2019 Annual Implementation Plan

For improving student outcomes

North Geelong Secondary College (7856)

Submitted for review by Nicholas Adamou (School Principal) on 30 January, 2019 at 12:51 PM
Awaiting endorsement by Senior Education Improvement Leader
Awaiting endorsement by School Council President

Self-evaluation Summary - 2019

	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
	Instructional and shared leadership	Evolving moving towards Embedding
	Strategic resource management	Embedding
	Vision, values and culture	Embedding

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

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

Enter your reflective comments	The student population has been maintained in 2018 and enthusiasm and resilience is evident in the school community as the building program becomes closer to being finished. Student programs that provide appropriate learning activities continue to be a focus. The select entry academic learner program will be strengthened with the addition of the AVID program in years 7 and 9 in 2019. Teachers attended PL during the year and the Leading Teacher responsible for AVID has established a positive climate for the implementation. The provision within PSD has been extensive for some students (i.e. full time supervision for funded student, extensive supervision and external program for unfunded student). Professional learning for staff occurred through the year and further plans have been made for 2019 (e.g. NGSC supported by Nelson Park Special School). VCE data showed improvement with two students with an ATAR above 90 and 6 students with study scores of 40+, (2% 40+ study score).
Considerations for 2019	Implementation of AVID in year 7 and 9 SEAL program. Maintain academic rigor in VCE to replicate/improve on 2018 results. This also implies that the 7-11 curriculum is updated and reflects the work on assessment rubrics. With the support of the LS(Digital technologies), learning tasks and assessment rubrics will migrate to Compass from the school wiki. Implementation of a reading program in years 7-9.

	Provide appropriate support and training for parents to access Compass in more meaningful ways (i.e. Learning Tasks, assessment, attendance, progress reports, semester reports and online booking for teacher conferences).
	Increase the number of staff with special needs training to support the increased number of students requiring support. The partnership with Nelson Park will be of benefit for PL and in class support.
	The school is balancing enrollments between capacity and community interest. Maintain the breadth and strength of the transition/orientation program.
	AToS and parent survey data indicate a review of areas relating to student cognitive engagement, school communication, and student connectedness.
	The school will investigate the School Wide Positive Behaviour program as a means to improve student connectedness, resilience and contribute to student safety.
Documents that support this plan	2017 NGSC Year 7-9 SEAL Maths Scope and Sequence (1).docx (0.02 MB)
	Documentation Teams and Deadlines - Planning and Documentation Teams.pdf (0.07 MB)

SSP Goals Targets and KIS

Goal 1	Teachers will adopt consistent teaching and learning protocols and high impact teaching strategies (HITS) so that all students make at least one year's growth for one year's learning in English and Mathematics. Teachers will adopt a whole school focus on HITS to improve VCE and VCAL student outcomes
Target 1.1	• NAPLAN Year 7 to 9 Relative growth measures to show improvement each year of the Strategic Plan, at least:

	Low Equal to or less than %	High Equal to or greater than %
Numeracy	30	20
Reading	25	20
Writing	35	15

• Consistently equal (similar) or exceed (higher) state benchmarks through NAPLAN Year 9 (Reading and Numeracy), VCE mean study score and Victorian Curriculum (English and Mathematics) intake adjusted data over the life of the Strategic Plan. Source: Government School Performance Summary (Annual Report)

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• All VCE class study scores are at or above General Achievement Test (GAT) predictions each year of the Strategic Plan.

• Completion rates for VCAL units of competency to increase each year of the strategic plan; participation (attendance) and completion of SBAT and VETiS programs also to increase over the

	course of the strategic plan. • Each student meets or exceeds the set growth targets in English, and Mathematics annually, over the life of the Strategic Plan using triangulated data incorporating the Victorian Curriculum.
Key Improvement Strategy 1.a Building practice excellence	Continue to consistently embed High Impact Teaching Strategies (HITS) aligned to the school's Teaching and Learning Framework
Key Improvement Strategy 1.b Building practice excellence	Develop and implement a Year 7 to 10 guaranteed and viable curriculum (scope and sequence) aligned to the Victorian curriculum that informs pathways to Senior studies (VCE and VCAL)
Key Improvement Strategy 1.c Building practice excellence	Continue to use student data (analyse and interpret) to inform Teaching and Learning
Goal 2	Over the life of the Strategic Plan we will provide a caring learning environment, encouraging all students to be curious, actively engaged, empowered and challenged so that they achieve their full potential and become valued members of their community.
Target 2.1	• Attitude to School Survey (AtSS) variables, Connectedness to Peers, and Teaching and Learning mean factor scores are at least 3.5 on a 5 point scale (mostly 'agree' or 'strongly agree') over the life of the Strategic Plan. • • Over the life of the SSP, Parent Opinion Survey (POS)School Improvement (94.9)General Satisfaction (93.6) • Parent Input (85.2)

	• School Climate percentiles, to be at least at or above 2016 benchmarks (in brackets). • Average days absent per full time equivalent (FTE) student per year over the life of the Strategic Plan are similar or lower than similar schools as per intake adjusted data. Source: Government Schools Performance Summary (Annual Report)
Key Improvement Strategy 2.a Empowering students and building school pride	To further develop student voice and agency to improve student engagement within and beyond the classroom.
Goal 3	Over the life of the Strategic Plan the school will provide a values driven school environment where student social and emotional development is supported so that wellbeing is enhanced.
Target 3.1	Over the life of the SSP, AtSS factors to show improvement from the 2016 benchmark data; • Student Safety (4.17) • Student Distress (4.93) • Classroom behaviour (2.73) • Over the life of the SSP, Parent Opinion Survey (POS)Connectedness to Peers (63.7)School Connectedness (78.4) • Student Motivations (83.9) • Student Engagement percentiles, to be at least at or above 2016 benchmarks (in brackets). • Wellbeing factors 'Connectedness to School' and student perceptions of 'Safety' are similar or higher than similar schools over the life of the Strategic Plan. Source: Government Schools Performance Summary (Annual Report)

Key Improvement Strategy 3.a Empowering students and building school pride	To continue to develop school initiatives led by the Respectful Relationships team aimed at improving student student connectedness to school and safety.
Key Improvement Strategy 3.b Empowering students and building school pride	Implement the department School Wide Positive Behavior Program Initiative.
Goal 4	Over the life of the Strategic Plan, Teacher effectiveness will be improved through collaborative structures and accountable practices. This area will be reflected through attainment of Achievement, Engagement and Wellbeing goals
Target 4.1	Over the life of the Strategic Plan, School Staff Survey (SSS), School climate module component mean factor scores for principal and teacher, to be at least at or above 2016 benchmarks (in brackets). • Collective Efficacy (61.27) • Academic emphasis (57.08) • Staff trust in colleagues (74.08) • Teacher Collaboration (62.04) • Parent and community involvement (65.97) • Collective focus on Student Learning (70.05) Guaranteed and Viable Curriculum (66.92)
Key Improvement Strategy 4.a Building leadership teams	Enhance the capacity and capabilities of the school's leadership team
Key Improvement Strategy 4.b	Refine and strengthen a distributed leadership structure with leadership roles focused on supporting teachers to build

Building leadership teams	teaching and learning capacity and reflective practice

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. |
|---|---|---|---|
| Teachers will adopt consistent teaching and learning protocols and high impact teaching strategies (HITS) so that all students make at least one year's growth for one year's learning in English and Mathematics. Teachers will adopt a whole school focus on HITS to improve VCE and VCAL student outcomes | Yes | • NAPLAN Year 7 to 9 Relative growth measures to show improvement each year of the Strategic Plan, at least:

<table><tr><td></td><td>Low
Equal to or less than %</td><td>High
Equal to or greater than %</td></tr><tr><td>Numeracy</td><td>30</td><td>20</td></tr><tr><td>Reading</td><td>25</td><td>20</td></tr><tr><td>Writing</td><td>35</td><td>15</td></tr></table>
• Consistently equal (similar) or exceed (higher) state benchmarks through NAPLAN Year 9 (Reading and Numeracy), VCE mean study score and Victorian Curriculum (English and Mathematics) intake adjusted data over the life of the Strategic Plan. Source: Government School Performance Summary (Annual Report)
•
• All VCE class study scores are at or above General Achievement Test (GAT) predictions each year of | Numeracy; Low growth: Equal or less than 30%
Numeracy: High Growth: Equal or greater than 20%
Reading: Low Growth: Equal or less than 30%
Reading: High Growth: Equal or greater than 18%
Writing: Low Growth: Equal or less than 35%
Writing: High Growth: Equal or greater than 15%

VCE mean study score to be similar or higher than 2018 (26)
VCE study scores to be at or above GAT predictions.
Increases in all aspects of VCAL programs (attendance, unit completion rates. |

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<td>the Strategic Plan.

• Completion rates for VCAL units of competency to increase each year of the strategic plan; participation (attendance) and completion of SBAT and VETiS programs also to increase over the course of the strategic plan.

• Each student meets or exceeds the set growth targets in English, and Mathematics annually, over the life of the Strategic Plan using triangulated data incorporating the Victorian Curriculum.</td>
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<td>Over the life of the Strategic Plan we will provide a caring learning environment, encouraging all students to be curious, actively engaged, empowered and challenged so that they achieve their full potential and become valued members of their community.</td>
<td>Yes</td>
<td>• Attitude to School Survey (AtSS) variables, Connectedness to Peers, and Teaching and Learning mean factor scores are at least 3.5 on a 5 point scale (mostly 'agree' or 'strongly agree') over the life of the Strategic Plan.
•

• Over the life of the SSP, Parent Opinion Survey (POS)School Improvement (94.9)General Satisfaction (93.6)

• Parent Input (85.2)
• School Climate percentiles, to be at least at or above 2016 benchmarks (in brackets).</td>
<td>Equal or above the 2018 AtSS, POS and SOP</td>
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		• Average days absent per full time equivalent (FTE) student per year over the life of the Strategic Plan are similar or lower than similar schools as per intake adjusted data. Source: Government Schools Performance Summary (Annual Report)	
Over the life of the Strategic Plan the school will provide a values driven school environment where student social and emotional development is supported so that wellbeing is enhanced.	Yes	Over the life of the SSP, AtSS factors to show improvement from the 2016 benchmark data; • Student Safety (4.17) • Student Distress (4.93) • Classroom behaviour (2.73) • Over the life of the SSP, Parent Opinion Survey (POS)Connectedness to Peers (63.7)School Connectedness (78.4) • Student Motivations (83.9) • Student Engagement percentiles, to be at least at or above 2016 benchmarks (in brackets). • Wellbeing factors 'Connectedness to School' and student perceptions of 'Safety' are similar or higher than similar schools over the life of the Strategic Plan. Source: Government Schools Performance Summary (Annual Report)	Equal or above the 2018 AtSS, POS and SOP

Over the life of the Strategic Plan, Teacher effectiveness will be improved through collaborative structures and accountable practices. This area will be reflected through attainment of Achievement, Engagement and Wellbeing goals	No	Over the life of the Strategic Plan, School Staff Survey (SSS), School climate module component mean factor scores for principal and teacher, to be at least at or above 2016 benchmarks (in brackets). • Collective Efficacy (61.27) • Academic emphasis (57.08) • Staff trust in colleagues (74.08) • Teacher Collaboration (62.04) • Parent and community involvement (65.97) • Collective focus on Student Learning (70.05) Guaranteed and Viable Curriculum (66.92)	

Goal 1	Teachers will adopt consistent teaching and learning protocols and high impact teaching strategies (HITS) so that all students make at least one year's growth for one year's learning in English and Mathematics. Teachers will adopt a whole school focus on HITS to improve VCE and VCAL student outcomes	
12 Month Target 1.1	Numeracy; Low growth: Equal or less than 30% Numeracy: High Growth: Equal or greater than 20% Reading: Low Growth: Equal or less than 30% Reading: High Growth: Equal or greater than 18% Writing: Low Growth: Equal or less than 35% Writing: High Growth: Equal or greater than 15% VCE mean study score to be similar or higher than 2018 (26) VCE study scores to be at or above GAT predictions. Increases in all aspects of VCAL programs (attendance, unit completion rates.	
Key Improvement Strategies		Is this KIS selected for focus this

	year?

KIS 1 Building practice excellence	Continue to consistently embed High Impact Teaching Strategies (HITS) aligned to the school's Teaching and Learning Framework	Yes
KIS 2 Building practice excellence	Develop and implement a Year 7 to 10 guaranteed and viable curriculum (scope and sequence) aligned to the Victorian curriculum that informs pathways to Senior studies (VCE and VCAL)	Yes
KIS 3 Building practice excellence	Continue to use student data (analyse and interpret) to inform Teaching and Learning	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.	According to the self evaluation we have achieved four out of the six NAPLAN targets (as set in SSP) in 2018 and the next level of work includes a consistent implementation of HITS. HITS was successfully implemented in 2018, however more work needs to be done in this area to ensure that all teachers identify and use appropriate HITS within the school's instructional model.	

Goal 2	Over the life of the Strategic Plan we will provide a caring learning environment, encouraging all students to be curious, actively engaged, empowered and challenged so that they achieve their full potential and become valued members of their community.
12 Month Target 2.1	Equal or above the 2018 AtSS, POS and SOP

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Empowering students and building school pride	To further develop student voice and agency to improve student engagement within and beyond the classroom.	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.	Student agency is a focus for the school community for 2019 to build on the tremendous work from 2018. A Learning Specialist in Student Engagement has been appointed to support the work in this area and build teacher capacity within the classroom. The 2018 data informs us that the more work needs to be done in relation to student connectedness and student engagement to school.	
Goal 3	Over the life of the Strategic Plan the school will provide a values driven school environment where student social and emotional development is supported so that wellbeing is enhanced.	
12 Month Target 3.1	Equal or above the 2018 AtSS, POS and SOP	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Empowering students and building school pride	To continue to develop school initiatives led by the Respectful Relationships team aimed at improving student student connectedness to school and safety.	Yes
KIS 2 Empowering students and building school pride	Implement the department School Wide Positive Behavior Program Initiative.	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.	This KIS will support the continued current work undertaken in relation to Student Engagement and Well-being.	

Define Actions, Outcomes and Activities

Goal 1	Teachers will adopt consistent teaching and learning protocols and high impact teaching strategies (HITS) so that all students make at least one year's growth for one year's learning in English and Mathematics. Teachers will adopt a whole school focus on HITS to improve VCE and VCAL student outcomes
12 Month Target 1.1	Numeracy; Low growth: Equal or less than 30% Numeracy: High Growth: Equal or greater than 20% Reading: Low Growth: Equal or less than 30% Reading: High Growth: Equal or greater than 18% Writing: Low Growth: Equal or less than 35% Writing: High Growth: Equal or greater than 15% VCE mean study score to be similar or higher than 2018 (26) VCE study scores to be at or above GAT predictions. Increases in all aspects of VCAL programs (attendance, unit completion rates.
KIS 1 Building practice excellence	Continue to consistently embed High Impact Teaching Strategies (HITS) aligned to the school's Teaching and Learning Framework
Actions	A Teaching and Learning (HITS) Learning Specialist has been appointed to continue building capacity for teachers. Teachers will demonstrate the implementation of HITS through the P&D review process, Student shadowing and peer observations. Professional learning activities will be conducted by the Learning Specialist (HITS). Curriculum documentation to include HITS. KLAs identify, discuss and share HITS in KLA meetings.
Outcomes	Leaders and teacher leaders will use Student Shadowing to develop insight into the student engagement, student learning needs, teaching practices that will be used to Teachers develop their practice through feedback provided via peer observations sessions. Teacher P&D plans to reflect their implementation of HITS within the school's Teaching and learning instructional model. Teachers/KLA leaders will update curriculum documentation to reflect the implementation of HITS. Student engagement and success in their learning is increased.
Success Indicators	PLC structure refined and HITS are present in the inquiry cycle. HITS included in P&D plans. HITS embedded in curriculum documentation.

Outcomes of student shadowing and peer observations indicate increased knowledge and use of HITS.

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Refine PLC structure and process	☑ Assistant Principal ☑ Leading Teacher(s) ☑ PLC Leaders	☑ PLP Priority	from: Term 1 to: Term 3	$80,000.00 ☑ Equity funding will be used
Student Shadowing in terms 2 and 3	☑ School Leadership Team ☑ Teacher(s)	☐ PLP Priority	from: Term 2 to: Term 3	$100,000.00 ☑ Equity funding will be used
Peer observations	☑ Leadership Team ☑ Learning Specialist(s) ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$200,000.00 ☑ Equity funding will be used

KIS 2 Building practice excellence	Develop and implement a Year 7 to 10 guaranteed and viable curriculum (scope and sequence) aligned to the Victorian curriculum that informs pathways to Senior studies (VCE and VCAL)
Actions	Review and update the Year 7 to 10 curriculum (scope and sequence) including HITS KLA time allocated to discuss and refine the 7 to 10 curriculum Moderation across KLAs
Outcomes	Teachers' mindset is that curriculum review/updates are necessary to allow for new ideas and improvements to be reflected in the documentation. i.e progress with - HITS implementation, promoting student voice and agency in teaching and learning, inclusion of appropriate digital technologies, inclusion of Respectful Relationship outcomes. Teachers have confidence in the predictability of the teaching and learning programs.

	Improved student outcomes; NAPLAN, Teacher Judgements, VCE
Success Indicators	Published online Year 7 to 10 curriculum School calendar KLA allocated meeting time (agenda and minutes)

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Curriculum Leader to lead the the work of all KLAs	☑ Leadership Team	☐ PLP Priority	from: Term 1 to: Term 4	$20,000.00 ☑ Equity funding will be used
KLA Leaders to work within their individual KLAs to ensure an updated Year 7 to 10 curriculum, common assessment tasks and HITS embedded in their Teaching and Learning	☑ All Staff	☑ PLP Priority	from: Term 1 to: Term 3	$20,000.00 ☑ Equity funding will be used

KIS 3 Building practice excellence	Continue to use student data (analyse and interpret) to inform Teaching and Learning
Actions	Develop teacher capacity to use data and evidence to inform and drive all work in PLCs. Through PLCs, embed effective feedback process across the school. Refine the PLC structure and process to align with the PLC Initiative recommendations. Refine the assessment practices with rubrics and build on the consistency of assessment practices across and within KLAs. Develop the use of Compass to create rubrics and communicate them to students and parents.
Outcomes	The Inquiry Cycle is used to deliver student learning gains through the PLCs. Leaders and teachers are refining their understanding of the Inquiry cycle as they guide PLC teams. Students and parents are more familiar with, and can contribute to, the discussion about student learning data and feedback. The use of rubrics is enhanced through Compass; rubrics are made available to students and parents during and post the learning task. Students enhance their use of rubrics to manage their learning and parents are informed and can support their child in a purposeful way.

Success Indicators	AToSSurvey - effective Teaching Practice for cognitive engagement. PLCs meet regularly. Teachers engage with the Inquiry Cycle process and language. Teachers demonstrate student learning growth through posttests, use of assessment rubrics or moderation.

Activities and Milestones	Who	Is this a PL Priority	When	Budget
PLC structure and processes refined and communicated to staff	☑ Assistant Principal ☑ Leading Teacher(s) ☑ Learning Specialist(s) ☑ PLC Leaders	☑ PLP Priority	from: Term 1 to: Term 2	$180,000.00 ☑ Equity funding will be used
Development of rubrics through Compass	☑ Assistant Principal ☑ Curriculum Coordinator (s) ☑ Leadership Team ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$5,000.00 ☐ Equity funding will be used
Teachers engaged with the Inquiry cycle in PLCs	☑ Assistant Principal ☑ Leading Teacher(s) ☑ Learning Specialist(s) ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 3	$80,000.00 ☑ Equity funding will be used
Goal 2	Over the life of the Strategic Plan we will provide a caring learning environment, encouraging all students to be curious, actively engaged, empowered and challenged so that they achieve their full potential and become valued members of their community.

12 Month Target 2.1	Equal or above the 2018 AtSS, POS and SOP
KIS 1 Empowering students and building school pride	To further develop student voice and agency to improve student engagement within and beyond the classroom.
Actions	Employ a Learning Specialist in Student Engagement. Allocate a Position of Responsibility to SRC and student voice and agency. Create an action plan for developing student voice and agency within student leadership profile, based on the Amplify document. Leadership development training/activities for students. Meeting schedule for year level and area SRC meetings. Develop a student action committee - unpack the ATSS; involve parents in the discussion of the ATSS data. Increased House activities organised by student teams, junior sports competition, Work with teachers on classroom strategies that encourage and enhance opportunities for students to be engaged and responsible for their own learning. These are mainly the relevant HITS that relate to building student capacity in their own agency in learning, i.e. Setting Goals, Collaborative Learning, Questioning, Feedback, Metacognitive Strategies and Differentiated teaching (as per the Victorian teaching and Learning Model described in Amplify) - requires collaborative work with the Learning Specialist - HITS. Implement the Student engagement survey to all students (via Insights on Compass); collate and share the data as class profiles to teachers. Utilize the Practice Principle 3 Reflection tool with staff.
Outcomes	Students are engaged with their learning. Students are knowledgeable about what their data tells them and what to do next. Student participation in activities increases. SRC are motivated to plan, implement and reflect on student-run activities. Increased profile of student leadership within the school. Students are represented in more forums across the school (voice and agency supported) Teachers are aware of the influence of student voice and agency in their practice, and use this to further engage students in their learning.
Success Indicators	AToS Survey data to improve in Social engagement (sense of connectedness, student voice and agency), self-regulation and goal setting, sense of confidence, differentiated learning challenge. POS data to improve in all aspects of Student Cognitive engagement, Student Development and student connectedness. Attendance at SRC meetings. SRC run activities/meetings/forums. Student representation on school council.

Activities and Milestones	Who	Is this a PL Priority	When	Budget
SRC meetings scheduled and attendance is high	☑ Student(s) ☑ Team Leader(s)	☐ PLP Priority	from: Term 1 to: Term 4	$2,000.00 ☐ Equity funding will be used
SRC run activities	☑ Student(s) ☑ Team Leader(s)	☐ PLP Priority	from: Term 1 to: Term 4	$2,500.00 ☐ Equity funding will be used
Learning Specialist working in Classrooms with teachers on engagement strategies	☑ Assistant Principal ☑ Learning Specialist(s) ☑ Student(s)	☑ PLP Priority	from: Term 1 to: Term 4	$300,000.00 ☑ Equity funding will be used

Goal 3	Over the life of the Strategic Plan the school will provide a values driven school environment where student social and emotional development is supported so that wellbeing is enhanced.
12 Month Target 3.1	Equal or above the 2018 AtSS, POS and SOP
KIS 1 Empowering students and building school pride	To continue to develop school initiatives led by the Respectful Relationships team aimed at improving student student connectedness to school and safety.
Actions	Maintain the team created to work on Respectful Relationships. Maintain partnership with lead school. Staff to be Professional Developed and to lead the RR strategies

Outcomes	Leadership possess the capacity to assist in the implementation of the Respectful Relationships Build the capacity of the Respectful Relationships team to implement school initiatives Teachers begin to implement the language and programs of Respectful Relationships Ensure the early identification of barriers to equality within the workplace Staff, students and families have the avenues to offer feedback on disrespectful behavior.
Success Indicators	AToS Survey data to show improvement in Student Distress, Student Safety and Connectedness. Parent Opinion Survey Connectedness to Peers, School Connectedness to show improvement

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Meetings attended with Lead school	☑ Assistant Principal ☑ School Improvement Team	☑ PLP Priority	from: Term 1 to: Term 4	$10,000.00 ☑ Equity funding will be used
Activities (professional learning) to build capacity in leadership, the RR team and staff from the school.	☑ Assistant Principal ☑ Leadership Team ☑ School Improvement Team	☑ PLP Priority	from: Term 1 to: Term 4	$50,000.00 ☑ Equity funding will be used
Ensure that there are gender neutral amenities and that the the schools policies are reflective of the RR values.	☑ Assistant Principal ☑ Leadership Team ☑ Principal ☑ School Improvement Team ☑ Student(s)	☐ PLP Priority	from: Term 1 to: Term 4	$100,000.00 ☑ Equity funding will be used

Develop a whole school teaching and learning plan that incorporates RRRR into curriculum	☑ Assistant Principal ☑ Curriculum Co-ordinator (s) ☑ KLA Leader ☑ Leadership Team ☑ School Improvement Team ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$5,000.00 ☐ Equity funding will be used
Review teaching topics and resources to ensure gender equity and that there are no messages condoning violence or promoting negative gender stereotypes (students could be involved in this process). Extracurricular activities that promote gender equality and challenge negative stereotypes GROWTH Year 7 & 8 Girls Go Extreme Year 8 Resilience program Year 10 Wellbeing Lunchtime activities White Ribbon Day, International Women's Day, IDAHO day Standout group	☑ All Staff	☑ PLP Priority	from: Term 1 to: Term 4	$10,000.00 ☐ Equity funding will be used

KIS 2 Empowering students and building school pride	Implement the department School Wide Positive Behavior Program Initiative.
Actions	Engage with DET liaison to initiate the SWPB program. Conduct various staff, student management and teacher meetings to learn about the program and to initiate changes to practice,

	language and mindset. Create an action plan that describes the implementation stages and the communication required to all school community members. Visit or create professional links with other schools who have successfully implemented SWPB program. Communicate to all key stakeholders (especially students) how the program will impact and influence their life at NGSC.
Outcomes	SWPB program ready to be implemented at some stage in 2019 or for 2020. All school community members are knowledgeable about the program and will support and participate in the program. All school community members use the language attached to the SWPB program.
Success Indicators	Improvement in school data around student safety, bullying, student connectedness. Language and processes for SWPB program are evident across the school, in classrooms, in SSGs, in assemblies, in newsletters/Compass News.

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Staff PD session on the SWPB program	☑ All Staff ☑ Assistant Principal ☑ Sub School Leader/s	☑ PLP Priority	from: Term 1 to: Term 1	$30,000.00 ☑ Equity funding will be used
SWPB Team established to manage the implementation stages	☑ Assistant Principal ☑ Sub School Leader/s	☐ PLP Priority	from: Term 1 to: Term 1	$10,000.00 ☑ Equity funding will be used
Communication to all school community members about the SWPB program	☑ Leadership Team ☑ Sub School Leader/s ☑ Year Level Co-ordinator(s)	☑ PLP Priority	from: Term 1 to: Term 4	$10,000.00 ☑ Equity funding will be used
Action/implementation plan created	☑ Assistant Principal	☐ PLP	from:	$10,000.00

	☑ Sub School Leader/s	Priority	Term 1 to: Term 2	☑ Equity funding will be used
SWPBS team to attend PD on implementing SWPBS program	☑ School Improvement Team	☑ PLP Priority	from: Term 1	$5,000.00 ☑ Equity funding will be used

Equity Funding Planner

Equity Spending Totals

Category	Total proposed budget ($)	Spend ($)
Equity funding associated with Activities and Milestones	$1,205,000.00	0.00
Additional Equity funding	$50,000.00	$50,000.00
Grand Total	**$1,255,000.00**	**$50,000.00**

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget ($)	Equity Spend ($)
Refine PLC structure and process	from: Term 1 to: Term 3	☑ School-based staffing ☑ Teaching and learning programs and resources ☑ Professional development (excluding CRT costs and new FTE) ☑ CRT	$80,000.00	$80,000.00
Student Shadowing in terms 2 and 3	from: Term 2 to: Term 3	☑ School-based staffing ☑ Teaching and learning programs and resources ☑ Professional development (excluding CRT costs and new FTE) ☑ CRT	$100,000.00	$90,000.00
Peer observations	from: Term 1	☑ School-based staffing ☑ Teaching and learning programs and	$200,000.00	$180,000.00

	to: Term 4	resources ☑ Professional development (excluding CRT costs and new FTE) ☑ CRT		
Curriculum Leader to lead the the work of all KLAs	from: Term 1 to: Term 4	☑ School-based staffing	$20,000.00	
KLA Leaders to work within their individual KLAs to ensure an updated Year 7 to 10 curriculum, common assessment tasks and HITS embedded in their Teaching and Learning	from: Term 1 to: Term 3	☑ School-based staffing ☑ Teaching and learning programs and resources	$20,000.00	
PLC structure and processes refined and communicated to staff	from: Term 1 to: Term 2	☑ School-based staffing ☑ Teaching and learning programs and resources ☑ Professional development (excluding CRT costs and new FTE) ☑ CRT	$180,000.00	$80,000.00
Teachers engaged with the Inquiry cycle in PLCs	from: Term 1 to: Term 3	☑ School-based staffing ☑ Teaching and learning programs and resources ☑ Professional development (excluding CRT costs and new FTE) ☑ CRT	$80,000.00	$70,000.00
Learning Specialist working in Classrooms with teachers on engagement strategies	from: Term 1 to: Term 4	☑ School-based staffing ☑ Teaching and learning programs and resources ☑ Professional development (excluding CRT	$300,000.00	$200,000.00

		costs and new FTE) ☑ CRT		
Meetings attended with Lead school	from: Term 1 to: Term 4	☑ School-based staffing ☑ Professional development (excluding CRT costs and new FTE) ☑ CRT	$10,000.00	$10,000.00
Activities (professional learning) to build capacity in leadership, the RR team and staff from the school.	from: Term 1 to: Term 4	☑ Professional development (excluding CRT costs and new FTE) ☑ CRT	$50,000.00	$50,000.00
Ensure that there are gender neutral amenities and that the schools policies are reflective of the RR values.	from: Term 1 to: Term 4	☑ School-based staffing ☑ Teaching and learning programs and resources ☑ CRT ☑ Assets	$100,000.00	$100,000.00
Staff PD session on the SWPB program	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
SWPB Team established to manage the implementation stages	from: Term 1 to: Term 1	☑ School-based staffing ☑ Teaching and learning programs and resources ☑ Professional development (excluding CRT costs and new FTE) ☑ CRT	$10,000.00	$10,000.00

Communication to all school community members about the SWPB program	from: Term 1 to: Term 4	☑ School-based staffing ☑ Teaching and learning programs and resources ☑ Professional development (excluding CRT costs and new FTE) ☑ CRT	$10,000.00	$10,000.00
Action/implementation plan created	from: Term 1 to: Term 2	☑ School-based staffing ☑ Professional development (excluding CRT costs and new FTE) ☑ CRT	$10,000.00	$10,000.00
SWPBS team to attend PD on implementing SWPBS program	from: Term 1	☑ School-based staffing ☑ Teaching and learning programs and resources ☑ Professional development (excluding CRT costs and new FTE) ☑ CRT	$5,000.00	$5,000.00
Totals			$1,205,000.00	

Additional Equity spend

Outline here any additional Equity spend for 2019	When	Category	Total proposed budget ($)	Equity Spend ($)
Instructional Teaching and Learning model, HITS	from: Term 1 to: Term 4	☑ School-based staffing ☑ Teaching and learning programs and resources ☑ Professional development (excluding CRT costs and new FTE) ☑ CRT	$50,000.00	$50,000.00

Totals	$50,000.00	$50,000.00

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Refine PLC structure and process	☑ Assistant Principal ☑ Leading Teacher(s) ☑ PLC Leaders	from: Term 1 to: Term 3	☑ Planning ☑ Formalised PLC/PLTs ☑ Individualised Reflection	☑ PLC/PLT Meeting	☑ PLC Initiative ☑ Internal staff	☑ On-site
Peer observations	☑ Leadership Team ☑ Learning Specialist(s) ☑ Teacher(s)	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Peer observation including feedback and reflection	☑ PLC/PLT Meeting	☑ Internal staff	☑ On-site
KLA Leaders to work within their individual KLAs to ensure an updated Year 7 to 10 curriculum, common assessment tasks and HITS embedded in their Teaching and Learning	☑ All Staff	from: Term 1 to: Term 3	☑ Planning ☑ Moderated assessment of student learning ☑ Peer observation including feedback and reflection	☑ Whole School Pupil Free Day ☑ Formal School Meeting / Internal Professional Learning Sessions ☑ Communities of Practice ☑ PLC/PLT Meeting	☑ Literacy expertise ☑ PLC Initiative ☑ Teaching partners ☑ School improvement partnerships ☑ Learning Specialist ☑ Literacy Leaders ☑ Maths/Sci Specialist	☑ On-site

PLC structure and processes refined and communicated to staff	☑ Assistant Principal ☑ Leading Teacher(s) ☑ Learning Specialist(s) ☑ PLC Leaders	from: Term 1 to: Term 2	☑ Formalised PLC/PLTs	☑ PLC/PLT Meeting	☑ PLC Initiative	☑ On-site
Teachers engaged with the Inquiry cycle in PLCs	☑ Assistant Principal ☑ Leading Teacher(s) ☑ Learning Specialist(s) ☑ Teacher(s)	from: Term 1 to: Term 3	☑ Formalised PLC/PLTs	☑ PLC/PLT Meeting	☑ PLC Initiative	☑ On-site
Learning Specialist working in Classrooms with teachers on engagement strategies	☑ Assistant Principal ☑ Learning Specialist(s) ☑ Student(s)	from: Term 1 to: Term 4	☑ Peer observation including feedback and reflection	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Learning Specialist	☑ On-site
Meetings attended with Lead school	☑ Assistant Principal ☑ School Improvement	from: Term 1 to: Term 4	☑ Planning ☑ Preparation	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Leadership partners	☑ On-site

	Team					
Activities (professional learning) to build capacity in leadership, the RR team and staff from the school.	☑ Assistant Principal ☑ Leadership Team ☑ School Improvement Team	from: Term 1 to: Term 4	☑ Preparation	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ Timetabled Planning Day	☑ School improvement partnerships	☑ On-site
Develop a whole school teaching and learning plan that incorporates RRRR into curriculum	☑ Assistant Principal ☑ Curriculum Co-ordinator (s) ☑ KLA Leader ☑ Leadership Team ☑ School Improvement Team ☑ Teacher(s)	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Curriculum development	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ Communities of Practice	☑ School improvement partnerships ☑ Internal staff ☑ Departmental resources Respectful Relationships regional support resources, staff	☑ On-site
Review teaching topics and resources to ensure gender equity and that there are no	☑ All Staff	from: Term 1 to:	☑ Planning ☑ Collaborative Inquiry/Action Research	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff	☑ On-site

		Term 4	team ☑ Curriculum development			
messages condoning violence or promoting negative gender stereotypes (students could be involved in this process). Extracurricular activities that promote gender equality and challenge negative stereotypes GROWTH Year 7 & 8 Girls Go Extreme Year 8 Resilience program Year 10 Wellbeing Lunchtime activities White Ribbon Day, International Women's Day, IDAHO day Standout group						
Staff PD session on the SWPB program	☑ All Staff ☑ Assistant Principal ☑ Sub School Leader/s	from: Term 1 to: Term 1	☑ Preparation	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ School improvement partnerships ☑ Departmental resources SWPB program	☑ On-site
Communication to all school community members about the SWPB program	☑ Leadership Team ☑ Sub School Leader/s ☑ Year Level Co-	from: Term 1 to: Term 4	☑ Planning	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ School improvement partnerships ☑ Departmental resources SWPB program	☑ On-site

	ordinator(s)					
SWPBS team to attend PD on implementing SWPBS program	☑ School Improvement Team	from: Term 1	☑ Planning ☑ Preparation	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ Communities of Practice	☑ Internal staff ☑ Departmental resources SWPB	☑ On-site