

2021 Annual Implementation Plan

for improving student outcomes

Healesville High School (7900)



HEALESVILLE

HIGH SCHOOL

Submitted for review by Allan Rennick (School Principal) on 14 December, 2020 at 04:27 PM
Endorsed by Mary Azer (Senior Education Improvement Leader) on 15 February, 2021 at 12:53 PM
Endorsed by Kylie Short (School Council President) on 22 February, 2021 at 05:17 PM

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

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

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

Enter your reflective comments	<p>We started the 2020 year making solid progress towards the Key Improvement Strategies that formed part of our AIP. Our priorities changed when the first remote learning period became a real possibility. This required us to work with urgency to change our structures and to ensure all staff felt supported so that they could continue to teach in a remote environment. We worked collaboratively to make the relevant changes. The remainder of the year focused on supporting the emotional needs of staff and students and maintaining a sense of contentedness. As a result, we made progress in areas that were not identified as focus areas of our 2020 AIP. Specially, we improved our ability to communicate with the entire school community, our ability to connect with individual students, staff willingness to experiment with technology and our ability to work collaboratively. We will continue to consider how we can incorporate some of the strategies we implemented during 2021, but we are also looking forward to the opportunity to continue working on some of the things we started at the beginning of the year and embedding these throughout 2021.</p>
Considerations for 2021	<ul style="list-style-type: none"> -Finding ways to embed some of the strategies we adopted during remote learning -Developing student leadership and student agency -Further developing staff capacity to use data and to make decisions based on this

	<ul style="list-style-type: none">-Further development of our PLC process-Continuing to develop our strong connection with our local community-A greater focus on classroom teaching and supporting teachers to continually improve.
Documents that support this plan	2020 Student Leadership and Agency Plan.docx (0.05 MB)

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	Ensure consistent and targeted teaching and learning practices across the school with an emphasis on extending students capable of high achievement.
Target 2.1	By 2023, increase the percentage of positive responses in the School Staff Survey for the factor of Professional Learning from 63% to or 80% or greater. (All staff)
Target 2.2	By 2023: <ul style="list-style-type: none"> • Increase the VCE All Studies Median from 28 to 30 • Increase the percentage of students achieving a VCE subject study score of 40+ from 3% to 5%.
Target 2.3	Increase the percentage of students in the top two bands of NAPLAN Reading at Year 9 from 12.5% to 25%

	<p>Increase the percentage of students in the top two bands of NAPLAN Numeracy at Year 9 from 3.3% to 25%</p> <p>Ensure each student in the top two bands of NAPLAN Reading, Writing and Numeracy Year 7 remain in the top two bands in Year 9.</p> <p>Decrease the percentage of students in the bottom two bands of NAPLAN Reading Year 9 from 28.1% to 15%.</p> <p>Decrease the percentage of students in the bottom two bands of NAPLAN Numeracy Year 9 from 30% to 15%.</p>
Target 2.4	<p>By 2023, increase the percentage of positive responses in the School Staff Survey for the factor of Academic Emphasis from 55% to 80% or greater. (Principal/teacher)</p> <p>By 2023, increase the percentage of positive responses in the School Staff Survey for the factor of Collective Efficacy from 41% to or 70% or greater. (Principal/teacher)</p>
Key Improvement Strategy 2.a Vision, values and culture	Implement strategies to ensure individual and collective accountability for and capacity to improve student-learning outcomes
Key Improvement Strategy 2.b Curriculum planning and assessment	Develop staff and student capacity to use student achievement data for improved student outcomes
Key Improvement Strategy 2.c Building practice excellence	Develop a whole school strategy to extend and challenge students capable of high academic achievement.
Goal 3	Enhance literacy and numeracy learning outcomes across the school

Target 3.1	<p>By 2023, increase the percentage of students achieving high relative learning growth from Year 7 to 9 in NAPLAN:</p> <ul style="list-style-type: none"> • Reading, from 13.5% to 25% or greater • Writing, from 5.7% to 25% or greater • Numeracy, from 17.6% to 25% or greater. <p>*</p>
Target 3.2	<p>MYLNS:</p> <p>Progressive achievement test to reflect benchmark growth for all MYLNS funded students.</p>
Target 3.3	<p>Achievement (Reading): % of students meeting or above benchmark growth (Years 7-9) to increase from 65.7% to 80%.</p>
Key Improvement Strategy 3.a Building practice excellence	<p>Develop and enhance strategies to enable teachers to better teach to each student's point of need.</p>
Key Improvement Strategy 3.b Strategic resource management	<p>Support MYLNS funded students in Numeracy and Literacy</p>
Key Improvement Strategy 3.c Building practice excellence	<p>Further enhance literacy strategy across the school.</p>
Goal 4	<p>Improve student engagement in learning and connectedness to school.</p>
Target 4.1	<p>Attitudes to School Survey</p>

	<p>Increase the percentage of positive responses to the following factors:</p> <ul style="list-style-type: none"> • 'High expectations for success' from 67% to 80% or greater • 'Sense of connectedness' from 48% to 75% or greater. • 'Self-regulation and goal setting' from 53% to 80% or greater
<p>Target 4.2</p>	<p>Parent Opinion Survey</p> <p>Increase the percentage of positive responses in the:</p> <ul style="list-style-type: none"> • General satisfaction factor from 68% to 82% or greater • School pride and confidence factor from 60% to 80% or greater.
<p>Target 4.3</p>	<p>Attendance: Absence days per FTE</p> <p>Year 7 - reduce from 17 to 14</p> <p>Year 8 - Reduce from 21 to 17</p> <p>Year 9 - Reduce from 20 to 18</p> <p>Year 10- Reduce from 18 to 16</p> <p>Year 11 - Maintain at or below range 10 to 12</p> <p>Year 12 - Maintain below 10</p>

Key Improvement Strategy 4.a Vision, values and culture	Develop a plan to evaluate and upgrade the school's vision, mission and values that involves all member of the school community
Key Improvement Strategy 4.b Empowering students and building school pride	Regularly recognize and celebrate student achievement in order to instill a sense of school pride for all members of the school community.
Key Improvement Strategy 4.c Setting expectations and promoting inclusion	Develop and implement a plan to enhance student agency.

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	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <ul style="list-style-type: none"> -PAT data for literacy, numeracy and science shows 12 month's growth for participating students -Teacher judgement for literacy and numeracy shows 12 month's growth for each student -Reduction in absence days per student -Increase the number of parents login into Compass on a weekly basis.
Ensure consistent and targeted teaching and learning practices across the school with an emphasis on extending students capable of high achievement.	Yes	By 2023, increase the percentage of positive responses in the School Staff Survey for the factor of Professional Learning from 63% to or 80% or greater. (All staff)	-Increase the percentage of positive responses in the 2020 School Staff Survey for the factor of Professional Learning from 63% to 70%.
		<p>By 2023:</p> <ul style="list-style-type: none"> • Increase the VCE All Studies Median from 28 to 30 • Increase the percentage of students achieving a VCE subject study score of 40+ from 3% to 5%. 	<ul style="list-style-type: none"> -Increase the VCE All Studies Median from 28 to 29 -Increase the percentage of students achieving a VCE subject study score of 40+ from 3% to 4%.

		<p>Increase the percentage of students in the top two bands of NAPLAN Reading at Year 9 from 12.5% to 25%</p> <p>Increase the percentage of students in the top two bands of NAPLAN Numeracy at Year 9 from 3.3% to 25%</p> <p>Ensure each student in the top two bands of NAPLAN Reading, Writing and Numeracy Year 7 remain in the top two bands in Year 9.</p> <p>Decrease the percentage of students in the bottom two bands of NAPLAN Reading Year 9 from 28.1% to 15%.</p> <p>Decrease the percentage of students in the bottom two bands of NAPLAN Numeracy Year 9 from 30% to 15%.</p>	<p>-Ensure each student in the top two bands of NAPLAN Reading, Writing and Numeracy Year 7 (2019) remain in the top two bands in Year 9 (2021)</p>
		<p>By 2023, increase the percentage of positive responses in the School Staff Survey for the factor of Academic Emphasis from 55% to 80% or greater. (Principal/teacher)</p> <p>By 2023, increase the percentage of positive responses in the School Staff Survey for the factor of Collective Efficacy from 41% to 70% or greater. (Principal/teacher)</p>	<p>-Increase the percentage of positive responses in the 2021 School Staff Survey for the factor of Academic Emphasis from 55% to 68%</p> <p>-Increase the percentage of positive responses in the 2021 School Staff Survey for the factor of Collective Efficacy from 41% to 55%.</p>
<p>Enhance literacy and numeracy learning outcomes across the school</p>	<p>Yes</p>	<p>By 2023, increase the percentage of students achieving high relative learning growth from Year 7 to 9 in NAPLAN:</p> <ul style="list-style-type: none"> ● Reading, from 13.5% to 25% or greater 	<p>-Increase the percentage of students achieving high relative learning growth from Year 7-9 in NAPLAN as follows: Reading 18%, Writing 15%, Numeracy 20%</p>

		<ul style="list-style-type: none"> • Writing, from 5.7% to 25% or greater • Numeracy, from 17.6% to 25% or greater. <p>*</p>	
		<p>MYLNS:</p> <p>Progressive achievement test to reflect benchmark growth for all MYLNS funded students.</p>	-PAT results to show benchmark growth for all MYLNS students.
		<p>Achievement (Reading): % of students meeting or above benchmark growth (Years 7-9) to increase from 65.7% to 80%.</p>	-Achievement (Reading): % of students meeting or above benchmark growth (Years 7-9) to increase to 72%
Improve student engagement in learning and connectedness to school.	Yes	<p>Attitudes to School Survey</p> <p>Increase the percentage of positive responses to the following factors:</p> <ul style="list-style-type: none"> • 'High expectations for success' from 67% to 80% or greater • 'Sense of connectedness' from 48% to 75% or greater. • 'Self-regulation and goal setting' from 53% to 80% or greater 	<p>Attitudes to School Survey</p> <p>Increase the percentage of positive responses to the following factors:</p> <p>'High expectations for success' from 67% to 75% or greater</p> <p>•'Sense of connectedness' from 48% to 65% or greater.</p> <p>•'Self-regulation and goal setting' from 53% to 65% or greater.</p>
		<p>Parent Opinion Survey</p> <p>Increase the percentage of positive responses in the:</p> <ul style="list-style-type: none"> • General satisfaction factor from 68% to 82% or greater 	<p>Parent Opinion Survey</p> <p>Increase the percentage of positive responses in the:</p>

		<ul style="list-style-type: none"> School pride and confidence factor from 60% to 80% or greater. 	<ul style="list-style-type: none"> General satisfaction factor from 68% to 75% or greater School pride and confidence factor from 60% to 70% or greater.
		Attendance: Absence days per FTE Year 7 - reduce from 17 to 14 Year 8 - Reduce from 21 to 17 Year 9 - Reduce from 20 to 18 Year 10- Reduce from 18 to 16 Year 11 - Maintain at or below range 10 to 12 Year 12 - Maintain below 10	Attendance: Absence days per FTE Year 7 - reduce from 17 to 16 Year 8 - Reduce from 21 to 19 Year 9 - Reduce from 20 to 19 Year 10- Reduce from 18 to 17 Year 11 - Maintain at or below 10 Year 12 - Maintain below 10

Goal 1	2021 Priorities Goal	
12 Month Target 1.1	-PAT data for literacy, numeracy and science shows 12 month's growth for participating students -Teacher judgement for literacy and numeracy shows 12 month's growth for each student -Reduction in absence days per student -Increase the number of parents login into Compass on a weekly basis.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1	Learning, catch-up and extension priority	Yes

Curriculum planning and assessment		
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	Ensure consistent and targeted teaching and learning practices across the school with an emphasis on extending students capable of high achievement.	
12 Month Target 2.1	-Increase the percentage of positive responses in the 2020 School Staff Survey for the factor of Professional Learning from 63% to 70%.	
12 Month Target 2.2	-Increase the VCE All Studies Median from 28 to 29 -Increase the percentage of students achieving a VCE subject study score of 40+ from 3% to 4%.	
12 Month Target 2.3	-Ensure each student in the top two bands of NAPLAN Reading, Writing and Numeracy Year 7 (2019) remain in the top two bands in Year 9 (2021)	
12 Month Target 2.4	-Increase the percentage of positive responses in the 2021 School Staff Survey for the factor of Academic Emphasis from 55% to 68% -Increase the percentage of positive responses in the 2021 School Staff Survey for the factor of Collective Efficacy from 41% to 55%.	
Key Improvement Strategies		Is this KIS selected for focus this year?

KIS 1 Vision, values and culture	Implement strategies to ensure individual and collective accountability for and capacity to improve student-learning outcomes	Yes
KIS 2 Curriculum planning and assessment	Develop staff and student capacity to use student achievement data for improved student outcomes	Yes
KIS 3 Building practice excellence	Develop a whole school strategy to extend and challenge students capable of high academic achievement.	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.	Following the School Review of 2019 the Panel agreed on this goal as limited differentiation of learning was observed as well as the decline in VCE and NAPLAN achievements The Panel agreed that school should strive to improve growth in student achievement in school based assessments, in NAPLAN, Year 12 exit data and at VCE in both the All Studies Mean Score and the number of students achieving subject study scores above 40. The Panel agreed that improving student learning growth with emphasis on extending students capable of high achievement would be an important focus for the next strategic plan.	
Goal 3	Enhance literacy and numeracy learning outcomes across the school	
12 Month Target 3.1	-Increase the percentage of students achieving high relative learning growth from Year 7-9 in NAPLAN as follows: Reading 18%, Writing 15%, Numeracy 20%	
12 Month Target 3.2	-PAT results to show benchmark growth for all MYLNS students.	
12 Month Target 3.3	-Achievement (Reading): % of students meeting or above benchmark growth (Years 7-9) to increase to 72%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Building practice excellence	Develop and enhance strategies to enable teachers to better teach to each student's point of need.	No
KIS 2 Strategic resource management	Support MYLNS funded students in Numeracy and Literacy	Yes

KIS 3 Building practice excellence	Further enhance literacy strategy across the school.	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.	High relative learning growth was seen as an area of improvement. MYLNS initiative data analysis to measure effectiveness of resource allocation and program implementation is a departmental focus.	
Goal 4	Improve student engagement in learning and connectedness to school.	
12 Month Target 4.1	Attitudes to School Survey Increase the percentage of positive responses to the following factors: 'High expectations for success' from 67% to 75% or greater •'Sense of connectedness' from 48% to 65% or greater. •'Self-regulation and goal setting' from 53% to 65% or greater.	
12 Month Target 4.2	Parent Opinion Survey Increase the percentage of positive responses in the: •General satisfaction factor from 68% to 75% or greater •School pride and confidence factor from 60% to 70% or greater.	
12 Month Target 4.3	Attendance: Absence days per FTE Year 7 - reduce from 17 to 16 Year 8 - Reduce from 21 to 19 Year 9 - Reduce from 20 to 19 Year 10- Reduce from 18 to 17	

	Year 11 - Maintain at or below 10 Year 12 - Maintain below 10	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Vision, values and culture	Develop a plan to evaluate and upgrade the school's vision, mission and values that involves all member of the school community	Yes
KIS 2 Empowering students and building school pride	Regularly recognize and celebrate student achievement in order to instill a sense of school pride for all members of the school community.	No
KIS 3 Setting expectations and promoting inclusion	Develop and implement a plan to enhance student agency.	No
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	The Panel agreed that the school should increase opportunities for students to be involved in decision making and access to a range of structured leadership roles to provide them with opportunities to develop a range of skills, including communication and decision making. The Panel also recommended agreed that encouraging students to take responsibility and ownership of their learning would improve student engagement and wellbeing. The goal was suggested after considering the feedback in fieldwork from students and teachers and the data in the Attitudes to Schools Surveys from 2017 and 2018, that increasing student ownership of their learning would be a key goal to ensure students have positive school experiences. The Panel suggested this goal to build pride and connectedness, would ensure that there are regular opportunities through school assemblies, classroom presentations and newsletters for sharing and celebrating student and school achievements. It also recommended that students, teachers and parents/carers work together to reinforce high expectations for learning and behaviour and celebrate student achievements.	

Define Actions, Outcomes and Activities

Goal 1	2021 Priorities Goal			
12 Month Target 1.1	-PAT data for literacy, numeracy and science shows 12 month's growth for participating students -Teacher judgement for literacy and numeracy shows 12 month's growth for each student -Reduction in absence days per student -Increase the number of parents login into Compass on a weekly basis.			
KIS 1 Curriculum planning and assessment	Learning, catch-up and extension priority			
Actions	Develop and implement an assessment plan to identify students to participate in the program and monitor their growth.			
Outcomes	Students will experience success and celebrate the acquisition of knowledge. Teachers will provide students with the opportunity to work at their level using differentiated resources.			
Success Indicators	A documented assessment schedule and evidence of teachers inputting data and moderating assessments.			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Appoint a tutor lead.	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$15,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Identify students to be involved in the program.	<input checked="" type="checkbox"/> School Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used

Develop a schedule of classes.	<input checked="" type="checkbox"/> School Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Employ suitable tutors.	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$130,000.00 <input type="checkbox"/> Equity funding will be used
KIS 2 Health and wellbeing	Happy, active and healthy kids priority			
Actions	Establish and embed routines and prioritise time in the school day and classes to revisit these regularly. Embed and strengthen school pastoral care program.			
Outcomes	Teachers, leaders and the school community will share a common understanding of the whole school approach to wellbeing.			
Success Indicators	Documentation of frameworks, policies and programs.			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Develop Connect groups and create a schedule for this program in 2021.	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$5,000.00 <input type="checkbox"/> Equity funding will be used
Find opportunities for year level events and for students to connect with each other.	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input 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, incorporating ways in which schools connected during remote learning.			
Outcomes	The wider community will feel welcome in the school.			
Success Indicators	Whole school surveys.			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Allocation of time for school community connection.	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Expand community access to school information via various media platforms.	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input type="checkbox"/> Equity funding will be used
Goal 2	Ensure consistent and targeted teaching and learning practices across the school with an emphasis on extending students capable of high achievement.			
12 Month Target 2.1	-Increase the percentage of positive responses in the 2020 School Staff Survey for the factor of Professional Learning from 63% to 70%.			
12 Month Target 2.2	-Increase the VCE All Studies Median from 28 to 29 -Increase the percentage of students achieving a VCE subject study score of 40+ from 3% to 4%.			

12 Month Target 2.3	-Ensure each student in the top two bands of NAPLAN Reading, Writing and Numeracy Year 7 (2019) remain in the top two bands in Year 9 (2021)			
12 Month Target 2.4	-Increase the percentage of positive responses in the 2021 School Staff Survey for the factor of Academic Emphasis from 55% to 68% -Increase the percentage of positive responses in the 2021 School Staff Survey for the factor of Collective Efficacy from 41% to 55%.			
KIS 1 Vision, values and culture	Implement strategies to ensure individual and collective accountability for and capacity to improve student-learning outcomes			
Actions	-Implement Learning Walks -Reinvigorate the HHS Instructional Model			
Outcomes	Staff will become more accustomed to their colleagues coming into their rooms and will be comfortable sharing their practice with others. Teachers will receive meaningful feedback and this will encourage reflection and improvements to their practice. Instruction will consistently connect to the HHS Instructional Model and this will be visible in every classroom.			
Success Indicators	Increase the percentage of positive responses in the 2021 School Staff Survey for the factor of Professional Learning from 63% to 70%.			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Continue to develop a process for Learning Walks, including specific foci for this activity.	<input checked="" type="checkbox"/> Leading Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$22,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Develop and implement a process for the delivery of meaningful feedback resulting from Learning Walks.	<input checked="" type="checkbox"/> Leading Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used

Deliver Professional Learning related to each category of the HHS Instructional Model.	<input checked="" type="checkbox"/> Leading Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input type="checkbox"/> Equity funding will be used
KIS 2 Curriculum planning and assessment	Develop staff and student capacity to use student achievement data for improved student outcomes			
Actions	All students in Year 7-9 will complete a data card that includes their previous achievement for; NAPLAN, PAT and Victorian Curriculum Teacher Judgement levels.			
Outcomes	<p>-Junior students will have a greater understanding of their own data. They will have the ability to measure their own growth and this will encourage them to see the relevance of high stake tests and improve their engagement with programs like NAPLAN and PAT. Following their interviews, they will have a better awareness of the things they need to be doing and the skills they need to be developing to ensure academic growth occurs.</p> <p>-Staff will have a better awareness of the students in their class and their individual data. They will adapt their teaching to respond to individuals or groups of students within their class</p> <p>-Leaders will have a better awareness of the growth of cohorts and individuals and they will reflect on this when making further plans related to this KIS.</p>			
Success Indicators	<p>Completion of data cards and data interviews for all students in Year 7-9.</p> <p>Meeting minutes will show the use of data to guide Professional Learning Communities and their inquiries.</p> <p>A key focus for one student free day will be data and responding to this.</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
All students in Year 7-9 will complete a data card that includes their previous achievement for; NAPLAN, PAT and Victorian Curriculum Teacher Judgement levels.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <input type="checkbox"/> Equity funding will be used

All student in Year 7-9 will be engaged in an interview to discuss their data, with a focus on growth and future learning strategies.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$3,000.00 <input type="checkbox"/> Equity funding will be used
Dedicate a Student Free day to the use of data and differentiated instruction based on this.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$15,000.00 <input type="checkbox"/> Equity funding will be used
Engage groups and individuals in data conversations to deepen their understanding of the data attached to each student in their class, with a focus on junior English and Math classes.	<input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Literacy Improvement Teacher <input checked="" type="checkbox"/> Numeracy Improvement Teacher	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$4,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Implement domain based Professional Learning Communities, with a key focus on creating an inquiry based on data.	<input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Leading Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$12,500.00 <input checked="" type="checkbox"/> Equity funding will be used

KIS 3 Building practice excellence	Develop a whole school strategy to extend and challenge students capable of high academic achievement.
Actions	-Publish student PAT data with a focus on high achieving students.
Outcomes	-As a school, we will be able to articulate the actions and additional support we are providing to each student who is capable of high academic achievement.
Success Indicators	-High stakes testing, in particular future PAT, will show that students identified as part of this program have maintained their position in the top bands.

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Identify Year 7, 8 and 9 high performing students according to PAT.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$1,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Publish PAT data to all staff and meet with English and Math staff to 'unpack' this information.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Leading Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$11,000.00 <input checked="" type="checkbox"/> Equity funding will be used
For each high performing student devise a plan that will support their continued growth and extension.	<input checked="" type="checkbox"/> Sub School Leader/s	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Goal 3	Enhance literacy and numeracy learning outcomes across the school			
12 Month Target 3.1	-Increase the percentage of students achieving high relative learning growth from Year 7-9 in NAPLAN as follows: Reading 18%, Writing 15%, Numeracy 20%			
12 Month Target 3.2	-PAT results to show benchmark growth for all MYLNS students.			
12 Month Target 3.3	-Achievement (Reading): % of students meeting or above benchmark growth (Years 7-9) to increase to 72%			
KIS 1 Strategic resource management	Support MYLNS funded students in Numeracy and Literacy			

Actions	-Strategic resourcing to ensure MYLNS is staffed appropriately and staff involved have access to Professional Learning activities central to this program -Monitoring of student learning outcomes for all funded students and other students involved in MYLNS.			
Outcomes	-Low achieving students will develop more confidence and improved learning growth as a result of their involvement in MYLNS. Students with a history of school refusal or disengagement will be supported by MYLNS staff to reconnect and reengage with school.			
Success Indicators	-PAT results to show the equivalent of one year's growth for all MYLNS students.			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Identify funded students and other students who will benefit from MYLNS and develop a weekly schedule to support these students.	<input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$500.00 <input checked="" type="checkbox"/> Equity funding will be used
Engage MYLNS staff in appropriate Professional Learning and mentoring.	<input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Monitor PAT data for students involved in this program and analyse growth.	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Numeracy Leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used
KIS 2 Building practice excellence	Further enhance literacy strategy across the school.			

Actions	-Continue to implement a structured writing program for Year 7-9 English classes -Continue to develop the 'Writing to Learn' program, with a focus on developing staff capacity to teach subject-specific vocabulary -Investigate a whole school reading approach to be introduced in 2021.			
Outcomes	Students will become more confident writers. English teachers will consistently teach identified skills in an explicit manner. Teaching staff will have a better understanding of strategies they can employ to teach vocabulary and they will be more confident to do so.			
Success Indicators	Staff PDPs will demonstrate engagement with the strategies modelled throughout the year. Student writing journals will show that the structured writing program has been implemented.			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Deliver staff Professional Learning that focusses on strategies that can be used for teaching subject-specific vocabulary.	<input checked="" type="checkbox"/> Literacy Leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Include a 'Writing to Learn' goal in each teacher's PDP.	<input checked="" type="checkbox"/> Literacy Leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input checked="" type="checkbox"/> Equity funding will be used
Investigate whole school approaches for teaching reading, with a focus on strategies used by high performing schools.	<input checked="" type="checkbox"/> Literacy Leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$15,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Goal 4	Improve student engagement in learning and connectedness to school.			
12 Month Target 4.1	Attitudes to School Survey Increase the percentage of positive responses to the following factors: 'High expectations for success' from 67% to 75% or greater			

	<ul style="list-style-type: none"> •'Sense of connectedness' from 48% to 65% or greater. •'Self-regulation and goal setting' from 53% to 65% or greater. 			
12 Month Target 4.2	Parent Opinion Survey Increase the percentage of positive responses in the: <ul style="list-style-type: none"> •General satisfaction factor from 68% to 75% or greater •School pride and confidence factor from 60% to 70% or greater. 			
12 Month Target 4.3	Attendance: Absence days per FTE Year 7 - reduce from 17 to 16 Year 8 - Reduce from 21 to 19 Year 9 - Reduce from 20 to 19 Year 10- Reduce from 18 to 17 Year 11 - Maintain at or below 10 Year 12 - Maintain below 10			
KIS 1 Vision, values and culture	Develop a plan to evaluate and upgrade the school's vision, mission and values that involves all member of the school community			
Actions	Create a working group to plan and implement activities related to developing school values.			
Outcomes	The launch of new values or rebranded values by the end of the school year.			
Success Indicators	Values will be in place and marketing materials will be redeveloped.			
Activities and Milestones	Who	Is this a PL Priority	When	Budget

Conduct focus groups with students, staff and parents.	<input checked="" type="checkbox"/> Leading Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Determine a shortlist of possible values and workshop these with focus groups.	<input checked="" type="checkbox"/> Leading Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$5,000.00 <input type="checkbox"/> Equity funding will be used
Once values are determined, create new marketing material.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$10,000.00 <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	\$140,000.00	0.00
Additional Equity funding	\$0.00	\$0.00
Grand Total	\$140,000.00	\$0.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Appoint a tutor lead.	from: Term 1 to: Term 1		\$15,000.00	
Allocation of time for school community connection.	from: Term 1 to: Term 4		\$2,000.00	
Continue to develop a process for Learning Walks, including specific foci for this activity.	from: Term 1 to: Term 4		\$22,000.00	
Develop and implement a process for the delivery of meaningful feedback resulting from Learning Walks.	from: Term 1 to: Term 4		\$10,000.00	

Engage groups and individuals in data conversations to deepen their understanding of the data attached to each student in their class, with a focus on junior English and Math classes.	from: Term 1 to: Term 4		\$4,000.00	
Implement domain based Professional Learning Communities, with a key focus on creating an inquiry based on data.	from: Term 1 to: Term 4		\$12,500.00	
Identify Year 7, 8 and 9 high performing students according to PAT.	from: Term 1 to: Term 1		\$1,000.00	
Publish PAT data to all staff and meet with English and Math staff to 'unpack' this information.	from: Term 1 to: Term 2		\$11,000.00	
For each high performing student devise a plan that will support their continued growth and extension.	from: Term 1 to: Term 4		\$5,000.00	
Identify funded students and other students who will benefit from MYLNS and develop a weekly schedule to support these students.	from: Term 1 to: Term 4		\$500.00	
Engage MYLNS staff in appropriate Professional Learning and mentoring.	from: Term 1 to: Term 4		\$20,000.00	
Monitor PAT data for students involved in this program and analyse growth.	from: Term 1		\$5,000.00	

	to: Term 4			
Deliver staff Professional Learning that focusses on strategies that can be used for teaching subject-specific vocabulary.	from: Term 1 to: Term 4		\$2,000.00	
Include a 'Writing to Learn' goal in each teacher's PDP.	from: Term 1 to: Term 4		\$0.00	
Investigate whole school approaches for teaching reading, with a focus on strategies used by high performing schools.	from: Term 1 to: Term 4		\$15,000.00	
Conduct focus groups with students, staff and parents.	from: Term 1 to: Term 2		\$5,000.00	
Once values are determined, create new marketing material.	from: Term 3 to: Term 4		\$10,000.00	
Totals			\$140,000.00	

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
Continue to develop a process for Learning Walks, including specific foci for this activity.	<input checked="" type="checkbox"/> Leading Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Network Professional Learning	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Develop and implement a process for the delivery of meaningful feedback resulting from Learning Walks.	<input checked="" type="checkbox"/> Leading Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Individualised Reflection <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Deliver Professional Learning related to each category of the HHS Instructional Model.	<input checked="" type="checkbox"/> Leading Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Departmental resources VTLM <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Include a 'Writing to Learn' goal in each teacher's PDP.	<input checked="" type="checkbox"/> Literacy Leader	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Demonstration lessons	<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"/> Internal staff <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site

