

2020 Annual Implementation Plan

for improving student outcomes

Manangatang P-12 College (6235)



Awaiting for review by School Principal
Awaiting endorsement by Senior Education Improvement Leader
Awaiting endorsement by School Council President

Self-evaluation Summary - 2020

	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
	Evidence-based high-impact teaching strategies	Emerging moving towards Evolving
	Evaluating impact on learning	Evolving
Professional leadership	Building leadership teams	Emerging moving towards Evolving
	Instructional and shared leadership	Evolving moving towards Embedding
	Strategic resource management	Evolving
	Vision, values and culture	Embedding

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

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

Enter your reflective comments	<p>There has been progress this year in terms of resetting staff values and expectations. Staff have high expectations of each other and their students, the work this year has been to develop a common vision and formalise agreements about how this will look in their day to day work. The Manangatang P-12 College High Expectations for Professional Conduct, Student Management Procedures table and Student Behaviour matrix were created. Staff changes also impacted on staff morale. The challenges presented by absent staff were met by bringing in new people but also by staff who volunteered to take on new classes leading to time fraction increases, staff also adapted their practices to support each other and hold each other to account. Staff morale lifted as staffing changes, particularly in the last 6 months stabilised. Although difficult to find quality staff Manangatang College employed excellent contributors to improving school conditions for staff and students. The concept of authentic student voice and agency is beginning to impact on College culture with students strongly encouraged to share their thoughts on the environment in which they would like to learn, their voice has impacted staffing decisions, raising teacher expectations, the curriculum grid and priorities for student leadership. Lacking this year was an emphasis on improving the quality of classroom practice and curriculum planning and the presence of a systematic approach for leaders to support strategic change. Steps to address this are in place for 2020.</p>
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<p>Considerations for 2020</p>	<p>A School Improvement Team made up of student advisors, the Wellbeing Coordinator and the Teaching and Learning Team will be instrumental in implementing the staff agreements established in 2019. The team will be actively involved with staff, students and parents to ensure satisfaction whole school progress as we 'Move Forward Together'. SWPBS will begin being developed. A Manangatang P-12 College initial exploratory meeting re: improved service collaboration and support to Manangatang families was held last year which will attract support from Family Youth and Children's Services, Youth Support Services, Swan Hill Rural City Council, Mallee Family Care and Local Logic Place, a long term plan has been formulated and will complement the work begun and support well being for the whole community.</p> <p>With an Instructional Model in place the Teaching and Learning Team will use PLC guidelines to decide how and when to best implement elements within it.</p> <p>It will be important to develop a sense of purpose therefore the SIT team will need to agree on purpose, priorities and actions to complete through out the year. A team charter will be established with in the first couple of weeks.</p> <p>Developing capacity to be data literate will be important for all staff. Professional Development will be provided to all staff to support their their knowledge of what data to collect, how to interpret it and how to use it for planning. This will be particularly important with the implementation of the Data wall and utilising data collected as part of the assessment schedule.</p>
<p>Documents that support this plan</p>	

SSP Goals Targets and KIS

Goal 1	To improve student outcomes in literacy and numeracy.
Target 1.1	<p>The percentage of Year 3 and 5 students achieving in the top 2 bands in NAPLAN reading and writing to be 35% and 30% or greater respectively each year of the SSP.</p> <p>The percentage of Year 7 and 9 students achieving in the top 2 bands in NAPLAN reading and writing to be 25% and 20% or greater respectively each year of the SSP.</p> <p>The percentage of Year 3, 5, 7 and 9 students achieving in the bottom two bands of NAPLAN reading and writing to be 15% or less each year of the SSP.</p> <p>The percentage of students achieving medium and high relative learning growth from Year 3 to 5, Year 5 to 7 and Year 7 to 9 on NAPLAN reading and writing to be 75% or greater each year of the SSP.</p>
Target 1.2	<p>The percentage of Year 3, 5, 7 and 9 students achieving in the top 2 bands in NAPLAN numeracy to be 30% or greater each year of the SSP.</p> <p>The percentage of Year 3, 5, 7 and 9 students achieving in the bottom two bands of NAPLAN reading and writing to be 15% or less each year of the SSP.</p> <p>The percentage of students achieving medium and high relative learning growth from Year 3 to 5, Year 5 to 7 and Year 7 to 9 on NAPLAN numeracy to be 75% or greater each year of the SSP.</p>
Key Improvement Strategy 1.a Building practice excellence	Build the capability of every teacher to implement a whole school approach to instructional practice within an agreed framework.
Key Improvement Strategy 1.b Building practice excellence	Develop an agreed approach to the effective teaching of literacy and numeracy.

Key Improvement Strategy 1.c Curriculum planning and assessment	Build teacher capacity to analyse data and use evidence-based strategies to inform teaching and learning.
Key Improvement Strategy 1.d Building practice excellence	Build teacher capacity to differentiate teaching to challenge and ensure learning progress for every student.
Goal 2	To increase student engagement in learning
Target 2.1	By 2022 the school's average days absence per student to remain below the state student absence mean.
Target 2.2	By 2022 improve the percentage of positive responses for student voice and agency from 46% to 60% for Years 4-6, from 55% to 60% for Years 7-9 and from 42% to 60% for Years 10-12.
Target 2.3	By 2022 improve the School Climate module percentage endorsement of positive responses for academic emphasis from 38% to 55 %.
Target 2.4	By 2022 improve the School Climate module percentage endorsement of positive responses for academic emphasis from 38% to 55 %.
Target 2.5	By 2022 improve the School Climate module percentage endorsement of positive responses for collective efficacy from 39% to 55 %.

<p>Key Improvement Strategy 2.a Empowering students and building school pride</p>	<p>Provide a stimulating learning environment where students are active learners who collaborate, explore and connect with the school and the wider community.</p>
<p>Key Improvement Strategy 2.b Empowering students and building school pride</p>	<p>Embed student voice and agency in student learning</p>

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 student outcomes in literacy and numeracy.	Yes	<p>The percentage of Year 3 and 5 students achieving in the top 2 bands in NAPLAN reading and writing to be 35% and 30% or greater respectively each year of the SSP.</p> <p>The percentage of Year 7 and 9 students achieving in the top 2 bands in NAPLAN reading and writing to be 25% and 20% or greater respectively each year of the SSP.</p> <p>The percentage of Year 3, 5, 7 and 9 students achieving in the bottom two bands of NAPLAN reading and writing to be 15% or less each year of the SSP.</p> <p>The percentage of students achieving medium and high relative learning growth from Year 3 to 5, Year 5 to 7 and Year 7 to 9 on NAPLAN reading and writing to be 75% or greater each year of the SSP.</p>	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>The percentage of Year 3 and 5 students achieving in the top 2 bands in NAPLAN reading and writing to be 35% and 30% or greater.</p> <p>The percentage of Year 7 and 9 students achieving in the top 2 bands in NAPLAN reading and writing to be 25% and 20% or greater.</p> <p>The percentage of Year 3, 5, 7 and 9 students achieving in the bottom two bands of NAPLAN reading and writing to be 15% or less.</p> <p>The percentage of students achieving medium and high relative learning growth from Year 3 to 5, Year 5 to 7 and Year 7 to 9 on NAPLAN reading and writing to be 75% or greater each year.</p>
		<p>The percentage of Year 3, 5, 7 and 9 students achieving in the top 2 bands in NAPLAN numeracy to be 30% or greater each year of the SSP.</p> <p>The percentage of Year 3, 5, 7 and 9 students achieving in the bottom two bands of NAPLAN reading and writing to be 15% or less each year of the SSP.</p>	<p>The percentage of Year 3, 5, 7 and 9 students achieving in the top 2 bands in NAPLAN numeracy to be 30% or greater.</p> <p>The percentage of Year 3, 5, 7 and 9 students achieving in the bottom two bands of NAPLAN reading and writing to be 15% or less.</p> <p>The percentage of students achieving</p>

		The percentage of students achieving medium and high relative learning growth from Year 3 to 5, Year 5 to 7 and Year 7 to 9 on NAPLAN numeracy to be 75% or greater each year of the SSP.	medium and high relative learning growth from Year 3 to 5, Year 5 to 7 and Year 7 to 9 on NAPLAN numeracy to be 75% or greater each year.
To increase student engagement in learning	Yes	By 2022 the school's average days absence per student to remain below the state student absence mean.	Improve whole school attendance across the College by 10% based on the 2019 attendance data and keep absences below state absence mean.
		By 2022 improve the percentage of positive responses for student voice and agency from 46% to 60% for Years 4-6, from 55% to 60% for Years 7-9 and from 42% to 60% for Years 10-12.	By the end 2020 improve the percentage of positive responses for student voice and agency from 52% to 60% for Years 4-6, from 35% to 50% for Years 7-9 and from 45% to 50% for Years 10-12.
		By 2022 improve the School Climate module percentage endorsement of positive responses for academic emphasis from 38% to 55 %.	By the end of 2020 improve the School Climate module percentage endorsement of positive responses for academic emphasis from 32% to 45%.
		By 2022 improve the School Climate module percentage endorsement of positive responses for academic emphasis from 38% to 55 %.	By the end of 2020 improve the School Climate module percentage endorsement of positive responses for academic emphasis from 32% to 45%
		By 2022 improve the School Climate module percentage endorsement of positive responses for collective efficacy from 39% to 55 %.	By the end of 2020 improve the School Climate module percentage endorsement of positive responses for collective efficacy from 39% to 50%.

Goal 1	To improve student outcomes in literacy and numeracy.	
12 Month Target 1.1	<p>The percentage of Year 3 and 5 students achieving in the top 2 bands in NAPLAN reading and writing to be 35% and 30% or greater.</p> <p>The percentage of Year 7 and 9 students achieving in the top 2 bands in NAPLAN reading and writing to be 25% and 20% or greater.</p> <p>The percentage of Year 3, 5, 7 and 9 students achieving in the bottom two bands of NAPLAN reading and writing to be 15% or less.</p> <p>The percentage of students achieving medium and high relative learning growth from Year 3 to 5, Year 5 to 7 and Year 7 to 9 on NAPLAN reading and writing to be 75% or greater each year.</p>	
12 Month Target 1.2	<p>The percentage of Year 3, 5, 7 and 9 students achieving in the top 2 bands in NAPLAN numeracy to be 30% or greater.</p> <p>The percentage of Year 3, 5, 7 and 9 students achieving in the bottom two bands of NAPLAN reading and writing to be 15% or less.</p> <p>The percentage of students achieving medium and high relative learning growth from Year 3 to 5, Year 5 to 7 and Year 7 to 9 on NAPLAN numeracy to be 75% or greater each year.</p>	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Building practice excellence	Build the capability of every teacher to implement a whole school approach to instructional practice within an agreed framework.	Yes
KIS 2 Building practice excellence	Develop an agreed approach to the effective teaching of literacy and numeracy.	No
KIS 3 Curriculum planning and assessment	Build teacher capacity to analyse data and use evidence-based strategies to inform teaching and learning.	No
KIS 4 Building practice excellence	Build teacher capacity to differentiate teaching to challenge and ensure learning progress for every student.	No

<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>2020 will signal a full commitment to the implementation of the instructional model by all staff. The strategies listed in the SSP emphasise the importance of consistent whole school processes, with an Instructional framework in place data and use of evidence-based strategies to inform teaching and learning can be established, this data will highlight practice that needs to be adapted to ensure there is clear collective responsibility for the academic growth of each student. Staff have indicated confidence in elements of the instructional framework. There is an opportunity to provide feedback to individual teachers about classroom practice as part of a formal process. Sch</p>	
<p>Goal 2</p>	<p>To increase student engagement in learning</p>	
<p>12 Month Target 2.1</p>	<p>Improve whole school attendance across the College by 10% based on the 2019 attendance data and keep absences below state absence mean.</p>	
<p>12 Month Target 2.2</p>	<p>By the end 2020 improve the percentage of positive responses for student voice and agency from 52% to 60% for Years 4-6, from 35% to 50% for Years 7-9 and from 45% to 50% for Years 10-12.</p>	
<p>12 Month Target 2.3</p>	<p>By the end of 2020 improve the School Climate module percentage endorsement of positive responses for academic emphasis from 32% to 45%.</p>	
<p>12 Month Target 2.4</p>	<p>By the end of 2020 improve the School Climate module percentage endorsement of positive responses for academic emphasis from 32% to 45%</p>	
<p>12 Month Target 2.5</p>	<p>By the end of 2020 improve the School Climate module percentage endorsement of positive responses for collective efficacy from 39% to 50%.</p>	
<p>Key Improvement Strategies</p>		<p>Is this KIS selected for focus this year?</p>
<p>KIS 1 Empowering students and building school pride</p>	<p>Provide a stimulating learning environment where students are active learners who collaborate, explore and connect with the school and the wider community.</p>	<p>Yes</p>
<p>KIS 2 Empowering students and building school pride</p>	<p>Embed student voice and agency in student learning</p>	<p>No</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.

Student voice has contributed to curriculum delivery for 2020. Their contribution builds on authentic learning experiences already developed as part of curriculum delivery. Attitude to School data indicates more than half of the secondary school aged students are not positively stimulated by their learning or believe tasks are challenging. Under half the secondary aged students are motivated by their learning. With only four students in year 11 and 12 there is an opportunity to reframe how student leadership is acknowledged across the school. The development of SWPBS begins at the College in 2020.

Define Actions, Outcomes and Activities

Goal 1	To improve student outcomes in literacy and numeracy.
12 Month Target 1.1	The percentage of Year 3 and 5 students achieving in the top 2 bands in NAPLAN reading and writing to be 35% and 30% or greater. The percentage of Year 7 and 9 students achieving in the top 2 bands in NAPLAN reading and writing to be 25% and 20% or greater. The percentage of Year 3, 5, 7 and 9 students achieving in the bottom two bands of NAPLAN reading and writing to be 15% or less. The percentage of students achieving medium and high relative learning growth from Year 3 to 5, Year 5 to 7 and Year 7 to 9 on NAPLAN reading and writing to be 75% or greater each year.
12 Month Target 1.2	The percentage of Year 3, 5, 7 and 9 students achieving in the top 2 bands in NAPLAN numeracy to be 30% or greater. The percentage of Year 3, 5, 7 and 9 students achieving in the bottom two bands of NAPLAN reading and writing to be 15% or less. The percentage of students achieving medium and high relative learning growth from Year 3 to 5, Year 5 to 7 and Year 7 to 9 on NAPLAN numeracy to be 75% or greater each year.
KIS 1 Building practice excellence	Build the capability of every teacher to implement a whole school approach to instructional practice within an agreed framework.
Actions	To work collectively to improve literacy and numeracy outcomes
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> Understand what they are going to learn, and why Understand what they need to do to demonstrate their knowledge and skill Reflect on their learning experience and provide feedback Understand what they need to do to improve Be confident in seeking further explanation for concepts not yet understood Demonstrate their knowledge and skills Be active participants in their learning <p>Teachers will:</p> <ul style="list-style-type: none"> Base their teaching on the Victorian Curriculum and/or VCE/VCAL guidelines Demonstrate understanding of each students' needs and strengths through an understanding of available data Clearly define learning intentions and success criteria for their students Use a variety of learning tasks to support transfer of knowledge

	<p>Use a range of high impact teaching strategies Plan assessment tasks using the Victorian Curriculum Provide regular and effective feedback to every student Work collaboratively to improve their practice. Use an individualized Teaching & Learning plan for selected students Adhere to an assessment schedule with effective feedback to students Contribute to the development and realisation of student individual learning goals</p> <p>Principal will: Understand the development needs of each staff member to support the development of their knowledge in using data and capacity in providing differentiated teaching practices Provide time and resources for staff to undertake relevant professional learning Provide direct feedback to all teachers on aspects of their practice Incorporate AIP evidence into the Performance & Development plans of all teachers. Monitor teachers use of Compass to ensure maximum benefit to students</p>			
Success Indicators	<p>Reaching the 12 months targets Practices for monitoring of instructional model has been established Whole school planning is shared online</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Staff meetings: current data sets - how to read them and how to use them, effective feedback, learning intentions, success criteria. Time allocated to deliver professional development related to the elements of the instructional model.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Literacy Improvement Teacher <input checked="" type="checkbox"/> Numeracy Improvement Teacher <input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Establish routine for observation, feedback and reflection of practice.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$1,000.00

	<input checked="" type="checkbox"/> Teaching and Learning Coordinator		to: Term 4	<input type="checkbox"/> Equity funding will be used
Teaching and Learning team to monitor instructional model	<input checked="" type="checkbox"/> Literacy Improvement Teacher <input checked="" type="checkbox"/> Numeracy Improvement Teacher <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teaching and Learning Coordinator	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00 <input type="checkbox"/> Equity funding will be used
PLC elements evident in Professional Learning Team work	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$3,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Individual Learning Plans for all students in all subjects	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$3,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Goal 2	To increase student engagement in learning			
12 Month Target 2.1	Improve whole school attendance across the College by 10% based on the 2019 attendance data and keep absences below state absence mean.			
12 Month Target 2.2	By the end 2020 improve the percentage of positive responses for student voice and agency from 52% to 60% for Years 4-6, from 35% to 50% for Years 7-9 and from 45% to 50% for Years 10-12.			

12 Month Target 2.3	By the end of 2020 improve the School Climate module percentage endorsement of positive responses for academic emphasis from 32% to 45%.
12 Month Target 2.4	By the end of 2020 improve the School Climate module percentage endorsement of positive responses for academic emphasis from 32% to 45%
12 Month Target 2.5	By the end of 2020 improve the School Climate module percentage endorsement of positive responses for collective efficacy from 39% to 50%.
KIS 1 Empowering students and building school pride	Provide a stimulating learning environment where students are active learners who collaborate, explore and connect with the school and the wider community.
Actions	Development of staff capacity to enable student voice and agency in and out of the classroom
Outcomes	<p>Students will -</p> <ul style="list-style-type: none"> * Articulate what they are learning and why. * Connect learning tasks to real life benefits. * Will set learning goals and share outcomes at a 3 way conference twice a year. * Ask questions and clarify when unsure. * Contribute to whole school events and decision making. * Actively seek and provide feedback about their learning and their school environment. * Contribute to SWPBS planning and implementation <p>Teachers will:</p> <ul style="list-style-type: none"> * Undertake professional development to enable them to effectively seek and provide feedback * Expect students to take responsibility for their learning and become independent, self-regulated learners. * Be responsive to student feedback and adapt their teaching practice to suit the needs of all students. * Contribute to SWPBS planning and implementation * Build opportunities to incorporate authentic student voice into classroom programs and practice. <p>School Improvement Team will:</p> <ul style="list-style-type: none"> * Establish a team to oversee the development and implementation of SWPBS * Identify and deliver professional development and develop professional practices that will ensure student centered practices.

Success Indicators	* Student voice contribution to curriculum development for 2021. * AIP targets are met showing improvement in Attitude to School data * Active and visible presence of student leadership in day to day life of the college and at whole school events.			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Establishment of active Student Leadership Team with leadership training embedded into practices	<input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Student Leadership Coordinator <input checked="" type="checkbox"/> Student(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used
All students provided with the opportunity to provide and understand feedback about their learning.	<input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Sub School Leader/s	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Student representation in whole school committees including SWPBS process development of the student behaviour matrix	<input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Student Leadership Coordinator <input checked="" type="checkbox"/> Wellbeing Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Staff professional development to support increased student voice and agency in class	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Wellbeing Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used

Facilitation of Wellbeing team and education staff to ensure practices and expectations are inclusive of all students.	<input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$6,164.00 <input checked="" 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	\$33,164.00	0.00
Additional Equity funding	\$0.00	\$0.00
Grand Total	\$33,164.00	\$0.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Staff meetings: current data sets - how to read them and how to use them, effective feedback, learning intentions, success criteria. Time allocated to deliver professional development related to the elements of the instructional model.	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	\$5,000.00
PLC elements evident in Professional Learning Team work	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> CRT	\$3,000.00	\$3,000.00
Individual Learning Plans for all students in all subjects	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> Support services	\$3,000.00	\$3,000.00
Establishment of active Student Leadership Team with leadership training embedded into practices	from: Term 1	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> CRT	\$5,000.00	\$5,000.00

	to: Term 4	<input checked="" type="checkbox"/> Other includes subsidising leadership learning opportunities for students		
All students provided with the opportunity to provide and understand feedback about their learning.	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)	\$5,000.00	\$5,000.00
Student representation in whole school committees including SWPBS process development of the student behaviour matrix	from: Term 1 to: Term 4		\$1,000.00	
Staff professional development to support increased student voice and agency in class	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT	\$5,000.00	\$5,000.00
Facilitation of Wellbeing team and education staff to ensure practices and expectations are inclusive of all students.	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)	\$6,164.00	\$6,164.00
Totals			\$33,164.00	

Additional Equity spend

Outline here any additional Equity spend for 2020	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
Establish routine for observation, feedback and reflection of practice.	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teaching and Learning Coordinator 	from: Term 1 to: Term 4	<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"/> Peer observation including feedback and reflection 	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <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"/> MYLYNS Improvement teacher <input checked="" type="checkbox"/> MYLYNS Network teacher 	<input checked="" type="checkbox"/> On-site
Teaching and Learning team to monitor instructional model	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Literacy Improvement Teacher <input checked="" type="checkbox"/> Numeracy Improvement Teacher <input checked="" type="checkbox"/> School Improvement Team 	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"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Student voice, including input and feedback 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning <input checked="" type="checkbox"/> Pedagogical Model 	<input checked="" type="checkbox"/> On-site

	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Teaching and Learning Coordinator 				<ul style="list-style-type: none"> <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) <input checked="" type="checkbox"/> MYLNS initiative professional learning <input checked="" type="checkbox"/> Numeracy leader <input checked="" type="checkbox"/> MYLYNS Improvement teacher <input checked="" type="checkbox"/> MYLYNS Network teacher 	
PLC elements evident in Professional Learning Team work	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> School Improvement Team 	from: Term 1 to: Term 4	<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"/> Formalised PLC/PLTs 	<ul style="list-style-type: none"> <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 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> MYLNS initiative professional learning <input checked="" type="checkbox"/> MYLYNS Improvement teacher <input checked="" type="checkbox"/> MYLYNS Network teacher 	<input checked="" type="checkbox"/> On-site
Individual Learning Plans for all students in all subjects	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> School Improvement Team 	from: Term 1 to: Term 4	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Student voice, including input and feedback 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Internal staff 	<input checked="" type="checkbox"/> On-site

Establishment of active Student Leadership Team with leadership training embedded into practices	<input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Student Leadership Coordinator <input checked="" type="checkbox"/> Student(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resources EIL	<input checked="" type="checkbox"/> On-site
All students provided with the opportunity to provide and understand feedback about their learning.	<input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Sub School Leader/s	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Student voice, including input and feedback <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resources EIL <input checked="" type="checkbox"/> MYLNS initiative professional learning <input checked="" type="checkbox"/> Numeracy leader <input checked="" type="checkbox"/> MYLYNS Improvement teacher <input checked="" type="checkbox"/> MYLYNS Network teacher	<input checked="" type="checkbox"/> On-site
Student representation in whole school committees including SWPBS process development of the student behaviour matrix	<input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Student Leadership Coordinator	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> Departmental resources SWPBS expertise AMPLIFY	<input checked="" type="checkbox"/> On-site

	<input checked="" type="checkbox"/> Wellbeing Team					
Staff professional development to support increased student voice and agency in class	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> Departmental resources SWPB expertise AMPLIFY <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site