

2021 Annual Implementation Plan

for improving student outcomes

Bannockburn P-12 College (0932)



Submitted for review by George Porter (School Principal) on 20 November, 2020 at 12:43 PM
Endorsed by Phonse Crawford (Senior Education Improvement Leader) on 23 December, 2020 at 04:51 PM
Awaiting endorsement by School Council President

Self-evaluation Summary - 2021

	FISO Improvement Model Dimensions The 6 High-impact Improvement Initiatives are highlighted below in red.	Self-evaluation Level
Excellence in teaching and learning	Building practice excellence	Evolving moving towards Embedding
	Curriculum planning and assessment	Evolving
	Evidence-based high-impact teaching strategies	Emerging
	Evaluating impact on learning	Evolving
Professional leadership	Building leadership teams	Embedding
	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	Emerging
	Setting expectations and promoting inclusion	Evolving
	Health and wellbeing	Evolving
	Intellectual engagement and self-awareness	Emerging moving towards Evolving

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

Enter your reflective comments	Executive Leadership team conducted a review at the end of 2020
Considerations for 2021	Continuation of building our Later Years program and VCE and VCAL accreditation.
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	2021 Priorities Goal															
Target 1.1	Support for the 2021 Priorities															
Key Improvement Strategy 1.a Curriculum planning and assessment	Learning, catch-up and extension priority															
Key Improvement Strategy 1.b Health and wellbeing	Happy, active and healthy kids priority															
Key Improvement Strategy 1.c Building communities	Connected schools priority															
Goal 2	Improve the literacy and numeracy outcomes for all students															
Target 2.1	<p>By 2021, increase the percentage of students in the top two bands of NAPLAN Literacy - Writing.</p> <table border="1"> <thead> <tr> <th>Year</th> <th>2018</th> <th>2021</th> </tr> </thead> <tbody> <tr> <td>Year 3</td> <td>30%</td> <td>40%</td> </tr> <tr> <td>Year 5</td> <td>8%</td> <td>20%</td> </tr> <tr> <td>Year 7</td> <td>5%</td> <td>20%</td> </tr> <tr> <td>Year 9</td> <td>tbd</td> <td>20%</td> </tr> </tbody> </table> <p>tbd - figure to be set from NAPLAN in 2019</p>	Year	2018	2021	Year 3	30%	40%	Year 5	8%	20%	Year 7	5%	20%	Year 9	tbd	20%
Year	2018	2021														
Year 3	30%	40%														
Year 5	8%	20%														
Year 7	5%	20%														
Year 9	tbd	20%														

Target 2.2	<p>By 2021, increase the percentage of students making high learning gain in NAPLAN Literacy - Writing.</p> <table border="0"> <tr> <td>Year</td> <td>2018</td> <td>2021</td> </tr> <tr> <td>Year 5</td> <td>18%</td> <td>25%</td> </tr> <tr> <td>Year 7</td> <td>15%</td> <td>25%</td> </tr> <tr> <td>Year 9</td> <td>tbd</td> <td>25%</td> </tr> </table> <p>tbd - figure to be set from NAPLAN in 2019</p>	Year	2018	2021	Year 5	18%	25%	Year 7	15%	25%	Year 9	tbd	25%			
Year	2018	2021														
Year 5	18%	25%														
Year 7	15%	25%														
Year 9	tbd	25%														
Target 2.3	<p>eWrite Years 4-6: to have at least 25 per cent of students at or above Band 7 measure.</p>															
Target 2.4	<p>By 2021, increase the percentage of students (Year 3, 5, 7, 9) in the top two bands of NAPLAN numeracy.</p> <table border="0"> <tr> <td>Year</td> <td>2018</td> <td>2021</td> </tr> <tr> <td>Year 3</td> <td>21%</td> <td>25%</td> </tr> <tr> <td>Year 5</td> <td>18%</td> <td>25%</td> </tr> <tr> <td>Year 7</td> <td>18%</td> <td>25%</td> </tr> <tr> <td>Year 9</td> <td>tbd</td> <td>25%</td> </tr> </table> <p>tbd - figure to be set from NAPLAN in 2019</p>	Year	2018	2021	Year 3	21%	25%	Year 5	18%	25%	Year 7	18%	25%	Year 9	tbd	25%
Year	2018	2021														
Year 3	21%	25%														
Year 5	18%	25%														
Year 7	18%	25%														
Year 9	tbd	25%														
Target 2.5	<p>By 2021, increase the percentage of students making high learning gain in NAPLAN numeracy.</p> <table border="0"> <tr> <td>Year</td> <td>2018</td> <td>2021</td> </tr> </table>	Year	2018	2021												
Year	2018	2021														

	<p>Year 5 12% 25%</p> <p>Year 7 11% 25%</p> <p>Year 9 tbd 25%</p> <p>tbd - figure to be set from NAPLAN in 2019</p>
Target 2.6	PAT Math Years 3-8: to have at least 25% per cent of students at or above Stanine 7.
Key Improvement Strategy 2.a Curriculum planning and assessment	Develop whole school approach that focuses on building the capacity of teachers to use teacher judgement effectively. (CPA)
Key Improvement Strategy 2.b Building practice excellence	Build the capacity of teachers to provide a differentiated approach to the delivery of curriculum. (BPE)(EBHITS)
Key Improvement Strategy 2.c Building leadership teams	Continue to develop the middle level of leadership teams through professional learning e.g. BASTOW (BLT)
Goal 3	To develop students who are resilient, self aware and motivated and display the behaviours reflecting the school values.
Target 3.1	<p>Parent Opinion Survey (POS)</p> <p>By 2021 increase the percentage of positive endorsements for Student agency and voice, Confidence and resiliency skills, Teacher communication, School support to 90 per cent.</p>

Target 3.2	<p>By 2021 the percentage of students responding positively to measures contained in the the learner characteristics and dispositions domain, effective teaching practice domain and social engagement domain to be at or above 90% for each of Years 4, 5 and 6 and above 80% for years 7, 8, 9 and 10.</p>
Key Improvement Strategy 3.a Building communities	<p>Continue to develop and embed the school's communication strategy with the focus on student learning at Bannockburn P-12. (BC & BCP)</p>
Key Improvement Strategy 3.b Setting expectations and promoting inclusion	<p>Further develop and implement the Student Voice, Agency and Leadership model. (ESBSP)</p>
Key Improvement Strategy 3.c Setting expectations and promoting inclusion	<p>Continue to develop and embed the School Wide Positive Behaviours model. (SEPI)</p>

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target															
2021 Priorities Goal	Yes	Support for the 2021 Priorities	The 12 month target is an incremental step towards meeting the 4-year target, using the same data set. Bannockburn College will maintain our 2021 targets as set out in our Strategic plan and regular AIP strategic goals. We believe that the strategic goals and KIS align with with 2021 Priorities Goals.															
Improve the literacy and numeracy outcomes for all students	Yes	<p>By 2021, increase the percentage of students in the top two bands of NAPLAN Literacy - Writing.</p> <table border="1" data-bbox="788 817 1227 1034"> <thead> <tr> <th>Year</th> <th>2018</th> <th>2021</th> </tr> </thead> <tbody> <tr> <td>Year 3</td> <td>30%</td> <td>40%</td> </tr> <tr> <td>Year 5</td> <td>8%</td> <td>20%</td> </tr> <tr> <td>Year 7</td> <td>5%</td> <td>20%</td> </tr> <tr> <td>Year 9</td> <td>tbd</td> <td>20%</td> </tr> </tbody> </table> <p>tbd - figure to be set from NAPLAN in 2019</p>	Year	2018	2021	Year 3	30%	40%	Year 5	8%	20%	Year 7	5%	20%	Year 9	tbd	20%	<p>By 2021, increase the percentage of students in the top two bands of NAPLAN Literacy</p> <p>Writing.</p> <p>Year 3 40%</p> <p>Year 5 20%</p> <p>Year 7 20%</p> <p>Year 9 20%</p> <p>Reading</p> <p>Year 3 40%</p> <p>Year 5 40%</p> <p>Year 7 15%</p> <p>Year 9 15%</p>
		Year	2018	2021														
Year 3	30%	40%																
Year 5	8%	20%																
Year 7	5%	20%																
Year 9	tbd	20%																
<p>By 2021, increase the percentage of students making high learning gain in NAPLAN Literacy - Writing.</p> <table border="1" data-bbox="788 1327 1227 1369"> <thead> <tr> <th>Year</th> <th>2018</th> <th>2021</th> </tr> </thead> <tbody> <tr> <td>Year 5</td> <td></td> <td>25%</td> </tr> <tr> <td>Year 7</td> <td></td> <td>25%</td> </tr> <tr> <td>Year 9</td> <td></td> <td>25%</td> </tr> </tbody> </table>	Year	2018	2021	Year 5		25%	Year 7		25%	Year 9		25%	<p>Year 5 25%</p> <p>Year 7 25%</p> <p>Year 9 25%</p>					
Year	2018	2021																
Year 5		25%																
Year 7		25%																
Year 9		25%																

	<p>Year 5 18% 25%</p> <p>Year 7 15% 25%</p> <p>Year 9 tbd 25%</p> <p>tbd - figure to be set from NAPLAN in 2019</p>	
	eWrite Years 4-6: to have at least 25 per cent of students at or above Band 7 measure.	We no longer undertake eWrite
	<p>By 2021, increase the percentage of students (Year 3, 5, 7, 9) in the top two bands of NAPLAN numeracy.</p> <p>Year 2018 2021</p> <p>Year 3 21% 25%</p> <p>Year 5 18% 25%</p> <p>Year 7 18% 25%</p> <p>Year 9 tbd 25%</p> <p>tbd - figure to be set from NAPLAN in 2019</p>	<p>Year 3 25%</p> <p>Year 5 25%</p> <p>Year 7 25%</p> <p>Year 9 25%</p>
	<p>By 2021, increase the percentage of students making high learning gain in NAPLAN numeracy.</p> <p>Year 2018 2021</p> <p>Year 5 12% 25%</p>	<p>Year 5 25%</p> <p>Year 7 25%</p> <p>Year 9 25%</p>

		<p>Year 7 11% 25%</p> <p>Year 9 tbd 25%</p> <p>tbd - figure to be set from NAPLAN in 2019</p>	
		PAT Math Years 3-8: to have at least 25% per cent of students at or above Stanine 7.	PAT Math Years 3-8: to have at least 25% per cent of students at or above Stanine 7.
To develop students who are resilient, self aware and motivated and display the behaviours reflecting the school values.	Yes	<p>Parent Opinion Survey (POS)</p> <p>By 2021 increase the percentage of positive endorsements for Student agency and voice, Confidence and resiliency skills, Teacher communication, School support to 90 per cent.</p>	<p>Parent Opinion Survey (POS)</p> <p>By 2021 increase the percentage of positive endorsements for Student agency and voice, Confidence and resiliency skills, Teacher communication, School support to 90 per cent.</p>
		<p>By 2021 the percentage of students responding positively to measures contained in the the learner characteristics and dispositions domain, effective teaching practice domain and social engagement domain to be at or above 90% for each of Years 4, 5 and 6 and above 80% for years 7, 8, 9 and 10.</p>	<p>By 2021 the percentage of students responding positively to measures contained in the the learner characteristics and dispositions domain, effective teaching practice domain and social engagement domain to be at or above 90% for each of Years 4, 5 and 6 and above 80% for years 7, 8, 9 and 10.</p>

Goal 1	2021 Priorities Goal
---------------	----------------------

12 Month Target 1.1	Bannockburn College will maintain our 2021 targets as set out in our Strategic plan and regular AIP strategic goals. We believe that the strategic goals and KIS align with with 2021 Priorities Goals.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Curriculum planning and assessment	Learning, catch-up and extension priority	Yes
KIS 2 Health and wellbeing	Happy, active and healthy kids priority	Yes
KIS 3 Building communities	Connected schools priority	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2021.	
Goal 2	Improve the literacy and numeracy outcomes for all students	
12 Month Target 2.1	By 2021, increase the percentage of students in the top two bands of NAPLAN Literacy Writing. Year 3 40% Year 5 20% Year 7 20% Year 9 20% Reading Year 3 40%	

	Year 5 40% Year 7 15% Year 9 15%	
12 Month Target 2.2	Year 5 25% Year 7 25% Year 9 25%	
12 Month Target 2.3	We no longer undertake eWrite	
12 Month Target 2.4	Year 3 25% Year 5 25% Year 7 25% Year 9 25%	
12 Month Target 2.5	Year 5 25% Year 7 25% Year 9 25%	
12 Month Target 2.6	PAT Math Years 3-8: to have at least 25% per cent of students at or above Stanine 7.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Curriculum planning and assessment	Develop whole school approach that focuses on building the capacity of teachers to use teacher judgement effectively. (CPA)	Yes
KIS 2 Building practice excellence	Build the capacity of teachers to provide a differentiated approach to the delivery of curriculum. (BPE)(EBHITS)	Yes
KIS 3 Building leadership teams	Continue to develop the middle level of leadership teams through professional learning e.g. BASTOW (BLT)	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 has chosen to focus on maximising the percentage of students in the top two bands of NAPLAN this year to promote high expectations for all learners as well as promoting Bannockburn College as a positive choice for high achieving students from this community. We will develop teachers precision in identifying where each students ZPD is and their ability to implement effective teaching strategies for supporting each individuals learning growth.	
Goal 3	To develop students who are resilient, self aware and motivated and display the behaviours reflecting the school values.	
12 Month Target 3.1	Parent Opinion Survey (POS) By 2021 increase the percentage of positive endorsements for Student agency and voice, Confidence and resiliency skills, Teacher communication, School support to 90 per cent.	
12 Month Target 3.2	By 2021 the percentage of students responding positively to measures contained in the the learner characteristics and dispositions domain, effective teaching practice domain and social engagement domain to be at or above 90% for each of Years 4, 5 and 6 and above 80% for years 7, 8, 9 and 10.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Building communities	Continue to develop and embed the school's communication strategy with the focus on student learning at Bannockburn P-12. (BC & BCP)	Yes
KIS 2 Setting expectations and promoting inclusion	Further develop and implement the Student Voice, Agency and Leadership model. (ESBSP)	Yes
KIS 3 Setting expectations and promoting inclusion	Continue to develop and embed the School Wide Positive Behaviours model. (SEPI)	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 has chosen to focus on Managing Bullying and School Connectedness as both these data sets have dropped considerably over the last two years. Students who feel safe and connected to school are more likely to achieve improved student outcomes across the board. Establishing a Positive Climate for Learning will be a major focus for 2020 and we believe that these two data sets provide a clear way of measuring our attainment of this goal.

Define Actions, Outcomes and Activities

Goal 1	2021 Priorities Goal			
12 Month Target 1.1	Bannockburn College will maintain our 2021 targets as set out in our Strategic plan and regular AIP strategic goals. We believe that the strategic goals and KIS align with with 2021 Priorities Goals.			
KIS 1 Curriculum planning and assessment	Learning, catch-up and extension priority			
Actions	Revisit and strengthen the use of GVC in setting individual learning goals, ILPs and differentiation within each classroom			
Outcomes	Teachers will use GVC identify where students are starting from, set individualised learning goals and plan learning.			
Success Indicators	Teacher's formative assessment data and teacher judgement data Student feedback on differentiation			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Established processes/structures for collecting and monitoring GVC continuum data	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$40,000.00 <input checked="" type="checkbox"/> Equity funding will be used
KIS 2 Health and wellbeing	Happy, active and healthy kids priority			
Actions	Plan how whole school professional learning on trauma-informed practice will be implemented and revisited throughout the year			

Outcomes	Teachers will incorporate trauma informed practices in classes and in planning units of work			
Success Indicators	Internal and external professional learning attendance and shared readings for staff are documented Documentation of frameworks, policies or programs Shared PL goals documented in staff PDPs			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Plan for and schedule professional learning, including subsequent sessions to determine impact and review actions	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$40,000.00 <input checked="" type="checkbox"/> Equity funding will be used
KIS 3 Building communities	Connected schools priority			
Actions	Strengthen and embed the school-wide approach to communication with parents/carers/kin, incorporating the new ways in which schools connected during remote and flexible learning			
Outcomes	Leaders will prioritise time for staff to communicate and build relationships with parents/carers/kin Teachers will have strong relationships with students and parents/carers/kin			
Success Indicators	Student/staff/parent/carer/kin focus groups and interviews			
Activities and Milestones	Who	Is this a PL Priority	When	Budget

<p>Expand Learning Conversations to cover all Learning Areas and utilise remote communications Expand community access to school newsletters, social media, and information sessions</p>	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Goal 2	Improve the literacy and numeracy outcomes for all students			
12 Month Target 2.1	By 2021, increase the percentage of students in the top two bands of NAPLAN Literacy Writing. Year 3 40% Year 5 20% Year 7 20% Year 9 20% Reading Year 3 40% Year 5 40% Year 7 15% Year 9 15%			
12 Month Target 2.2	Year 5 25% Year 7 25% Year 9 25%			
12 Month Target 2.3	We no longer undertake eWrite			
12 Month Target 2.4	Year 3 25% Year 5 25% Year 7 25% Year 9 25%			
12 Month Target 2.5	Year 5 25% Year 7 25% Year 9 25%			

12 Month Target 2.6	PAT Math Years 3-8: to have at least 25% per cent of students at or above Stanine 7.			
KIS 1 Curriculum planning and assessment	Develop whole school approach that focuses on building the capacity of teachers to use teacher judgement effectively. (CPA)			
Actions	Refine the Bannockburn GVC including <ul style="list-style-type: none"> - Refinement of statements - Establish Common Assessment tasks - Improve consistency of judgement through moderation of student work - Map GVC through a Scope and Sequence for each subject 			
Outcomes	Teachers improve their knowledge of where each students is starting from on the GVC and what steps need to be taken to lift them to the next level. Teacher judgement are more accurate and other staff, students and parents have more confidence in TJ.			
Success Indicators	Improved alignment between TJ and external tests such as NAPLAN and PAT tests. Improved student confidence in their learning and improved confidence from parents.			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Develop CATs and Scope and Sequence for GVC	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$5,000.00 <input type="checkbox"/> Equity funding will be used
KIS 2 Building practice excellence	Build the capacity of teachers to provide a differentiated approach to the delivery of curriculum. (BPE)(EBHITS)			
Actions	Undertake PLC training and implement at PLC approach to maximising the number of students in top two bands of NAPLAN, reading, writing and numeracy.			
Outcomes	Teachers gain a better knowledge of what skills students must master to rank in the top two bands and develop the teaching practices to support students to acquire these skills through a PLC process.			

Success Indicators	Percentage of students in the top two bands of NAPLAN, Successful participation in PLC training Regular PLC meetings that staff engage with and value.			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
PLC training for Leaders	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$30,000.00 <input type="checkbox"/> Equity funding will be used
PLC meetings for English and Mathematics	<input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> PLC Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$10,000.00 <input type="checkbox"/> Equity funding will be used
Tutoring and intervention development Year P to 11, including MYLN,	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Literacy Support <input checked="" type="checkbox"/> Numeracy Support	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$60,000.00 <input checked="" type="checkbox"/> Equity funding will be used
KIS 3 Building leadership teams	Continue to develop the middle level of leadership teams through professional learning e.g. BASTOW (BLT)			
Actions	Implement the Talent Management Framework Conduct regular Leadership Professional Learning within the College Participation in external Professional Learning			
Outcomes	Increased confidence and capacity of middle level leaders to lead teams and drive improvement			

Success Indicators	Participation in PL (internal and external) Leadership indicators from the Staff Survey			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Implement the TMF process with self nomination	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input type="checkbox"/> Equity funding will be used
Regular Professional Learning Meetings	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$30,000.00 <input type="checkbox"/> Equity funding will be used
Goal 3	To develop students who are resilient, self aware and motivated and display the behaviours reflecting the school values.			
12 Month Target 3.1	Parent Opinion Survey (POS) By 2021 increase the percentage of positive endorsements for Student agency and voice, Confidence and resiliency skills, Teacher communication, School support to 90 per cent.			
12 Month Target 3.2	By 2021 the percentage of students responding positively to measures contained in the the learner characteristics and dispositions domain, effective teaching practice domain and social engagement domain to be at or above 90% for each of Years 4, 5 and 6 and above 80% for years 7, 8, 9 and 10.			
KIS 1 Building communities	Continue to develop and embed the school's communication strategy with the focus on student learning at Bannockburn P-12. (BC & BCP)			
Actions	Set up Learning Conversations where students, parents and teachers use the GVC to set and review specific Learning Goals each term for each student.			

	Establish a House Management system for years 7 to 10 improve student connectedness and communications between teachers and parents.			
Outcomes	More fine grained discussion about students learning progress with parents and students. Increased confidence in teachers knowledge of teaching and their students. Building a sense of an educational partnership between home and the school.			
Success Indicators	Improved Teacher Communication (POS) Improved Managing Bullying and School Connectedness (ATSS)			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Set up 4 Learning Conversations throughout the year.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assessment & Reporting Coordinator <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Sub School Leader/s	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$5,000.00 <input type="checkbox"/> Equity funding will be used
Establish a House Management System and Home group program	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Sub School Leader/s <input checked="" type="checkbox"/> Year Level Co-ordinator(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$20,000.00 <input type="checkbox"/> Equity funding will be used
KIS 2 Setting expectations and promoting inclusion	Further develop and implement the Student Voice, Agency and Leadership model. (ESBSP)			
Actions	Students actively participating in setting their own Learning Goals through GVC LCs and negotiating how they can demonstrate their success.			

	Expand Student Leadership through House Structure Roll out Pivot Survey to improve student voice opportunities			
Outcomes	Student's taking responsibility for their learning and growth. Teachers actively engaging students in the planning of how key skills and knowledge can be demonstrated.			
Success Indicators	Improve student voice and connectedness (ATSS)			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
LC based on GVC	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$1,000.00 <input type="checkbox"/> Equity funding will be used
PIVOT Surveys	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Team Leader(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$10,000.00 <input type="checkbox"/> Equity funding will be used
House based student leadership	<input checked="" type="checkbox"/> Student Leadership Coordinator <input checked="" type="checkbox"/> Year Level Co-ordinator(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00 <input type="checkbox"/> Equity funding will be used
KIS 3 Setting expectations and promoting inclusion	Continue to develop and embed the School Wide Positive Behaviours model. (SEPI)			
Actions	Train all staff in the Berry Street Education Model to build their skills in support students from trauma backgrounds and to to build their skills and knowledge to implement SWPB			

Outcomes	Decreased in escalations within classroom and a greater focus on positive behaviors			
Success Indicators	increased School Connectedness and endorsement of managing of bullying			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
BSEM training	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Wellbeing Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$50,000.00 <input checked="" type="checkbox"/> Equity funding will be used
PD and training for Wellbeing and Student Management Leaders	<input checked="" type="checkbox"/> Allied Health <input checked="" type="checkbox"/> Team Leader(s) <input checked="" type="checkbox"/> Wellbeing Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Individual Student Support (including topping up Mental Health Worker time) and development programs - Drum Beat, Sailing, Equihands, etc	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$55,000.00 <input checked="" 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	\$275,000.00	\$155,010.00
Additional Equity funding	\$0.00	\$0.00
Grand Total	\$275,000.00	\$155,010.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Established processes/structures for collecting and monitoring GVC continuum data	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	\$40,000.00	\$10,000.00
Plan for and schedule professional learning, including subsequent sessions to determine impact and review actions	from: Term 1 to: Term 2	<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 <input checked="" type="checkbox"/> Support services	\$40,000.00	\$20,000.00

Expand Learning Conversations to cover all Learning Areas and utilise remote communications Expand community access to school newsletters, social media, and information sessions	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> Assets	\$10,000.00	\$5,000.00
Tutoring and intervention development Year P to 11, including MYLN,	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 <input checked="" type="checkbox"/> Assets	\$60,000.00	\$40,000.00
BSEM training	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> Assets	\$50,000.00	\$30,000.00
PD and training for Wellbeing and Student Management Leaders	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT <input checked="" type="checkbox"/> Support services	\$20,000.00	\$10.00
Individual Student Support (including topping up Mental Health Worker time) and development programs - Drum Beat, Sailing, Equihands, etc	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT <input checked="" type="checkbox"/> Support services <input checked="" type="checkbox"/> Assets	\$55,000.00	\$50,000.00

Totals		\$275,000.00	\$155,010.00
---------------	--	--------------	--------------

Additional Equity spend

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

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Established processes/structures for collecting and monitoring GVC continuum data	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Maths/Sci Specialist	<input checked="" type="checkbox"/> On-site
Plan for and schedule professional learning, including subsequent sessions to determine impact and review actions	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> External consultants BSEM	<input checked="" type="checkbox"/> On-site
PLC training for Leaders	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative	<input checked="" type="checkbox"/> On-site
PLC meetings for English and Mathematics	<input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> PLC Leaders	from: Term 3 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative	<input checked="" type="checkbox"/> On-site

Tutoring and intervention development Year P to 11, including MYLN,	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Literacy Support <input checked="" type="checkbox"/> Numeracy Support	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <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"/> Network Professional Learning	<input checked="" type="checkbox"/> Learning Specialist <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
Implement the TMF process with self nomination	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Departmental resources TMF	<input checked="" type="checkbox"/> On-site
Regular Professional Learning Meetings	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> Leadership partners	<input checked="" type="checkbox"/> On-site
PIVOT Surveys	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Team Leader(s)	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Professional Practice Day	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants PIVOT	<input checked="" type="checkbox"/> On-site
BSEM training	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leading Teacher(s)	from: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> External consultants BSEM	<input checked="" type="checkbox"/> On-site

	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Wellbeing Team	to: Term 3	<input checked="" type="checkbox"/> Student voice, including input and feedback			
PD and training for Wellbeing and Student Management Leaders	<input checked="" type="checkbox"/> Allied Health <input checked="" type="checkbox"/> Team Leader(s) <input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Student voice, including input and feedback <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Network Professional Learning <input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> Bastow program/course	<input checked="" type="checkbox"/> Off-site BASTOW