

# **2020 Annual Implementation Plan**

**for improving student outcomes**

Weeroona College Bendigo (7405)



Submitted for review by Jason Bysouth (School Principal) on 27 January, 2020 at 01:15 PM  
Endorsed by Damien Jenkyn (Senior Education Improvement Leader) on 27 January, 2020 at 02:54 PM  
Awaiting endorsement by School Council President

## Self-evaluation Summary - 2020

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

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

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

<b>Enter your reflective comments</b>	We have shown growth across all domains and all staff have a greater understanding of the work that we need to do and have high expectations for the meeting of all parts of the continuum.
<b>Considerations for 2020</b>	Berry street training for all staff. Values based curriculum. Utilisation of the Staying in Education tool to identify and support students. Continued focus on student attendance.
<b>Documents that support this plan</b>	WCB instructional coaching model 2018 (1).pdf (0.25 MB) WCB Literacy Improvement Plan 2020 - 2021.docx (0.05 MB) WCB Strategic Leadership Model 2020.pdf (0.58 MB)

## SSP Goals Targets and KIS

<b>Goal 1</b>	All students to achieve personal excellence in their learning outcomes.
<b>Target 1.1</b>	NAPLAN % of students high relative growth (Years 7-9) 2020 target Numeracy 25%+ Reading 25%+ Writing 24%+ % of Year 9 students in top 2 bands Numeracy 19%+ Reading 19%+ Writing 17%+ Attitudes to School Survey % of positive student responses 2020 target Motivation & intent At or above state mean Stimulated learning At or above state mean Teacher concern At or above state mean Staff Opinion Survey School Mean 2020 target Collective efficacy At or above state mean Academic emphasis At or above state mean Guaranteed & viable curriculum At or above state mean
<b>Key Improvement Strategy 1.a</b> Curriculum planning and assessment	Develop a framework for curriculum design, planning, delivery and assessment across the College.
<b>Key Improvement Strategy 1.b</b> Evaluating impact on learning	Action Plan to accelerate improvement
<b>Goal 2</b>	All students to feel more connected to our College.
<b>Target 2.1</b>	Attitudes to School Survey % of positive student responses 2017 2020 target School connectedness 37% At or above state mean Student voice & agency 28% At or above state mean Managing bullying 33% At or above state mean Student Absences % of students with 20+absence days (Years 7-10) Average student absence days (Years 7-10) School 2016 2020 target School 2016 2020 target 33% Less than 28% 23.42 Less than state mean
<b>Key Improvement Strategy 2.a</b> Setting expectations and promoting inclusion	Develop and embed a WCB student well-being program that defines key stakeholder expectations and responsibilities.

<b>Goal 3</b>	All students are more engaged in their learning.
<b>Target 3.1</b>	Parent Opinion Survey School Mean 2016 2020 target Managing bullying 61% At or above state mean Teacher communication 37% At or above state mean
<b>Key Improvement Strategy 3.a</b> Empowering students and building school pride	Develop a WCB plan to build stronger partnerships with parents/carers to support student engagement and wellbeing.

## Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
All students to achieve personal excellence in their learning outcomes.	Yes	<p>NAPLAN % of students high relative growth (Years 7-9) 2020 target Numeracy 25%+ Reading 25%+ Writing 24%+ % of Year 9 students in top 2 bands Numeracy 19%+ Reading 19%+ Writing 17%+ Attitudes to School Survey % of positive student responses 2020 target Motivation &amp; intent At or above state mean Stimulated learning At or above state mean Teacher concern At or above state mean Staff Opinion Survey School Mean 2020 target Collective efficacy At or above state mean Academic emphasis At or above state mean Guaranteed &amp; viable curriculum At or above state mean</p>	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>NAPLAN % of students high relative growth (Years 7-9) Numeracy 25%+ Reading 25%+ Writing 24%+</p> <p>% of Year 9 students in top 2 bands Numeracy 19%+ Reading 19%+ Writing 17%+</p>
All students to feel more connected to our College.	Yes	<p>Attitudes to School Survey % of positive student responses 2017 2020 target School connectedness 37% At or above state mean Student voice &amp; agency 28% At or above state mean Managing bullying 33% At or above state mean Student Absences % of students with 20+absence days (Years 7-10) Average student absence days (Years 7-10) School 2016 2020</p>	<p>Attitudes to school survey- Sense of connectedness, student voice &amp; agency &amp; managing bullying are all at or above the state mean ( 7-9 &amp; 10) Attendance- % of students with 20+ days absence - less than 28% Average student absence days - less</p>

		target School 2016 2020 target 33% Less than 28% 23.42 Less than state mean	than the state mean
All students are more engaged in their learning.	No	Parent Opinion Survey School Mean 2016 2020 target Managing bullying 61% At or above state mean Teacher communication 37% At or above state mean	

<b>Goal 1</b>	All students to achieve personal excellence in their learning outcomes.	
<b>12 Month Target 1.1</b>	NAPLAN % of students high relative growth (Years 7-9) Numeracy 25%+ Reading 25%+ Writing 24%+  % of Year 9 students in top 2 bands Numeracy 19%+ Reading 19%+ Writing 17%+	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> Curriculum planning and assessment	Develop a framework for curriculum design, planning, delivery and assessment across the College.	Yes
<b>KIS 2</b> Evaluating impact on learning	Action Plan to accelerate improvement	Yes

<p>Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.</p>	<p>This KIS is a focus for 2020 based on our teacher judgement and NAPLAN data, our self-evaluation and as identified through our teaching and learning team.</p>	
<p><b>Goal 2</b></p>	<p>All students to feel more connected to our College.</p>	
<p><b>12 Month Target 2.1</b></p>	<p>Attitudes to school survey- Sense of connectedness, student voice &amp; agency &amp; managing bullying are all at or above the state mean ( 7-9 &amp; 10) Attendance- % of students with 20+ days absence - less than 28% Average student absence days - less than the state mean</p>	
<p><b>Key Improvement Strategies</b></p>		<p>Is this KIS selected for focus this year?</p>
<p><b>KIS 1</b> Setting expectations and promoting inclusion</p>	<p>Develop and embed a WCB student well-being program that defines key stakeholder expectations and responsibilities.</p>	<p>Yes</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>This KIS is a focus for 2020 based on our student attitudes to school and parent opinion data, student absence data and our self-evaluation.</p>	



## Define Actions, Outcomes and Activities

<b>Goal 1</b>	All students to achieve personal excellence in their learning outcomes.
<b>12 Month Target 1.1</b>	<p>NAPLAN % of students high relative growth (Years 7-9)</p> <p>Numeracy 25%+</p> <p>Reading 25%+</p> <p>Writing 24%+</p> <p>% of Year 9 students in top 2 bands</p> <p>Numeracy 19%+</p> <p>Reading 19%+</p> <p>Writing 17%+</p>
<b>KIS 1</b> Curriculum planning and assessment	Develop a framework for curriculum design, planning, delivery and assessment across the College.
<b>Actions</b>	<ol style="list-style-type: none"> <li>1. Each Learning Area to develop an agreed lesson model that is consistently implemented in all classrooms.</li> <li>2. School leaders and DSSI leadership team work together to implement the college's literacy plan across all learning areas with a focus on middle leaders and the English Learning Area.</li> </ol>
<b>Outcomes</b>	<p><b>Students</b></p> <p>Students will know which skills they have learnt and which ones they need to focus on next.</p> <p>Students increase their ability to use subject specific vocabulary appropriately.</p> <p>Students engaged in point of need learning and experiencing success.</p> <p><b>Teachers</b></p> <p>Teachers will understand the lesson model so that they explicitly teach the skills relevant to their learning area.</p> <p>Teachers will know how to support students to attain literacy skills across all learning areas.</p> <p>The curriculum that teachers develop is skills focused and the assessment rubrics are aligned to skill attainment.</p> <p>All teachers across all learning areas will work to enhance students' literacy skills at their point of need.</p> <p>Teachers working in PLC teams utilising a case management approach to personalise learning for their students.</p> <p>Teachers working with DSSI Leadership partners.</p>

	<p>Leaders  Leaders will know the relevant skills and ensure that all curriculum and assessment is appropriately aligned to these.  Leaders will focus on individual student outcomes through understanding a case management strategy and continue to build teacher data literacy.  Professional learning and instructional coaching is regularly provided to teachers.  Leaders coach teachers, working in PLC teams with teachers and engaged in regular learning walks to gauge progress.  Work in partnership with DSSI team.</p>			
<b>Success Indicators</b>	<p>All learning areas will have an agreed instructional model.  All Weeroona Unit Planners (WUPs) and assessment rubrics aligned to relevant Vic Curric skills for each Learning Area.  PLC case management meeting actions and agreements.  All teachers have a literacy goal in their PDP.  Staff meeting actions and agreements with record of literacy professional learning activities.  Record of instructional coaching conversations.  Regular reports on DSSI leadership partners progress to DET.  Students track skill and acquisition using subject rubrics.  Students use subject specific vocabulary.</p>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
<p>Learning Area Instructional Models  -All staff will agree on non negotiables to be incorporated into each model  -Models will be presented to leaders for auditing and finalisation.</p>	<input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Leadership Partners (DSSI) <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$100,000.00  <input checked="" type="checkbox"/> Equity funding will be used
<p>Implementation of a school wide literacy improvement plan that incorporates staff capacity building and student engagement.  -work led by Literacy learning specialist working with school leaders and DSSI partners and EIL/SEIL (Priority Focus School)</p>	<input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Leadership Partners (DSSI) <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used

		<input checked="" type="checkbox"/> Teacher(s)			
<p>PLC's focused on Literacy improvement through student case management in order to differentiate learning.</p> <p>- work led by Literacy learning specialist, Professional practice and engagement leader and MYLNS teachers as well as DSSI team</p>		<input checked="" type="checkbox"/> Leadership Partners (DSSI) <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$250,000.00</p> <p><input checked="" type="checkbox"/> Equity funding will be used</p>
<p>Develop skills of MYLNS Literacy teacher, BFLO teachers and support staff to deliver MacqLit literacy intervention program to bottom 5% of readers.</p> <p>- employment of 4 x ES literacy support - 4 ES staff, MYLNS literacy teacher and BFLO literacy teacher participate in MacqLit training</p>		<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Improvement Teacher <input checked="" type="checkbox"/> Literacy Support	<input checked="" type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$280,000.00</p> <p><input checked="" type="checkbox"/> Equity funding will be used</p>
<p>Leadership team and DSSI team working with teachers to support Literacy planning/coaching/observing/reflecting.</p> <p>- All leading teachers and learning specialists are given time in their allotment for instructional coaching</p>		<input checked="" type="checkbox"/> Leadership Partners (DSSI) <input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$300,000.00</p> <p><input checked="" type="checkbox"/> Equity funding will be used</p>
<p><b>KIS 2</b> Evaluating impact on learning</p>	<p>Action Plan to accelerate improvement</p>				
<p><b>Actions</b></p>	<p>Implement explicit systems for teacher collaboration &amp; planning, teacher development &amp; feedback and leadership learning walks to embed evidence-based instructional practices in Reading.</p>				
<p><b>Outcomes</b></p>	<p>Changes in knowledge, skills or behaviours.  Leaders will:</p> <ul style="list-style-type: none"> <li>Clarify and support the whole-school expectation for evidence-based reading instruction, assessment and use of data for collaborative planning</li> </ul>				

	<ul style="list-style-type: none"> <li>• Conduct regular Learning Walks &amp; Talks to evaluate &amp; monitor teacher capability in consistently implementing evidence-based reading instruction</li> <li>• Provide differentiated support to teachers to address areas of need</li> <li>• Demonstrate their instructional leadership role and enable middle leaders</li> <li>• Collaborate to improve instruction and to ensure consistency and accountability</li> <li>• Middle leaders and teachers co-plan curriculum with EIL and Leadership Partners and co-teaching to support implementation</li> <li>• Determine the schedule and expectations for team planning meetings</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>• Demonstrate commitment to the PLC inquiry cycle and collaborate effectively to implement reading improvement strategies</li> <li>• Demonstrate daily practice which reflects confident and consistent delivery of evidence-based Reading instruction</li> <li>• Provide explicit instruction and differentiation for students at point of need, reflecting effective use of agreed formative assessment, including NAPLAN item analysis</li> <li>• Know and deliver Reading curriculum content well above expected level</li> <li>• Follow the expected standard/quality of teacher classroom planning for Reading</li> <li>• Match focus students to appropriately levelled texts through agreed assessments</li> <li>• Conduct regular Reading Conferences</li> <li>• Conduct and analyse PAT-R testing with Year 9 focus student cohort</li> </ul> <p>Students will:</p> <ul style="list-style-type: none"> <li>• Be matched to appropriately levelled texts for independent reading and differentiated small group reading instruction</li> <li>• Articulate their reading goal, based upon regular Reading Conferences with the teacher</li> <li>• Know their current levels of achievement in reading and understand what is required for them to progress</li> </ul>
<p><b>Success Indicators</b></p>	<p>The data or evidence that demonstrate the Outcomes.</p> <p>Leaders:</p> <ul style="list-style-type: none"> <li>• Learning Walks &amp; Talks documentation of observations and findings</li> <li>• Data wall with faces on the data for tracking Year 9 2020 Reading focus student cohort</li> <li>• Documented plans and minutes of meetings between leadership, EIL, SEIL and Leadership Partners</li> </ul> <p>Teachers:</p> <ul style="list-style-type: none"> <li>• Reading Conference Records</li> <li>• Analysed PAT-R results</li> <li>• Reading planners reflect whole school instructional model and differentiation for student need</li> <li>• PDP's are reflective of teacher differentiated support needs and include this KIS</li> <li>• PLC inquiry documentation</li> </ul> <p>Students:</p> <ul style="list-style-type: none"> <li>• Increased 2020 mean scale score for Year 9 NAPLAN Reading</li> </ul>

- To maintain the Year 7 2018 cohort of students who were in the top two bands for NAPLAN Reading maintain this result in 2020
- Increased percentage/number of students in the top two bands in 2020 (Year 9)
- Decreased percentage/number of students in the bottom two bands in 2020 (Year 9)

Activities and Milestones	Who	Is this a PL Priority	When	Budget
<p>Assessment and Data Literacy English team engage in NAPLAN data literacy for Reading; item analysis for Year 7 2018 and Year 9 2019. Provide support to Year 8 &amp; 9 English teachers to administer PAT-R test with focus student cohort, analyse results and use in collaborative curriculum planning. Skills assessed over the curriculum; incorporate into the curriculum planning for Year 9. Work with speech pathologist to conduct diagnostic language assessments with sample students from the focus cohort to further inform teacher planning.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Leadership Partners (DSSI)</li> <li><input checked="" type="checkbox"/> Leading Teacher(s)</li> <li><input checked="" type="checkbox"/> Learning Specialist(s)</li> <li><input checked="" type="checkbox"/> Teacher(s)</li> </ul>	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
<p>Middle Leader, EIL, MYLNS teacher and Leadership Partners working with Year 8 &amp; 9 English Teachers Dedicated time each Thursday for EIL, Leadership Partners and Middle Leader/s to collaborate with Year 8 &amp; 9 English teachers (alternating weeks) in data analysis and curriculum planning for improved Reading outcomes, as well as opportunities for modelling, co-teaching and coaching.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Leadership Partners (DSSI)</li> <li><input checked="" type="checkbox"/> Literacy Improvement Teacher</li> <li><input checked="" type="checkbox"/> Teacher(s)</li> </ul>	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
<p>Reading Conferences and Reading Records Middle Leader/s, EIL and Leadership Partners work with English teachers to develop Reading Conference expectations and norms and build teacher capabilities through modelling, co-teaching and demonstration video to administer in a two-week cycle. Reading Conference to initially incorporate title, accuracy (100 words), anecdotal record, errors, with copy of text to support teacher conference. Teachers to select from the focus cohort of 48 Year 9 students in band 6 Reading (2018) when conducting Reading Conferences. Record focus student conference data on data wall.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Leadership Partners (DSSI)</li> <li><input checked="" type="checkbox"/> Leading Teacher(s)</li> <li><input checked="" type="checkbox"/> Learning Specialist(s)</li> <li><input checked="" type="checkbox"/> Teacher(s)</li> </ul>	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used

<p>Curriculum Unit Planning focused on reading intervention for the purpose of accelerating reading EIL &amp; Leadership Partners supporting curriculum planning, focusing on reading intention that teach and assess reading skills for the purpose of accelerating reading. Focus on differentiation of the learning intention to success indicators that are above the expected level in order to accelerate the current achievement levels of the Year 9 focus cohort of students.</p>	<input checked="" type="checkbox"/> Leadership Partners (DSSI) <input checked="" type="checkbox"/> Leadership Team <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>Learning Walks and Talks Regular Learning Walks and Talks with Reading Leadership Team and other invited English staff to initially focus on the 48 students in Reading band 6 (2018). Looking at how the learning environment is supporting their ability to accelerate their skills as readers. Protocol developed for classroom visits.</p>	<input checked="" type="checkbox"/> Leadership Partners (DSSI) <input checked="" type="checkbox"/> Leadership Team <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>Data Wall to track reading achievement and growth Isolate focus cohort students from the existing data wall and create another zoomed in version of their data that will track reading achievement and growth through the use of Teacher Judgement, NAPLAN, school-based assessment, reading conference and eventually PAT-R.</p>	<input checked="" type="checkbox"/> Leadership Team <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>PLC aligned with reading focus PLC focus for English teachers will align with Reading focus. PLC informed with the data collected and collated to support the development of the PLC inquiry.</p>	<input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Leadership Partners (DSSI) <input checked="" type="checkbox"/> Leadership Team <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
<b>Goal 2</b>	All students to feel more connected to our College.			
<b>12 Month Target 2.1</b>	Attitudes to school survey- Sense of connectedness, student voice & agency & managing bullying are all at or above the state mean ( 7-9 & 10) Attendance- % of students with 20+ days absence - less than 28%			

	Average student absence days - less than the state mean
<b>KIS 1</b> Setting expectations and promoting inclusion	Develop and embed a WCB student well-being program that defines key stakeholder expectations and responsibilities.
<b>Actions</b>	1. Student wellbeing being is explicitly taught across the College and the curriculum incorporates student voice and agency.
<b>Outcomes</b>	<p><b>Knowledge</b> Students Students demonstrate knowledge of the wellbeing component of their subjects and their understanding of the positive education character strengths. Students utilise their self identified individual character strengths and work on developing the positive aspects of these character strengths. Students consistently display the college values and character strengths in all that they do, say and create and increasingly become more independent and self-regulated learners.</p> <p><b>Teachers</b> Teachers across all learning areas develop wellbeing curriculum in line with the relevant Vic Curric capabilities and positive education character strengths that gives students the power to direct and take responsibility for their learning. The curriculum that teachers develop is skills focused and the assessment rubrics are aligned to the Vic Curric capabilities outcomes. Teachers consistently model the college values and character strengths through their actions and interactions.</p> <p><b>Leaders</b> Leaders work with teachers to identify and develop wellbeing curriculum across all learning areas and ensure accountability of implementation. Leaders work with teachers to ensure the curriculum that teachers develop is skills focused and the assessment rubrics are aligned to the Vic Curric capabilities outcomes. Leaders consistently model the college values and character strengths through their actions and interactions.</p>
<b>Success Indicators</b>	-The curriculum is aligned with the WCB values across all learning areas and there are elements of capabilities and positive education embedded and assessed in all subjects, including Learning Advisory.

	-Improvements in student connectedness and engagement data. -Improvement in student absence data.			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Curriculum across all learning areas incorporates explicit teaching of Capabilities, College R.I.P.I.R values and the Positive Education character strengths. A framework to be developed by the Student Achievement and Student Wellbeing teams will be incorporated into Learning Area unit plans. This framework will be used to ensure all capabilities are being covered and that character strengths are being taught in every class. Learning Areas will ensure that they are planning for the explicit teaching and assessment of Positive Education character strengths and the capabilities that are relevant to their learning areas as determined by this framework. This will be done by explicitly including these skills into Weeroona Unit Planner documents. Learning Area Leaders will ensure that these skills are being taught and assessed by also including these into our skills progression rubrics.	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Wellbeing Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
All WCB staff participate in 2 days of Berry Street Training. -SIT and staff to determine how to implement learning gained from training throughout 2020_2021.	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$18,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Positive Education leader and Wellbeing team run Bullying No Way activities across the College.	<input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00  <input type="checkbox"/> Equity funding will be used



<p>Camps / Activities Week - for all year levels</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> All Staff</li> <li><input checked="" type="checkbox"/> Curriculum Co-ordinator (s)</li> <li><input checked="" type="checkbox"/> Leading Teacher(s)</li> <li><input checked="" type="checkbox"/> Student(s)</li> </ul>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 3 to: Term 3</p>	<p>\$0.00</p> <p><input type="checkbox"/> Equity funding will be used</p>
<p>Visible Wellbeing Model with wellbeing staff based in learning communities. The wellbeing team consists of 2 social workers, a chaplain, a school nurse and a mental health practitioner. Learning communities are supported by social workers who are allocated 0.5 to each community. Learning Community Leaders work closely with wellbeing team to develop plans, support students and ensure plans are being enacted. College chaplain, school nurse and mental health practitioner are also available within communities to provide expertise and ensure point of need assistance and planning for students. The wellbeing leader manages communication between wellbeing team and teachers.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Teacher(s)</li> <li><input checked="" type="checkbox"/> Wellbeing Team</li> <li><input checked="" type="checkbox"/> Year Level Co-ordinator(s)</li> </ul>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$235,000.00</p> <p><input checked="" type="checkbox"/> Equity funding will be used</p>

## Equity Funding Planner

### Equity Spending Totals

Category	Total proposed budget (\$)	Spend (\$)
Equity funding associated with Activities and Milestones	\$1,183,000.00	\$1,183,000.00
Additional Equity funding	\$0.00	\$0.00
<b>Grand Total</b>	<b>\$1,183,000.00</b>	<b>\$1,183,000.00</b>

### Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Learning Area Instructional Models -All staff will agree on non negotiables to be incorporated into each model -Models will be presented to leaders for auditing and finalisation.	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> School-based staffing	\$100,000.00	\$100,000.00
PLC's focused on Literacy improvement through student case management in order to differentiate learning. - work led by Literacy learning specialist, Professional practice and engagement leader and MYLNS teachers as well as DSSI team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$250,000.00	\$250,000.00
Develop skills of MYLNS Literacy teacher, BFLO teachers and support staff to deliver MacqLit literacy intervention program to bottom 5% of readers. - employment of 4 x ES literacy support - 4 ES staff, MYLNS literacy teacher and BFLO literacy teacher participate in MacqLit training	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT	\$280,000.00	\$280,000.00

Leadership team and DSSI team working with teachers to support Literacy planning/coaching/observing/reflecting. - All leading teachers and learning specialists are given time in their allotment for instructional coaching	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)	\$300,000.00	\$300,000.00
All WCB staff participate in 2 days of Berry Street Training. -SIT and staff to determine how to implement learning gained from training throughout 2020_2021.	from: Term 2 to: Term 3	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$18,000.00	\$18,000.00
Visible Wellbeing Model with wellbeing staff based in learning communities. The wellbeing team consists of 2 social workers, a chaplain, a school nurse and a mental health practitioner. Learning communities are supported by social workers who are allocated 0.5 to each community. Learning Community Leaders work closely with wellbeing team to develop plans,support students and ensure plans are being enacted. College chaplain, school nurse and mental health practitioner are also available within communities to provide expertise and ensure point of need assistance and planning for students. The wellbeing leader manages communication between wellbeing team and teachers.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$235,000.00	\$235,000.00
<b>Totals</b>			\$1,183,000.00	\$1,183,000.00

## Additional Equity spend

Outline here any additional Equity spend for 2020	When	Category	Total proposed budget (\$)	Equity Spend (\$)
<b>Totals</b>			\$0.00	\$0.00

## Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
<p>Learning Area Instructional Models</p> <p>-All staff will agree on non negotiables to be incorporated into each model</p> <p>-Models will be presented to leaders for auditing and finalisation.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> KLA Leader</li> <li><input checked="" type="checkbox"/> Leadership Partners (DSSI)</li> <li><input checked="" type="checkbox"/> Leading Teacher(s)</li> <li><input checked="" type="checkbox"/> Teacher(s)</li> </ul>	<p>from: Term 1</p> <p>to: Term 1</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Planning</li> <li><input checked="" type="checkbox"/> Preparation</li> <li><input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Professional Practice Day</li> <li><input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Literacy expertise</li> <li><input checked="" type="checkbox"/> Leadership partners</li> <li><input checked="" type="checkbox"/> Internal staff</li> <li><input checked="" type="checkbox"/> Subject association</li> <li><input checked="" type="checkbox"/> Learning Specialist</li> <li><input checked="" type="checkbox"/> Literacy Leaders</li> <li><input checked="" type="checkbox"/> Pedagogical Model</li> <li><input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)</li> <li><input checked="" type="checkbox"/> MYLNS initiative professional learning</li> <li><input checked="" type="checkbox"/> MYLYNS Improvement teacher</li> <li><input checked="" type="checkbox"/> MYLYNS Network teacher</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> On-site</li> </ul>
<p>Implementation of a school wide literacy improvement plan that incorporates staff capacity building and student engagement.</p> <p>-work led by Literacy learning specialist working with school leaders and DSSI partners and EIL/SEIL</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> KLA Leader</li> <li><input checked="" type="checkbox"/> Leadership Partners (DSSI)</li> </ul>	<p>from: Term 1</p> <p>to: Term 4</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Moderated assessment of student learning</li> <li><input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Professional Practice Day</li> <li><input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> PLC Initiative</li> <li><input checked="" type="checkbox"/> Leadership partners</li> <li><input checked="" type="checkbox"/> Learning Specialist</li> <li><input checked="" type="checkbox"/> Literacy Leaders</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> On-site</li> </ul>

(Priority Focus School)	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)		<input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) <input checked="" type="checkbox"/> MYLNS initiative professional learning <input checked="" type="checkbox"/> MYLYNS Improvement teacher <input checked="" type="checkbox"/> MYLYNS Network teacher	
<p>PLC's focused on Literacy improvement through student case management in order to differentiate learning.</p> <p>- work led by Literacy learning specialist, Professional practice and engagement leader and MYLNS teachers as well as DSSI team</p>	<input checked="" type="checkbox"/> Leadership Partners (DSSI) <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Teacher(s)	<p>from: Term 1 to: Term 4</p>	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site

<p>Develop skills of MYLNS Literacy teacher, BFLO teachers and support staff to deliver MacqLit literacy intervention program to bottom 5% of readers.</p> <ul style="list-style-type: none"> <li>- employment of 4 x ES literacy support</li> <li>- 4 ES staff, MYLNS literacy teacher and BFLO literacy teacher participate in MacqLit training</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Learning Specialist(s)</li> <li><input checked="" type="checkbox"/> Literacy Improvement Teacher</li> <li><input checked="" type="checkbox"/> Literacy Support</li> </ul>	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team</li> <li><input checked="" type="checkbox"/> Peer observation including feedback and reflection</li> <li><input checked="" type="checkbox"/> Demonstration lessons</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions</li> <li><input checked="" type="checkbox"/> Communities of Practice</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Literacy expertise</li> <li><input checked="" type="checkbox"/> Learning Specialist</li> <li><input checked="" type="checkbox"/> Literacy Leaders</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Off-site MacqLit</li> </ul>
<p>Leadership team and DSSI team working with teachers to support Literacy planning/coaching/observing/reflecting.</p> <ul style="list-style-type: none"> <li>- All leading teachers and learning specialists are given time in their allotment for instructional coaching</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Leadership Partners (DSSI)</li> <li><input checked="" type="checkbox"/> Leadership Team</li> </ul>	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Planning</li> <li><input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team</li> <li><input checked="" type="checkbox"/> Peer observation including feedback and reflection</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Professional Practice Day</li> <li><input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions</li> <li><input checked="" type="checkbox"/> Timetabled Planning Day</li> <li><input checked="" type="checkbox"/> PLC/PLT Meeting</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Literacy expertise</li> <li><input checked="" type="checkbox"/> Leadership partners</li> <li><input checked="" type="checkbox"/> Internal staff</li> <li><input checked="" type="checkbox"/> Learning Specialist</li> <li><input checked="" type="checkbox"/> Literacy Leaders</li> <li><input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning</li> <li><input checked="" type="checkbox"/> Pedagogical Model</li> <li><input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> On-site</li> </ul>
<p>Assessment and Data Literacy English team engage in NAPLAN data literacy for Reading; item analysis for Year 7 2018 and Year 9 2019. Provide support to Year 8 &amp; 9 English teachers to administer PAT-R test with</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Leadership Partners (DSSI)</li> <li><input checked="" type="checkbox"/> Leading Teacher(s)</li> </ul>	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Planning</li> <li><input checked="" type="checkbox"/> Moderated assessment of student learning</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Literacy expertise</li> <li><input checked="" type="checkbox"/> Leadership partners</li> <li><input checked="" type="checkbox"/> Departmental resources</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> On-site</li> </ul>

<p>focus student cohort, analyse results and use in collaborative curriculum planning. Skills assessed over the curriculum; incorporate into the curriculum planning for Year 9. Work with speech pathologist to conduct diagnostic language assessments with sample students from the focus cohort to further inform teacher planning.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Learning Specialist(s)</li> <li><input checked="" type="checkbox"/> Teacher(s)</li> </ul>				<p>EIL</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> MYLYNS Improvement teacher</li> </ul>	
<p>Curriculum across all learning areas incorporates explicit teaching of Capabilities, College R.I.P.I.R values and the Positive Education character strengths. A framework to be developed by the Student Achievement and Student Wellbeing teams will be incorporated into Learning Area unit plans. This framework will be used to ensure all capabilities are being covered and that character strengths are being taught in every class. Learning Areas will ensure that they are planning for the explicit teaching and assessment of Positive Education character strengths and the capabilities that are relevant to their learning areas as determined by this framework. This will be done by explicitly including these skills into Weeroona Unit Planner documents. Learning Area Leaders will ensure that these skills are being taught and assessed by also including these into our skills progression rubrics.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Curriculum Co-ordinator (s)</li> <li><input checked="" type="checkbox"/> KLA Leader</li> <li><input checked="" type="checkbox"/> Leading Teacher(s)</li> <li><input checked="" type="checkbox"/> School Improvement Team</li> <li><input checked="" type="checkbox"/> Teacher(s)</li> <li><input checked="" type="checkbox"/> Wellbeing Team</li> </ul>	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Planning</li> <li><input checked="" type="checkbox"/> Moderated assessment of student learning</li> <li><input checked="" type="checkbox"/> Curriculum development</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions</li> <li><input checked="" type="checkbox"/> Timetabled Planning Day</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Internal staff</li> <li><input checked="" type="checkbox"/> Pedagogical Model</li> <li><input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> On-site</li> </ul>

<p>All WCB staff participate in 2 days of Berry Street Training. -SIT and staff to determine how to implement learning gained from training throughout 2020_2021.</p>	<p><input checked="" type="checkbox"/> All Staff</p>	<p>from: Term 2 to: Term 3</p>	<p><input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team</p>	<p><input checked="" type="checkbox"/> Whole School Pupil Free Day</p>	<p><input checked="" type="checkbox"/> External consultants Berry Street Staff</p>	<p><input checked="" type="checkbox"/> Off-site Berry Street training with all BEP staff.</p>
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