

2019 Annual Implementation Plan

for improving student outcomes

Cranbourne Secondary College (7747)



Submitted for review by John Jovic (School Principal) on 12 December, 2018 at 04:06 PM

Endorsed by Anne Martin (Senior Education Improvement Leader) on 19 December, 2018 at 12:14 PM

Endorsed by Elvira Ritzert (School Council President) on 20 December, 2018 at 07:56 PM

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	Emerging moving towards Evolving
	Evaluating impact on learning	Evolving moving towards Embedding
Professional leadership	Building leadership teams	Evolving moving towards Embedding
	Instructional and shared leadership	Evolving
	Strategic resource management	Evolving
	Vision, values and culture	Embedding

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

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

Enter your reflective comments	We have made some progress along the continuum in 2018 in some key areas, especially in building staff capacity and in professional leadership. We expect significant growth in all areas when we introduce clinical teaching and the cycle of teaching and learning for all staff in 2019. This should move our College into the embedding category in most areas.
Considerations for 2019	We need to build on the success of 2018 where our Naplan data showed considerable improvement. An improved line of sight into the classroom through our clinical teaching approach and the introduction of our instructional model will help us to produce greater evidence of impact, which should see further improvement in teacher capacity and student outcomes.
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	To improve the literacy & numeracy standards of students across the school, with an emphasis in Years 7-10
Target 1.1	<ul style="list-style-type: none"> • Improve NAPLAN growth to a 25:50:25 distribution with an increase in high & medium growth and reduction in low growth numbers • Increase students' PAT Test Stanine Ranking in Literacy and Numeracy by an average of one stanine, over a four year period. This is measured by comparing their score at the beginning of Year 7 to their score at the end of Year 10. • To achieve VCE adjusted study scores in English that are above expected levels.
Key Improvement Strategy 1.a Building practice excellence	<ul style="list-style-type: none"> • Adopt a collaborative and evidence based approach to designing high quality and differentiated teaching & learning through the use of the learning architecture • Implement an effective whole school intervention program that targets both literacy & numeracy
Goal 2	To improve the wellbeing of all students.
Target 2.1	<ul style="list-style-type: none"> • Improve attendance rates by 20% in all year levels against 2016 data over the life of the SSP • Using the Student Attitude to School Data, maintain student safety, student distress & student morale in the 4th quartile • Using Attitude to School data, improve student behaviour into the 3rd quartile • Match school retention rates with state levels for Years 7 into 10 & 10 into 11

	<ul style="list-style-type: none"> • Achieve a retention rate within 3% of state levels for Years 11 into 12
Key Improvement Strategy 2.a Health and wellbeing	<ul style="list-style-type: none"> • To develop a whole school approach to improving student attendance
Key Improvement Strategy 2.b Health and wellbeing	Provide a professional learning program that improves the ability of teachers to manage difficult students.
Goal 3	To create a culture of shared & distributed leadership where staff are empowered to seek leadership development in the context of a collective responsibility for improving student outcomes
Target 3.1	<p style="text-align: center;">Staff Opinion Survey</p> <p style="text-align: center;">To increase the following areas of the staff opinion survey by 20% over the life of the SSP:</p> <ul style="list-style-type: none"> ▪ Collective Efficacy (25.4%) ▪ Teacher collaboration (27.6%) ▪ Shielding/Buffering (15.5%) <p>To achieve yearly improvements in the following leadership characteristics: Leading change, visibility & instructional leadership</p>
Key Improvement Strategy 3.a Intellectual engagement and self-awareness	This will not be a focus for 2019.
Goal 4	To create a learning environment where student voice allows them to take ownership and responsibility for their own learning

Target 4.1	<ul style="list-style-type: none"> • Maintain learning confidence, student learning, student motivation & teacher effectiveness within the 4th quartile of the Student Attitudes to School survey • • To reduce by 20% student exit destination data for the categories of part time employment, unemployment or destination unknown in: <ol style="list-style-type: none"> 1. Year 9 (8.1 % average in 2015/16) 2. Year 10 (13.9 % average in 2015/16) 3. Year 11 (30% average in 2015/16)
Key Improvement Strategy 4.a Health and wellbeing	This will not be a focus for 2019.

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 the literacy & numeracy standards of students across the school, with an emphasis in Years 7-10	Yes	<ul style="list-style-type: none"> • Improve NAPLAN growth to a 25:50:25 distribution with an increase in high & medium growth and reduction in low growth numbers • Increase students' PAT Test Stanine Ranking in Literacy and Numeracy by an average of one stanine, over a four year period. This is measured by comparing their score at the beginning of Year 7 to their score at the end of Year 10. • To achieve VCE adjusted study scores in English that are above expected levels. 	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <ol style="list-style-type: none"> 1. Further improve NAPLAN reading growth and numeracy to a distribution of 20:50:30 2. Maintain an average student improvement in PAT testing of one stanine per year in both literacy & numeracy 3. VCE adjusted English scores to remain above expected levels
To improve the wellbeing of all students.	Yes	<ul style="list-style-type: none"> • Improve attendance rates by 20% in all year levels against 2016 data over the life of the SSP • Using the Student Attitude to School Data, maintain student safety, student distress & student morale in the 4th quartile 	<p>Using the Student Attitude to School Data improve the following measures:</p> <ol style="list-style-type: none"> 1. students not experiencing bullying from 34.3% to 40% 2. managing bullying from 27.1 to 40%. 3. effective classroom behaviour from 32.4% to 40%

		<ul style="list-style-type: none"> • Using Attitude to School data, improve student behaviour into the 3rd quartile • Match school retention rates with state levels for Years 7 into 10 & 10 into 11 • Achieve a retention rate within 3% of state levels for Years 11 into 12 	
To create a culture of shared & distributed leadership where staff are empowered to seek leadership development in the context of a collective responsibility for improving student outcomes	No	<p>Staff Opinion Survey</p> <p>To increase the following areas of the staff opinion survey by 20% over the life of the SSP:</p> <ul style="list-style-type: none"> ▪ Collective Efficacy (25.4%) ▪ Teacher collaboration (27.6%) ▪ Shielding/Buffering (15.5%) <p>To achieve yearly improvements in the following leadership characteristics: Leading change, visibility & instructional leadership</p>	
To create a learning environment where student voice allows them to take ownership and responsibility for their own learning	No	<ul style="list-style-type: none"> • Maintain learning confidence, student learning, student motivation & teacher effectiveness within the 4th quartile of the Student Attitudes to School survey • • To reduce by 20% student exit destination data for the categories of part time employment, unemployment or destination unknown in: <p>1. Year 9 (8.1 % average in 2015/16)</p>	

		2. Year 10 (13.9 % average in 2015/16) 3. Year 11 (30% average in 2015/16)	
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Goal 1	To improve the literacy & numeracy standards of students across the school, with an emphasis in Years 7-10		
12 Month Target 1.1	1. Further improve NAPLAN reading growth and numeracy to a distribution of 20:50:30 2. Maintain an average student improvement in PAT testing of one stanine per year in both literacy & numeracy 3. VCE adjusted English scores to remain above expected levels		
Key Improvement Strategies			Is this KIS selected for focus this year?
KIS 1 Building practice excellence	<ul style="list-style-type: none"> Adopt a collaborative and evidence based approach to designing high quality and differentiated teaching & learning through the use of the learning architecture Implement an effective whole school intervention program that targets both literacy & numeracy 		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.	Our school was able to make significant improvement in NAPLAN growth data which is close to a bell curve all areas except in writing. While we are pleased to report on this improvement, we still have low numbers of students in the top 2 bands in both literacy and numeracy. We have also not been able to implement our literacy intervention program with fidelity and believe there is room for improvement. Numeracy intervention has been more successful. Our strategies have only begun to have a positive impact, and we intend to make further improvements in 2019, as staff capacity continues to build in the areas of differentiation and collaboration.		
Goal 2	To improve the wellbeing of all students.		
12 Month Target 2.1	Using the Student Attitude to School Data improve the following measures: 1. students not experiencing bullying from 34.3% to 40%		

	2. managing bullying from 27.1 to 40%. 3. effective classroom behaviour from 32.4% to 40%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Health and wellbeing	<ul style="list-style-type: none"> To develop a whole school approach to improving student attendance 	No
KIS 2 Health and wellbeing	Provide a professional learning program that improves the ability of teachers to manage difficult students.	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 staff at our College strongly endorsed the need to implement an effective school wide approach to managing student behaviour. As a result we applied to be part of the SWPBS program and have had a coach appointed by DET to guide us through the long term implementation of the program. We have already made a positive start to implementation and it will be a key focus for our College in 2019.	

Define Actions, Outcomes and Activities

Goal 1	To improve the literacy & numeracy standards of students across the school, with an emphasis in Years 7-10
12 Month Target 1.1	<ol style="list-style-type: none"> 1. Further improve NAPLAN reading growth and numeracy to a distribution of 20:50:30 2. Maintain an average student improvement in PAT testing of one stanine per year in both literacy & numeracy 3. VCE adjusted English scores to remain above expected levels
KIS 1 Building practice excellence	<ul style="list-style-type: none"> • Adopt a collaborative and evidence based approach to designing high quality and differentiated teaching & learning through the use of the learning architecture • Implement an effective whole school intervention program that targets both literacy & numeracy
Actions	<p>LITERACY</p> <ol style="list-style-type: none"> 1. Build upon the current reading programs (Years 7-9). DEAR will be embedded into the Life Skills curriculum in 2019 and will be carried out during each Life Skills lesson for the first 10 minutes throughout the year. The reading program at Year 7 and 8 will involve two terms of reciprocal teaching, one term of wider reading and one term of literature circles. 2. In order to support students working well below the expected standard, LI teachers and the LI leader will develop a learning sequence that focuses on building literacy skills in the areas of reading and writing. Each semester will dedicate one term to reading and one term to writing at both Year 7 and 8. 3. Following the audit of all subject areas' literacy demands and the presentation of the literacy skills specific to each faculty (completed in 2018 and presented to LALs), 2019 will focus on the embedding of strategies/lessons that teach these skills into learning sequences. 4. The Literacy team will complete an audit of the vocabulary demands in all learning areas and current strategies being used to teach vocabulary with the support of LALs. The aim of this will be to identify words that occur with reasonable frequency in that subject area, and words that are important to the reading selection or concept being taught, and how the vocab words are being taught. 5. Implement the MYLNS at Year 10. <p>NUMERACY</p> <ol style="list-style-type: none"> 1. Continue blocking of junior Maths classes and maintain the number of teachers working in each block at Yr 7 & 8. 2. Strengthen problem solving focus across all Year levels in Maths with specific problem solving lessons being delivered to all Yr 7-9 classes in a dedicated numeracy room. 3. A greater focus on the literacy component of Maths questions through explicit and regular teaching of literacy strategies in the Maths classroom. 4. Gather, assess and discuss student data on their attitudes and dispositions to Maths with a focus on increasing student agency in the learning.

<p>Outcomes</p>	<p>LITERACY</p> <p>1. Student feedback regarding reading programs. This should indicate:</p> <ul style="list-style-type: none"> - An understanding of relevant reading strategies. - An increase in the frequency of reading. <p>Students using substantive talk and reading strategies in classrooms, this will be monitored through:</p> <ul style="list-style-type: none"> - Teacher observation - Self and peer reflection surveys <p>2. By the end of 2019:</p> <ul style="list-style-type: none"> - CATs will have been developed for both Year 7 and 8 Literacy Intervention. - Student profiles will have been shared with all teachers to promote greater communication between the Learning Enhancement team and the rest of the school. - All teachers of Learning Enhancement will be following a consistent learning sequence. <p>3. Staff are confident in teaching the literacy skills allocated to their learning area as well as the whole school skills. Lessons that target specific literacy skills have been embedded into learning sequences in all subject areas.</p> <p>4. Increased explicit teaching of vocabulary in all subject areas as shown through observations and staff feedback. Increase in student confidence when approaching an unknown text as shown through student feedback. Each unit in all subject areas addresses the vocabulary demands of the unit through a lesson or series of lessons.</p> <p>5. Improved literacy skills of selected Year 10 students with significant literacy deficits. Trained literacy teachers with specific skills in teaching "at risk" students.</p> <p>NUMERACY</p> <p>1.. -Improved Exit 2 results on CATs.</p> <ul style="list-style-type: none"> -Problem solving strategies and activities to be embedded throughout the learning sequence. <p>2. -Teacher's observed as using literacy strategies regularly in the maths classroom.</p> <ul style="list-style-type: none"> -Appropriate scaffolding on CATs to assist with literacy. <p>3. -In all maths classes, students conduct goal-setting at the beginning of each topic and reflection following each CAT.</p> <ul style="list-style-type: none"> -Improved attitudes to Maths as evidenced by survey data. -Growth-mindset explicitly implemented in the learning sequence.
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Success Indicators	<p>LITERACY</p> <ol style="list-style-type: none"> 1. Improved NAPLAN reading growth from current distribution (25:54:21) to (25:50:25) 2. Attitude to reading survey to increase by min 20% between term 1 and term 4 3. English pre & post test unit results to indicate that 80% of students have achieved growth 4. Improved use of comprehension strategies as indicated by: <ul style="list-style-type: none"> • Pivot survey vocabulary data (increase by one point on the five point scale from Term 1 to Term 4 2019) <p>NUMERACY</p> <ol style="list-style-type: none"> 1. NAPLAN growth to improve from (26:46:28) to (25:46:28) 2. Pre & post test unit results to show an average growth of 4.5 skills per topic (equates to one year of growth) 3. CAT results to show that: 80% of students achieve a minimum of exit 1 (currently 75%) 50% of students achieve a minimum of exit 2 (currently 42%) 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Audit of reciprocal teaching resources	<input checked="" type="checkbox"/> Leading Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used

Professional learning for staff to implement reading programs	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$89,973.20 <input checked="" type="checkbox"/> Equity funding will be used
Document year long Literacy Intervention curriculum consistent with our learning architecture	<input checked="" type="checkbox"/> Leading Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$66,674.20 <input checked="" type="checkbox"/> Equity funding will be used
Develop learning sequences & CATs for term 2-4	<input checked="" type="checkbox"/> Leading Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$22,576.40 <input checked="" type="checkbox"/> Equity funding will be used
PD to induct new LI staff	<input checked="" type="checkbox"/> Leading Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$36,869.80 <input checked="" type="checkbox"/> Equity funding will be used
Triads to build literacy skills into the learning architecture in all subject areas	<input checked="" type="checkbox"/> Leading Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$298,717.60 <input type="checkbox"/> Equity funding will be used
Deliver literacy PD to all staff during rotational PD and during clinical teaching sessions	<input checked="" type="checkbox"/> Leading Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$21,521.80 <input checked="" type="checkbox"/> Equity funding will be used

Audit of current vocab strategies	<input checked="" type="checkbox"/> Leading Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$100.00 <input type="checkbox"/> Equity funding will be used
PD of maths staff to introduce goal setting & reflection in order to improve student outcomes and agency	<input checked="" type="checkbox"/> Leading Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$276,126.20 <input checked="" type="checkbox"/> Equity funding will be used
Provide ongoing PD to Maths staff regarding the focus on problem solving & the literacy component in Maths questions	<input checked="" type="checkbox"/> Leading Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$255,800.70 <input checked="" type="checkbox"/> Equity funding will be used
Improve teacher capacity through the use of triads & peer observation, feedback & reflection	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> PLT Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$181,544.00 <input checked="" type="checkbox"/> Equity funding will be used
To develop & implement a PDP process that builds practice excellence in the context of our learning architecture	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$139,467.60 <input checked="" type="checkbox"/> Equity funding will be used
Goal 2	To improve the wellbeing of all students.			
12 Month Target 2.1	Using the Student Attitude to School Data improve the following measures: 1. students not experiencing bullying from 34.3% to 40%			

	<p>2. managing bullying from 27.1 to 40%.</p> <p>3. effective classroom behaviour from 32.4% to 40%</p>
<p>KIS 1 Health and wellbeing</p>	<p>Provide a professional learning program that improves the ability of teachers to manage difficult students.</p>
<p>Actions</p>	<p>Implement "School Wide Positive behaviour Support" in order to promote a more positive learning environment. Specifically this will involve the following:</p> <ol style="list-style-type: none"> 1. Complete & publish the behaviour expectation matrix 2. Develop a school wide lesson schedule to teach behavioural skills to students 3. Develop a system for acknowledging expected behaviours across the whole school 4. Provide professional learning that supports staff to effectively teach & acknowledge expected behaviours
<p>Outcomes</p>	<ol style="list-style-type: none"> 1. Improved goal congruence between members of the school community around expected behaviours 2. Improved consistency in managing student behaviours 3. Greater cooperation between teachers and students 4. Behaviour lessons become established as something that is taught during classes 5. A focus on acknowledging positive behaviours becomes entrenched in the teaching approach by all staff
<p>Success Indicators</p>	<p>A completed and published matrix</p> <p>TFI</p> <ul style="list-style-type: none"> - Maintenance student/family involvement at a 2 - Faculty involvement increased from a 1 to a 2 <p>SAS Non classroom systems</p> <ul style="list-style-type: none"> - Improvement in "School wide expected behaviours apply to non-classroom settings" from 15% in place to 50% in place. <p>SAS school wide systems</p> <ul style="list-style-type: none"> - Improvement in "A small number of positively and clearly states student expectations or rules are defined" from 25% in place to 80% in place. - Improvement in "School has formal strategies for informing families about expected student behaviours at school" from 25% in place to 50% in place. <p>TFI</p> <ul style="list-style-type: none"> - An increase in student awareness of all 3 school expectations from 12% to 80%. - An increase in staff awareness of all 3 school expectations from 46% to 80%. - An increase in staff teaching behaviour expectations from 46 % to 70% - An increase in teaching expectations from 0 to 1 - An increase in behaviour expectations from 0 to 2 <p>SAS non classroom systems</p>

	<ul style="list-style-type: none"> - Improvement in “School-wide expected student behaviours are taught in non-classroom settings” from 2% in place to 50% in place. <p>SAS school wide systems</p> <ul style="list-style-type: none"> - Improvement in “Expected student behaviours are taught directly” from 12% in place to 50% in place. <p>TFI</p> <ul style="list-style-type: none"> - An increase in students receiving acknowledgements for demonstrating behaviour expectations from 12.5 % to 70% - An increase in teachers acknowledging students who demonstrate behaviour expectations from 40% to 70% - An increase in professional development from 0 to 1 - An increase in feedback and acknowledgement from 0 to 1 <p>SAS non classroom settings</p> <ul style="list-style-type: none"> - Improvement in “Rewards exist for meeting expected student behaviours in non-classroom settings” from 8% in place to 50% in place. - Improvement in “Staff receive regular opportunities for developing and improving active supervision skills” from 2% in place to 50% in place? - Improvement in “Staff actively supervise (move, scan and interact) students in non-classroom settings” from 35% in place to 50% in place.
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Activities and Milestones	Who	Is this a PL Priority	When	Budget
Complete behaviour matrix & provide comprehensive training of staff to effectively manage the behaviours outlined in the matrix	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team 	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$243,114.35 <input checked="" type="checkbox"/> Equity funding will be used
Establish school wide system for acknowledging positive behaviours	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$62,643.80 <input checked="" type="checkbox"/> Equity funding will be used
Establish a school wide system for teaching school wide positive behaviours	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leading Teacher(s) 	<input checked="" type="checkbox"/> PLP Priority	from: Term 2	\$398,293.00

	<input checked="" type="checkbox"/> Teacher(s)		to: Term 4	<input checked="" type="checkbox"/> Equity funding will be used
Ongoing training of SWPBS implementation team	<input checked="" type="checkbox"/> Assistant Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$170,697.00 <input checked="" type="checkbox"/> Equity funding will be used

Equity Funding Planner

Equity Spending Totals

Category	Total proposed budget (\$)	Spend (\$)
Equity funding associated with Activities and Milestones	\$1,965,302.05	\$1,965,302.05
Additional Equity funding	\$269,385.00	\$269,385.00
Grand Total	\$2,234,687.05	\$2,234,687.05

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Professional learning for staff to implement reading programs	from: Term 1 to: Term 3	<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)	\$89,973.20	\$89,973.20
Document year long Literacy Intervention curriculum consistent with our learning architecture	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> School-based staffing	\$66,674.20	\$66,674.20
Develop learning sequences & CATs for term 2-4	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$22,576.40	\$22,576.40
PD to induct new LI staff	from: Term 1	<input checked="" type="checkbox"/> School-based staffing	\$36,869.80	\$36,869.80

	to: Term 4			
Deliver literacy PD to all staff during rotational PD and during clinical teaching sessions	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) <input checked="" type="checkbox"/> Assets	\$21,521.80	\$21,521.80
PD of maths staff to introduce goal setting & reflection in order to improve student outcomes and agency	from: Term 1 to: Term 2	<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)	\$276,126.20	\$276,126.20
Provide ongoing PD to Maths staff regarding the focus on problem solving & the literacy component in Maths questions	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)	\$255,800.70	\$255,800.70
Improve teacher capacity through the use of triads & peer observation, feedback & reflection	from: Term 1 to: Term 4		\$181,544.00	\$181,544.00
To develop & implement a PDP process that builds practice excellence in the context of our learning architecture	from: Term 1 to: Term 4		\$139,467.60	\$139,467.60
Complete behaviour matrix & provide comprehensive training of staff to effectively manage the behaviours outlined in the matrix	from: Term 1 to: Term 4		\$243,114.35	\$243,114.35
Establish school wide system for acknowledging positive behaviours	from: Term 1		\$62,643.80	\$62,643.80

	to: Term 4			
Establish a school wide system for teaching school wide positive behaviours	from: Term 2 to: Term 4		\$398,293.00	\$398,293.00
Ongoing training of SWPBS implementation team	from: Term 1 to: Term 4		\$170,697.00	\$170,697.00
Totals			\$1,965,302.05	\$1,965,302.05

Additional Equity spend

Outline here any additional Equity spend for 2019	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Additional Year level coordinators time for team leaders, academic excellence, pastoral care for students and community liaison officer, subsidy of College essential educational items, elective, netbook, city journey, attendance	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"/> CRT	\$269,385.00	\$269,385.00
Totals			\$269,385.00	\$269,385.00

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Professional learning for staff to implement reading programs	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
Document year long Literacy Intervention curriculum consistent with our learning architecture	<input checked="" type="checkbox"/> Leading Teacher(s)	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
PD to induct new LI staff	<input checked="" type="checkbox"/> Leading Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
Triads to build literacy skills into the learning architecture in all subject areas	<input checked="" type="checkbox"/> Leading Teacher(s)	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
Deliver literacy PD to all staff during rotational PD and during clinical teaching sessions	<input checked="" type="checkbox"/> Leading Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
PD of maths staff to introduce goal setting & reflection in order to improve	<input checked="" type="checkbox"/> Leading Teacher(s)	from: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Maths/Sci Specialist	<input checked="" type="checkbox"/> On-site

student outcomes and agency		to: Term 2	<input checked="" type="checkbox"/> Formalised PLC/PLTs			
Provide ongoing PD to Maths staff regarding the focus on problem solving & the literacy component in Maths questions	<input checked="" type="checkbox"/> Leading Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Maths/Sci Specialist	<input checked="" type="checkbox"/> On-site
Improve teacher capacity through the use of triads & peer observation, feedback & reflection	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> PLT Leaders	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
To develop & implement a PDP process that builds practice excellence in the context of our learning architecture	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Network Professional Learning <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 behaviour matrix & provide comprehensive training of staff to effectively manage the behaviours outlined in the matrix	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Network Professional Learning <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

Establish school wide system for acknowledging positive behaviours	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Maths/Sci Specialist	<input checked="" type="checkbox"/> On-site
Establish a school wide system for teaching school wide positive behaviours	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Network Professional Learning <input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Ongoing training of SWPBS implementation team	<input checked="" type="checkbox"/> Assistant Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Network Professional Learning <input checked="" type="checkbox"/> Area Principal Forums <input checked="" type="checkbox"/> Regional Leadership Conferences	<input checked="" type="checkbox"/> Subject association <input checked="" type="checkbox"/> External consultants Will access a variety of opportunities to supplement the work being done by our SWPBS team.	<input checked="" type="checkbox"/> Off-site Will access a variety of opportunities to supplement the work being done by our SWPBS team.