

2019 Annual Implementation Plan

for improving student outcomes

Warragul Regional College (8827)



Submitted for review by Jacqueline Veal (School Principal) on 19 December, 2018 at 05:37 PM
Endorsed by Julie Curtis (Senior Education Improvement Leader) on 17 February, 2019 at 01:35 PM
Awaiting endorsement by School Council President

Self-evaluation Summary - 2019

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

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

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

Enter your reflective comments	In 2018, the PLC process, Coaching and PIVOT surveys supported the development of collaborative practice and broke barriers between staff and teams
Considerations for 2019	<p>To develop our staff as high quality teachers and to develop talents, nurture curiosity and empower our students to follow their passion, we will develop the Warragul Regional College Instructional Model (based on our past work with Marzano High Impact framework, in conjunction with other teaching and learning models) which supports student centered learning.</p> <p>To continue the process of documenting curriculum and support teachers to plan effectively for all students in all classes</p> <p>To develop structures to enable students to be genuine stakeholders in their learning in a positive climate and culture</p>
Documents that support this plan	

SSP Goals Targets and KIS

<p>Goal 1</p>	<p>In order to realise the College Vision students will exceed expected learning growth</p>
<p>Target 1.1</p>	<p>25% more students will reach the highest levels of achievement* by the end of the strategic plan</p> <p>* highest level of achievement may include;</p> <ul style="list-style-type: none"> - highest NAPLAN bands at each year level - 35+ Study scores in VCE - 'Excellent results on CATS <p>VCE Gender Ability Adjusted Study scores will exceed zero in 90% of VCE subjects</p> <p>During the period of the Strategic plan, increase the average percentage of VCE study scores, above 35, from 14% to 18%</p> <p>Increase the percentage of students in years 7-10 that reach the highest levels of achievement (As and Bs) to 25% by the end of the strategic plan.</p> <p>Reduce the percentage of year 9 students achieving low growth against NAPLAN Numeracy from 28% (2015) to 25%</p> <p>Increase the percentage of year 9 students achieving low growth against NAPLAN Writing from 42% (2015) to less than 25%</p> <p>Increase the percentage of year 9 students achieving high growth against NAPLAN Numeracy from 23% (2015) to 30%</p>

	Increase the percentage of year 9 students achieving high growth against NAPLAN Writing from 16% (2015) to 25%
Key Improvement Strategy 1.a Building practice excellence	Develop an agreed Instructional Model for WRC
Key Improvement Strategy 1.b Curriculum planning and assessment	Further develop and document WRC curriculum 7-12
Goal 2	We will engage students and connect them to the College to achieve the College Vision
Target 2.1	<p>ATSS</p> <ul style="list-style-type: none"> * Increase stimulating learning for all students from 54.7% to 75% * Increase Stimulating learning for boys from 46.7% to 65% * Increase student motivation for all students from 46.7% to 70% * Increase Student motivation for boys from 26.5% to 60%
Key Improvement Strategy 2.a Empowering students and building school pride	Empowering students and building sense of belonging
Goal 3	We will develop a culture of collaboration to realise the College Vision

<p>Target 3.1</p>	<p>Staff Opinion Survey</p> <p>From 2015 results</p> <p>Teacher collaboration 61.92 to 69.32 (75th percentile)</p> <p>Staff psychological safety from 54.16 to 69.33 (75th percentile)</p> <p>Improve Teacher trust in students and parents from 66.68 to 70.45 (75th percentile)</p> <p>Improve teacher trust in colleagues from 75.48 to 77.68 (75th percentile)</p> <p>From ATSS</p> <p>Improve student connectedness to school from 59.8 to 75th percentile</p> <p>Improve peer connectedness from 42nd to 60th percentile</p> <p>Improve teacher empathy from 52nd to 75th percentile</p>
<p>Key Improvement Strategy 3.a Building leadership teams</p>	<p>Build highly effective teams</p>
<p>Goal 4</p>	<p>To build a positive connection within the school community, local schools and the wider community.</p>
<p>Target 4.1</p>	<p>Improved transition survey results from student attitudes survey and primary teachers feedback</p> <p>Improved Parent Opinion survey responses and results from 2018</p>

	<p>Improved <i>parent & community involvement</i> and <i>parent & community involvement, engagement, and outreach</i></p> <p>results in Staff Opinion survey</p> <p>Increase % of incoming Grade 6 students from all feeder primary schools</p> <p>100% <i>Positive Exit</i> destination data</p>
<p>Key Improvement Strategy 4.a Networks with schools, services and agencies</p>	<p>Building networks with parents, feeder schools, and community partners</p>

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
<p>In order to realise the College Vision students will exceed expected learning growth</p>	<p>Yes</p>	<p>25% more students will reach the highest levels of achievement* by the end of the strategic plan</p> <p>* highest level of achievement may include;</p> <ul style="list-style-type: none"> - highest NAPLAN bands at each year level - 35+ Study scores in VCE - 'Excellent results on CATS <p>VCE Gender Ability Adjusted Study scores will exceed zero in 90% of VCE subjects</p> <p>During the period of the Strategic plan, increase the average percentage of VCE study scores, above 35, from 14% to 18%</p> <p>Increase the percentage of students in years 7-10 that reach the highest levels of achievement (As and Bs) to 25% by the end of the strategic plan.</p> <p>Reduce the percentage of year 9 students achieving low growth against NAPLAN Numeracy from 28% (2015) to 25%</p>	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>Success criteria / Outcome evidence:</p> <p>6 Months</p> <ul style="list-style-type: none"> • Instructional model determined and pilot groups planning on semester 2 trials • All teachers can demonstrate 2 units developed using UbD including all three stages and uploaded on VAULT <p>12 Months</p> <ul style="list-style-type: none"> • 100% of teachers are planning and implementing UbD units in classes-several have been critically reviewed through Curriculum Teams • Student Opinion results in: effective teaching (58%), differentiation (54%), stimulating learning (48%) improve by 10% • All staff undertake introductory learning of instructional model • Staff opinion survey results in: use pedagogical model (38%); knowledge of (33%), and use of high impact teaching strategies 47%(); and professional learning to improve practice (42%) all improve to 80% • Student Pivot learning surveys show improvement in AITSL Standard 3.2

		<p>Increase the percentage of year 9 students achieving low growth against NAPLAN Writing from 42% (2015) to less than 25%</p> <p>Increase the percentage of year 9 students achieving high growth against NAPLAN Numeracy from 23% (2015) to 30%</p> <p>Increase the percentage of year 9 students achieving high growth against NAPLAN Writing from 16% (2015) to 25%</p>	<p>– Plan, structure and sequence learning programs and use teaching strategies improves from 2018 results.</p>
<p>We will engage students and connect them to the College to achieve the College Vision</p>	<p>Yes</p>	<p>ATSS</p> <ul style="list-style-type: none"> * Increase stimulating learning for all students from 54.7% to 75% * Increase Stimulating learning for boys from 46.7% to 65% * INcrease student motivation for all students from 46.7% to 70% * Increase Student motivation for boys from 26.5% to 60% 	<p>Success criteria / Outcome evidence:</p> <p>6 Months</p> <ul style="list-style-type: none"> • Student curriculum groups in place • Feedback survey from students show they value extra curriculum programs/events • Curriculum teams work informed by student curriculum groups • 90% of staff indicate agreed rating of leader visibility & support for change (internal survey) • Mobile phone policy has been reviewed with staff and student input. <p>12 Months</p> <ul style="list-style-type: none"> • Internal Safe and Orderly processes reviewed • 2020 student subject offerings reflective of student choice • ATSS results - (connectedness (50%), effort (62%), high expectations (67%) & teacher concern (43%) increase to at least 70% positive

			<ul style="list-style-type: none"> • Staff opinion survey indicate increase in endorsement of collective efficacy (28%), leader visibility (18%) & support for change (32%) to 80%. • Progress scores show growth trend over 2019, including an increase in over 40 and decrease in under 25.
We will develop a culture of collaboration to realise the College Vision	Yes	<p>Staff Opinion Survey</p> <p>From 2015 results</p> <p>Teacher collaboration 61.92 to 69.32 (75th percentile)</p> <p>Staff psychological safety from 54.16 to 69.33 (75th percentile)</p> <p>Improve Teacher trust in students and parents from 66.68 to 70.45 (75th percentile)</p> <p>Improve teacher trust in colleagues from 75.48 to 77.68 (75th percentile)</p> <p>From ATSS</p> <p>Improve student connectedness to school from 59.8 to 75th percentile</p> <p>Improve peer connectedness from 42nd to 60th percentile</p> <p>Improve teacher empathy from 52nd to 75th percentile</p>	<p>Success criteria / Outcome evidence:</p> <p>6 Months</p> <ul style="list-style-type: none"> • Teams are using developed norms and protocols (documented) • Teams are building the culture of collaboration ensuring participation by all members <p>12 Months</p> <ul style="list-style-type: none"> • Leaders are working collaboratively to implement the school improvement strategies identified and these are embedded in the culture of the teams they are working with. • Improvement in Cultural (18%), Instructional (21%), Leaders' Support for Change (32%) Leadership components on Staff Opinion survey to 80%% for each component • Building Leadership teams on FISO continua of practice self-assessment indicates an Evolving level • Teams self-assess on PLC Maturity matrix at least as Evolving in all areas

<p>To build a positive connection within the school community, local schools and the wider community.</p>	<p>Yes</p>	<p>Improved transition survey results from student attitudes survey and primary teachers feedback</p> <p>Improved Parent Opinion survey responses and results from 2018</p> <p>Improved <i>parent & community involvement</i> and <i>parent & community involvement, engagement, and outreach</i> results in Staff Opinion survey</p> <p>Increase % of incoming Grade 6 students from all feeder primary schools</p> <p>100% <i>Positive Exit</i> destination data</p>	<p>6 Months</p> <ul style="list-style-type: none"> • 2019 school community communication strategy implemented • Inclusion of positive / celebratory articles in all school community communications <p>12 Months</p> <ul style="list-style-type: none"> • Improved transition survey results from student attitudes survey and primary teachers feedback • Improved Parent Opinion survey responses and results from 2018 • Improved parent & community involvement and parent & community involvement, engagement, and outreach results in Staff Opinion survey • Increase % of incoming Grade 6 students from all feeder primary schools • 100% Positive Exit destination data

<p>Goal 1</p>	<p>In order to realise the College Vision students will exceed expected learning growth</p>
<p>12 Month Target 1.1</p>	<p>Success criteria / Outcome evidence:</p> <p>6 Months</p> <ul style="list-style-type: none"> • Instructional model determined and pilot groups planning on semester 2 trials • All teachers can demonstrate 2 units developed using UbD including all three stages and uploaded on VAULT <p>12 Months</p> <ul style="list-style-type: none"> • 100% of teachers are planning and implementing UbD units in classes- several have been critically reviewed through Curriculum Teams • Student Opinion results in: effective teaching (58%), differentiation (54%), stimulating learning (48%) improve by 10%

	<ul style="list-style-type: none"> All staff undertake introductory learning of instructional model Staff opinion survey results in: use pedagogical model (38%); knowledge of (33%), and use of high impact teaching strategies 47%(); and professional learning to improve practice (42%) all improve to 80% Student Pivot learning surveys show improvement in AITSL Standard 3.2 – Plan, structure and sequence learning programs and use teaching strategies improves from 2018 results.
Key Improvement Strategies	Is this KIS selected for focus this year?
KIS 1 Building practice excellence	Develop an agreed Instructional Model for WRC Yes
KIS 2 Curriculum planning and assessment	Further develop and document WRC curriculum 7-12 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.	These relate directly to the strategic plan where an Instructional model was to be in place and operating. Currently, the school ATSS effective teaching (58%), differentiation (54%), stimulating learning (48%) is not showing growth. Staff Opinion survey results show only 38% using a pedagogical model and 47% using high impact strategies. VCE results are dropping in the 40+ subject scores and average study score, combined with no growth in NAPLAN. There has been no growth in pivot survey results across a 12 month period. There is currently not a consistent documentation of curriculum or quality control mechanisms there is no way to ensure a guaranteed and viable curriculum is being delivered to students.
Goal 2	We will engage students and connect them to the College to achieve the College Vision
12 Month Target 2.1	Success criteria / Outcome evidence: 6 Months <ul style="list-style-type: none"> Student curriculum groups in place Feedback survey from students show they value extra curriculum programs/events Curriculum teams work informed by student curriculum groups 90% of staff indicate agreed rating of leader visibility & support for change (internal survey) Mobile phone policy has been reviewed with staff and student input. 12 Months <ul style="list-style-type: none"> Internal Safe and Orderly processes reviewed 2020 student subject offerings reflective of student choice

	<ul style="list-style-type: none"> • ATSS results - (connectedness (50%), effort (62%), high expectations (67%) & teacher concern (43%) increase to at least 70% positive • Staff opinion survey indicate increase in endorsement of collective efficacy (28%), leader visibility (18%) & support for change (32%) to 80%. • Progress scores show growth trend over 2019, including an increase in over 40 and decrease in under 25.
Key Improvement Strategies	Is this KIS selected for focus this year?
KIS 1 Empowering students and building school pride	Empowering students and building sense of belonging 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.	<p>ATSS data reflects a downward trend- current data shows connectedness (50%), effort (62%) high expectations (67%) and teacher concern (43%), and student numbers are dropping. Student focus groups report no consistency across classrooms and little student voice.</p> <p>Teacher collective efficacy is low and support for leadership. The focus on student voice groups to work with teachers is aimed to increase subject selection choice but also for genuine collaboration between teachers and students to develop curriculum. The climate for learning has dropped with increased behaviour management issues- a focus on basic expectations is to work on consistency for students and staff and set pre-conditions for learning.</p>
Goal 3	We will develop a culture of collaboration to realise the College Vision
12 Month Target 3.1	<p>Success criteria / Outcome evidence:</p> <p>6 Months</p> <ul style="list-style-type: none"> • Teams are using developed norms and protocols (documented) • Teams are building the culture of collaboration ensuring participation by all members <p>12 Months</p> <ul style="list-style-type: none"> • Leaders are working collaboratively to implement the school improvement strategies identified and these are embedded in the culture of the teams they are working with. • Improvement in Cultural (18%), Instructional (21%), Leaders' Support for Change (32%) Leadership components on Staff Opinion survey to 80%% for each component • Building Leadership teams on FISO continua of practice self-assessment indicates an Evolving level • Teams self-assess on PLC Maturity matrix at least as Evolving in all areas

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Building leadership teams	Build highly effective teams	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.	<p>There are a range of new leaders Student Liaison Care leaders KLD leaders Leading teacher portfolio changes New Principal</p> <p>These leaders need to be developed to work developmentally and strategically to lead teams using a PLC process. Current Staff Opinions survey data shows low leaders support for change (32%) and low instructional leadership (21%). Meetings are highly administrative and not collaborative or challenging- a focus on FISO continua of practice, meeting norms and behaviours, supportive leadership and culture are important for teams to develop goals and implement programs. Staff psychological safety(16%) and wellbeing (22%)is very low from 2018 and requires concerted leadership support to lift teacher moral and implement change.</p>	
Goal 4	To build a positive connection within the school community, local schools and the wider community.	
12 Month Target 4.1	6 Months <ul style="list-style-type: none"> 2019 school community communication strategy implemented Inclusion of positive / celebratory articles in all school community communications 12 Months <ul style="list-style-type: none"> Improved transition survey results from student attitudes survey and primary teachers feedback Improved Parent Opinion survey responses and results from 2018 Improved parent & community involvement and parent & community involvement, engagement, and outreach results in Staff Opinion survey Increase % of incoming Grade 6 students from all feeder primary schools 100% Positive Exit destination data 	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1	Building networks with parents, feeder schools, and community partners	Yes

<p>Networks with schools, services and agencies</p>		
<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>There is no communication strategy in the school. There is dropping student numbers. There is a negative perception of the school in the community.</p>	

Define Actions, Outcomes and Activities

Goal 1	In order to realise the College Vision students will exceed expected learning growth
12 Month Target 1.1	<p>Success criteria / Outcome evidence:</p> <p>6 Months</p> <ul style="list-style-type: none"> Instructional model determined and pilot groups planning on semester 2 trials All teachers can demonstrate 2 units developed using UbD including all three stages and uploaded on VAULT <p>12 Months</p> <ul style="list-style-type: none"> 100% of teachers are planning and implementing UbD units in classes- several have been critically reviewed through Curriculum Teams Student Opinion results in: effective teaching (58%), differentiation (54%), stimulating learning (48%) improve by 10% All staff undertake introductory learning of instructional model Staff opinion survey results in: use pedagogical model (38%); knowledge of (33%), and use of high impact teaching strategies 47%(); and professional learning to improve practice (42%) all improve to 80% Student Pivot learning surveys show improvement in AITSL Standard 3.2 – Plan, structure and sequence learning programs and use teaching strategies improves from 2018 results.
KIS 1 Building practice excellence	Develop an agreed Instructional Model for WRC
Actions	<ul style="list-style-type: none"> Review possible Instructional Models- create working group/pilot group Conduct learning walks to document observable practice Pilot group of teachers to trial instructional model and report back to staff. Design a differentiated staff professional learning plan for 2020 to introduce and develop instructional model practice
Outcomes	<p>Volunteers from teachers to join the pilot group</p> <p>Teachers are able to articulate the instructional model</p> <p>Shared learning is taking place from pilot group to teachers</p> <p>Teachers are ready to begin planning 2020 classes (supported) to implement the model</p> <p>Teachers attitude is positive towards professional learning in this area.</p>
Success Indicators	* Student Opinion results in: effective teaching (58%), differentiation (54%), stimulating learning (48%) improve by 10%

	<ul style="list-style-type: none"> All staff undertake introductory learning of instructional model Staff opinion survey results in: use pedagogical model (38%); knowledge of (33%), and use of high impact teaching strategies 47%(); and professional learning to improve practice (42%) all improve to 80% Student Pivot learning surveys show improvement in AITSL Standard 3.2 – Plan, structure and sequence learning programs and use teaching strategies improves from 2018 results. 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Pilot group is formed and led by leading teacher - Review possible Instructional Models and develop consultation processes for staff voice into the chosen model as part of the development leaders conduct learning walks to document observable practice and use this information to support instructional model choice.	<input checked="" type="checkbox"/> Leading Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$3,000.00 <input type="checkbox"/> Equity funding will be used
Pilot group of teachers to trial instructional model and report back to staff.	<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	\$3,000.00 <input type="checkbox"/> Equity funding will be used
Design a differentiated staff professional learning plan for 2020 to introduce and develop instructional model practice	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
KIS 2 Curriculum planning and assessment	Further develop and document WRC curriculum 7-12			
Actions	Curriculum Leaders with with Curriculum Team leaders to develop priority curriculum unit targets. Curriculum Team Leaders introduce critical review protocols for curriculum planning			

	All staff have undertake stage 3 learning of UbD curriculum planning			
Outcomes	<p>Teachers value planning curriculum using the UbD process</p> <p>Quality and consistency of units improves, particularly with a focus on stage 3.</p> <p>Teachers are using HITs strategies and planning these into the planning documentation</p> <p>Curriculum teams (KLDs) become more collaborative and reflective in practice.</p>			
Success Indicators	<ul style="list-style-type: none"> All teachers can demonstrate 2 units developed using UbD including all three stages and uploaded on VAULT Staff opinion survey results in: use pedagogical model (38%); knowledge of (33%), and use of high impact teaching strategies 47%(); and professional learning to improve practice (42%) all improve to 80% Student Pivot learning surveys show improvement in AITSL Standard 3.2 – Plan, structure and sequence learning programs and use teaching strategies improves from 2018 results. 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
All staff will have access to further learning in developing curriculum using the UbD process. There will be a particular focus on stage 3.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$2,000.00 <input type="checkbox"/> Equity funding will be used
Curriculum Leaders with with Curriculum Team leaders to develop priority curriculum unit targets. This is to ensure development of these units and also to review the unit based on data, and teacher and student input. Curriculum Team Leaders introduce critical review protocols for curriculum planning as there is not a process for challenge- this is a process for reflection and feedback to support teacher development in curriculum writing.	<input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Leading Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$2,000.00 <input type="checkbox"/> Equity funding will be used
Goal 2	We will engage students and connect them to the College to achieve the College Vision			

<p>12 Month Target 2.1</p>	<p>Success criteria / Outcome evidence:</p> <p>6 Months</p> <ul style="list-style-type: none"> • Student curriculum groups in place • Feedback survey from students show they value extra curriculum programs/events • Curriculum teams work informed by student curriculum groups • 90% of staff indicate agreed rating of leader visibility & support for change (internal survey) • Mobile phone policy has been reviewed with staff and student input. <p>12 Months</p> <ul style="list-style-type: none"> • Internal Safe and Orderly processes reviewed • 2020 student subject offerings reflective of student choice • ATSS results - (connectedness (50%), effort (62%), high expectations (67%) & teacher concern (43%) increase to at least 70% positive • Staff opinion survey indicate increase in endorsement of collective efficacy (28%), leader visibility (18%) & support for change (32%) to 80%. • Progress scores show growth trend over 2019, including an increase in over 40 and decrease in under 25.
<p>KIS 1 Empowering students and building school pride</p>	<p>Empowering students and building sense of belonging</p>
<p>Actions</p>	<ul style="list-style-type: none"> • Further develop the CARE program and curriculum to support students • Create and develop student voice and agency leading teacher position • Consolidate and enhance College-wide student leadership development opportunities • Identify student interest areas for extra-curricular programs/events and identify students to run them • Develop structure for students to have a voice in curriculum and facilitate communication between staff and student curriculum groups • Introduce a strong push for increased attendance, uniform, on time and in class expectation, and preparedness for class • Ensure staff clarity and accountability to action agreed student management policy, protocols and processes • Explore the use of data walls to create effective & timely intervention responses and parental support initiatives for identified students • Focus on a collective responsibility for being visible, pro-active and supportive of colleagues in all above actions
<p>Outcomes</p>	<p>Teachers will listen and act upon student input into subject choice, and curriculum planing suggestions Students will develop leadership skills outside of he normal SRC or Duke of Edinburgh programs Students through focus groups will feedback positive value in student run events and programs</p>

	Staff will feel more supported in their work with students in the classroom Student connectedness will improve and be seen through student participation in events.			
Success Indicators	<p>6 Months</p> <ul style="list-style-type: none"> • Student curriculum groups in place • Feedback survey from students show they value extra curriculum programs/events • Curriculum teams work informed by student curriculum groups • 90% of staff indicate agreed rating of leader visibility & support for change (internal survey) • Mobile phone policy has been reviewed with staff and student input. <p>12 Months</p> <ul style="list-style-type: none"> • Internal Safe and Orderly processes reviewed • 2020 student subject offerings reflective of student choice • ATSS results - (connectedness (50%), effort (62%), high expectations (67%) & teacher concern (43%) increase to at least 70% positive • Staff opinion survey indicate increase in endorsement of collective efficacy (28%), leader visibility (18%) & support for change (32%) to 80%. • Progress scores show growth trend over 2019, including an increase in over 40 and decrease in under 25. 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Further develop the CARE program and curriculum to support students. This program exists to support students in connecting to school their future pathways, and social skills development.	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$50,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Create and develop student voice and agency leading teacher position to lead the development of various student voice and leadership opportunities in the school. <ul style="list-style-type: none"> • Consolidate and enhance College-wide student leadership development opportunities more widespread than SRC • Identify student interest areas for extra-curricular programs/events and identify students to run them through student surveys and focus groups 	<input checked="" type="checkbox"/> Leading Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used

<ul style="list-style-type: none"> Develop structure for students to have a voice in curriculum and facilitate communication between staff and student curriculum groups- working with teachers and students to develop student capacity and teacher support for student input into curriculum 				
<p>Introduce a strong push for increased attendance, uniform, on time and in class expectation, and preparedness for class. This is to be communicated through assemblies, role call, classrooms and leadership walkarounds.</p> <p>Ensure staff clarity and accountability to action agreed student management policy, protocols and processes</p> <p>Explore the use of data walls to create effective & timely intervention responses and parental support initiatives for identified students</p>	<input checked="" type="checkbox"/> Assistant Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$100.00 <input type="checkbox"/> Equity funding will be used
<p>Focus on a collective responsibility for being visible, pro-active and supportive of colleagues in all above actions</p> <p>This is to be led by leadership- setting the example.</p>	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Goal 3	We will develop a culture of collaboration to realise the College Vision			
12 Month Target 3.1	Success criteria / Outcome evidence: 6 Months <ul style="list-style-type: none"> Teams are using developed norms and protocols (documented) Teams are building the culture of collaboration ensuring participation by all members 12 Months <ul style="list-style-type: none"> Leaders are working collaboratively to implement the school improvement strategies identified and these are embedded in the culture of the teams they are working with. Improvement in Cultural (18%), Instructional (21%), Leaders' Support for Change (32%) Leadership components on Staff Opinion survey to 80%% for each component Building Leadership teams on FISO continua of practice self-assessment indicates an Evolving level Teams self-assess on PLC Maturity matrix at least as Evolving in all areas 			

KIS 1 Building leadership teams	Build highly effective teams			
Actions	<ul style="list-style-type: none"> • Build leaders' capacity to monitor and evaluate team effectiveness and impact • Build leaders' instructional leadership capacity • Build team effectiveness and implement meeting norms and protocols • Improve role clarity through RACI model in documented key responsibility areas • Identify resources to support implementation of staff data literacy • Continue to develop PLC teams in more curriculum areas 			
Outcomes	<p>Leading teachers are leading the learning of curriculum teams, and wider staff professional development. Student Liaison care Leaders are leading the year level teams with a focus on students but also staff development All teams have norms that evolve from the College Values. There is good participation in meetings and strong attendance by staff. Teachers feel supported to work on new practices through their team environment and leadership.</p>			
Success Indicators	<p>Success criteria / Outcome evidence:</p> <p>6 Months</p> <ul style="list-style-type: none"> • Teams are using developed norms and protocols (documented) • Teams are building the culture of collaboration ensuring participation by all members <p>12 Months</p> <ul style="list-style-type: none"> • Leaders are working collaboratively to implement the school improvement strategies identified and these are embedded in the culture of the teams they are working with. • Improvement in Cultural (18%), Instructional (21%), Leaders' Support for Change (32%) Leadership components on Staff Opinion survey to 80%% for each component • Building Leadership teams on FISO continua of practice self-assessment indicates an Evolving level • Teams self-assess on PLC Maturity matrix at least as Evolving in all areas 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Build leaders' capacity to monitor and evaluate team effectiveness and impact Build leaders' instructional leadership capacity	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$10,000.00

<p>This is multi layer work with the Principal responsible for the development of AP's and Leading teachers to become a highly effective team and then be able to implement practices within the teams they run or other leaders they support.</p>	<input checked="" type="checkbox"/> Principal		to: Term 4	<input type="checkbox"/> Equity funding will be used
<ul style="list-style-type: none"> Build team effectiveness and implement meeting norms and protocols Improve role clarity through RACI model in documented key responsibility areas <p>All teams to use norms and protocols and develop their challenge through the course of the year. This is supported by leadership development for all leaders of teams. Added to this is the need for all decisions or program development/implementation to use the RACI model to ensure clear communication between all stakeholder groups and accountability.</p>	<input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
<p>Identify resources to support implementation of staff data literacy. This is an area of investigation to determine data literacy levels and ensure we have a data matrix that can be accessed and staff can access the data at appropriate times and analyse it to review practice.</p>	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Team Leader(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <input type="checkbox"/> Equity funding will be used
Goal 4	To build a positive connection within the school community, local schools and the wider community.			
12 Month Target 4.1	6 Months <ul style="list-style-type: none"> 2019 school community communication strategy implemented Inclusion of positive / celebratory articles in all school community communications 12 Months <ul style="list-style-type: none"> Improved transition survey results from student attitudes survey and primary teachers feedback Improved Parent Opinion survey responses and results from 2018 Improved parent & community involvement and parent & community involvement, engagement, and outreach results in Staff Opinion survey Increase % of incoming Grade 6 students from all feeder primary schools 100% Positive Exit destination data 			
KIS 1	Building networks with parents, feeder schools, and community partners			

Networks with schools, services and agencies				
Actions	<ul style="list-style-type: none"> • Development of a communication strategy across a range of mediums for current parents and community • Increase Principal, student leaders and staff representation at primary school and community events • Build interactive and strategic relationships with feeder primary schools • Evaluate transition programs • Focus on building alliances with grade 4, 5 & 6 students, parents and teachers • Increase our cultural inclusiveness to further develop our relationships with the Koorie Community 			
Outcomes	<p>There will be positive news about the school in the community via The Gazette and Facebook- more teachers will be able to communicate and promote using social media</p> <p>Primary school principals report positive relationships</p> <p>Transition program grows to include more presence by WRC staff at primary schools and this is seen as positive in our community</p> <p>Parent engagement at Parent teacher nights and information evenings improves and we receive positive feedback on these events.</p> <p>Student voice groups are used to support cultural inclusiveness events within school and students participate in events.</p>			
Success Indicators	<p>Success criteria / Outcome evidence:</p> <p>6 Months</p> <ul style="list-style-type: none"> • 2019 school community communication strategy implemented • Inclusion of positive / celebratory articles in all school community communications <p>12 Months</p> <ul style="list-style-type: none"> • Improved transition survey results from student attitudes survey and primary teachers feedback • Improved Parent Opinion survey responses and results from 2018 • Improved parent & community involvement and parent & community involvement, engagement, and outreach results in Staff Opinion survey • Increase % of incoming Grade 6 students from all feeder primary schools • 100% Positive Exit destination data 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget

<p>Development of a communication strategy across a range of mediums for current parents and community This includes looking at Principal news, Worth a read, a cycle for Gazette articles, the use of Facebook and possibly Instagram, SMS messages for parents and COMPASS notices. Upgrading of the school website and responsibilities for ensuring deadlines are met across all mediums. Possibly staff training. Will involve ADMIN staff.</p>	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$200.00 <input type="checkbox"/> Equity funding will be used
<p>Increase Principal, student leaders and staff representation at primary school and community events. We need to meet the new principals and work with school to have our community involved in supporting their events e.g fetes, athletic sports, curriculum programs etc We need to ensure a presence at key Warragul Community events. Build interactive and strategic relationships with feeder primary schools</p>	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
<p>Evaluate transition programs - network meetings - information sessions - visits for primary students - data collection - primary school relationships with teachers</p> <p>Focus on building alliances with grade 4, 5 & 6 students, parents and teachers - improve information nights - active in local primary school community - COP programs</p>	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <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	\$55,000.00	0.00
Additional Equity funding	\$255,058.00	\$253,058.00
Grand Total	\$310,058.00	\$253,058.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Further develop the CARE program and curriculum to support students. This program exists to support students in connecting to school their future pathways, and social skills development.	from: Term 1 to: Term 4		\$50,000.00	
<p>Create and develop student voice and agency leading teacher position to lead the development of various student voice and leadership opportunities in the school.</p> <ul style="list-style-type: none"> Consolidate and enhance College-wide student leadership development opportunities more widespread than SRC Identify student interest areas for extra-curricular programs/events and identify students to run them through student surveys and focus groups Develop structure for students to have a voice in curriculum and facilitate communication between staff and student curriculum groups- working with teachers and students to develop student capacity and teacher support for student input into curriculum 	from: Term 1 to: Term 4		\$5,000.00	

Totals		\$55,000.00	
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Additional Equity spend

Outline here any additional Equity spend for 2019	When	Category	Total proposed budget (\$)	Equity Spend (\$)
External agency professional development	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) <input checked="" type="checkbox"/> CRT	\$1,000.00	\$1,000.00
Student Services and welfare , plus chaplain	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Support services	\$221,808.00	\$221,808.00
Welfare programs	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Support services	\$10,250.00	\$10,250.00
Coaching for teacher practice	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$22,000.00	\$20,000.00
Totals			\$255,058.00	\$253,058.00

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Pilot group is formed and led by leading teacher - Review possible Instructional Models and develop consultation processes for staff voice into the chosen model as part of the development leaders conduct learning walks to document observable practice and use this information to support instructional model choice.	<input checked="" type="checkbox"/> Leading Teacher(s)	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Pilot group of teachers to trial instructional model and report back to staff.	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 2 to: Term 4	<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	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Design a differentiated staff professional learning plan for 2020 to introduce and develop instructional model practice	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Principal	from: 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"/> Internal staff	<input checked="" type="checkbox"/> On-site

<p>All staff will have access to further learning in developing curriculum using the UbD process. There will be a particular focus on stage 3.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) 	<p>from: Term 2 to: Term 2</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Individualised Reflection 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Internal staff 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site
<p>Curriculum Leaders with with Curriculum Team leaders to develop priority curriculum unit targets. This is to ensure development of these units and also to review the unit based on data, and teacher and student input. Curriculum Team Leaders introduce critical review protocols for curriculum planning as there is not a process for challenge- this is a process for reflection and feedback to support teacher development in curriculum writing.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Leading Teacher(s) 	<p>from: Term 2 to: Term 3</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Formalised PLC/PLTs 	<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"/> Internal staff <input checked="" type="checkbox"/> Subject association <input checked="" type="checkbox"/> Learning Specialist 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site
<p>Introduce a strong push for increased attendance, uniform, on time and in class expectation, and preparedness for class. This is to be communicated through assemblies, role call, classrooms and leadership walkarounds. Ensure staff clarity and accountability to action agreed student management</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal 	<p>from: Term 1 to: Term 2</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning 	<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"/> Internal staff 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site

<p>policy, protocols and processes</p> <p>Explore the use of data walls to create effective & timely intervention responses and parental support initiatives for identified students</p>						
<p>Build leaders' capacity to monitor and evaluate team effectiveness and impact</p> <p>Build leaders' instructional leadership capacity</p> <p>This is multi layer work with the Principal responsible for the development of AP's and Leading teachers to become a highly effective team and then be able to implement practices within the teams they run or other leaders they support.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Principal 	<p>from: Term 1</p> <p>to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Individualised Reflection 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Area Principal Forums <input checked="" type="checkbox"/> Regional Leadership Conferences 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Bastow program/course <input checked="" type="checkbox"/> Departmental resources <p>FISO model and resources</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site
<ul style="list-style-type: none"> • Build team effectiveness and implement meeting norms and protocols • Improve role clarity through RACI model in documented key responsibility areas <p>All teams to use norms and protocols and develop their challenge through the course of the year. This is supported by leadership development for all leaders of teams.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Teacher(s) 	<p>from: Term 1</p> <p>to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Preparation <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"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site

<p>Added to this is the need for all decisions or program development/implementation to use the RACI model to ensure clear communication between all stakeholder groups and accountability.</p>						
<p>Identify resources to support implementation of staff data literacy. This is an area of investigation to determine data literacy levels and ensure we have a data matrix that can be accessed and staff can access the data at appropriate times and analyse it to review practice.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Team Leader(s) 	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation 	<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"/> Internal staff program/course <input checked="" type="checkbox"/> Bastow 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site