

2021 Annual Implementation Plan

for improving student outcomes

Coburg High School (8849)



Submitted for review by Stewart Milner (School Principal) on 20 January, 2021 at 02:09 PM
Endorsed by Tony Privitelli (Senior Education Improvement Leader) on 03 February, 2021 at 04:39 PM
Awaiting endorsement by School Council President

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	Evolving
	Curriculum planning and assessment	Evolving
	Evidence-based high-impact teaching strategies	Evolving
	Evaluating impact on learning	Evolving
Professional leadership	Building leadership teams	Evolving
	Instructional and shared leadership	
	Strategic resource management	Evolving
	Vision, values and culture	Evolving

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

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

Enter your reflective comments	2020 was a year of major disruptions across our education system and at Coburg High School we have been able to successfully maintain learning continuity and solid wellbeing supports for students and families in the lead up to, during and after the extended period of remote learning. This year was a major milestone for Coburg High with our first large group of Year 12 students to have graduated after completing six years at the re-established CHS. Unfortunately, due to the COVID disruptions, the key priorities of literacy and numeracy professional learning were significantly disrupted as to was the assessment audit which was the next phase of our school improvement (following the whole-school curriculum audit and subsequent realignment of curriculum in 2019).
Considerations for 2021	CHS will undertake the quadrennial school review at the beginning of 2021 (postponed from 2020) to diagnose areas for improvement and establish the next four year school strategic plan.
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	2021 Priorities Goal
Target 1.1	By the end of 2021 students and teachers will have incorporated successful strategies from remote learning into face to face teaching.
Key Improvement Strategy 1.a Curriculum planning and assessment	Learning, catch-up and extension priority
Key Improvement Strategy 1.b Health and wellbeing	Happy, active and healthy kids priority
Key Improvement Strategy 1.c Building communities	Connected schools priority
Goal 2	For all students to achieve significant and measurable growth in their learning progress during their time at Coburg High School.
Target 2.1	<p>At least 20% of students are receiving an A or B on Victorian Curriculum scale for reading and for writing Years 7 to 10. (for reference, in 2015, 12% and 7% respectively; network is 21% and 16%; in 2016 state is 20% and 17%).</p> <p>At least 75% of students are receiving a C or above on Victorian Curriculum reports for Measurement & Geometry and Statistics and Probability. (for reference, in 2015, 54% and 71% respectively; network is 73% and 75% respectively; state is 75% and 76% respectively)</p> <p>25% of students are in the top two bands in NAPLAN numeracy at Year 9.</p> <p>Year 7 to 9 NAPLAN progress in reading, writing and numeracy will show that 25% of students have made 'high gain' or 'high relative growth'.</p>

Key Improvement Strategy 2.a Building practice excellence	Developing school instructional model and teaching capacity: To continually build the capacity of teachers to use high-impact teaching strategies focussed on literacy and numeracy development and ensuring effective curriculum planning, teaching and assessing through strong PLCs.
Key Improvement Strategy 2.b Building practice excellence	Developing leadership capacity of all staff: To establish a model of distributed leadership across the school that builds and extends the educational leadership capacity of staff with a focus on continual challenge to improve practice, effective professional learning and mentoring, and innovation.
Goal 3	To foster authentic student agency in their learning and decision-making.
Target 3.1	There are no more than 15% students with 20 or more days absence Years 7 to 12. (Currently 30%, similar schools 25%, state is 15%). Student attitude to school survey 7-9 and 10-12 variables of Connectedness to Peers, Class Behaviour, Student Safety and Teacher Empathy have improved to be above average.
Key Improvement Strategy 3.a Setting expectations and promoting inclusion	To systematically promote student leadership and voice by actively building students' capacity to influence, impact and involve themselves in the things that matter to them (e.g. co-curricular programs, clubs, electives and special programs).
Goal 4	To ensure high levels of student wellbeing and empower students to be happy, healthy, resilient, and responsible young people.
Target 4.1	There are no more than 15% students with 20 or more days absence Years 7 to 12. (Currently 30%, similar schools 25%, state is 15%). Student attitude to school survey 7-9 and 10-12 variables of Connectedness to Peers, Class Behaviour, Student Safety and Teacher Empathy have improved to be above average (in 2016 it was below average). At least 80% of parents are satisfied with school overall (currently 68%, state is 81%).

Key Improvement Strategy 4.a
Building communities

To develop and embed comprehensive whole school processes for monitoring student wellbeing and apply targeted interventions and holistic wellbeing programs (SWPB) involving community agencies and wellbeing specialists to cater for diverse student needs and ensure inclusion.

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
2021 Priorities Goal	Yes	By the end of 2021 students and teachers will have incorporated successful strategies from remote learning into face to face teaching.	The 12 month target is an incremental step towards meeting the 4-year target, using the same data set. By the end of 2021 students and teachers will have incorporated successful strategies from remote learning into face to face teaching.
For all students to achieve significant and measurable growth in their learning progress during their time at Coburg High School.	No	<p>At least 20% of students are receiving an A or B on Victorian Curriculum scale for reading and for writing Years 7 to 10. (for reference, in 2015, 12% and 7% respectively; network is 21% and 16%; in 2016 state is 20% and 17%).</p> <p>At least 75% of students are receiving a C or above on Victorian Curriculum reports for Measurement & Geometry and Statistics and Probability. (for reference, in 2015, 54% and 71% respectively; network is 73% and 75% respectively; state is 75% and 76% respectively)</p> <p>25% of students are in the top two bands in NAPLAN numeracy at Year 9.</p> <p>Year 7 to 9 NAPLAN progress in reading, writing and numeracy will show that 25% of students have made 'high gain' or 'high relative growth'.</p>	
To foster authentic student agency in their learning and decision-making.	No	There are no more than 15% students with 20 or more days absence Years 7 to 12. (Currently 30%, similar schools 25%, state is 15%).	

		Student attitude to school survey 7-9 and 10-12 variables of Connectedness to Peers, Class Behaviour, Student Safety and Teacher Empathy have improved to be above average.	
To ensure high levels of student wellbeing and empower students to be happy, healthy, resilient, and responsible young people.	No	<p>There are no more than 15% students with 20 or more days absence Years 7 to 12. (Currently 30%, similar schools 25%, state is 15%).</p> <p>Student attitude to school survey 7-9 and 10-12 variables of Connectedness to Peers, Class Behaviour, Student Safety and Teacher Empathy have improved to be above average (in 2016 it was below average).</p> <p>At least 80% of parents are satisfied with school overall (currently 68%, state is 81%).</p>	

Goal 1	2021 Priorities Goal	
12 Month Target 1.1	By the end of 2021 students and teachers will have incorporated successful strategies from remote learning into face to face teaching.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Curriculum planning and assessment	Learning, catch-up and extension priority	Yes
KIS 2 Health and wellbeing	Happy, active and healthy kids priority	Yes

KIS 3 Building communities	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.	

Define Actions, Outcomes and Activities

Goal 1	2021 Priorities Goal
12 Month Target 1.1	By the end of 2021 students and teachers will have incorporated successful strategies from remote learning into face to face teaching.
KIS 1 Curriculum planning and assessment	Learning, catch-up and extension priority
Actions	<p>Develop and implement ongoing teacher professional learning focused on the implementation of the Coburg High School GANAG instructional model and HITS, including specific literacy, numeracy and differentiated teaching strategies.</p> <p>Implement the Middle Years Literacy and Numeracy Support (MYLNS) initiative through the engagement of prioritised students in structured intervention (with Literacy & Numeracy Improvement Teachers) and strengthening the reading culture across the school.</p> <p>Build the capacity of teachers across all learning areas to differentiate based on student learning needs, including supporting students with significant literacy and/or numeracy needs, Koorie students, and extending students who are above expected level.</p> <p>Implementation of the 2021 Tutoring program.</p> <p>Capture the professional learning and insights that arose for all staff during the extended period of remote learning in 2020 and incorporate into 2021 planning (e.g. consider "Digital Delivery Days").</p>
Outcomes	<p>Leadership will:</p> <ul style="list-style-type: none"> • Oversee the PLC program to a revamped fortnightly structure that integrates with learning area teams--focused on the GANAG instructional model, literacy, assessment moderation and action inquiry and expand the opportunities for lesson observations, feedback and professional learning among staff. • Support the implementation of the Middle Years Literacy and Numeracy (MYLNS) improvement initiative and monitor and evaluate its progress and impact on student learning. • Comprehensive review and audit of Assessment practices and alignment to curriculum. • Oversee the Victorian High Ability Program (VHAP). • Expand whole-school differentiation working party and finalise differentiation model.

	<p>Teachers will:</p> <ul style="list-style-type: none"> • Continue to develop their capacity to differentiate and support individual students and address specific learning needs • Incorporate the whole-school literacy and numeracy teaching and learning model into practice • Collaborate with other teachers and tutors across their learning area in differentiating based on student needs, addressing the literacy and/or numeracy needs of students and extending all students including those who are already above expected level. • Track and reflect on the growth of students and effectively apply the GANAG model and literacy and numeracy strategies. • Participate in a range of collaborative professional learning practices, including classroom observation and feedback, learning walks, group-based curriculum planning and assessment moderation, and the use of student perception surveys and student learning data. 			
Success Indicators	<ul style="list-style-type: none"> • Literacy and numeracy teaching model established and professional learning implemented. • Students will show improvement in learning outcomes—esp. literacy and numeracy outcomes, see specific targets above. • Differentiated curriculum documents and evidence of formative assessments in all learning areas. • Student feedback on the annual Student Attitudes to School survey and focus groups and Pivot survey data will show an improvement in student perception of teaching and learning. • Staff feedback on the annual Staff Opinion Survey continue will show a positive endorsement of key variables including 'Use pedagogical model' and the overall quality of professional learning and feedback. • Teachers will regularly use student learning data to plan differentiated programs of learning. • Teachers will actively participate in the re-structured PLC observational cycle. • Students will experience success and celebrate their learning progress. 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
MYLNS: Develop and implement the professional learning plan for literacy and numeracy teaching capacity-building.	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Improvement Teacher <input checked="" type="checkbox"/> Numeracy Improvement Teacher <input checked="" type="checkbox"/> School Leadership Team 	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used

Fully integrate PLCs into learning area teams and embed the PLC cycle in the meeting structure (drawing on support of regional PLC coordinator).	<input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> PLC Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Finalise the establishment of literacy and numeracy teaching and learning model (with the support of the regional EILs and SAM) and begin implementation in classes.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Literacy Improvement Teacher	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Professional learning for VCE teams on VCE study designs, effective teaching, assessment moderation and data analysis.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Examine and use student learning data to identify areas for literacy and numeracy improvement.	<input checked="" type="checkbox"/> Literacy Improvement Teacher <input checked="" type="checkbox"/> Numeracy Improvement Teacher <input checked="" type="checkbox"/> School Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$1,000.00 <input type="checkbox"/> Equity funding will be used
Further develop understanding of the GANAG instructional model with a major focus on differentiated teaching and differentiated content (including finalising the school-wide Differentiation model using resources such as HITs).	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> School Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used

Implementation of literacy and numeracy intervention program (Project classes Years 7, 8 and 9).	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Literacy Improvement Teacher <input checked="" type="checkbox"/> Numeracy Improvement Teacher	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$32,600.00 <input checked="" type="checkbox"/> Equity funding will be used
KIS 2 Health and wellbeing	Happy, active and healthy kids priority			
Actions	<p>Continue to strengthen School-Wide Positive Behaviours across the school.</p> <p>Refine and embed the Home Group wellbeing program consistently implemented across the school, incorporating Respectful Relationships.</p> <p>Fully develop the overall vision, purpose, structure and approach to Student Voice & Agency at Coburg High School.</p>			
Outcomes	<p>Leadership will:</p> <ul style="list-style-type: none"> • Hold student focus group meetings each term with a diverse range of students (Koorie, LGBTQI, CALD) from each year level in order to seek student feedback and foster their input into decision-making • Introduce and support a whole-school student entrepreneurship program in 2020. <p>Teachers will:</p> <ul style="list-style-type: none"> • Seek and respond to the feedback of their students in terms of learning experiences and discuss feedback with their classes (e.g. Pivot). • Enable students to articulate what they are learning, why they are learning it, and how they are progressing in their various subjects. <p>Students will:</p> <ul style="list-style-type: none"> • Provide feedback to teachers and the school on their learning experience. • Report improved levels of agency in their learning and input and involvement in school policies and programs. • Continue to attend school regularly (at an attendance rate that remain at or above the state average). • Participate in mentor and support programs across year levels through the Peer Support program. 			

Success Indicators	<ul style="list-style-type: none"> • On student and parent opinion survey feedback in 2021, students and parents will show that Student Agency has improved by 10% on 2020. • Students will attend school at rates that continue to be at or above the state average. • Teachers will encourage student voice, agency and feedback into their professional practice (as per student feedback through Pivot surveys etc.) • Leadership team will ensure that there are visible examples of the student ideas in the development of school programs and policies, student-led initiatives, and approaches to student learning, engagement, wellbeing and entrepreneurship. • Homegroup teachers will engage in regular goals setting sessions with students. • Attitudes to school survey shows an improvement in the 'Teacher Concern' and 'Advocate at School' variables. • The Home Group program addresses key wellbeing issues and themes, including wellbeing needs arising from COVID-19 and lockdowns. 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Develop a professional learning program to support teachers to engage in goal setting and reflection with students and enhance the Home Group program.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Sub School Leader/s	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Develop the capacity of students to act as peer mentors through the Peer Support program.	<input checked="" type="checkbox"/> Sub School Leader/s	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Investigate student perceptions of agency and voice, ensure timetabled focus group meetings with a range of students across each year level, and continue to develop staff understanding of strategies to foster student agency.	<input checked="" type="checkbox"/> School Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00 <input type="checkbox"/> Equity funding will be used

Introduce new student entrepreneurial programs and opportunities (through Student Entrepreneurship Coordinator).	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Sub School Leader/s <input checked="" type="checkbox"/> Team Leader(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$5,000.00 <input type="checkbox"/> Equity funding will be used
Incorporate student feedback in the design and implementation of curriculum, co-curricular and entrepreneurial programs.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> School Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00 <input type="checkbox"/> Equity funding will be used
Consolidate the Respectful Relationships (RRRR) program, led by the RRIT, and school-wide implementation of the Marrung strategy, working closely with the network KESO.	<input checked="" type="checkbox"/> School Leadership Team <input checked="" type="checkbox"/> Sub School Leader/s <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used
KIS 3 Building communities	Connected schools priority			
Actions	Strengthen and embed a school wide approach to communication with parents, incorporating successful strategies developed during remote learning. Continue to build strong connections with relevant community agencies for student wellbeing and pathways. Involve staff, students and parents / guardians in the development of the 2021--2024 School Strategic Plan.			
Outcomes	Leadership will: <ul style="list-style-type: none"> • Prioritise time for teachers to communicate with parents/guardians • Oversee the ongoing implementation of the new Student Engagement & Wellbeing Policy and widely publicise and communicate this through the school. • Consolidate the Respectful Relationships (RRRR) program. • Enable time for coordination of student wellbeing, ILPs, and student leadership. 			

	<ul style="list-style-type: none"> Empower staff to determine the functions of certain behaviours and to use differentiated wellbeing strategies and to teach replacement behaviours. Evaluate the understanding among staff and students of the school values, processes and policies by the end of the year Continue to build strong connections with relevant community agencies for student wellbeing and pathways. <p>Teachers will:</p> <ul style="list-style-type: none"> Implement approaches and policies consistent with SWPB and RRRR. Continue to develop stronger relationships with students and parents/guardians. Use SWPB language in Compass entries with an emphasis on positive (green) entries to acknowledge as well as negative (red) to address. Incorporate multi-modal communications for students and families, building on adaptations from 2019 including Google Meet and Google Hangouts for Student Led Conferences and WebEx and Zoom for community partners. <p>Students will:</p> <ul style="list-style-type: none"> Report positive improvements in staff and student relationships and the 'Teacher Concern (Empathy)' variable. Continue to attend school regularly (at an attendance rate that is at or above the state average). 			
Success Indicators	<ul style="list-style-type: none"> Parents will report that 'parent-school communication' remains positive (and stays well-above state average on the parent opinion survey) and likewise the variable of 'managing bullying' will continue to be positive. Students will attend school at rates that continue to improve and remain at or above state average. Students provide positive feedback in terms of wellbeing and morale through the Student Attitudes to School survey, Pivot surveys and focus groups. There will be a continued reduction in suspensions and fewer instances of extreme behaviours. Teaching staff will consistently use SWPB strategies and apply the new Student Engagement Policy and Procedures across the school (and 'green' or positive Compass entries will outweigh negative by 4 to 1). Teachers will have incorporated Respectful Relationships, resilience-building, and goal-setting into the curriculum (especially the HG curriculum). 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Develop a series of webinars to support parent engagements on a range of topics including - Adolescent Mental Health	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1	\$5,000.00

- Use of Compass - Subject selection	<input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Sub School Leader/s		to: Term 4	<input checked="" type="checkbox"/> Equity funding will be used
Further develop our school-wide approach to home/school communication Individual Learning Plans.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Further develop our coordinated approach to recording and sharing communication with external agencies amongst the wellbeing team and the sub school teams.	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$2,000.00 <input type="checkbox"/> Equity funding will be used
Continue participation in the network numeracy Community of Practice together with partner primary schools.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$1,500.00 <input type="checkbox"/> Equity funding will be used
Enable time for coordination of student wellbeing, ILPs, and student leadership.	<input checked="" type="checkbox"/> School Leadership Team <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input type="checkbox"/> Equity funding will be used
Involve parents, students and staff in the development of the 2021-2024 School Strategic Plan.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1	\$1,000.00

			to: Term 1	<input type="checkbox"/> Equity funding will be used
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Equity Funding Planner

Equity Spending Totals

Category	Total proposed budget (\$)	Spend (\$)
Equity funding associated with Activities and Milestones	\$117,600.00	\$80,100.00
Additional Equity funding	\$0.00	\$0.00
Grand Total	\$117,600.00	\$80,100.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
MYLNS: Develop and implement the professional learning plan for literacy and numeracy teaching capacity-building.	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$10,000.00	\$5,000.00
Fully integrate PLCs into learning area teams and embed the PLC cycle in the meeting structure (drawing on support of regional PLC coordinator).	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$5,000.00	\$2,500.00
Finalise the establishment of literacy and numeracy teaching and learning model (with the support of the regional EILs and SAM) and begin implementation in classes.	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$10,000.00	\$10,000.00
Professional learning for VCE teams on VCE study designs, effective teaching, assessment moderation and data analysis.	from: Term 1	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$20,000.00	\$5,000.00

	to: Term 4	<input checked="" type="checkbox"/> CRT		
Further develop understanding of the GANAG instructional model with a major focus on differentiated teaching and differentiated content (including finalising the school-wide Differentiation model using resources such as HITs).	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)	\$10,000.00	\$5,000.00
Implementation of literacy and numeracy intervention program (Project classes Years 7, 8 and 9).	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources	\$32,600.00	\$32,600.00
Develop a professional learning program to support teachers to engage in goal setting and reflection with students and enhance the Home Group program.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT	\$10,000.00	\$5,000.00
Develop the capacity of students to act as peer mentors through the Peer Support program.	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> Support services	\$5,000.00	\$5,000.00
Consolidate the Respectful Relationships (RRRR) program, led by the RRIT, and school-wide implementation of the Marrung strategy, working closely with the network KESO.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> CRT <input checked="" type="checkbox"/> Support services	\$5,000.00	\$2,500.00
Develop a series of webinars to support parent engagements on a range of topics including - Adolescent Mental Health - Use of Compass - Subject selection	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Support services	\$5,000.00	\$2,500.00
Further develop our school-wide approach to home/school communication Individual Learning Plans.	from: Term 1	<input checked="" type="checkbox"/> School-based staffing	\$5,000.00	\$5,000.00

	to: Term 2			
Totals			\$117,600.00	\$80,100.00

Additional Equity spend

Outline here any additional Equity spend for 2021	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Totals			\$0.00	\$0.00

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
MYLNS: Develop and implement the professional learning plan for literacy and numeracy teaching capacity-building.	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Improvement Teacher <input checked="" type="checkbox"/> Numeracy Improvement Teacher <input checked="" type="checkbox"/> School Leadership Team 	from: Term 1 to: Term 3	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Demonstration lessons 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> PLC/PLT Meeting 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) <input checked="" type="checkbox"/> MYLNS initiative professional learning 	<input checked="" type="checkbox"/> On-site
Fully integrate PLCs into learning area teams and embed the PLC cycle in the meeting structure (drawing on support of regional PLC coordinator).	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> PLC Leaders 	from: Term 1 to: Term 4	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs 	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative	<input checked="" type="checkbox"/> On-site
Finalise the establishment of literacy and numeracy teaching and learning model (with the support of the regional EILs and SAM) and begin implementation in classes.	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Literacy Improvement Teacher 	from: Term 1 to: Term 2	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Demonstration lessons 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Departmental resources 	<input checked="" type="checkbox"/> On-site

					Literacy and Numeracy Toolkits <input checked="" type="checkbox"/> MYLNS initiative professional learning <input checked="" type="checkbox"/> MYLYNS Improvement teacher	
Professional learning for VCE teams on VCE study designs, effective teaching, assessment moderation and data analysis.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Curriculum Co-ordinator(s) <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> VCAA Curriculum Specialist <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Subject association	<input checked="" type="checkbox"/> On-site
Further develop understanding of the GANAG instructional model with a major focus on differentiated teaching and differentiated content (including finalising the school-wide Differentiation model using resources such as HITS).	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> School Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Develop a professional learning program to support teachers to engage in goal setting and reflection with	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<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"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site

students and enhance the Home Group program.	<input checked="" type="checkbox"/> Sub School Leader/s		<input checked="" type="checkbox"/> Student voice, including input and feedback			
Continue participation in the network numeracy Community of Practice together with partner primary schools.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> Network Professional Learning	<input checked="" type="checkbox"/> Primary Mathematics and Science specialists <input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Maths/Sci Specialist	<input checked="" type="checkbox"/> On-site