2020 Annual Implementation Plan
for improving student outcomes

Montmorency Secondary College (8068)

Submitted for review by Allan Robinson (School Principal) on 27 February, 2020 at 12:11 PM
Endorsed by Karen Money (Senior Education Improvement Leader) on 14 July, 2020 at 06:13 PM
Endorsed by Shane Penrose (School Council President) on 16 October, 2020 at 05:11 PM

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 moving towards Embedding
	Evidence-based high-impact teaching strategies	Evolving moving towards Embedding
	Evaluating impact on learning	Embedding

Professional leadership	Building leadership teams	Evolving moving towards Embedding
	Instructional and shared leadership	Evolving moving towards Embedding
	Strategic resource management	Evolving moving towards Embedding
	Vision, values and culture	Evolving moving towards 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	Evolving moving towards Embedding
	Intellectual engagement and self-awareness	Evolving moving towards Embedding

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

Enter your reflective comments	The findings from our Review and the Self Evaluation confirm our emerging priorities from the past three years. Clearly there is work to be done - especially in areas like Teaching Excellence and Community Engagement - however, the College focus over the past three years is contributing to the development of a strong College culture of community, inclusiveness and a distributed and ever-increasingly skilled leadership team with strong priorities and a common goal of lifting student outcomes, agency and voice, and increasing well being. This continues as a strong focus for the next three years.
Considerations for 2020	2020 will allow us to consolidate on the strengths identified in the 2019 Review process. 2019 was also a time of considerable investment in PD training and included PLC extended leadership training, ReLATE well-being training. 2020 will see these teams begin to have an impact; we will be able to utilize our team of Learning Specialists to support Teaching and Learning and Faculty Leaders by focusing on targeted areas of the curriculum. Investment in additional well being staff and a trained core Team will also move us forward in planning and creating long term changes to our culture.
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	Improve student learning growth and achievement across the curriculum
Target 1.1	Each student assessed against the Victorian Curriculum standards to be at or above their age appropriate level of learning in English, Humanities, Mathematics and Science.

Target 1.2	By 2022 the NAPLAN Year 7 to Year 9 Relative Gain measures to show:
	
	• A minimum of 25 percent of students making high relative gain
	    ○ (2018 benchmarks: Reading 21.8%, Writing 18%, Numeracy 16%)
	• A maximum of 25 percent of students making low relative gain
	    ○ (2018 Benchmarks Reading 35.3%, Writing 27.5%, Numeracy 35.9%).

Target 1.3	By 2022 The Year 11 and Year 12 student outcomes to show: • VCE mean study score to increase from 29.68 to 31 • The proportion of students completing their VCE and VCAL certificates to increase from 88.2% to 95% (excluding early leaver students who gained a traineeship or apprenticeship).
Key Improvement Strategy 1.a Evaluating impact on learning	Build staff capability to utilise multiple forms of data and moderated assessment modalities to underpin differentiated pedagogy
Key Improvement Strategy 1.b Building practice excellence	Enhance effective teaching practice through collaborative professional learning (within and across learning areas), involving reflection and feedback from peers and students

Key Improvement Strategy 1.c Intellectual engagement and self-awareness	Build teacher confidence to cater for student learning style preferences, interests and to challenge students at their point of learning need
Goal 2	Improve student voice and agency across the college
Target 2.1	Increase the percentage of positive endorsement for the following AToSS factors: Student Voice and Agency • Year 7-9 from 42% (2018) to 60% (2022) • Year 10-12 from 48% (2018) to 65% (2022) Sense of Connectedness • Year 7-9 from 64% (2018) to 75% (2022) • Year 10-12 from 59% (2018) to 70% (2022)
Target 2.2	Increase the percentage of positive endorsement for the following AToSS factors: Self-regulation and Goal Setting • Year 7-9 from 65% (2018) to 75% (2022) • Year 10-12 from 59% (2018) to 7% (2022) Sense of Connectedness • Year 7-9 from 64% (2018) to 75% (2022) • Year 10-12 from 63% (2018) to 70% (2022)

Target 2.3	Increase the percentage of positive endorsement for the following POS factors: • Student voice and agency from 81% (2018) to 85% (2022) • Stimulating learning environment from 78% (2018) to 83% (2022)
Key Improvement Strategy 2.a Empowering students and building school pride	Develop avenues for students to be involved in the design and implementation of programs and policy that enable student led actions for improvement
Key Improvement Strategy 2.b Intellectual engagement and self-awareness	Build student personal capabilities as intrinsically motivated, independent and self-reflective learners who monitor their learning progress and achievements
Key Improvement Strategy 2.c Empowering students and building school pride	Increase teacher capacity to collaborate with students in making decisions about the content of learning and how learning is assessed and reported
Goal 3	Improve student mental wellbeing and resilience
Target 3.1	Increase the percentage of positive endorsement for the following AToSS factors: Motivation and interest • Year 7-9 from 63% (2018) to 70% (2022) • Year 10-12 from 61% (2018) to 70% (2022) Resilience

	• Year 7-9 from 65% (2018) to 72% (2022) • Year 10-12 from 62% (2018) to 68% (2022)
Target 3.2	Increase the percentage of positive endorsement for the following AToSS factors: School Stage Transitions • Year 7-9 from 79% (2018) to 82% (2022) • Year 10-12 from 59% (2018) to 65% (2022) Respect for Diversity • Year 7-9 from 56% (2018) to 65% (2022) • Year 10-12 from 52% (2018) to 60% (2022)
Target 3.3	Increase the percentage of positive endorsement for the following POS factors: • Student motivation and support from 70% (2018) to 75% (2022) • Confidence and resilience skills 84% (2018) to 87% (2022) • Respect for diversity from 82% (2018) to 87% (2022)
Key Improvement Strategy 3.a Health and wellbeing	Embed an agreed whole college approach to health, wellbeing and inclusion.
Key Improvement Strategy 3.b	Enhance staff capacity and skill to address the psychological and social wellbeing of students

Health and wellbeing	
Key Improvement Strategy 3.c Setting expectations and promoting inclusion	Collaborate with parents/carers and the broader community to implement a shared approach in support of student wellbeing and resilience

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.
Improve student learning growth and achievement across the curriculum	Yes	Each student assessed against the Victorian Curriculum standards to be at or above their age appropriate level of learning in English, Humanities, Mathematics and Science.	As measured by NAPLAN, Teacher judgement and On Demand testing (internal), the percentage of students at or above age appropriate Victorian Curriculum standards (top 2 bands) in English, Humanities, Maths and Science to be above 20%. Percentage of students in the bottom two bands to be less than 15%.

		By 2022 the NAPLAN Year 7 to Year 9 Relative Gain measures to show:
		
		• A minimum of 25 percent of students making high relative gain
		   o (2018 benchmarks: Reading 21.8%, Writing 18%, Numeracy 16%)
		• A maximum of 25 percent of students making low relative gain
		   o (2018 Benchmarks Reading 35.3%, Writing 27.5%, Numeracy 35.9%).
			- Minimum 22% of students in year 9 achieve high relative gain in reading,
			- 20% students in year 9 achieve high relative gains in writing
			- 18% students in year 9 achieve high relative gains in numeracy.
			
			- Fewer than 28% of year 9 students to achieve low relative gain in all areas of NAPLAN.

		By 2022 The Year 11 and Year 12 student outcomes to show: • VCE mean study score to increase from 29.68 to 31 • The proportion of students completing their VCE and VCAL certificates to increase from 88.2% to 95% (excluding early leaver students who gained a traineeship or apprenticeship).	- 2020 target for VCE all study score of 30 - proportion of students completing VCE/VCAL to be higher than 90%
Improve student voice and agency across the college	Yes	Increase the percentage of positive endorsement for the following AToSS factors: Student Voice and Agency • Year 7-9 from 42% (2018) to 60% (2022) • Year 10-12 from 48% (2018) to 65% (2022) Sense of Connectedness • Year 7-9 from 64% (2018) to 75% (2022) • Year 10-12 from 59% (2018) to 70% (2022)	
		Increase the percentage of positive endorsement for the following AToSS factors: Self-regulation and Goal Setting • Year 7-9 from 65% (2018) to 75% (2022) • Year 10-12 from 59% (2018) to 7% (2022)	

		Sense of Connectedness • Year 7-9 from 64% (2018) to 75% (2022) • Year 10-12 from 63% (2018) to 70% (2022)	
		Increase the percentage of positive endorsement for the following POS factors: • Student voice and agency from 81% (2018) to 85% (2022) • Stimulating learning environment from 78% (2018) to 83% (2022)	
Improve student mental wellbeing and resilience	Yes	Increase the percentage of positive endorsement for the following AToSS factors: Motivation and interest • Year 7-9 from 63% (2018) to 70% (2022) • Year 10-12 from 61% (2018) to 70% (2022) Resilience • Year 7-9 from 65% (2018) to 72% (2022) • Year 10-12 from 62% (2018) to 68% (2022)	Year 7-9 show 65% positive endorsement in ATOSS factor of Motivation and Interest. Positive endorsement of Motivation and Interest measure to be 62% among year 10-12 students. Positive endorsement of ATOSS factor for Resilience will be 67% for junior/middle school. Positive endorsement of ATOSS factor for Resilience will be 64% for senior students.

	Increase the percentage of positive endorsement for the following AToSS factors:	Year 7-9 to show 80% positive endorsement for the ATOSS factor 'Transition from Primary to Year 7'
		Year 10-12 to show 60% positive endorsement for the AToSS factor for transition from year 10 to year 12.
	School Stage Transitions	
	• Year 7-9 from 79% (2018) to 82% (2022)	
	• Year 10-12 from 59% (2018) to 65% (2022)	Year 7-9 to show 58% positive endorsement for ATOSS factor 'Respect for Diversity'.
	Respect for Diversity	Year 10-12 to show 54% positive endorsement for ATOSS factor 'Respect for Diversity'.
	• Year 7-9 from 56% (2018) to 65% (2022)	
	• Year 10-12 from 52% (2018) to 60% (2022)	
	Increase the percentage of positive endorsement for the following POS factors:	Positive endorsement of ATOSS factor 'student motivation' will consolidate in the 70-72% range.
		Positive endorsement of ATOSS factor Confidence and Respect consolidating at 84% by the end of 2020.
	• Student motivation and support from 70% (2018) to 75% (2022)	
	• Confidence and resilience skills 84% (2018) to 87% (2022)	
	• Respect for diversity from 82% (2018) to 87% (2022)	

Goal 1	Improve student learning growth and achievement across the curriculum
12 Month Target 1.1	As measured by NAPLAN, Teacher judgement and On Demand testing (internal), the percentage of students at or above age appropriate Victorian Curriculum standards (top 2 bands) in English, Humanities, Maths and Science to be above 20%. Percentage of students in the bottom two bands to be less than 15%.

12 Month Target 1.2	- Minimum 22% of students in year 9 achieve high relative gain in reading, - 20% students in year 9 achieve high relative gains in writing - 18% students in year 9 achieve high relative gains in numeracy. - Fewer than 28% of year 9 students to achieve low relative gain in all areas of NAPLAN.	
12 Month Target 1.3	- 2020 target for VCE all study score of 30 - proportion of students completing VCE/VCAL to be higher than 90%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Evaluating impact on learning	Build staff capability to utilise multiple forms of data and moderated assessment modalities to underpin differentiated pedagogy	Yes
KIS 2 Building practice excellence	Enhance effective teaching practice through collaborative professional learning (within and across learning areas), involving reflection and feedback from peers and students	Yes
KIS 3 Intellectual engagement and self-awareness	Build teacher confidence to cater for student learning style preferences, interests and to challenge students at their point of learning need	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 College continues to focus on developing literacy and numeracy as priorities across the curriculum; as part of this focus, PLTs will focus on improving teaching strategies, using data, worked examples and agreed assessments to improve student outcomes. The College Review in early 2019 resulted in a renewed focus on developing teacher effectiveness using HITS and PLCs, with Learning Leaders concentrating on designated teams of staff in all faculty areas. PLC leaders have undergone considerable training in 2019 and will be responsible for driving targeted Professional Development sessions for staff in the first 3 terms of 2020.	
Goal 2	Improve student voice and agency across the college	
12 Month Target 2.1		

12 Month Target 2.2		
12 Month Target 2.3		

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Empowering students and building school pride	Develop avenues for students to be involved in the design and implementation of programs and policy that enable student led actions for improvement	No
KIS 2 Intellectual engagement and self-awareness	Build student personal capabilities as intrinsically motivated, independent and self-reflective learners who monitor their learning progress and achievements	No
KIS 3 Empowering students and building school pride	Increase teacher capacity to collaborate with students in making decisions about the content of learning and how learning is assessed and reported	No
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.		

Goal 3	Improve student mental wellbeing and resilience
12 Month Target 3.1	Year 7-9 show 65% positive endorsement in ATOSS factor of Motivation and Interest. Positive endorsement of Motivation and Interest measure to be 62% among year 10-12 students. Positive endorsement of ATOSS factor for Resilience will be 67% for junior/middle school. Positive endorsement of ATOSS factor for Resilience will be 64% for senior students.

12 Month Target 3.2	Year 7-9 to show 80% positive endorsement for the ATOSS factor 'Transition from Primary to Year 7' Year 10-12 to show 60% positive endorsement for the AToSS factor for transition from year 10 to year 12. Year 7-9 to show 58% positive endorsement for ATOSS factor 'Respect for Diversity'. Year 10-12 to show 54% positive endorsement for ATOSS factor 'Respect for Diversity'.
12 Month Target 3.3	Positive endorsement of ATOSS factor 'student motivation' will consolidate in the 70-72% range. Positive endorsement of ATOSS factor Confidence and Respect consolidating at 84% by the end of 2020.

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Health and wellbeing	Embed an agreed whole college approach to health, wellbeing and inclusion.	Yes
KIS 2 Health and wellbeing	Enhance staff capacity and skill to address the psychological and social wellbeing of students	Yes
KIS 3 Setting expectations and promoting inclusion	Collaborate with parents/carers and the broader community to implement a shared approach in support of student wellbeing and resilience	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.	Level Coordinators, Welfare staff and school leaders underwent an intensive ReLATE training program (twenty staff, including welfare team, over four days). Formerly known as the Sanctuary Model trauma training (developed by McKillop Foundation) in 2019. The purpose was to use these school leaders to facilitate the approach and philosophy of student well-being and resilience across the whole school. This supports the current Aboriginal Cultural Awareness program, Respectful Relationships and Restorative Practices the College currently promotes as the focus for student, family and staff interaction. We are currently planning how this will be deployed as an agreed whole school approach to support the mental health, resilience and well-being of students and staff in 2020 and beyond..	

Define Actions, Outcomes and Activities

Goal 1	Improve student learning growth and achievement across the curriculum
12 Month Target 1.1	As measured by NAPLAN, Teacher judgement and On Demand testing (internal), the percentage of students at or above age appropriate Victorian Curriculum standards (top 2 bands) in English, Humanities, Maths and Science to be above 20%. Percentage of students in the bottom two bands to be less than 15%.
12 Month Target 1.2	- Minimum 22% of students in year 9 achieve high relative gain in reading, - 20% students in year 9 achieve high relative gains in writing - 18% students in year 9 achieve high relative gains in numeracy. - Fewer than 28% of year 9 students to achieve low relative gain in all areas of NAPLAN.
12 Month Target 1.3	- 2020 target for VCE all study score of 30 - proportion of students completing VCE/VCAL to be higher than 90%
KIS 1 Evaluating impact on learning	Build staff capability to utilise multiple forms of data and moderated assessment modalities to underpin differentiated pedagogy
Actions	* Learning Leaders have undergone training in data analysis and will join the SIT to develop whole school responses to various forms of data. * The SIT will focus on VCE and NAPLAN data with the view to releasing updates and information to all staff. * PLTs will focus on developing differentiated units of work and moderated assessment strategies. * All year 10 students will be tested for PATr Literacy and Numeracy testing as part of the MYLNS Literacy/Numeracy reform strategy
Outcomes	Staff will be regularly informed and up-to-date in their application of data sets and be able to use them in PLTs to implement and observe improved teaching practice. Classroom observation and discussion of high impact teaching strategies will become the focus of PLTs as well as PDPs.

	A more consistent instructional model: improved teacher clarity and purpose and learning engagement and outcomes will improve.
Success Indicators	Improved PLT minutes, peer observation as formalized practice using supplied proforma Improvements in overall data sets including ATOSS and NAPLAN

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Professional development key-dated for staff All year 10 students to be PATr tested PLTs will have moderated assessments and use them to improve teacher judgment	☑ Curriculum Co-ordinator (s) ☑ Leadership Team ☑ Learning Specialist(s)	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used

KIS 2 Building practice excellence	Enhance effective teaching practice through collaborative professional learning (within and across learning areas), involving reflection and feedback from peers and students
Actions	* Learning leaders will support the Teaching & Learning leaders and assume the role of leading professional development opportunities to be offered twice a term for the first three terms of 2020. These are key dated for 2020. Each PD will be targeted at individual faculties to further develop staff teaching skills and reinforce HITS across the college. MYLNs initiative will work closely with designated faculties SIT to examine data and report to all staff
Outcomes	Improved practices among teaching staff will lead to increased confidence, satisfaction and ultimately improved student outcomes MYLNs leaders to work closely with targeted teachers to improve outcomes for students

Success Indicators	Individual PDPs incorporate PLT activity as evidence
	Peer support among teaching staff will become more specific and purposeful
	MYLNs students to show measurable improvements in literacy and numeracy

Activities and Milestones	Who	Is this a PL Priority	When	Budget
MYLN literacy and numeracy leaders will work with staff to build teacher capacity SIT will discuss data findings with all staff	☑ Curriculum Co-ordinator (s) ☑ Leadership Team ☑ Learning Specialist(s) ☑ Literacy Improvement Teacher ☑ Numeracy Leader ☑ School Improvement Team	☑ PLP Priority	from: Term 1 to: Term 4	$113,121.02 ☐ Equity funding will be used

KIS 3 Intellectual engagement and self-awareness	Build teacher confidence to cater for student learning style preferences, interests and to challenge students at their point of learning need

Actions	PLTs will focus on cross-faculty classroom observations and professional discussion of teaching practice based on developing differentiation within curriculums
	Learning leaders to deliver PD on Differentiation to follow-up Curriculum day focus 2019
	PLC team will initiate staff training and inform staff of the PLC program

Outcomes	Classroom observation and discussion of teaching practice will become part of the PLT and college culture
	Peer support and teacher confidence with HITS will improve

Success Indicators	PLT self assessment data				
	Individual teacher PDP				

Activities and Milestones		Who	Is this a PL Priority	When	Budget
PLTs will build confidence and capacity in using classroom observation to inform individual practice Learning Leaders will run (keydated) professional development sessions twice a term for first 3 terms of 2020		☑ Leadership Team ☑ PLC Leaders ☑ PLT Leaders	☑ PLP Priority	from: Term 1 to: Term 3	$0.00 ☐ Equity funding will be used

Goal 2	Improve student mental wellbeing and resilience
12 Month Target 2.1	Year 7-9 show 65% positive endorsement in ATOSS factor of Motivation and Interest. Positive endorsement of Motivation and Interest measure to be 62% among year 10-12 students. Positive endorsement of ATOSS factor for Resilience will be 67% for junior/middle school. Positive endorsement of ATOSS factor for Resilience will be 64% for senior students.
12 Month Target 2.2	Year 7-9 to show 80% positive endorsement for the ATOSS factor 'Transition from Primary to Year 7' Year 10-12 to show 60% positive endorsement for the AToSS factor for transition from year 10 to year 12. Year 7-9 to show 58% positive endorsement for ATOSS factor 'Respect for Diversity'. Year 10-12 to show 54% positive endorsement for ATOSS factor 'Respect for Diversity'.
12 Month Target 2.3	Positive endorsement of ATOSS factor 'student motivation' will consolidate in the 70-72% range. Positive endorsement of ATOSS factor Confidence and Respect consolidating at 84% by the end of 2020.
KIS 1 Health and wellbeing	Embed an agreed whole college approach to health, wellbeing and inclusion.
Actions	Formation of ReLATE Core team to determine priorities for 2020 in terms of well-being & resilience issues and decide methodology for including whole staff.

	Core team will determine priority group/year level to trial inclusion and personal safety initiatives
	College will hire additional Psychological support staff in 2020 to support staff and students
Outcomes	Priorities and actions for the ReLATE initiative will be planned over a three year roll-out in the College
	Restorative Practices will be revisited and refreshed with all staff as a continuing College focus
	All coordinators at all year levels will be empowered and informed to the whole College approach to student well-being
Success Indicators	Staff familiarity with processes and shared language of well-being and safety
	ATOSS data to improve in those areas of resilience, community inclusiveness and well-being/personal safety

Activities and Milestones	Who	Is this a PL Priority	When	Budget
ATOSS data to improve 2-3 % by end of 2020 PD and refresher courses will have been done Recruitment of new well-being staff member	☑ Leading Teacher(s) ☑ Student Wellbeing Co-ordinator ☑ Wellbeing Team ☑ Year Level Co-ordinator(s)	☑ PLP Priority	from: Term 1 to: Term 4	$74,831.00 ☑ Equity funding will be used

KIS 2 Health and wellbeing	Enhance staff capacity and skill to address the psychological and social wellbeing of students
Actions	New coordinators will be trained in Restorative Relationships in term one; new staff to have PD on this included in their Induction package. Presentation to all staff on Student management, Well-being and Restorative Practice will be made by sub school teams during the first two day of 2020 school year Welfare team/Coordinators and ReLATE team will provide all staff with strategies and PD in Well-being

Outcomes	New coordinators trained in Restorative Justice
	ReLATE team will determine order of priorities and year level approach
Success Indicators	Improvement in ATOSS Resilience, Motivation and sense that teachers care
	Incidents of suspension decrease
	Successful completion of VCE/VCAL at 100%

Activities and Milestones	Who	Is this a PL Priority	When	Budget
ATOSS Suspension data VCE & VCAL data	☑ Leadership Team ☑ Student Wellbeing Co-ordinator ☑ Wellbeing Team ☑ Year Level Co-ordinator(s)	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used

KIS 3 Setting expectations and promoting inclusion	Collaborate with parents/carers and the broader community to implement a shared approach in support of student wellbeing and resilience
Actions	ReLATE team to determine what aspects of the program to prioritize, the timeline for action and how best to inform and assist Home Group teachers and level coordinators to understand the ReLATE program and identified priorities for 2020
Outcomes	Priorities and goals will be established in Term One. Awareness of the ReLATE program and its goals and methodologies will be passed on to majority of staff in Term two and three.
Success Indicators	Increased awareness of the program and its aims, understanding of the goals of the well-being team and beginnings of student and community awareness of initiative: newsletter items from Welfare team, POS and focus on student programs and Mental Health days/initiatives

Activities and Milestones	Who	Is this a PL Priority	When	Budget
ReLATE team to determine priorities and timeline improvement in POS News articles and public meetings e.g. Parent VCE night, Year 7 'Meet the teachers'	☑ Leading Teacher(s) ☑ Sub School Leader/s ☑ Wellbeing Team ☑ Year Level Co-ordinator(s)	☐ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used

Equity Funding Planner

Equity Spending Totals

Category	Total proposed budget ($)	Spend ($)
Equity funding associated with Activities and Milestones	$74,831.00	$98,332.00
Additional Equity funding	$23,550.00	0.00
Grand Total	**$98,381.00**	**$98,332.00**

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget ($)	Equity Spend ($)
ATOSS data to improve 2-3 % by end of 2020 PD and refresher courses will have been done Recruitment of new well-being staff member	from: Term 1 to: Term 4	☑ School-based staffing ☑ Teaching and learning programs and resources ☑ Professional development (excluding CRT costs and new FTE)	$74,831.00	$98,332.00
Totals			$74,831.00	$98,332.00

Additional Equity spend

Outline here any additional Equity spend for 2020	When	Category	Total proposed budget ($)	Equity Spend ($)
Open House and Heidelberg Teaching Unit to offer support services to selected students Melbourne Polytechnic program access for year 9 students CRT coverage for staff training in leading Well-Being	from: Term 1 to: Term 4	☑ Teaching and learning programs and resources ☑ CRT	$23,550.00	

Provision of healthy lunch to all year 7 students as part of transition Camps and uniforms for disadvantaged students		☑ Support services		
Totals			$23,550.00	

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Professional development key-dated for staff All year 10 students to be PATr tested PLTs will have moderated assessments and use them to improve teacher judgment	☑ Curriculum Co-ordinator (s) ☑ Leadership Team ☑ Learning Specialist(s)	from: Term 1 to: Term 4	☑ Moderated assessment of student learning ☑ Peer observation including feedback and reflection ☑ Formalised PLC/PLTs	☑ Whole School Pupil Free Day ☑ Professional Practice Day ☑ Formal School Meeting / Internal Professional Learning Sessions ☑ Communities of Practice ☑ PLC/PLT Meeting	☑ PLC Initiative ☑ Internal staff ☑ Learning Specialist ☑ Literacy Leaders ☑ High Impact Teaching Strategies (HITS) ☑ MYLNS initiative professional learning ☑ Numeracy leader ☑ MYLYNS Improvement teacher	☑ On-site
MYLN literacy and numeracy leaders will work with staff to build teacher capacity SIT will discuss data findings with all staff	☑ Curriculum Co-ordinator (s) ☑ Leadership Team ☑ Learning Specialist(s) ☑ Literacy Improvement Teacher	from: Term 1 to: Term 4	☑ Planning ☑ Moderated assessment of student learning ☑ Peer observation including feedback and reflection	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ Literacy Leaders ☑ High Impact Teaching Strategies (HITS) ☑ Numeracy leader ☑ MYLYNS Improvement teacher ☑ MYLYNS Network teacher	☑ On-site

	☑ Numeracy Leader ☑ School Improvement Team					
PLTs will build confidence and capacity in using classroom observation to inform individual practice Learning Leaders will run (keydated) professional development sessions twice a term for first 3 terms of 2020	☑ Leadership Team ☑ PLC Leaders ☑ PLT Leaders	from: Term 1 to: Term 3	☑ Collaborative Inquiry/Action Research team ☑ Peer observation including feedback and reflection ☑ Individualised Reflection	☑ Whole School Pupil Free Day ☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ PLC Initiative ☑ Internal staff ☑ Learning Specialist	☑ On-site
ATOSS data to improve 2-3 % by end of 2020 PD and refresher courses will have been done Recruitment of new well-being staff member	☑ Leading Teacher(s) ☑ Student Wellbeing Co-ordinator ☑ Wellbeing Team ☑ Year Level Co-ordinator(s)	from: Term 1 to: Term 4	☑ Planning	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff	☑ On-site
ATOSS Suspension data	☑ Leadership Team	from: Term 1	☑ Planning ☑ Preparation	☑ Professional Practice Day	☑ Internal staff ☑ External consultants	☑ On-site

| VCE & VCAL data | ☑ Student Wellbeing Co-ordinator ☑ Wellbeing Team ☑ Year Level Co-ordinator(s) | to: Term 4 | ☑ Curriculum development | ☑ Formal School Meeting / Internal Professional Learning Sessions | ReLATE training & Restorative Practices PD | |