ Equity funding will be used
Increase the number of positive green entries	☑ All staff	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Presentations/workshops and activities at staff meetings and smaller team meetings, eg. sub-school meetings, KLA meetings	☑ Assistant principal ☑ Leadership team ☑ Principal ☑ School improvement team	☑ PLP Priority	from: Term 1 to: Term 4	$3,000.00 ☑ Equity funding will be used

KIS 2 Setting expectations and promoting inclusion	Embed Respectful Relationships into the curriculum.
Actions	- Embed the Respectful Relationships program into the school curriculum - Selected staff will engage in professional development on delivering the respectful relationships curriculum - Update policies and practices to ensure they are reflective of Respectful Relationships and gender equality
Outcomes	- The Respectful Relationships program aims to enhance classroom learning and social interactions through the modelling of respectful behaviour across the school - Update practices and policies to ensure that a school's operation and culture are underpinned by gender equality
Success Indicators	- AToSS Data as per 12 month targets - Embedded Respectful Relationships into the curriculum - Updated practices and policies

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Embed the Respectful Relationships program into the school curriculum	☑ Assistant principal ☑ KLA leader ☑ School improvement team	☐ PLP Priority	from: Term 1 to: Term 4	$10,000.00 ☑ Equity funding will be used
Selected staff will engage in professional development on delivering the respectful relationships curriculum	☑ Assistant principal ☑ KLA leader ☑ School improvement team	☑ PLP Priority	from: Term 1 to: Term 2	$20,000.00 ☑ Equity funding will be used
Policies and practices involved in the school's operation and culture are underpinned by gender equality	☑ Assistant principal ☑ School improvement team	☐ PLP Priority	from: Term 1 to: Term 4	$3,000.00 ☑ Equity funding will be used

KIS 3 Intellectual engagement and self-awareness	Strengthen the career pathway programs through Years 7–9.
Actions	- Appoint a Careers Counsellor to oversee the implementation of a Year 7 to 9 Careers program which will include structured sessions conducted by the Careers counsellor (twice per year) - Structured, collaborative Transitions Meetings - Careers team to coach key staff (Sub School Leaders, AP, course counsellors) to become familiar with Morrisby data
Outcomes	- Students will have a greater understanding of the careers processes for their cohort and the role of the careers team - Students will know the points of difference between year levels, with regard to electives and pathways and be experienced in accessing websites to gain greater understanding

Success Indicators	- Anecdotal evidence: Perceived increase in student understanding of their pathway and decrease in student request for subject changes (as reported by course counsellors and the timetabler) - AtoSS responses to School Stage Transitions to improve for new students year 7-9 and year 10 (Preparing students for the future - from 52%)

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Appointment of Careers Counsellor for years 7-9	☑ Principal	☐ PLP Priority	from: Term 1 to: Term 1	$30,000.00 ☑ Equity funding will be used
Introduction to year 7-9 Careers, by Careers Counsellor	☑ Assistant principal ☑ Leading teacher(s)	☐ PLP Priority	from: Term 1 to: Term 2	$1,000.00 ☐ Equity funding will be used
Careers referral and documentation process on Compass reviewed and published.	☑ Assistant principal ☑ Leading teacher(s)	☐ PLP Priority	from: Term 1 to: Term 2	$1,000.00 ☐ Equity funding will be used
Review of Course counselling process and student/parent knowledge.	☑ Assistant principal ☑ Leading teacher(s) ☑ Sub school leader/s	☐ PLP Priority	from: Term 2 to: Term 3	$15,000.00 ☐ Equity funding will be used

Pathway planning documentation for "students at risk of disengagement"	☑ Assistant principal ☑ Sub school leader/s	☐ PLP Priority	from: Term 1 to: Term 4	$2,000.00 ☐ Equity funding will be used
Careers team to teach/coach of key staff on how to access and use Morrisby data.	☑ Assistant principal ☑ Curriculum co-ordinator (s) ☑ Leading teacher(s) ☑ Managed individual pathways coordinator	☑ PLP Priority	from: Term 1 to: Term 4	$20,000.00 ☑ Equity funding will be used

Equity Funding Planner

Equity Spending Totals

Category	Total proposed budget ($)	Spend ($)
Equity funding associated with Activities and Milestones	$245,000.00	$167,000.00
Additional Equity funding	$1,894,000.00	$1,894,000.00
Grand Total	$2,139,000.00	$2,061,000.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget ($)	Equity Spend ($)
Learning Specialists to support teachers to build capacity through PLCs, KLAs, observations, feedback focusing on HITS/ differentiation	from: Term 1 to: Term 4	☑ School-based staffing ☑ Professional development (excluding CRT costs and new FTE) ☑ CRT	$20,000.00	$20,000.00
Utilise the NGSC PLC structure and inquiry cycle for teachers to collect and use individual and cohort student data	from: Term 1 to: Term 4	☑ School-based staffing ☑ Professional development (excluding CRT costs and new FTE) ☑ CRT	$10,000.00	$5,000.00
Provide staff PD on data literacy eg. Carmel Richardson VCE/GAT workshops, NAPLAN data analysis, On Demand, PAT, AtSS, SOS data	from: Term 2 to: Term 3	☑ Professional development (excluding CRT costs and new FTE) ☑ Support services	$50,000.00	$20,000.00
Curriculum Day - NGSC instructional model and moderation	from: Term 2	☑ School-based staffing	$10,000.00	$10,000.00

	to: Term 3	☑ Teaching and learning programs and resources ☑ Support services		
Learning Walks, one per semester	from: Term 2 to: Term 3	☑ School-based staffing ☑ CRT	$20,000.00	$20,000.00
Peer observations	from: Term 1 to: Term 4	☑ School-based staffing ☑ Teaching and learning programs and resources ☑ Professional development (excluding CRT costs and new FTE) ☑ CRT	$5,000.00	$3,000.00
In-house professional development on HITS, differentiation and the instructional model	from: Term 1 to: Term 4	☑ School-based staffing ☑ Teaching and learning programs and resources ☑ Professional development (excluding CRT costs and new FTE) ☑ CRT	$20,000.00	$10,000.00
Completion and implementation of Positive Behaviour Matrix	from: Term 1 to: Term 2	☑ School-based staffing ☑ Teaching and learning programs and resources ☑ Professional development (excluding CRT costs and new FTE) ☑ Support services	$20,000.00	$10,000.00
Explicitly teaching expected behaviours in all classes	from: Term 1	☑ School-based staffing	$4,000.00	$2,000.00

	to: Term 4	☑ Teaching and learning programs and resources ☑ Professional development (excluding CRT costs and new FTE)		
Presentations/workshops and activities at staff meetings and smaller team meetings, eg. sub-school meetings, KLA meetings	from: Term 1 to: Term 4	☑ School-based staffing ☑ Teaching and learning programs and resources ☑ Professional development (excluding CRT costs and new FTE)	$3,000.00	$1,000.00
Embed the Respectful Relationships program into the school curriculum	from: Term 1 to: Term 4	☑ School-based staffing ☑ Teaching and learning programs and resources ☑ Professional development (excluding CRT costs and new FTE) ☑ CRT ☑ Support services	$10,000.00	$5,000.00
Selected staff will engage in professional development on delivering the respectful relationships curriculum	from: Term 1 to: Term 2	☑ School-based staffing ☑ Teaching and learning programs and resources ☑ Professional development (excluding CRT costs and new FTE) ☑ CRT	$20,000.00	$10,000.00
Policies and practices involved in the school's operation and culture are underpinned by gender equality	from: Term 1 to: Term 4	☑ School-based staffing ☑ Professional development (excluding CRT costs and new FTE) ☑ CRT	$3,000.00	$1,000.00

Appointment of Careers Counsellor for years 7-9	from: Term 1 to: Term 1	☑ School-based staffing ☑ Teaching and learning programs and resources ☑ Professional development (excluding CRT costs and new FTE) ☑ CRT	$30,000.00	$30,000.00
Careers team to teach/coach of key staff on how to access and use Morrisby data.	from: Term 1 to: Term 4	☑ School-based staffing ☑ Teaching and learning programs and resources ☑ CRT ☑ Support services	$20,000.00	$20,000.00
Totals			$245,000.00	$167,000.00

Additional Equity spend

Outline here any additional Equity spend for 2021	When	Category	Total proposed budget ($)	Equity Spend ($)
Employment of a third AP2 to support the three sub-schools	from: Term 1 to: Term 4	☑ School-based staffing	$150,000.00	$150,000.00
Employment of a Sick Bay Officer	from: Term 1 to: Term 4	☑ School-based staffing	$47,000.00	$47,000.00
Employment of 3 x Sub School Assistants to support the three sub-schools (Junior, Middle and Senior)	from: Term 1 to: Term 4	☑ School-based staffing ☑ Support services	$135,000.00	$135,000.00

Employment of one extra Librarian to enable the Library to be open from 8.30am to 4.30pm non stop	from: Term 1 to: Term 4	☑ School-based staffing ☑ Teaching and learning programs and resources	$50,000.00	$50,000.00
Employment of extra staff ES1.2 for the ACE Literacy and Numeracy intervention program	from: Term 1 to: Term 4	☑ School-based staffing ☑ Teaching and learning programs and resources	$224,000.00	$224,000.00
Employment of ES.1.1 to run a full time breakfast program	from: Term 1 to: Term 4	☑ School-based staffing	$41,000.00	$41,000.00
Employment Pathways/Transitions LT	from: Term 1 to: Term 4	☑ School-based staffing	$121,000.00	$121,000.00
Time allowance for LTs and POR holders	from: Term 1 to: Term 4	☑ School-based staffing	$200,000.00	$200,000.00
STEM programs resources	from: Term 1 to: Term 4	☑ School-based staffing ☑ Teaching and learning programs and resources	$80,000.00	$80,000.00
Employment of grounds and maintenance staff member ES1.2	from: Term 1 to: Term 4	☑ School-based staffing	$60,000.00	$60,000.00
Employment of STAR Literacy and Numeracy enrichment program	from: Term 1	☑ School-based staffing ☑ Teaching and learning programs and resources	$290,000.00	$290,000.00

	to: Term 4			
Special Payments for POR holders	from: Term 1 to: Term 4	☑ School-based staffing	$40,000.00	$40,000.00
Employment of additional instrumental music teacher	from: Term 1 to: Term 4	☑ School-based staffing ☑ Teaching and learning programs and resources	$50,000.00	$50,000.00
Employment of extra teacher to accommodate for small VCE classes such as Specialist Maths, Physics	from: Term 1 to: Term 4	☑ School-based staffing ☑ Teaching and learning programs and resources	$110,000.00	$110,000.00
Employment of extra ES1.1 staff to support non-funded special needs students	from: Term 1 to: Term 4	☑ School-based staffing	$90,000.00	$90,000.00
Professional Development for staff	from: Term 1 to: Term 4	☑ School-based staffing ☑ Teaching and learning programs and resources ☑ CRT	$80,000.00	$80,000.00
Employment of Wellbeing Officer (Youth Worker) and disadvantage funding for students from low socioeconomic background	from: Term 1 to: Term 4	☑ School-based staffing ☑ Teaching and learning programs and resources ☑ Support services	$106,000.00	$106,000.00
Building middle management capacity (employment of of VASSP consultant to run workshops for middle managers ES and teachers)	from: Term 1	☑ CRT ☑ Other	$20,000.00	$20,000.00

		to: Term 3	Employment of a VASSP consultant to run the workshops		
Totals				$1,894,000.00	$1,894,000.00

Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
Learning Specialists to support teachers to build capacity through PLCs, KLAs, observations, feedback focusing on HITS/ differentiation	☑ Assistant principal ☑ Leadership team ☑ Learning specialist(s)	from: Term 1 to: Term 4	☑ Peer observation including feedback and reflection ☑ Formalised PLC/PLTs ☑ Demonstration lessons	☑ Formal school meeting / internal professional learning sessions	☑ PLC Initiative ☑ Learning specialist ☑ Pedagogical Model ☑ High Impact Teaching Strategies (HITS)	☑ On-site
Utilise the NGSC PLC structure and inquiry cycle for teachers to collect and use individual and cohort student data	☑ Assistant principal ☑ Leading teacher(s) ☑ PLC leaders	from: Term 1 to: Term 4	☑ Formalised PLC/PLTs	☑ PLC/PLT meeting	☑ PLC Initiative ☑ Learning specialist ☑ High Impact Teaching Strategies (HITS)	☑ On-site
Provide staff PD on data literacy eg. Carmel Richardson VCE/GAT workshops, NAPLAN data analysis, On Demand, PAT, AtSS, SOS data	☑ Assistant principal ☑ Principal ☑ Teaching and learning coordinator	from: Term 2 to: Term 3	☑ Planning	☑ Formal school meeting / internal professional learning sessions	☑ External consultants Carmel Richardson - VCE GAT data analyst	☑ On-site

Curriculum Day - NGSC instructional model and moderation	☑ All staff ☑ Assistant principal ☑ KLA leader ☑ Leading teacher(s) ☑ Principal	from: Term 2 to: Term 3	☑ Moderated assessment of student learning ☑ Curriculum development	☑ Whole school pupil free day	☑ Learning specialist ☑ Literacy leaders ☑ Pedagogical Model ☑ High Impact Teaching Strategies (HITS) ☑ Numeracy leader	☑ On-site
Learning Walks, one per semester	☑ Assistant principal ☑ Leading teacher(s) ☑ Principal	from: Term 2 to: Term 3	☑ Preparation ☑ Curriculum development	☑ Formal school meeting / internal professional learning sessions	☑ Pedagogical Model ☑ High Impact Teaching Strategies (HITS)	☑ On-site
Peer observations	☑ All staff ☑ Assistant principal ☑ Leading teacher(s) ☑ Learning specialist(s) ☑ Principal	from: Term 1 to: Term 4	☑ Peer observation including feedback and reflection	☑ Formal school meeting / internal professional learning sessions	☑ Internal staff ☑ Pedagogical Model ☑ High Impact Teaching Strategies (HITS)	☑ On-site
In-house professional development on HITS,	☑ Assistant principal	from: Term 1	☑ Curriculum development ☑ Demonstration lessons	☑ Formal school meeting / internal professional learning sessions	☑ Learning specialist ☑ Literacy leaders	☑ On-site

differentiation and the instructional model	☑ Leading teacher(s) ☑ Learning specialist(s)	to: Term 4			☑ Pedagogical Model ☑ High Impact Teaching Strategies (HITS) ☑ Numeracy leader	
Presentations/workshops and activities at staff meetings and smaller team meetings, eg. sub-school meetings, KLA meetings	☑ Assistant principal ☑ Leadership team ☑ Principal ☑ School improvement team	from: Term 1 to: Term 4	☑ Planning ☑ Preparation	☑ Formal school meeting / internal professional learning sessions	☑ Internal staff	☑ On-site
Selected staff will engage in professional development on delivering the respectful relationships curriculum	☑ Assistant principal ☑ KLA leader ☑ School improvement team	from: Term 1 to: Term 2	☑ Curriculum development	☑ Professional practice day ☑ Formal school meeting / internal professional learning sessions ☑ Network professional learning	☑ Departmental resources Respectful Relationships	☑ On-site
Careers team to teach/coach of key staff on how to access and use Morrisby data.	☑ Assistant principal ☑ Curriculum co-ordinator (s)	from: Term 1 to: Term 4	☑ Collaborative inquiry/action research team	☑ Formal school meeting / internal professional learning sessions	☑ Internal staff	☑ On-site

	☑ Leading teacher(s) ☑ Managed individual pathways coordinator					