

# 2019 Annual Implementation Plan

## for improving student outcomes

Ringwood Secondary College (8270)



Submitted for review by Michael Phillips (School Principal) on 25 February, 2019 at 01:22 PM  
Endorsed by Jennifer Small (Senior Education Improvement Leader) on 26 February, 2019 at 08:05 AM  
Endorsed by Sharon Rogers (School Council President) on 03 March, 2019 at 11:01 PM

## Self-evaluation Summary - 2019

	<b>FISO Improvement Model Dimensions</b> The 6 High-impact Improvement Initiatives are highlighted below in red.		Self-evaluation Level
Excellence in teaching and learning		Building practice excellence	Embedding
		Curriculum planning and assessment	Embedding
		Evidence-based high-impact teaching strategies	Embedding
		Evaluating impact on learning	Evolving moving towards Embedding
Professional leadership		Building leadership teams	Embedding
		Instructional and shared leadership	Embedding
		Strategic resource management	Embedding
		Vision, values and culture	Embedding

Positive climate for learning		Empowering students and building school pride	Embedding moving towards Excelling
		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 moving towards Excelling
		Global citizenship	Embedding moving towards Excelling
		Networks with schools, services and agencies	Embedding moving towards Excelling
		Parents and carers as partners	Embedding

<b>Enter your reflective comments</b>	Key findings suggest that most FISO dimension areas are in the embedding phase with some now moving towards excelling. A significant developmental phase was evident throughout 2018 with the implementation of the GANAG Instructional model, building of leadership capacity across including appointment of Learning Specialist, the establishment of School Action Teams and the continuation of the Coaching for Leadership Teams , program. Teacher moderation of student learning, was embedded more broadly across the college to ensure greater consistency of teacher judgement and practice. Survey data collected in 2018 suggests opportunities for improvement in differentiated teaching and in improving student agency and cognitive engagement. Our longitudinal work with the University of Melbourne and Geelong Institute for Positive Psychology and the Maroondah Plus 10 Schools initiative continues to yield pleasing results in increasing levels of student health and wellbeing.
<b>Considerations for 2019</b>	The successful implementation of the college wide Literacy Initiative emphasising reading and non fiction texts was utilised in 2018 It will be further extended in 2019 to include Visible Learning and Capacity Building- The GANAG Instructional model and its focus on Learning Intentions and Success Criteria was a particular focus. Considerations for 2019 will on HITs especially differentiation and Pos. Ed approaches

	A number of the targets need to be revised in light of new benchmark data provided through the revised surveys and especially the Student Attitudes to School Data that relates to student agency and teacher relationships
<b>Documents that support this plan</b>	

## SSP Goals Targets and KIS

<b>Goal 1</b>	Maximise individual student learning growth across all curriculum areas and year levels, but especially across Years 7-9.
<b>Target 1.1</b>	<p>VCE median all study score is at or above 31</p> <p>10% of students obtain studies scores at or above 40 and 16% over 37.</p> <p>70% of students in each VCE Unit 3 and 4 study to perform better than predicted data</p> <p>100% of students in Years 11 and 12 exit into post school options that includes work, training or further study</p> <p>Over 75% of students making medium to high relative growth in NAPLAN between Years 7 – 9 in Numeracy, Reading and Writing</p> <p>VELS annual growth for all students reflects one year's growth for one year of input.</p>
<b>Key Improvement Strategy 1.a</b> Building practice excellence	Implement a student literacy and numeracy program for building reading skills across the college, but with emphasis on years 7 to 9.
<b>Goal 2</b>	Enhance the level of student cognitive engagement in their learning
<b>Target 2.1</b>	<p>Stimulating Learning data in Student Attitudes to School Survey to be above 70% for all year levels</p> <p>All parents access and interact with the College using Compass, for learning feedback and assessment</p> <p>100% of Year 9 students engaged in an independent or self directed learning project</p> <p>Parent Opinion Data mean score for students being well prepared for the next stage of their education to be above 80%</p>

<b>Key Improvement Strategy 2.a</b> Evidence-based high-impact teaching strategies	Implement the GANAG Instructional model for consistency of teacher practice across the college.
<b>Goal 3</b>	Nurture the social and emotional development of all students
<b>Target 3.1</b>	<p>100% completion of Wellbeing Profiler to identify and set future targets for improvement and determine Implementation of a whole school approach to well being</p> <p>Student Attitudes to School Survey - Sense of connectedness to School to be at or above the 75th percentile (Years 7-12)</p> <p>Attendance in Years 7 –9 at or above 94%.</p>
<b>Key Improvement Strategy 3.a</b> Empowering students and building school pride	Develop and implement the RSC Flourish Model for Positive Education.

## 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.
Maximise individual student learning growth across all curriculum areas and year levels, but especially across Years 7-9.	Yes	<p>VCE median all study score is at or above 31</p> <p>10% of students obtain studies scores at or above 40 and 16% over 37.</p> <p>70% of students in each VCE Unit 3 and 4 study to perform better than predicted data</p> <p>100% of students in Years 11 and 12 exit into post school options that includes work, training or further study</p> <p>Over 75% of students making medium to high relative growth in NAPLAN between Years 7 – 9 in Numeracy, Reading and Writing</p> <p>VELS annual growth for all students reflects one year's growth for one year of input.</p>	<p>VCE Median Study Score is 31 or above</p> <p>VCE Study scores over 40 is 8.5%</p> <p>100% of students in Year 11 and 12 exit into post school options that include training or further study</p> <p>Over 75% of students making medium to high relative growth in NAPLAN between Years 7 – 9 in Numeracy, Reading and Writing</p>
Enhance the level of student cognitive engagement in their learning	Yes	<p>Stimulating Learning data in Student Attitudes to School Survey to be above 70% for all year levels</p> <p>All parents access and interact with the College using Compass, for learning feedback and assessment</p>	<p>Stimulating Learning data in Student Attitudes to School Survey to be above 60% for all year levels</p> <p>Over 90% of parents access Compass for learning feedback and assessment</p>

		<p>100% of Year 9 students engaged in an independent or self directed learning project</p> <p>Parent Opinion Data mean score for students being well prepared for the next stage of their education to be above 80%</p>	Parent opinion transition data above the 75th percentile
Nurture the social and emotional development of all students	Yes	<p>100% completion of Wellbeing Profiler to identify and set future targets for improvement and determine Implementation of a whole school approach to well being</p> <p>Student Attitudes to School Survey - Sense of connectedness to School to be at or above the 75th percentile (Years 7-12)</p> <p>Attendance in Years 7 –9 at or above 94%.</p>	<p>Over 95% of students complete wellbeing profiler and whole school approach reflected in the RSC Flourish model linking learning behaviours to positive wellbeing.</p> <p>Sense of connectedness to School to be at or above the 65th percentile (Years 7-12)</p> <p>Attendance in years 7 to 9 to be at or above 94%</p>

<b>Goal 1</b>	Maximise individual student learning growth across all curriculum areas and year levels, but especially across Years 7-9.	
<b>12 Month Target 1.1</b>	<p>VCE Median Study Score is 31 or above</p> <p>VCE Study scores over 40 is 8.5%</p> <p>100% of students in Year 11 and 12 exit into post school options that include training or further study</p> <p>Over 75% of students making medium to high relative growth in NAPLAN between Years 7 – 9 in Numeracy, Reading and Writing</p>	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> Building practice excellence	Implement a student literacy and numeracy program for building reading skills across the college, but with emphasis on years 7 to 9.	Yes



<p>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.</p>	<p>The focus of our literacy program has been on reading and the use of non fiction texts, including maths worded questions. In 2019 we wish to extend this work by developing the literacy skills of students wider with the further integration of the 'super six' metacognitive comprehension strategies. In 2018 we focussed on predict and make connections, predominantly with the Year 8 staff and students and as an extension to Year 7 and 9 students and teachers. In 2019 we will focus on a two further strategies- visualising and questioning.</p> <p>The School Strategic Plan goal that over 75% of students making medium to high relative growth in NAPLAN between Years 7 – 9 in Numeracy, Reading and Writing was achieved with 26 % of Year 9 students showing high growth in Reading, 32% of students showing a high growth in Writing and 34% of students showing a high growth in Numeracy. All these statistics show that students are exceeding our targets and their growth is above the network, similar schools and state data. To continue with this upward trend, in 2019 we will focus on a two further strategies- visualising and questioning and broaden the skill level of staff and students across all learning areas. Additionally, an increased awareness of what our senior students are being asked to do in the General Achievement Test has led us to the conclusion that we have to ensure that students have picked up literacy and numeracy skills over the years in all subjects, and especially in English, Maths, Science and social sciences. By examining the reading requirements of the GAT, we can cross reference the skills and knowledge it demands with our teaching and learning program in the senior years. Hence there will be a plan of mapping backwards and cross referencing the skills of the GAT with the Teaching and Learning program at Years 10-12 so that every opportunity is provided for high and medium growth to continue. The practice of moderation will also be nurtured and supported.</p>
<p><b>Goal 2</b></p>	<p>Enhance the level of student cognitive engagement in their learning</p>
<p><b>12 Month Target 2.1</b></p>	<p>Stimulating Learning data in Student Attitudes to School Survey to be above 60% for all year levels Over 90% of parents access Compass for learning feedback and assessment Parent opinion transition data above the 75th percentile</p>
<p><b>Key Improvement Strategies</b></p>	<p>Is this KIS selected for focus this year?</p>
<p><b>KIS 1</b> Evidence-based high-impact teaching strategies</p>	<p>Implement the GANAG Instructional model for consistency of teacher practice across the college.</p> <p>Yes</p>

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.	In 2018 the GANAG instructional model was in its first year of full implementation. We emphasised that the Learning Goals and Success Criteria (the first G and last G of the GANAG) are identified for all lessons and be made visible on Compass. Our student data reveals that students informed us that 60% of their teachers made their Learning Goals and Success Criteria visible on Compass. A further survey if Year 8 students highlighted to us that teachers were putting up Learning g Intentions and Success Criteria but were not always following the plan. Students expressed to us that they feel supported and comfortable when they know what they are learning in class. We wish to increase the percentage this year as we believe it parallels our target of Stimulating Learning data in the Student Attitudes to School Survey which is above 70% for all year levels. In 2018 we reached 62% Effective Teaching Time and 53% in Stimulating Learning and we aim to improve these percentages with a rigorous commitment to the Learning Model, its visibility to students and with an increasing prominence on the HITS particularly peer observation, feedback, student agency and differentiation of learning. Furthermore, the exploration of the New Information and Application of this information (the N and A of the model) will be emphasised with staff.	
<b>Goal 3</b>	Nurture the social and emotional development of all students	
<b>12 Month Target 3.1</b>	Over 95% of students complete wellbeing profiler and whole school approach reflected in the RSC Flourish model linking learning behaviours to positive wellbeing. Sense of connectedness to School to be at or above the 65th percentile (Years 7-12) Attendance in years 7 to 9 to be at or above 94%	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> Empowering students and building school pride	Develop and implement the RSC Flourish Model for Positive Education.	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 Students Sense of Connectedness to School was 58% in 2018, below the target of 75% we set in the Strategic Plan. The Maroondah Plus 10 schools initiative and its emphasis on Positive Education has been the catalyst to fortifying what our direction in student wellbeing is, and what is contained in the Ringwood Secondary College Flourish Model. Empowering students to move in a positive direction and into positive notions of wellbeing has to emanate from building their skills and awareness of how their learning behaviours supports both. The Flourish model at Ringwood Secondary College is based on the premise that students who perform at their optimum, will display positive learning behaviours in and out of the classroom. The model will include positive elements based on the Principles of Positive Psychology: PERMA. While character strengths are actively taught in the BOUNCE program, the seven learning behaviours which relate to character strengths fits neatly into the positive elements of wellbeing. They are: Positive Relationships- Shows respect, Works co-operatively; Positive Engagement- Asks questions, Uses feedback effectively, Uses it to deepen knowledge and skills; Positive Achievement- Shows perseverance and resilience, Justifies thinking and reasoning, Is responsible for own learning. Currently these	

	<p>behaviours are observed by teachers and are reported on twice a year. This year there will be an explicit link to the learning behaviours in the Flourish Model, giving us a measure of student wellbeing. To empower students to display these positive behaviours in all Learning Areas, staff will explicitly connect and nurture the learning behaviours to the Flourish Model while actively building their competence and modelling these behaviours in the workplace.</p>
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## Define Actions, Outcomes and Activities

<b>Goal 1</b>	Maximise individual student learning growth across all curriculum areas and year levels, but especially across Years 7-9.
<b>12 Month Target 1.1</b>	VCE Median Study Score is 31 or above VCE Study scores over 40 is 8.5% 100% of students in Year 11 and 12 exit into post school options that include training or further study Over 75% of students making medium to high relative growth in NAPLAN between Years 7 – 9 in Numeracy, Reading and Writing
<b>KIS 1</b> Building practice excellence	Implement a student literacy and numeracy program for building reading skills across the college, but with emphasis on years 7 to 9.
<b>Actions</b>	Develop teacher capacity to understand and use the metacognitive reading strategies Develop teacher knowledge of differentiating texts to improve student engagement in their zone of proximal development Continue to extend moderation practices to all learning areas Continue to enhance opportunities for improved teacher mentoring and team teaching across all year levels.
<b>Outcomes</b>	Teachers will collaborate on choice of reading texts and type of reading strategies; they prepare a bank of new resources for reading strategies in literacy and numeracy; they make their reading strategies visible on the Compass portal class page; they observe each others' practice and provide feedback through a formalised peer observation mechanism and through a moderation process.  Students will read increasingly challenging texts, applying the newly learnt reading strategies by monitoring and documenting their progress; they access an online bank of resources for supporting their reading development and more broadly, acting on formative feedback.  Leaders will monitor teacher and student progress including supportive discussions with individuals and groups of teachers and through class observations and team teaching; provide opportunities for professional learning around improving reading texts in literacy and numeracy; support the evaluation and modification of practices following data analysis and feedback and plan for future improvement.
<b>Success Indicators</b>	NAPLAN learning growth data GAT

	Teacher Judgement Growth On Demand Testing VCE Data service PDP			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Oversee whole school literacy- reading, through allocation of targeted resources including literacy support and monitor PDP progress. Model and showcase effective practices and facilitate sharing of ideas in staff meetings. Ensure data is made available in a timely manner to assist in reviewing progress. Establish and participate in DET PLC initiative	<input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$30,000.00  <input type="checkbox"/> Equity funding will be used
Promote whole school literacy in reading in the college and wider community. Use identified reading strategies to model effective practice. Coordinate PD and PDP activities and development of consistent practices across the College.	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$30,000.00  <input type="checkbox"/> Equity funding will be used
Support the Literacy Team. Run focus groups with staff / students to check uptake and progress of reading initiatives. Lead HOLA discussions on implementation of reading. Provide the Learning Specialists with support and guidance around reading strategies.	<input checked="" type="checkbox"/> Leading Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$26,000.00  <input type="checkbox"/> Equity funding will be used
Support staff in framing PDP goals and monitor progress against goals. Facilitate sharing of ideas in PDP groups. Assist staff to review data to analyse progress and refine strategy where needed.	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00  <input type="checkbox"/> Equity funding will be used

Assist the Literacy team to develop reading PD, Oversee data collection and monitor the progress of reading initiatives. Work with HOLAs to discuss implementation and provide support. Provide PD and sharing of ideas. Model and facilitate Peer Observation and Learning walks		✓ Learning Specialist(s)	✓ PLP Priority	from: Term 1 to: Term 4	\$30,000.00  ✓ Equity funding will be used
Model the use of reading in HOLA meetings. Facilitate discussions about reading progress including sharing of high impact teaching strategies (HITS) Develop a staged process for moderation that is consistent across learning areas.		✓ KLA Leader	✓ PLP Priority	from: Term 1 to: Term 4	\$20,000.00  ✓ Equity funding will be used
Incorporate a reading goal in PDP planning that includes strategies:predict, make connections, visualise and question review teaching practices across Years 10- 12, to ensure that they are consistent and aligned with VCAA requirements Participate and contribute to Literacy (reading) PD and sharing of practice. Utilise set non-fiction texts and reading materials across all studies to enable students to analyse and interpret information. Explicitly teach students to recognise inference in their reading of written and visual texts.		✓ Teacher(s)	✓ PLP Priority	from: Term 1 to: Term 4	\$86,468.00  ✓ Equity funding will be used
Support the use of reading strategies by the classroom teacher.		✓ Education Support	✓ PLP Priority	from: Term 1 to: Term 4	\$65,000.00  ✓ Equity funding will be used
<b>Goal 2</b>	Enhance the level of student cognitive engagement in their learning				
<b>12 Month Target 2.1</b>	Stimulating Learning data in Student Attitudes to School Survey to be above 60% for all year levels Over 90% of parents access Compass for learning feedback and assessment Parent opinion transition data above the 75th percentile				
<b>KIS 1</b>	Implement the GANAG Instructional model for consistency of teacher practice across the college.				

Evidence-based high-impact teaching strategies				
<b>Actions</b>	Develop the N (New Information) and the A (Application) elements of GANAG pedagogical model further Identify and develop the following high impact teaching strategies: differentiation, metacognition, student agency, feedback Develop the capacity for staff to ensure the visibility of the GANAG model in their lesson plans.			
<b>Outcomes</b>	<p>Students will view their lesson plans at the start of each lesson via Compass; understand the GANAG instructional stages; provide feedback to teachers on the instructional model.</p> <p>Teachers will emphasise the N and the A of the GANAG model; continue to make explicit references to the stage of the model; ask for student feedback about their understanding and use this feedback to consolidate future lessons; prioritise professional learning opportunities to improve practice.</p> <p>Leaders will lead the implementation of the GANAG model, they provide opportunities for teachers and students to embed the key components of the instructional model.</p>			
<b>Success Indicators</b>	Compass PDP Student focus groups Student Attitudes to School Survey Teacher Survey feedback			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Incorporate GANAG instructional model into core focus areas for staff PDP process. Develop and promote differentiation, metacognition, student	<input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$20,000.00

agency and feedback as High Impact Teaching strategies within the model. Resource and support leaders to develop targeted PL .			to: Term 4	<input type="checkbox"/> Equity funding will be used
Continue to promote the GANAG instructional model to school community . Monitor and review college wide understanding of explicit teaching by obtaining data on the use of GANAG.	<input checked="" type="checkbox"/> Assistant Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$15,000.00  <input type="checkbox"/> Equity funding will be used
Provide staff PL to staff on implementation of instructional model and especially the N and A components Develop strategies for using differentiation, metacognition, student agency and feedback in lessons Lead discussion with HOLAs on further implementation in curriculum areas. Develop and promote the N and A phase of the GANAG instructional model Support staff in framing PDP goals related to the instructional model.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$30,000.00  <input type="checkbox"/> Equity funding will be used
Support teachers to frame goals related to the instructional model in their PDP . Model best practice in the classroom. Facilitate opportunities for teacher observation and feedback.	<input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$30,000.00  <input type="checkbox"/> Equity funding will be used
Incorporate a GANAG instructional model goal in PDP planning relating to the N and A elements. Utilise explicit GANAG language. Utilise diagnostic pre-testing and formative assessment to identify and track individual student's ZPD Design open ended learning experiences for students to investigate complex ideas	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$50,000.00  <input type="checkbox"/> Equity funding will be used



Support the modified development of the identified High Impact Teaching Strategies for targetted students.	<input checked="" type="checkbox"/> Education Support	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$30,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Oversee the collaborative development of lesson sequences.using GANAG.	<input checked="" type="checkbox"/> KLA Leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$15,000.00  <input type="checkbox"/> Equity funding will be used
<b>Goal 3</b>	Nurture the social and emotional development of all students			
<b>12 Month Target 3.1</b>	Over 95% of students complete wellbeing profiler and whole school approach reflected in the RSC Flourish model linking learning behaviours to positive wellbeing. Sense of connectedness to School to be at or above the 65th percentile (Years 7-12) Attendance in years 7 to 9 to be at or above 94%			
<b>KIS 1</b> Empowering students and building school pride	Develop and implement the RSC Flourish Model for Positive Education.			
<b>Actions</b>	Cultivate teacher capacity to develop and utilise a positive mindset to improve their teaching and student learning. Improve the use of positive language in our interactions with students, staff and parents Continue to modify the House System and approaches to improve student and staff wellbeing. Develop the awareness and use of our Learning Behaviours and links to Positive Education.			
<b>Outcomes</b>	Leaders will lead the development of PERMA and RSC learning behaviours, to both staff and students in professional learning teams; develop documentation that will support the implementation and growth of the RSC Positive Education Model; support the evaluation and modification of practices;collaboratively oversee the management of policy development, training and coordination of wellbeing programs in liaison with DET, Maroondah Plus 10 Schools, local government and allied health organisations.  All staff will encourage and increase greater participation and support for RSC Positive Education Model; continue to incorporate explicit			

	<p>teaching of wellbeing concepts, learning behaviours and the development of curriculum programs and strategies that reflect the use of positive language.</p> <p>Students will participate in and lead initiatives that promote respectful relationships, learning behaviours and house activities that increase student agency and engagement; access and connect with external and community resources.</p>			
<b>Success Indicators</b>	<p>Student Attitudes to School data  Attendance data  Wellbeing Profiler data  Professional Learning activities documentation  Compass data  RSC Positive Education Model documentation  House System documentation</p>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Ensure the development of explicit and implicit positive education teaching from Years 7-12 to support whole school practices that promote human flourishing.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00  <input type="checkbox"/> Equity funding will be used
Organise a Positive Education focused PL activity for each term. Design Positive Education goals available for incorporation into staff PDP's. Create common approaches to building respect and relationships within the College. Encourage and support peer observation and learning walks focussed on positive education.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$15,000.00  <input type="checkbox"/> Equity funding will be used
Provide positive language in feedback to students via Compass, in closed comments, conversations and in learning intentions. Inform parents of relevant information from their class (green	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$5,000.00

chronicle posts, email contacts, etc) that include comments relating to virtues, values and pro social behaviours. Actively model the use of positive language in the classroom.			to: Term 4	<input type="checkbox"/> Equity funding will be used
Develop common guidelines for the awarding of house points for positive behaviours, sporting and academic success.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Leading Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00  <input type="checkbox"/> Equity funding will be used
Establish a professional learning team to develop, document and implement the visual Flourish Model and philosophy.	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$10,000.00  <input type="checkbox"/> Equity funding will be used
Increase the awareness of mindfulness through the regular incorporation of the use of Brain Breaks/ Mindful Moments activities for both staff and students.	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00  <input type="checkbox"/> Equity funding will be used
Analyse the Wellbeing Profiler Survey data, ATS data and attendance data, to review and improve our existing practices, including the 'Bounce' scope and sequence program, and House activities.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$15,000.00  <input type="checkbox"/> Equity funding will be used
Utilise and model learning behaviours and provide opportunities for students to reflect on these behaviours. Engage students in strategies that enable them to lead initiatives that promote respectful relationships and to enhance positive mental health.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Student(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00  <input 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	\$231,468.00	\$110,000.00
Additional Equity funding	\$140,000.00	\$66,468.00
<b>Grand Total</b>	<b>\$371,468.00</b>	<b>\$176,468.00</b>

## Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Assist the Literacy team to develop reading PD, Oversee data collection and monitor the progress of reading initiatives. Work with HOLAs to discuss implementation and provide support. Provide PD and sharing of ideas. Model and facilitate Peer Observation and Learning walks	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$30,000.00	\$10,000.00
Model the use of reading in HOLA meetings. Facilitate discussions about reading progress including sharing of high impact teaching strategies (HITS) Develop a staged process for moderation that is consistent across learning areas.	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	\$20,000.00	\$0.00
Incorporate a reading goal in PDP planning that includes strategies:predict, make connections, visualise and question review teaching practices across Years 10- 12, to ensure that they are consistent and aligned with	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources	\$86,468.00	\$25,000.00

VCAA requirements Participate and contribute to Literacy (reading) PD and sharing of practice. Utilise set non-fiction texts and reading materials across all studies to enable students to analyse and interpret information. Explicitly teach students to recognise inference in their reading of written and visual texts.		<input checked="" type="checkbox"/> CRT		
Support the use of reading strategies by the classroom teacher.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources	\$65,000.00	\$45,000.00
Support the modified development of the identified High Impact Teaching Strategies for targetted students.	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"/> CRT	\$30,000.00	\$30,000.00
<b>Totals</b>			\$231,468.00	\$110,000.00

### Additional Equity spend

Outline here any additional Equity spend for 2019	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Literacy support teacher Social worker	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$140,000.00	\$66,468.00
<b>Totals</b>			\$140,000.00	\$66,468.00

## Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Oversee whole school literacy- reading, through allocation of targeted resources including literacy support and monitor PDP progress. Model and showcase effective practices and facilitate sharing of ideas in staff meetings. Ensure data is made available in a timely manner to assist in reviewing progress. Establish and participate in DET PLC initiative	✓ Principal	from: Term 1 to: Term 4	<ul style="list-style-type: none"> <li>✓ Planning</li> <li>✓ Collaborative Inquiry/Action Research team</li> <li>✓ Formalised PLC/PLTs</li> </ul>	<ul style="list-style-type: none"> <li>✓ Professional Practice Day</li> <li>✓ Formal School Meeting / Internal Professional Learning Sessions</li> <li>✓ PLC/PLT Meeting</li> </ul>	<ul style="list-style-type: none"> <li>✓ SEIL</li> <li>✓ Literacy expertise</li> <li>✓ PLC Initiative</li> </ul>	<ul style="list-style-type: none"> <li>✓ Off-site DET PLC initiative</li> </ul>
Support staff in framing PDP goals and monitor progress against goals. Facilitate sharing of ideas in PDP groups. Assist staff to review data to analyse progress and refine strategy where needed.	✓ Leadership Team	from: Term 1 to: Term 4	<ul style="list-style-type: none"> <li>✓ Planning</li> <li>✓ Peer observation including feedback and reflection</li> <li>✓ Individualised Reflection</li> </ul>	<ul style="list-style-type: none"> <li>✓ Professional Practice Day</li> <li>✓ Formal School Meeting / Internal Professional Learning Sessions</li> <li>✓ PLC/PLT Meeting</li> </ul>	<ul style="list-style-type: none"> <li>✓ Literacy expertise</li> <li>✓ Literacy Leaders</li> <li>✓ Departmental resources</li> </ul> <p>Literacy strategy</p>	<ul style="list-style-type: none"> <li>✓ On-site</li> </ul>
Assist the Literacy team to develop reading PD, Oversee data collection and monitor the progress of reading initiatives.	✓ Learning Specialist(s)	from: Term 1 to: Term 4	<ul style="list-style-type: none"> <li>✓ Planning</li> <li>✓ Peer observation including feedback and reflection</li> </ul>	<ul style="list-style-type: none"> <li>✓ Professional Practice Day</li> <li>✓ Formal School Meeting / Internal Professional Learning Sessions</li> </ul>	<ul style="list-style-type: none"> <li>✓ SEIL</li> <li>✓ Literacy expertise</li> <li>✓ Literacy Leaders</li> </ul>	<ul style="list-style-type: none"> <li>✓ On-site</li> </ul>

Work with HOLAs to discuss implementation and provide support. Provide PD and sharing of ideas. Model and facilitate Peer Observation and Learning walks			<input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> PLC/PLT Meeting		
Model the use of reading in HOLA meetings. Facilitate discussions about reading progress including sharing of high impact teaching strategies (HITS) Develop a staged process for moderation that is consistent across learning areas.	<input checked="" type="checkbox"/> KLA Leader	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning <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"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Incorporate a reading goal in PDP planning that includes strategies:predict, make connections, visualise and question review teaching practices across Years 10- 12, to ensure that they are consistent and aligned with VCAA requirements Participate and contribute to Literacy (reading) PD and sharing of practice. Utilise set non-fiction texts and reading materials across all studies to enable students to analyse and interpret information.	<input checked="" type="checkbox"/> Teacher(s)	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"/> 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

Explicitly teach students to recognise inference in their reading of written and visual texts.						
Support the use of reading strategies by the classroom teacher.	<input checked="" type="checkbox"/> Education Support	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<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"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
Incorporate GANAG instructional model into core focus areas for staff PDP process. Develop and promote differentiation, metacognition, student agency and feedback as High Impact Teaching strategies within the model. Resource and support leaders to develop targeted PL .	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<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"/> SEIL <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resources Vic Teaching and Learning Model HITS	<input checked="" type="checkbox"/> On-site
Continue to promote the GANAG instructional model to school community . Monitor and review college wide understanding of explicit teaching by obtaining data on the use of GANAG.	<input checked="" type="checkbox"/> Assistant 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"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resources HITS VIC Teaching and Learning Model	<input checked="" type="checkbox"/> On-site
Provide staff PL to staff on implementation of instructional model and especially the N and A components	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Professional Practice Day	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site



Develop strategies for using differentiation, metacognition, student agency and feedback in lessons Lead discussion with HOLAs on further implementation in curriculum areas. Develop and promote the N and A phase of the GANAG instructional model Support staff in framing PDP goals related to the instructional model.			<input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Departmental resources HITS Vic Teaching and Learning Model	
Support teachers to frame goals related to the instructional model in their PDP . Model best practice in the classroom. Facilitate opportunities for teacher observation and feedback.	<input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Design of formative assessments	<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"/> Literacy Leaders <input checked="" type="checkbox"/> Departmental resources HITS	<input checked="" type="checkbox"/> On-site
Support the modified development of the identified High Impact Teaching Strategies for targeted students.	<input checked="" type="checkbox"/> Education Support	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"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Departmental resources HITS	<input checked="" type="checkbox"/> On-site
Ensure the development of explicit and implicit positive education teaching from Years 7-12 to support whole	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Network Professional Learning	<input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

school practices that promote human flourishing.			<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> PLC/PLT Meeting		
<p>Organise a Positive Education focused PL activity for each term.</p> <p>Design Positive Education goals available for incorporation into staff PDP's.</p> <p>Create common approaches to building respect and relationships within the College.</p> <p>Encourage and support peer observation and learning walks focussed on positive education.</p>	<input checked="" type="checkbox"/> Assistant Principal <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"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Network Professional Learning	<input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants Geelong Grammar School University of Melbourne <input checked="" type="checkbox"/> Departmental resources Live It-MaroonahPlus 10 Schools and DET Initiative	<input checked="" type="checkbox"/> On-site
<p>Provide positive language in feedback to students via Compass, in closed comments, conversations and in learning intentions.</p> <p>Inform parents of relevant information from their class (green chronicle posts, email contacts, etc) that include comments relating to virtues, values and pro social behaviours.</p> <p>Actively model the use of positive language in the classroom.</p>	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Network Professional Learning	<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 a professional learning team to develop,	<input checked="" type="checkbox"/> Leading Teacher(s)	from: Term 2	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> School improvement partnerships	<input checked="" type="checkbox"/> On-site

document and implement the visual Flourish Model and philosophy.	<input checked="" type="checkbox"/> Teacher(s)	to: Term 4	<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"/> Internal staff	
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