

# 2019 Annual Implementation Plan

## for improving student outcomes

Terang College (6236)



Submitted for review by Michael Castersen (School Principal) on 28 March, 2019 at 05:41 PM  
Endorsed by Anthony Fowler (Senior Education Improvement Leader) on 29 March, 2019 at 11:37 AM  
Awaiting endorsement by School Council President

## Self-evaluation Summary - 2019

|  | <b>FISO Improvement Model Dimensions</b><br>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 moving towards Embedding |
|  | Evidence-based high-impact teaching strategies  | Evolving                          |
|  | Evaluating impact on learning   | Emerging moving towards Evolving  |
| <b>Professional leadership</b>             | Building leadership teams   | Embedding                         |
|  | Instructional and shared leadership   | Evolving moving towards Embedding |
|  | Strategic resource management   | Embedding                         |
|  | Vision, values and culture  | Emerging moving towards Evolving  |

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

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

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| <b>Enter your reflective comments</b>   | <ul style="list-style-type: none"> <li>* A number of programs were implemented in 2018 such as Sounds Write &amp; Quick Smart.</li> <li>* Strategic recruiting occurred for 2019 as the College experienced significant staffing disruptions throughout 2018.</li> <li>* The review highlighted the need for consistency and accountability across the P-12 College.</li> <li>* In the second half of 2018 student leadership/agency/voice was acknowledged as an area of improvement. Eg: Student membership on College Council.</li> </ul> |
| <b>Considerations for 2019</b>          | <ul style="list-style-type: none"> <li>* Terang College recognises the need to implement a series of recommendations from the recent review.</li> <li>* The introduction of consistent accountability procedures in 2019. To ensure all staff are aware of their professional expectations.</li> </ul>   |
| <b>Documents that support this plan</b> |  |

## SSP Goals Targets and KIS

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| <b>Goal 1</b>   | To improve student learning outcomes in literacy and numeracy.  |
| <b>Target 1.1</b>   | By 2022 the percentage of Year 3, 5, 7 and 9 students achieving in the top two bands in NAPLAN reading, writing and numeracy will match or exceed the state percentage.   |
| <b>Target 1.2</b>   | By 2022 the percentage of students in Years 5, 7 and 9 achieving medium relative learning gain will be 50% or greater and the percentage achieving high relative learning gain will be 25% or greater.  |
| <b>Target 1.3</b>   | By 2022 all non-PSD students will achieve the equivalent of one year's learning growth for each year of the School Strategic Plan.  |
| <b>Target 1.4</b>   | By 2022 all students will achieve at or above the GAT predicted study scores.   |
| <b>Key Improvement Strategy 1.a</b><br>Curriculum planning and assessment | Build the capability of every teacher to implement a whole school approach to instructional practice within an agreed Professional Learning Communities (PLC) framework.  |
| <b>Key Improvement Strategy 1.b</b><br>Curriculum planning and assessment | Embed an agreed and documented guaranteed and viable curriculum that is implemented consistently and rigorously across all subject areas.   |
| <b>Key Improvement Strategy 1.c</b><br>Building practice excellence       | Build teacher capability to develop and implement a range of assessment strategies and use the data to collaboratively plan and teach to each student's point of learning.  |
| <b>Goal 2</b>   | To engage students in their learning.   |
| <b>Target 2.1</b>   | By 2022 increase the percentage of positive responses for the teaching and learning practice improvement module components seek feedback to improve practice from 45% to 65% and professional learning through peer observation from 10% to 60% |

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| <b>Target 2.2</b>  | By 2022 increase the percentage of positive responses for the teaching and learning evaluate module component, use student feedback to improve practice, from 55% to 75%  |
| <b>Target 2.3</b>  | By 2022 increase the percentage of positive responses for the Attitudes to School (ATOS) survey factors stimulated learning, motivation and interest, learning confidence, and student voice and agency to 90% at Years 4-6, 65% at years 7-9 and 75% at Years 10-12. |
| <b>Target 2.4</b>  | By 2022 increase the percentage of positive responses for the ATOS survey factor high expectations to 85% at Years 7-12.  |
| <b>Target 2.5</b>  | By 2022 improve percentage absence from 91% to 95% across Terang College.   |
| <b>Key Improvement Strategy 2.a</b><br>Building practice excellence                  | Improve and align teacher practice through the use of feedback. (BPE)   |
| <b>Key Improvement Strategy 2.b</b><br>Empowering students and building school pride | Embed student voice and agency in learning. (ES&BSP)  |
| <b>Goal 3</b>  | Improve student learning through strengthened instructional and shared leadership.  |
| <b>Target 3.1</b>  | By 2022 increase the percentage of positive responses for the school climate module factor, collective efficacy from 69% to 75% or greater.   |
| <b>Target 3.2</b>  | By 2022 increase the percentage of positive responses for the school leadership module factor, instructional leadership from 50% to 75% or greater, and the cultural leadership factor to 75% or greater.   |
| <b>Key Improvement Strategy 3.a</b>  | Develop leadership that is shared and distributed.  |

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| Building leadership teams  |  |
| <b>Key Improvement Strategy 3.b</b><br>Building leadership teams | Develop a whole school professional learning plan that builds instructional leadership across all levels of staff. |

## Select Annual Goals and KIS

| Four Year Strategic Goals                                      | Is this selected for focus this year? | Four Year Strategic Targets  | 12 month target   |
|--|---------------------------------------|--|---|
| To improve student learning outcomes in literacy and numeracy. | Yes                                   | By 2022 the percentage of Year 3, 5, 7 and 9 students achieving in the top two bands in NAPLAN reading, writing and numeracy will match or exceed the state percentage.                                | The percentage of students achieving results in the top 2 bands will be approaching state levels for reading, writing and numeracy for Years 5 and 9 and will reach or exceed state level for Year 3 students.  |
|  |                                       | By 2022 the percentage of students in Years 5, 7 and 9 achieving medium relative learning gain will be 50% or greater and the percentage achieving high relative learning gain will be 25% or greater. | The proportion of students achieving low and high growth will match or exceed state levels in Year 5 reading and Year 9 writing and numeracy. The proportion of students achieving high and low growth will be approaching state levels in all other areas. |
|  |                                       | By 2022 all non-PSD students will achieve the equivalent of one year's learning growth for each year of the School Strategic Plan.   | All non PSD students will achieve one year's learning growth this year.   |
|  |                                       | By 2022 all students will achieve at or above the GAT predicted study scores.  | The proportion of VCE students achieving at or above the predicted GAT to be above 2018 results and approaching 60%.  |
| To engage students in their learning.                          | Yes                                   | By 2022 increase the percentage of positive responses for the teaching and learning practice improvement module components seek feedback to  | "Differentiated learning challenge" to improve on 2018 results and approach 75% at Years 4-6 and 85% at Years 7-12.   |

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|  |    | improve practice from 45% to 65% and professional learning through peer observation from 10% to 60%   |  |
|  |    | By 2022 increase the percentage of positive responses for the teaching and learning evaluate module component, use student feedback to improve practice, from 55% to 75%  | "Student voice and agency" to improve on 2018 results and approach 80% for Years 4-6 and 80% for Years 7-12.   |
|  |    | By 2022 increase the percentage of positive responses for the Attitudes to School (ATOS) survey factors stimulated learning, motivation and interest, learning confidence, and student voice and agency to 90% at Years 4-6, 65% at years 7-9 and 75% at Years 10-12. | "Student learning, motivation and interest, learning confidence, and student voice and agency to improve on 2018 results and approach 90% at Years 4-6, 65% for Years 7-9 and 75% for Years 10-12. |
|  |    | By 2022 increase the percentage of positive responses for the ATOS survey factor high expectations to 85% at Years 7-12.  | "High expectations" to exceed 2018 result and approach 85%.  |
|  |    | By 2022 improve percentage absence from 91% to 95% across Terang College.   | "Attendances to be at or above 91% for 2019.   |
| Improve student learning through strengthened instructional and shared leadership. | No | By 2022 increase the percentage of positive responses for the school climate module factor, collective efficacy from 69% to 75% or greater.   |  |
|  |    | By 2022 increase the percentage of positive responses for the school leadership module factor, instructional leadership from 50% to 75% or greater, and the cultural leadership factor to 75% or greater.   |  |



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| <b>Goal 1</b>   | To improve student learning outcomes in literacy and numeracy.  |   |
| <b>12 Month Target 1.1</b>  | The percentage of students achieving results in the top 2 bands will be approaching state levels for reading, writing and numeracy for Years 5 and 9 and will reach or exceed state level for Year 3 students.  |   |
| <b>12 Month Target 1.2</b>  | The proportion of students achieving low and high growth will match or exceed state levels in Year 5 reading and Year 9 writing and numeracy. The proportion of students achieving high and low growth will be approaching state levels in all other areas. |   |
| <b>12 Month Target 1.3</b>  | All non PSD students will achieve one year's learning growth this year.   |   |
| <b>12 Month Target 1.4</b>  | The proportion of VCE students achieving at or above the predicted GAT to be above 2018 results and approaching 60%.  |   |
| <b>Key Improvement Strategies</b>   |   | Is this KIS selected for focus this year? |
| <b>KIS 1</b><br>Curriculum planning and assessment  | Build the capability of every teacher to implement a whole school approach to instructional practice within an agreed Professional Learning Communities (PLC) framework.  | Yes                                       |
| <b>KIS 2</b><br>Curriculum planning and assessment  | Embed an agreed and documented guaranteed and viable curriculum that is implemented consistently and rigorously across all subject areas.   | No  |
| <b>KIS 3</b><br>Building practice excellence  | Build teacher capability to develop and implement a range of assessment strategies and use the data to collaboratively plan and teach to each student's point of learning.  | 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. | Our most recent Review highlighted the need for all staff to utilize our Instructional Model and for PLC's to be used as the forum for discussion, implementation and reflection of the Instructional Model.  |   |
| <b>Goal 2</b>   | To engage students in their learning.   |   |

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| <b>12 Month Target 2.1</b>  | "Differentiated learning challenge" to improve on 2018 results and approach 75% at Years 4-6 and 85% at Years 7-12.   |   |
| <b>12 Month Target 2.2</b>  | "Student voice and agency" to improve on 2018 results and approach 80% for Years 4-6 and 80% for Years 7-12.  |   |
| <b>12 Month Target 2.3</b>  | "Student learning, motivation and interest, learning confidence, and student voice and agency to improve on 2018 results and approach 90% at Years 4-6, 65% for Years 7-9 and 75% for Years 10-12.  |   |
| <b>12 Month Target 2.4</b>  | "High expectations" to exceed 2018 result and approach 85%.   |   |
| <b>12 Month Target 2.5</b>  | "Attendances to be at or above 91% for 2019.  |   |
| <b>Key Improvement Strategies</b>   |   | Is this KIS selected for focus this year? |
| <b>KIS 1</b><br>Building practice excellence  | Improve and align teacher practice through the use of feedback. (BPE)   | Yes                                       |
| <b>KIS 2</b><br>Empowering students and building school pride   | Embed student voice and agency in learning. (ES&BSP)  | 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 already begun the process of improving feedback (Staff to staff/ Staff to student etc). Student voice and agency is seen as a critical factor in improving student outcomes and was highlighted in the Review as an area for significant improvement. |   |

## Define Actions, Outcomes and Activities

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|--|---|
| <b>Goal 1</b>                                      | To improve student learning outcomes in literacy and numeracy.  |
| <b>12 Month Target 1.1</b>                         | The percentage of students achieving results in the top 2 bands will be approaching state levels for reading, writing and numeracy for Years 5 and 9 and will reach or exceed state level for Year 3 students.  |
| <b>12 Month Target 1.2</b>                         | The proportion of students achieving low and high growth will match or exceed state levels in Year 5 reading and Year 9 writing and numeracy. The proportion of students achieving high and low growth will be approaching state levels in all other areas.   |
| <b>12 Month Target 1.3</b>                         | All non PSD students will achieve one year's learning growth this year.   |
| <b>12 Month Target 1.4</b>                         | The proportion of VCE students achieving at or above the predicted GAT to be above 2018 results and approaching 60%.  |
| <b>KIS 1</b><br>Curriculum planning and assessment | Build the capability of every teacher to implement a whole school approach to instructional practice within an agreed Professional Learning Communities (PLC) framework.  |
| <b>Actions</b>                                     | <p>Workforce planning.<br/>Review the current workforce plan with a view to strengthening professional practice through shared instructional leadership.</p> <p>Strategic Resource Management.<br/>Review and where appropriate, allocate resources to this area of work.<br/>Ensure a strong line of sight between the AIP and PDP's of all staff.</p> <p>Professional Learning.<br/>Design a professional learning plan that aims to:<br/>-Develop teacher capacity and understanding to analyse and use student data to plan for effective teaching in Literacy and Numeracy.<br/>-Develop teacher knowledge and capacity to plan for and implement differentiated teaching practices in Literacy and Numeracy.<br/>-Develop teacher knowledge and capacity to work as effective teams utilizing a PLC process, to improve Literacy and Numeracy outcomes through collaborative planning and assessment practices, including moderation.</p> <p>Monitoring using the Improvement Cycle.<br/>Utilize SPOT and FISO to monitor progress throughout the year.<br/>Utilize the improvement cycle to monitor student learning growth.</p> |

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|                                  | <p>Establish routine processes and procedures to enable disciplined use of the Improvement Cycle.<br/>         Ensure solutions to challenges and barriers and collaboratively discussed with stakeholders.<br/>         Ensure professional learning for staff is embedded in the approach to implementation.<br/>         Use data and evidence to monitor progress and adjust strategies as required.</p>  |
| <p><b>Outcomes</b></p>           | <p>This strategy is demonstrated when:</p> <p><b>Leaders.</b><br/>         Use current research and use the Improvement Cycle to plan, implement, monitor and evaluate this work.<br/>         Provide ongoing feedback to and support to build collective efficacy.<br/>         Identify and target areas of PD to build collective efficacy.</p> <p><b>Teachers.</b><br/>         Evaluate the impact of their teaching on learning by analyzing multiple sources of data.<br/>         Challenge and support each other to improve professional practice.<br/>         Set and communicate clear lesson goals to help students understand the success criteria, commit to the learning and provide the appropriate mix of success and challenge.<br/>         Scaffold the acquisition of new knowledge and skills by presenting students with a clear step-by-step example.<br/>         Use worked examples to reduce cognitive load, enabling them to focus on understanding a process which leads to the answer, not the answer itself.<br/>         Monitor student learning and support students to move towards independent practice.</p> <p><b>Students.</b><br/>         Self-monitor their progress and provide evidence they believe demonstrates achievement of their goals.<br/>         Frame future learning goals based on identified strengths and areas for improvement.<br/>         Engage actively in tasks because the worked example is pitched at the right level of challenge.<br/>         Understand the process required to complete the tasks.<br/>         Move with confidence from worked examples to independent practice.</p> |
| <p><b>Success Indicators</b></p> | <p>Success will be measured through our evaluation and diagnosis processes using the following indicators:</p> <ul style="list-style-type: none"> <li>Staff, student and parent surveys.</li> <li>Teaching and learning programs, eg. lesson plans</li> <li>Classroom observations, eg. peer observation</li> <li>Reflection and feedback, eg. student surveys</li> <li>Student assessment and learning, eg. data walls</li> <li>Collaboration and communication, eg. PLC meeting notes</li> <li>Professional learning, eg. workshops or forums attended</li> </ul>   |

| Activities and Milestones   | Who  | Is this a PL Priority                            | When                             | Budget   |
|---|--|--|----------------------------------|--|
| <p>Workforce Planning.<br/>Review the current workforce plan with a view to strengthening professional practice through the shared instructional model.<br/>All Leadership Team meetings to commence with a review of meeting "norms"- expectations.</p>  | <input checked="" type="checkbox"/> Assistant Principal  | <input type="checkbox"/> PLP Priority            | from:<br>Term 1<br>to:<br>Term 2 | \$0.00<br><br><input type="checkbox"/> Equity funding will be used |
| <p>Workforce Planning<br/>Review the current workforce plan with a view to strengthening professional practice through the shared instructional model.<br/>Convener of Leadership Team meeting to actively discourage the inclusion of transactional matters on the agenda- with the focus to be on whole school "big picture" matters.</p>       | <input checked="" type="checkbox"/> Assistant Principal<br><input checked="" type="checkbox"/> Leadership Team | <input type="checkbox"/> PLP Priority            | from:<br>Term 1<br>to:<br>Term 2 | \$0.00<br><br><input type="checkbox"/> Equity funding will be used |
| <p>Workforce Planning<br/>Review the current workforce plan with a view to strengthening professional practice through the shared instructional model.<br/>Staff professional development on the use of the Instructional Model. Leadership team members to demonstrate use of the Instructional Model regularly, including at P-12 meetings.</p> | <input checked="" type="checkbox"/> Leadership Team  | <input type="checkbox"/> PLP Priority            | from:<br>Term 1<br>to:<br>Term 2 | \$0.00<br><br><input type="checkbox"/> Equity funding will be used |
| <p>Workforce Planning<br/>Review the current workforce plan with a view to strengthening professional practice through the shared instructional model.<br/>PDP timeline to be established and communicated to all staff.<br/>Timeline to be adhered to by those conducting PDP interviews.</p>  | <input checked="" type="checkbox"/> Leadership Team  | <input type="checkbox"/> PLP Priority            | from:<br>Term 1<br>to:<br>Term 4 | \$0.00<br><br><input type="checkbox"/> Equity funding will be used |
| <p>Workforce Planning<br/>Review the current workforce plan with a view to strengthening professional practice through the shared instructional model.<br/>Learning Specialists to complete Bastow course- 'Leading Excellence in Classroom Practice'.</p>  | <input checked="" type="checkbox"/> Learning Specialist(s)   | <input checked="" type="checkbox"/> PLP Priority | from:<br>Term 1<br>to:<br>Term 2 | \$0.00<br><br><input type="checkbox"/> Equity funding will be used |
| <p>Workforce Planning<br/>Review the current workforce plan with a view to strengthening</p>  | <input checked="" type="checkbox"/> Learning Specialist(s)   | <input checked="" type="checkbox"/> PLP Priority | from:<br>Term 2                  | \$0.00   |

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| professional practice through the shared instructional model.<br>Learning Specialists to implement relevant strategies from Bastow course.   |  |   | to:<br>Term 4                    | <input type="checkbox"/> Equity funding will be used                               |
| Strategic Resource Management<br>Review and where appropriate allocate resources to this area of work.<br>Quicksmart training to be undertaken with new and existing staff.  | <input checked="" type="checkbox"/> Education Support<br><input checked="" type="checkbox"/> Numeracy Leader<br><input checked="" type="checkbox"/> Teacher(s) | <input checked="" type="checkbox"/> PLP<br>Priority | from:<br>Term 1<br>to:<br>Term 4 | \$25,000.00<br><br><input checked="" type="checkbox"/> Equity funding will be used |
| Strategic Resource Management<br>Review and where appropriate allocate resources to this area of work.<br>Specific Professional Development to be targeted, including:<br>-Numeracy- Andrea Hillbrick Mathematics consultant.<br>-Sounds Write | <input checked="" type="checkbox"/> Literacy Leader<br><input checked="" type="checkbox"/> Numeracy Leader<br><input checked="" type="checkbox"/> Teacher(s)   | <input checked="" type="checkbox"/> PLP<br>Priority | from:<br>Term 2<br>to:<br>Term 2 | \$21,500.00<br><br><input checked="" type="checkbox"/> Equity funding will be used |
| Strategic Resource Management<br>Review and where appropriate allocate resources to this area of work.<br>Advertising and appointment of Numeracy Learning Specialist  | <input checked="" type="checkbox"/> Leadership Team  | <input checked="" type="checkbox"/> PLP<br>Priority | from:<br>Term 1<br>to:<br>Term 1 | \$0.00<br><br><input type="checkbox"/> Equity funding will be used                 |
| Strategic Resource Management<br>Ensure a strong line of sight between AIP and PDP of all staff.<br>Review document to be shared and discussed with all staff.   | <input checked="" type="checkbox"/> School Improvement Team  | <input checked="" type="checkbox"/> PLP<br>Priority | from:<br>Term 1<br>to:<br>Term 2 | \$0.00<br><br><input type="checkbox"/> Equity funding will be used                 |
| Strategic Resource Management<br>Ensure a strong line of sight between AIP and PDP of all staff.<br>Staff to be consulted regarding AIP content- goals, KIS's etc.   | <input checked="" type="checkbox"/> Leadership Team<br><input checked="" type="checkbox"/> School Improvement Team   | <input checked="" type="checkbox"/> PLP<br>Priority | from:<br>Term 1<br>to:<br>Term 1 | \$0.00<br><br><input type="checkbox"/> Equity funding will be used                 |

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| Strategic Resource Management<br>Ensure a strong line of sight between AIP and PDP of all staff.<br>College council to be consulted with AIP development.   | <input checked="" type="checkbox"/> Principal   | <input type="checkbox"/> PLP<br>Priority            | from:<br>Term 1<br>to:<br>Term 1 | \$0.00<br><br><input type="checkbox"/> Equity funding will<br>be used                 |
| Strategic Resource Management<br>Ensure a strong line of sight between AIP and PDP of all staff.<br>Overarching goals for staff PDP's to be developed and shared with<br>students, staff, council and the wider community.      | <input checked="" type="checkbox"/> Leadership Team<br><input checked="" type="checkbox"/> Principal  | <input type="checkbox"/> PLP<br>Priority            | from:<br>Term 1<br>to:<br>Term 1 | \$0.00<br><br><input type="checkbox"/> Equity funding will<br>be used                 |
| Strategic Resource Management<br>Ensure a strong line of sight between AIP and PDP of all staff.<br>Staff PDP's to be prepopulated with overarching goals and two<br>further goals consistent with the Review findings and AIP. | <input checked="" type="checkbox"/> Leadership Team   | <input checked="" type="checkbox"/> PLP<br>Priority | from:<br>Term 1<br>to:<br>Term 1 | \$0.00<br><br><input type="checkbox"/> Equity funding will<br>be used                 |
| Strategic Resource Management<br>Ensure a strong line of sight between AIP and PDP of all staff.<br>Staff PDP groupings to be agreed upon by Leadership team.   | <input checked="" type="checkbox"/> Leadership Team   | <input type="checkbox"/> PLP<br>Priority            | from:<br>Term 1<br>to:<br>Term 1 | \$0.00<br><br><input type="checkbox"/> Equity funding will<br>be used                 |
| Strategic Resource Management<br>Ensure a strong line of sight between AIP and PDP of all staff.<br>All staff to be briefed on the PDP process including one meeting<br>with their reviewer before the end of Term 1.           | <input checked="" type="checkbox"/> Assistant Principal<br><input checked="" type="checkbox"/> Leadership Team<br><input checked="" type="checkbox"/> Principal | <input type="checkbox"/> PLP<br>Priority            | from:<br>Term 1<br>to:<br>Term 1 | \$0.00<br><br><input type="checkbox"/> Equity funding will<br>be used                 |
| Professional learning<br>Design a PLP that aims to:<br>Develop teacher capacity and understanding to analyse and use<br>student data to plan for effective teaching in Literacy and<br>Numeracy.                                | <input checked="" type="checkbox"/> All Staff<br><input checked="" type="checkbox"/> Learning Specialist(s)   | <input checked="" type="checkbox"/> PLP<br>Priority | from:<br>Term 1<br>to:<br>Term 4 | \$14,000.00<br><br><input checked="" type="checkbox"/> Equity funding will<br>be used |

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| Principal class and Learning specialists to attend DAT (Data Analyse Tool) PD and implement via the PLC process.   |  |  |                                  |  |
| Professional learning<br>Design a PLP that aims to:<br>Develop teacher capacity and understanding to analyse and use student data to plan for effective teaching in Literacy and Numeracy.<br>Regular reference to school data (at staff meetings) including: ATOS, POS, SOS, Naplan and Teacher Judgement etc. immediately they become available. | <input checked="" type="checkbox"/> Leadership Team  | <input type="checkbox"/> PLP Priority            | from:<br>Term 1<br>to:<br>Term 4 | \$0.00<br><br><input type="checkbox"/> Equity funding will be used |
| Professional learning<br>Design a PLP that aims to:<br>Develop teacher capacity and understanding to analyse and use student data to plan for effective teaching in Literacy and Numeracy.<br>Full discussion via PLC/Staff meetings of the results of these data sets.  | <input checked="" type="checkbox"/> Education Support<br><input checked="" type="checkbox"/> Leadership Team<br><input checked="" type="checkbox"/> Teacher(s) | <input type="checkbox"/> PLP Priority            | from:<br>Term 1<br>to:<br>Term 4 | \$0.00<br><br><input type="checkbox"/> Equity funding will be used |
| Professional learning<br>Design a PLP that aims to:<br>Develop teacher knowledge and capacity to plan for and implement differentiated teaching practice in Literacy and Numeracy.<br>Introduce staff to the HBDI metacognitive tool via the P-12 staff meeting.   | <input checked="" type="checkbox"/> Assistant Principal  | <input type="checkbox"/> PLP Priority            | from:<br>Term 1<br>to:<br>Term 1 | \$0.00<br><br><input type="checkbox"/> Equity funding will be used |
| Professional learning<br>Design a PLP that aims to:<br>Develop teacher knowledge and capacity to plan for and implement differentiated teaching practice in Literacy and Numeracy.<br>Assistant Principal and select students to assist with the profiling of all staff via the HBDI metacognitive tool.   | <input checked="" type="checkbox"/> Assistant Principal  | <input type="checkbox"/> PLP Priority            | from:<br>Term 1<br>to:<br>Term 4 | \$0.00<br><br><input type="checkbox"/> Equity funding will be used |
| Professional learning<br>Design a PLP that aims to:<br>Develop teacher knowledge and capacity to plan for and implement  | <input checked="" type="checkbox"/> Leadership Team  | <input checked="" type="checkbox"/> PLP Priority | from:<br>Term 1                  | \$0.00   |



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| differentiated teaching practice in Literacy and Numeracy.<br>Leadership Team to role model and scrutinise the use of "Learning Intentions" and the Instructional Model.  |   |  | to:<br>Term 4                    | <input type="checkbox"/> Equity funding will be used                              |
| Professional learning<br>Design a PLP that aims to:<br>Develop teacher knowledge and capacity to plan for and implement differentiated teaching practice in Literacy and Numeracy.<br>Develop timeline for writing assessment and moderation across P-6/10 including genre and prompt. Ensure this is aligned with the meeting schedule.  | <input checked="" type="checkbox"/> Learning Specialist(s)  | <input type="checkbox"/> PLP Priority            | from:<br>Term 1<br>to:<br>Term 2 | \$0.00<br><br><input type="checkbox"/> Equity funding will be used                |
| Professional learning<br>Design a PLP that aims to:<br>Develop teacher knowledge and capacity to work as effective teams utilizing a PLC process to improve Literacy and Numeracy outcomes through collaborative planning and assessment practices, including moderation.<br>Ensure all staff (F-6) are completing Fountas and Pinnell assessments at the end of term 2 and 4 and are uploading the results to ongoing trackers- spreadsheet on staff drive. This has been determined by the assessment schedule. | <input checked="" type="checkbox"/> Leadership Team<br><input checked="" type="checkbox"/> Teacher(s)       | <input checked="" type="checkbox"/> PLP Priority | from:<br>Term 2<br>to:<br>Term 4 | \$4,000.00<br><br><input checked="" type="checkbox"/> Equity funding will be used |
| Professional learning<br>Design a PLP that aims to:<br>Develop teacher knowledge and capacity to work as effective teams utilizing a PLC process to improve Literacy and Numeracy outcomes through collaborative planning and assessment practices, including moderation.<br>Development of scope and sequence documents across the P-12.   | <input checked="" type="checkbox"/> All Staff<br><input checked="" type="checkbox"/> Learning Specialist(s) | <input checked="" type="checkbox"/> PLP Priority | from:<br>Term 2<br>to:<br>Term 4 | \$300.00<br><br><input type="checkbox"/> Equity funding will be used              |
| Monitoring using the improvement cycle<br>Utilize SPOT and FISO to monitor progress throughout the year.<br>All members of the Leadership Team to become familiar with using SPOT.  | <input checked="" type="checkbox"/> Assistant Principal<br><input checked="" type="checkbox"/> Principal    | <input type="checkbox"/> PLP Priority            | from:<br>Term 1<br>to:<br>Term 2 | \$0.00<br><br><input type="checkbox"/> Equity funding will be used                |

|   |  |   |                                  |  |
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| Monitoring using the improvement cycle<br>Utilize SPOT and FISO to monitor progress throughout the year. SPOT to be included as a permanent fixture on the agenda of all Leadership Team meetings.  | <input checked="" type="checkbox"/> Assistant Principal  | <input type="checkbox"/> PLP<br>Priority            | from:<br>Term 1<br>to:<br>Term 1 | \$0.00<br><br><input type="checkbox"/> Equity funding will be used |
| Monitoring using the improvement cycle<br>Utilize the improvement cycle to monitor student learning growth and establish routine processes and procedures to enable disciplined use of the improvement cycle.<br>All data sets (immediately they become available) are to be interrogated.  | <input checked="" type="checkbox"/> Assistant Principal<br><input checked="" type="checkbox"/> Principal | <input checked="" type="checkbox"/> PLP<br>Priority | from:<br>Term 1<br>to:<br>Term 4 | \$0.00<br><br><input type="checkbox"/> Equity funding will be used |
| Monitoring using the improvement cycle<br>Utilize the improvement cycle to monitor student learning growth and establish routine processes and procedures to enable disciplined use of the improvement cycle.<br>Calendar to be created highlighting when data will become available throughout the year.   | <input checked="" type="checkbox"/> Assistant Principal  | <input type="checkbox"/> PLP<br>Priority            | from:<br>Term 1<br>to:<br>Term 2 | \$0.00<br><br><input type="checkbox"/> Equity funding will be used |
| Monitoring using the improvement cycle<br>Ensure solutions to challenges and barriers collaboratively discussed with stakeholders.<br>Numeracy staff to identify priority areas to focus on with Andrea Hillbrick (during PD)   | <input checked="" type="checkbox"/> Learning Specialist(s)   | <input checked="" type="checkbox"/> PLP<br>Priority | from:<br>Term 1<br>to:<br>Term 2 | \$0.00<br><br><input type="checkbox"/> Equity funding will be used |
| Monitoring using the improvement cycle<br>Ensure solutions to challenges and barriers collaboratively discussed with stakeholders.<br>Barriers and challenges to programs and teaching to be discussed in PLCs as required, e.g. when implementing programs such as Sounds Write (e.g. we ensure staff are all trained in particular areas and local PD to undertaken when appropriate) | <input checked="" type="checkbox"/> Learning Specialist(s)   | <input checked="" type="checkbox"/> PLP<br>Priority | from:<br>Term 1<br>to:<br>Term 4 | \$0.00<br><br><input type="checkbox"/> Equity funding will be used |

|  |   |  |                                  |  |
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| <p>Monitoring using the improvement cycle<br/>Ensure professional learning for staff is embedded in the approach to implementation.<br/>Information from DAT PD days to be brought back in PLCs systematically and then utilised in classrooms (compulsory in 3-6 and P-2 trialling too)</p>   | <input checked="" type="checkbox"/> Learning Specialist(s)  | <input checked="" type="checkbox"/> PLP Priority | from:<br>Term 2<br>to:<br>Term 4 | \$0.00<br><br><input type="checkbox"/> Equity funding will be used |
| <p>Monitoring using the improvement cycle<br/>Ensure professional learning for staff is embedded in the approach to implementation.<br/>Professional development undertaken to reach PDP goals will be in line with the AIP.</p>   | <input checked="" type="checkbox"/> Leadership Team   | <input type="checkbox"/> PLP Priority            | from:<br>Term 1<br>to:<br>Term 3 | \$0.00<br><br><input type="checkbox"/> Equity funding will be used |
| <p>Monitoring using the improvement cycle<br/>Ensure professional learning for staff is embedded in the approach to implementation.<br/>Utilise activities in Practice Principals document that are in line with AIP, e.g. the Team based engagement activity around student agency. These activities could be undertaken in PLCs or P-12 meetings.</p>        | <input checked="" type="checkbox"/> Leadership Team<br><input checked="" type="checkbox"/> Learning Specialist(s) | <input type="checkbox"/> PLP Priority            | from:<br>Term 2<br>to:<br>Term 4 | \$0.00<br><br><input type="checkbox"/> Equity funding will be used |
| <p>Monitoring using the improvement cycle<br/>Use data and evidence to monitor progress and adjust strategies as required.<br/>Utilise Fountas and Pinnell data and the DAT to monitor student progress and adjust strategies, e.g. strategies straight from the Behaviours, Strategies and Questions document to be used with the DAT.</p>                    | <input checked="" type="checkbox"/> Leadership Team<br><input checked="" type="checkbox"/> Learning Specialist(s) | <input type="checkbox"/> PLP Priority            | from:<br>Term 2<br>to:<br>Term 4 | \$0.00<br><br><input type="checkbox"/> Equity funding will be used |
| <p>Monitoring using the improvement cycle<br/>Use data and evidence to monitor progress and adjust strategies as required.<br/>Criterion Scale and moderation to be used to determine foci in planning and lessons. Student-friendly Criterion Scale to be utilised in classrooms to assess own or peer writing and to determine individual writing goals.</p> | <input checked="" type="checkbox"/> Learning Specialist(s)<br><input checked="" type="checkbox"/> Teacher(s)      | <input type="checkbox"/> PLP Priority            | from:<br>Term 2<br>to:<br>Term 4 | \$0.00<br><br><input type="checkbox"/> Equity funding will be used |

|   |   |                                       |                                  |  |
|---|---|---------------------------------------|----------------------------------|--|
| <p>Monitoring using the improvement cycle<br/>Use data and evidence to monitor progress and adjust strategies as required.<br/>Review 2019 student survey, staff survey and NAPLAN data to reflect on goals and adjust strategies accordingly</p> | <input checked="" type="checkbox"/> Leadership Team   | <input type="checkbox"/> PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | \$0.00<br><br><input type="checkbox"/> Equity funding will be used |
| <b>Goal 2</b>   | To engage students in their learning.   |                                       |                                  |  |
| <b>12 Month Target 2.1</b>  | "Differentiated learning challenge" to improve on 2018 results and approach 75% at Years 4-6 and 85% at Years 7-12.   |                                       |                                  |  |
| <b>12 Month Target 2.2</b>  | "Student voice and agency" to improve on 2018 results and approach 80% for Years 4-6 and 80% for Years 7-12.  |                                       |                                  |  |
| <b>12 Month Target 2.3</b>  | "Student learning, motivation and interest, learning confidence, and student voice and agency to improve on 2018 results and approach 90% at Years 4-6, 65% for Years 7-9 and 75% for Years 10-12.  |                                       |                                  |  |
| <b>12 Month Target 2.4</b>  | "High expectations" to exceed 2018 result and approach 85%.   |                                       |                                  |  |
| <b>12 Month Target 2.5</b>  | "Attendances to be at or above 91% for 2019.  |                                       |                                  |  |
| <b>KIS 1</b><br>Building practice excellence  | Improve and align teacher practice through the use of feedback. (BPE)   |                                       |                                  |  |
| <b>Actions</b>  | <p>Workforce planning.<br/>Review the current workforce plan with a view to strengthening professional practice through shared instructional leadership.</p> <p>Strategic Resource Management.<br/>Review and where appropriate, allocate resources to this area of work.<br/>Ensure a strong line of sight between the AIP and PDP's of all staff.</p> <p>Professional Learning.<br/>Design a professional learning plan that aims to:<br/>-Develop teacher capacity and understanding to analyse and use student data to plan for effective teaching in Literacy and Numeracy.<br/>-Develop teacher knowledge and capacity to plan for and implement differentiated teaching practices in Literacy and Numeracy.<br/>-Develop teacher knowledge and capacity to work as effective teams utilizing a PLC process, to improve Literacy and Numeracy outcomes through collaborative planning and assessment practices, including moderation.</p> |                                       |                                  |  |

|                                  |  |
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|                                  | <p>Monitoring using the Improvement Cycle.<br/> Utilize SPOT and FISO to monitor progress throughout the year.<br/> Utilize the improvement cycle to monitor student learning growth.<br/> Establish routine processes and procedures to enable disciplined use of the Improvement Cycle.<br/> Ensure solutions to challenges and barriers and collaboratively discussed with stakeholders.<br/> Ensure professional learning for staff is embedded in the approach to implementation.<br/> Use data and evidence to monitor progress and adjust strategies as required.</p>   |
| <p><b>Outcomes</b></p>           | <p>This strategy is demonstrated when:</p> <p>Leaders.<br/> Use current research and use the Improvement Cycle to plan, implement, monitor and evaluate this work.<br/> Provide ongoing feedback to and support to build collective efficacy.<br/> Identify and target areas of PD to build collective efficacy.</p> <p>Teachers.<br/> Evaluate the impact of their teaching on learning by analyzing multiple sources of data.<br/> Challenge and support each other to improve professional practice.<br/> Set and communicate clear lesson goals to help students understand the success criteria, commit to the learning and provide the appropriate mix of success and challenge.<br/> Scaffold the acquisition of new knowledge and skills by presenting students with a clear step-by-step example.<br/> Use worked examples to reduce cognitive load, enabling them to focus on understanding a process which leads to the answer, not the answer itself.<br/> Monitor student learning and support students to move towards independent practice.</p> <p>Students.<br/> Self-monitor their progress and provide evidence they believe demonstrates achievement of their goals.<br/> Frame future learning goals based on identified strengths and areas for improvement.<br/> Engage actively in tasks because the worked example is pitched at the right level of challenge.<br/> Understand the process required to complete the tasks.<br/> Move with confidence from worked examples to independent practice.</p> |
| <p><b>Success Indicators</b></p> | <p>Success will be measured through our evaluation and diagnosis processes using the following indicators:<br/> Staff, student and parent surveys.<br/> Teaching and learning programs, eg. lesson plans<br/> Classroom observations, eg. peer observation<br/> Reflection and feedback, eg. student surveys</p>   |

|  | Student assessment and learning, eg. data walls<br>Collaboration and communication, eg. PLC meeting notes<br>Professional learning, eg. workshops or forums attended |  |                                  |  |
|--|--|--|----------------------------------|--|
| Activities and Milestones  | Who  | Is this a PL Priority                            | When                             | Budget   |
| *Peer Observations: develop a common template that staff can use across the P-12. Staff to complete three peer observations in 2019. (Three being observed & three observing for their own professional development). For example: utilisation of the Swivl camera. These will be included in the PDP process. | <input checked="" type="checkbox"/> All Staff  | <input checked="" type="checkbox"/> PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | \$0.00<br><br><input type="checkbox"/> Equity funding will be used |
| *PLC's - designate a time at least once a term where teachers will discuss feedback from students. This will include data from their classes or the student opinion survey.  | <input checked="" type="checkbox"/> All Staff  | <input checked="" type="checkbox"/> PLP Priority | from:<br>Term 2<br>to:<br>Term 4 | \$0.00<br><br><input type="checkbox"/> Equity funding will be used |
| *Staff will provide evidence of feedback to students; providing information on 'how' they can improve their 'learning outcomes' in the future.   | <input checked="" type="checkbox"/> All Staff  | <input checked="" type="checkbox"/> PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | \$0.00<br><br><input type="checkbox"/> Equity funding will be used |
| *Leadership will develop a series of questions that could be asked of staff to ensure that the Instructional Model is being utilised in the classroom. This will occur during the planning process. Leadership to attend some planning meetings.   | <input checked="" type="checkbox"/> All Staff<br><input checked="" type="checkbox"/> Leadership Team   | <input checked="" type="checkbox"/> PLP Priority | from:<br>Term 2<br>to:<br>Term 4 | \$0.00<br><br><input type="checkbox"/> Equity funding will be used |
| <b>KIS 2</b><br>Empowering students and building school pride  | Embed student voice and agency in learning. (ES&BSP)   |  |                                  |  |

|                        |  |
|------------------------|--|
| <p><b>Actions</b></p>  | <p>Workforce planning.<br/>Review the current workforce plan with a view to strengthening professional practice through shared instructional leadership.</p> <p>Strategic Resource Management.<br/>Review and where appropriate, allocate resources to this area of work.<br/>Ensure a strong line of sight between the AIP and PDP's of all staff.</p> <p>Professional Learning.<br/>Design a professional learning plan that aims to:<br/>-Develop teacher capacity and understanding to analyse and use student data to plan for effective teaching in Literacy and Numeracy.<br/>-Develop teacher knowledge and capacity to plan for and implement differentiated teaching practices in Literacy and Numeracy.<br/>-Develop teacher knowledge and capacity to work as effective teams utilizing a PLC process, to improve Literacy and Numeracy outcomes through collaborative planning and assessment practices, including moderation.</p> <p>Monitoring using the Improvement Cycle.<br/>Utilize SPOT and FISO to monitor progress throughout the year.<br/>Utilize the improvement cycle to monitor student learning growth.<br/>Establish routine processes and procedures to enable disciplined use of the Improvement Cycle.<br/>Ensure solutions to challenges and barriers and collaboratively discussed with stakeholders.<br/>Ensure professional learning for staff is embedded in the approach to implementation.<br/>Use data and evidence to monitor progress and adjust strategies as required.</p> |
| <p><b>Outcomes</b></p> | <p>This strategy is demonstrated when:</p> <p>Leaders.<br/>Use current research and use the Improvement Cycle to plan, implement, monitor and evaluate this work.<br/>Provide ongoing feedback to and support to build collective efficacy.<br/>Identify and target areas of PD to build collective efficacy.</p> <p>Teachers.<br/>Evaluate the impact of their teaching on learning by analyzing multiple sources of data.<br/>Challenge and support each other to improve professional practice.<br/>Set and communicate clear lesson goals to help students understand the success criteria, commit to the learning and provide the appropriate mix of success and challenge.<br/>Scaffold the acquisition of new knowledge and skills by presenting students with a clear step-by-step example.<br/>Use worked examples to reduce cognitive load, enabling them to focus on understanding a process which leads to the answer, not</p>   |

|   |  |  |                                  |   |
|---|--|--|----------------------------------|---|
|   | <p>the answer itself.<br/>Monitor student learning and support students to move towards independent practice.</p> <p>Students.<br/>Self-monitor their progress and provide evidence they believe demonstrates achievement of their goals.<br/>Frame future learning goals based on identified strengths and areas for improvement.<br/>Engage actively in tasks because the worked example is pitched at the right level of challenge.<br/>Understand the process required to complete the tasks.<br/>Move with confidence from worked examples to independent practice.</p> |  |                                  |   |
| <b>Success Indicators</b>   | <p>Success will be measured through our evaluation and diagnosis processes using the following indicators:<br/>Staff, student and parent surveys.<br/>Teaching and learning programs, eg. lesson plans<br/>Classroom observations, eg. peer observation<br/>Reflection and feedback, eg. student surveys<br/>Student assessment and learning, eg. data walls<br/>Collaboration and communication, eg. PLC meeting notes<br/>Professional learning, eg. workshops or forums attended</p>  |  |                                  |   |
| <b>Activities and Milestones</b>  | <b>Who</b>   | <b>Is this a PL Priority</b>                     | <b>When</b>                      | <b>Budget</b>   |
| *Teaching teachers ways of implementing peer feedback at the P-12 meetings.   | <input checked="" type="checkbox"/> All Staff<br><input checked="" type="checkbox"/> Leadership Team<br><input checked="" type="checkbox"/> Learning Specialist(s)   | <input checked="" type="checkbox"/> PLP Priority | from:<br>Term 2<br>to:<br>Term 4 | \$0.00<br><br><input type="checkbox"/> Equity funding will be used                |
| *Presentation to staff about utilising HBDI assessment within the classroom. Discussion of student results with a view to enhancing teaching practices. | <input checked="" type="checkbox"/> All Staff<br><input checked="" type="checkbox"/> Assistant Principal   | <input type="checkbox"/> PLP Priority            | from:<br>Term 1<br>to:<br>Term 2 | \$2,500.00<br><br><input checked="" type="checkbox"/> Equity funding will be used |
| *Provide opportunities for students to attend and be involved in leadership development.  | <input checked="" type="checkbox"/> Assistant Principal  | <input checked="" type="checkbox"/> PLP Priority | from:<br>Term 1                  | \$10,000.00   |



|  |  |   |                                  |  |
|--|--|---|----------------------------------|--|
| Eg: 'Local Learning Project' Day - Year 4, Alpine School   | <input checked="" type="checkbox"/> Principal<br><input checked="" type="checkbox"/> Student(s)<br><input checked="" type="checkbox"/> Teacher(s)          |   | to:<br>Term 4                    | <input checked="" type="checkbox"/> Equity funding will be used    |
| *Staff and students complete an audit of current and possible future opportunities at Terang College to provide 'student voice and agency'. Results to be examined, plan developed and priorities implemented. | <input checked="" type="checkbox"/> All Staff<br><input checked="" type="checkbox"/> Assistant Principal<br><input checked="" type="checkbox"/> Student(s) | <input checked="" type="checkbox"/> PLP<br>Priority | from:<br>Term 2<br>to:<br>Term 4 | \$0.00<br><br><input type="checkbox"/> Equity funding will be used |
| *Student Opinion Survey to be examined & acted upon by the leadership team.  | <input checked="" type="checkbox"/> Leadership Team  | <input type="checkbox"/> PLP<br>Priority            | from:<br>Term 2<br>to:<br>Term 4 | \$0.00<br><br><input type="checkbox"/> Equity funding will be used |

# Equity Funding Planner

## Equity Spending Totals

| Category   | Total proposed budget (\$) | Spend (\$)         |
|--|----------------------------|--------------------|
| Equity funding associated with Activities and Milestones | \$77,000.00                | 0.00               |
| Additional Equity funding                                | \$90,000.00                | \$90,000.00        |
| <b>Grand Total</b>                                       | <b>\$167,000.00</b>        | <b>\$90,000.00</b> |

## Activities and Milestones

| Activities and Milestones  | When                             | Category | Total proposed budget (\$) | Equity Spend (\$) |
|--|----------------------------------|----------|----------------------------|-------------------|
| Strategic Resource Management<br>Review and where appropriate allocate resources to this area of work.<br>Quicksmart training to be undertaken with new and existing staff.  | from:<br>Term 1<br>to:<br>Term 4 |          | \$25,000.00                |                   |
| Strategic Resource Management<br>Review and where appropriate allocate resources to this area of work.<br>Specific Professional Development to be targeted, including:<br>-Numeracy- Andrea Hillbrick Mathematics consultant.<br>-Sounds Write       | from:<br>Term 2<br>to:<br>Term 2 |          | \$21,500.00                |                   |
| Professional learning<br>Design a PLP that aims to:<br>Develop teacher capacity and understanding to analyse and use student data to plan for effective teaching in Literacy and Numeracy.<br>Principal class and Learning specialists to attend DAT | from:<br>Term 1<br>to:<br>Term 4 |          | \$14,000.00                |                   |

|  |                                  |  |             |             |
|--|----------------------------------|--|-------------|-------------|
| (Data Analyse Tool) PD and implement via the PLC process.  |                                  |  |             |             |
| Professional learning<br>Design a PLP that aims to:<br>Develop teacher knowledge and capacity to work as effective teams utilizing a PLC process to improve Literacy and Numeracy outcomes through collaborative planning and assessment practices, including moderation.<br>Ensure all staff (F-6) are completing Fountas and Pinnell assessments at the end of term 2 and 4 and are uploading the results to ongoing trackers-spreadsheet on staff drive. This has been determined by the assessment schedule. | from:<br>Term 2<br>to:<br>Term 4 |  | \$4,000.00  |             |
| *Presentation to staff about utilising HBDI assessment within the classroom. Discussion of student results with a view to enhancing teaching practices.  | from:<br>Term 1<br>to:<br>Term 2 | <input checked="" type="checkbox"/> School-based staffing<br><input checked="" type="checkbox"/> Teaching and learning programs and resources<br><input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)  | \$2,500.00  | \$1,000.00  |
| *Provide opportunities for students to attend and be involved in leadership development.<br>Eg: 'Local Learning Project' Day - Year 4, Alpine School   | from:<br>Term 1<br>to:<br>Term 4 | <input checked="" type="checkbox"/> School-based staffing<br><input checked="" type="checkbox"/> Teaching and learning programs and resources<br><input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)<br><input checked="" type="checkbox"/> CRT | \$10,000.00 | \$10,000.00 |
| <b>Totals</b>  |                                  |  | \$77,000.00 |             |

### Additional Equity spend

| Outline here any additional Equity spend for 2019 | When | Category | Total proposed budget (\$) | Equity Spend (\$) |
|---|------|----------|----------------------------|-------------------|
|---|------|----------|----------------------------|-------------------|

|  |                                  |  |             |             |
|--|----------------------------------|--|-------------|-------------|
| Staffing 2019: 2 x 0.40 TF Learning Specialists and additional classroom support | from:<br>Term 1<br>to:<br>Term 4 | <input checked="" type="checkbox"/> School-based staffing<br><input checked="" type="checkbox"/> Teaching and learning programs and resources<br><input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)<br><input checked="" type="checkbox"/> CRT | \$90,000.00 | \$90,000.00 |
| <b>Totals</b>  |                                  |  | \$90,000.00 | \$90,000.00 |

## Professional Learning and Development Plan

| Professional Learning Priority   | Who  | When                             | Key Professional Learning Strategies  | Organisational Structure  | Expertise Accessed  | Where   |
|--|--|----------------------------------|---|---|---|---|
| <p>Workforce Planning</p> <p>Review the current workforce plan with a view to strengthening professional practice through the shared instructional model.</p> <p>Learning Specialists to complete Bastow course- 'Leading Excellence in Classroom Practice'.</p> | <input checked="" type="checkbox"/> Learning Specialist(s)   | from:<br>Term 1<br>to:<br>Term 2 | <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team<br><input checked="" type="checkbox"/> Curriculum development                  | <input checked="" type="checkbox"/> Professional Practice Day                                       | <input checked="" type="checkbox"/> Bastow program/course   | <input checked="" type="checkbox"/> Off-site<br>Bastow course for our two Learning Specialists. |
| <p>Workforce Planning</p> <p>Review the current workforce plan with a view to strengthening professional practice through the shared instructional model.</p> <p>Learning Specialists to implement relevant strategies from Bastow course.</p>                   | <input checked="" type="checkbox"/> Learning Specialist(s)   | from:<br>Term 2<br>to:<br>Term 4 | <input checked="" type="checkbox"/> Planning<br><input checked="" type="checkbox"/> Preparation   | <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions | <input checked="" type="checkbox"/> Learning Specialist   | <input checked="" type="checkbox"/> On-site   |
| <p>Strategic Resource Management</p> <p>Review and where appropriate allocate resources to this area of work.</p> <p>Quicksmart training to be undertaken with new and existing staff.</p>   | <input checked="" type="checkbox"/> Education Support<br><input checked="" type="checkbox"/> Numeracy Leader<br><input checked="" type="checkbox"/> Teacher(s) | from:<br>Term 1<br>to:<br>Term 4 | <input checked="" type="checkbox"/> Planning<br><input checked="" type="checkbox"/> Preparation<br><input checked="" type="checkbox"/> Curriculum development | <input checked="" type="checkbox"/> Professional Practice Day                                       | <input checked="" type="checkbox"/> School improvement partnerships<br><input checked="" type="checkbox"/> Learning Specialist<br><input checked="" type="checkbox"/> External consultants<br>Quicksmart PD | <input checked="" type="checkbox"/> Off-site<br>Quicksmart training at Warrnambool College.     |

|  |  |                                  |   |  |   |   |
|--|--|----------------------------------|---|--|---|---|
| <p>Strategic Resource Management Review and where appropriate allocate resources to this area of work.</p> <p>Specific Professional Development to be targeted, including:<br/>         -Numeracy- Andrea Hillbrick Mathematics consultant.<br/>         -Sounds Write</p> | <input checked="" type="checkbox"/> Literacy Leader<br><input checked="" type="checkbox"/> Numeracy Leader<br><input checked="" type="checkbox"/> Teacher(s) | from:<br>Term 2<br>to:<br>Term 2 | <input checked="" type="checkbox"/> Planning<br><input checked="" type="checkbox"/> Preparation<br><input checked="" type="checkbox"/> Curriculum development | <input checked="" type="checkbox"/> Professional Practice Day  | <input checked="" type="checkbox"/> External consultants<br>Andrea Hillbrick PD.                                    | <input checked="" type="checkbox"/> On-site |
| <p>Strategic Resource Management Review and where appropriate allocate resources to this area of work.</p> <p>Advertising and appointment of Numeracy Learning Specialist</p>  | <input checked="" type="checkbox"/> Leadership Team  | from:<br>Term 1<br>to:<br>Term 1 | <input checked="" type="checkbox"/> Planning<br><input checked="" type="checkbox"/> Preparation   | <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions  | <input checked="" type="checkbox"/> Learning Specialist<br><input checked="" type="checkbox"/> Maths/Sci Specialist | <input checked="" type="checkbox"/> On-site |
| <p>Strategic Resource Management</p> <p>Ensure a strong line of sight between AIP and PDP of all staff.</p> <p>Review document to be shared and discussed with all staff.</p>  | <input checked="" type="checkbox"/> School Improvement Team  | from:<br>Term 1<br>to:<br>Term 2 | <input checked="" type="checkbox"/> Planning<br><input checked="" type="checkbox"/> Preparation<br><input checked="" type="checkbox"/> Formalised PLC/PLTs    | <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions<br><input checked="" type="checkbox"/> PLC/PLT Meeting | <input checked="" type="checkbox"/> Internal staff  | <input checked="" type="checkbox"/> On-site |
| <p>Strategic Resource Management</p> <p>Ensure a strong line of sight between AIP and PDP of all staff.</p>  | <input checked="" type="checkbox"/> Leadership Team<br><input checked="" type="checkbox"/> School Improvement Team   | from:<br>Term 1<br>to:<br>Term 1 | <input checked="" type="checkbox"/> Planning<br><input checked="" type="checkbox"/> Preparation<br><input checked="" type="checkbox"/> Formalised PLC/PLTs    | <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions<br><input checked="" type="checkbox"/> PLC/PLT Meeting | <input checked="" type="checkbox"/> Internal staff  | <input checked="" type="checkbox"/> On-site |

|   |   |                                  |   |  |   |   |
|---|---|----------------------------------|---|--|---|---|
| Staff to be consulted regarding AIP content- goals, KIS's etc.  |   |                                  |   |  |   |   |
| Strategic Resource Management<br>Ensure a strong line of sight between AIP and PDP of all staff.<br>Staff PDP's to be prepopulated with overarching goals and two further goals consistent with the Review findings and AIP.  | <input checked="" type="checkbox"/> Leadership Team   | from:<br>Term 1<br>to:<br>Term 1 | <input checked="" type="checkbox"/> Planning<br><input checked="" type="checkbox"/> Preparation   | <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions  | <input checked="" type="checkbox"/> Internal staff  | <input checked="" type="checkbox"/> On-site                           |
| Professional learning<br>Design a PLP that aims to: Develop teacher capacity and understanding to analyse and use student data to plan for effective teaching in Literacy and Numeracy.<br>Principal class and Learning specialists to attend DAT (Data Analyse Tool) PD and implement via the PLC process. | <input checked="" type="checkbox"/> All Staff<br><input checked="" type="checkbox"/> Learning Specialist(s) | from:<br>Term 1<br>to:<br>Term 4 | <input checked="" type="checkbox"/> Planning<br><input checked="" type="checkbox"/> Preparation<br><input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team | <input checked="" type="checkbox"/> Professional Practice Day<br><input checked="" type="checkbox"/> PLC/PLT Meeting                                       | <input checked="" type="checkbox"/> SEIL<br><input checked="" type="checkbox"/> Departmental resources<br>DAT PD. | <input checked="" type="checkbox"/> Off-site<br>Unsure at this stage. |
| Professional learning<br>Design a PLP that aims to: Develop teacher knowledge and capacity to plan for and implement differentiated teaching practice in Literacy and Numeracy.<br>Leadership Team to role  | <input checked="" type="checkbox"/> Leadership Team   | from:<br>Term 1<br>to:<br>Term 4 | <input checked="" type="checkbox"/> Planning<br><input checked="" type="checkbox"/> Preparation<br><input checked="" type="checkbox"/> Demonstration lessons                      | <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions<br><input checked="" type="checkbox"/> PLC/PLT Meeting | <input checked="" type="checkbox"/> Internal staff  | <input checked="" type="checkbox"/> On-site                           |

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| model and scrutinise the use of "Learning Intentions" and the Instructional Model.   |   |  |  |  |  |   |
| <p>Professional learning<br/>Design a PLP that aims to: Develop teacher knowledge and capacity to work as effective teams utilizing a PLC process to improve Literacy and Numeracy outcomes through collaborative planning and assessment practices, including moderation. Ensure all staff (F-6) are completing Fountas and Pinnell assessments at the end of term 2 and 4 and are uploading the results to ongoing trackers-spreadsheet on staff drive. This has been determined by the assessment schedule.</p> | <input checked="" type="checkbox"/> Leadership Team<br><input checked="" type="checkbox"/> Teacher(s)       | <p>from:<br/>Term 2<br/>to:<br/>Term 4</p> | <input checked="" type="checkbox"/> Planning<br><input checked="" type="checkbox"/> Preparation<br><input checked="" type="checkbox"/> Design of formative assessments | <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions<br><input checked="" type="checkbox"/> PLC/PLT Meeting | <input checked="" type="checkbox"/> Internal staff | <input checked="" type="checkbox"/> On-site |
| <p>Professional learning<br/>Design a PLP that aims to: Develop teacher knowledge and capacity to work as effective teams utilizing a PLC process to improve Literacy and Numeracy outcomes through collaborative planning and assessment practices, including moderation. Development of scope and</p>  | <input checked="" type="checkbox"/> All Staff<br><input checked="" type="checkbox"/> Learning Specialist(s) | <p>from:<br/>Term 2<br/>to:<br/>Term 4</p> | <input checked="" type="checkbox"/> Planning<br><input checked="" type="checkbox"/> Preparation<br><input checked="" type="checkbox"/> Curriculum development          | <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions<br><input checked="" type="checkbox"/> PLC/PLT Meeting | <input checked="" type="checkbox"/> Internal staff | <input checked="" type="checkbox"/> On-site |



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| sequence documents across the P-12.  |  |                                  |   |  |  |   |
| Monitoring using the improvement cycle<br>Utilize the improvement cycle to monitor student learning growth and establish routine processes and procedures to enable disciplined use of the improvement cycle.<br>All data sets (immediately they become available) are to be interrogated. | <input checked="" type="checkbox"/> Assistant Principal<br><input checked="" type="checkbox"/> Principal | from:<br>Term 1<br>to:<br>Term 4 | <input checked="" type="checkbox"/> Planning<br><input checked="" type="checkbox"/> Preparation   | <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions<br><input checked="" type="checkbox"/> PLC/PLT Meeting | <input checked="" type="checkbox"/> Internal staff                               | <input checked="" type="checkbox"/> On-site |
| Monitoring using the improvement cycle<br>Ensure solutions to challenges and barriers collaboratively discussed with stakeholders.<br>Numeracy staff to identify priority areas to focus on with Andrea Hillbrick (during PD)  | <input checked="" type="checkbox"/> Learning Specialist(s)   | from:<br>Term 1<br>to:<br>Term 2 | <input checked="" type="checkbox"/> Planning<br><input checked="" type="checkbox"/> Preparation<br><input checked="" type="checkbox"/> Curriculum development | <input checked="" type="checkbox"/> Professional Practice Day  | <input checked="" type="checkbox"/> External consultants<br>Andrea Hillbrick PD. | <input checked="" type="checkbox"/> On-site |
| Monitoring using the improvement cycle<br>Ensure solutions to challenges and barriers collaboratively discussed with stakeholders.<br>Barriers and challenges to programs and teaching to be discussed in PLCs as required, e.g. when  | <input checked="" type="checkbox"/> Learning Specialist(s)   | from:<br>Term 1<br>to:<br>Term 4 | <input checked="" type="checkbox"/> Planning<br><input checked="" type="checkbox"/> Preparation<br><input checked="" type="checkbox"/> Formalised PLC/PLTs    | <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions  | <input checked="" type="checkbox"/> Internal staff                               | <input checked="" type="checkbox"/> On-site |

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| implementing programs such as Sounds Write (e.g. we ensure staff are all trained in particular areas and local PD to undertaken when appropriate)  |  |                                  |   |   |   |   |
| Monitoring using the improvement cycle<br>Ensure professional learning for staff is embedded in the approach to implementation. Information from DAT PD days to be brought back in PLCs systematically and then utilised in classrooms (compulsory in 3-6 and P-2 trialling too)                               | <input checked="" type="checkbox"/> Learning Specialist(s) | from:<br>Term 2<br>to:<br>Term 4 | <input checked="" type="checkbox"/> Planning<br><input checked="" type="checkbox"/> Preparation<br><input checked="" type="checkbox"/> Formalised PLC/PLTs  | <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions<br><input checked="" type="checkbox"/> PLC/PLT Meeting  | <input checked="" type="checkbox"/> Learning Specialist   | <input checked="" type="checkbox"/> On-site |
| *Peer Observations: develop a common template that staff can use across the P-12. Staff to complete three peer observations in 2019. (Three being observed & three observing for their own professional development). For example: utilisation of the Swivl camera. These will be included in the PDP process. | <input checked="" type="checkbox"/> All Staff              | from:<br>Term 1<br>to:<br>Term 4 | <input checked="" type="checkbox"/> Planning<br><input checked="" type="checkbox"/> Peer observation including feedback and reflection<br><input checked="" type="checkbox"/> Individualised Reflection | <input checked="" type="checkbox"/> Professional Practice Day<br><input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions<br><input checked="" type="checkbox"/> PLC/PLT Meeting | <input checked="" type="checkbox"/> Teaching partners<br><input checked="" type="checkbox"/> Learning Specialist  | <input checked="" type="checkbox"/> On-site |
| *PLC's - designate a time at least once a term where teachers will discuss feedback from students. This  | <input checked="" type="checkbox"/> All Staff              | from:<br>Term 2<br>to:<br>Term 4 | <input checked="" type="checkbox"/> Preparation<br><input checked="" type="checkbox"/> Formalised PLC/PLTs  | <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions<br><input checked="" type="checkbox"/> PLC/PLT Meeting  | <input checked="" type="checkbox"/> PLC Initiative<br><input checked="" type="checkbox"/> Internal staff<br><input checked="" type="checkbox"/> Learning Specialist | <input checked="" type="checkbox"/> On-site |

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| will include data from their classes or the student opinion survey.  |  |                                  | <input checked="" type="checkbox"/> Student voice, including input and feedback  |   |  |  |
| *Staff will provide evidence of feedback to students; providing information on 'how' they can improve their 'learning outcomes' in the future.   | <input checked="" type="checkbox"/> All Staff  | from:<br>Term 1<br>to:<br>Term 4 | <input checked="" type="checkbox"/> Curriculum development<br><input checked="" type="checkbox"/> Formalised PLC/PLTs<br><input checked="" type="checkbox"/> Student voice, including input and feedback | <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions<br><input checked="" type="checkbox"/> PLC/PLT Meeting  | <input checked="" type="checkbox"/> Teaching partners<br><input checked="" type="checkbox"/> Internal staff<br><input checked="" type="checkbox"/> Learning Specialist   | <input checked="" type="checkbox"/> On-site  |
| *Leadership will develop a series of questions that could be asked of staff to ensure that the Instructional Model is being utilised in the classroom. This will occur during the planning process. Leadership to attend some planning meetings. | <input checked="" type="checkbox"/> All Staff<br><input checked="" type="checkbox"/> Leadership Team   | from:<br>Term 2<br>to:<br>Term 4 | <input checked="" type="checkbox"/> Planning<br><input checked="" type="checkbox"/> Curriculum development<br><input checked="" type="checkbox"/> Formalised PLC/PLTs                                    | <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions<br><input checked="" type="checkbox"/> Timetabled Planning Day<br><input checked="" type="checkbox"/> PLC/PLT Meeting | <input checked="" type="checkbox"/> Leadership partners<br><input checked="" type="checkbox"/> Internal staff<br><input checked="" type="checkbox"/> Learning Specialist<br><input checked="" type="checkbox"/> Literacy Leaders<br><input checked="" type="checkbox"/> Maths/Sci Specialist | <input checked="" type="checkbox"/> On-site  |
| *Teaching teachers ways of implementing peer feedback at the P-12 meetings.  | <input checked="" type="checkbox"/> All Staff<br><input checked="" type="checkbox"/> Leadership Team<br><input checked="" type="checkbox"/> Learning Specialist(s)   | from:<br>Term 2<br>to:<br>Term 4 | <input checked="" type="checkbox"/> Planning<br><input checked="" type="checkbox"/> Preparation<br><input checked="" type="checkbox"/> Demonstration lessons   | <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions   | <input checked="" type="checkbox"/> Literacy expertise<br><input checked="" type="checkbox"/> Teaching partners<br><input checked="" type="checkbox"/> Leadership partners<br><input checked="" type="checkbox"/> Internal staff<br><input checked="" type="checkbox"/> Learning Specialist  | <input checked="" type="checkbox"/> On-site  |
| *Provide opportunities for students to attend and be involved in leadership development.<br>Eg: 'Local Learning Project' Day - Year 4, Alpine School   | <input checked="" type="checkbox"/> Assistant Principal<br><input checked="" type="checkbox"/> Principal<br><input checked="" type="checkbox"/> Student(s)<br><input checked="" type="checkbox"/> Teacher(s) | from:<br>Term 1<br>to:<br>Term 4 | <input checked="" type="checkbox"/> Planning<br><input checked="" type="checkbox"/> Preparation<br><input checked="" type="checkbox"/> Student voice, including input and feedback                       | <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions<br><input checked="" type="checkbox"/> Regional Leadership Conferences  | <input checked="" type="checkbox"/> Leadership partners<br><input checked="" type="checkbox"/> Internal staff<br><input checked="" type="checkbox"/> External consultants<br><br>Supreme Incursions<br>Deakin University<br>Leadership Seminar   | <input checked="" type="checkbox"/> Off-site<br>Students are attending a number of external leadership seminars. |

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|  |  |                                  |   |  | Alpine School School Council Lions Youth of the Year Rypen Leadership Conference |   |
| *Staff and students complete an audit of current and possible future opportunities at Terang College to provide 'student voice and agency'. Results to be examined, plan developed and priorities implemented. | <input checked="" type="checkbox"/> All Staff<br><input checked="" type="checkbox"/> Assistant Principal<br><input checked="" type="checkbox"/> Student(s) | from:<br>Term 2<br>to:<br>Term 4 | <input checked="" type="checkbox"/> Planning<br><input checked="" type="checkbox"/> Curriculum development<br><input checked="" type="checkbox"/> Student voice, including input and feedback | <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions<br><input checked="" type="checkbox"/> PLC/PLT Meeting | <input checked="" type="checkbox"/> Internal staff                               | <input checked="" type="checkbox"/> On-site |