

# 2021 Annual Implementation Plan

## for improving student outcomes

Ascot Vale Heights School (5109)



Submitted for review by Colin Schot (School Principal) on 01 December, 2020 at 04:36 PM  
Awaiting endorsement by Senior Education Improvement Leader  
Awaiting endorsement by School Council President

## Self-evaluation Summary - 2021

	<b>FISO Improvement Model Dimensions</b> The 6 High-impact Improvement Initiatives are highlighted below in red.	<b>Self-evaluation Level</b>
<b>Excellence in teaching and learning</b>	Building practice excellence	Evolving
	Curriculum planning and assessment	Evolving moving towards Embedding
	Evidence-based high-impact teaching strategies	Evolving
	Evaluating impact on learning	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	Evolving moving towards Embedding

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

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

<b>Enter your reflective comments</b>	<p>This self -evaluation has confirmed the work that the school needs to focus on in 2021.</p> <p>Embed the PLC structures to support teacher collaboration, reflection and strengthening of teacher practice.</p> <p>Implement evidence-based teaching strategies - HITS and tailor learning interventions to the needs of the students.</p> <p>2021Hits Focus: Collaborative learning, feedback and goal setting.</p> <p>Establish a whole school approach to social-emotional learning, belonging and engagement.</p> <p>Build staff capacity to integrate digital learning and build their capacity to strengthen student voice and agency in their learning and engagement at the school level.</p>
<b>Considerations for 2021</b>	<p>The school will focus on three DET priorities:</p> <p>Learning catch - up and extension priority</p> <p>Happy, active and healthy kids</p> <p>Connected schools</p>

	<p>The school will also continue to focus on reading as a priority and place a high priority on teaching staff engagement in school improvement team, curriculum, moderation and assessment.</p>
<p><b>Documents that support this plan</b></p>	<p>2020 Parent Opinion Survey.pdf (0.07 MB)  Absences Dashboard AVSS.pdf (0.2 MB)  AVSS 2020 Achievement Data.pptx (0.21 MB)  AVSS English Data.pdf (0.21 MB)  AVSS Raw Data 2020.xlsx (0.02 MB)  Certificate.pdf (0.18 MB)  Parent opinion dashboard AVSS.pdf (0.21 MB)  School Staff Survey AVSS School Climate.pdf (0.21 MB)  TJ Growth Dashboard-3 AVSS Maths.pdf (0.2 MB)</p>

## SSP Goals Targets and KIS

<b>Goal 1</b>	2021 Priorities Goal
<b>Target 1.1</b>	Support for the 2021 Priorities
<b>Key Improvement Strategy 1.a</b> Curriculum planning and assessment	Learning, catch-up and extension priority
<b>Key Improvement Strategy 1.b</b> Health and wellbeing	Happy, active and healthy kids priority
<b>Key Improvement Strategy 1.c</b> Building communities	Connected schools priority
<b>Goal 2</b>	To maximize the learning growth of every student in a culture of high expectations.
<b>Target 2.1</b>	<ul style="list-style-type: none"> <li>○ 100% of teachers will be participating in effective professional learning communities that will be a “non-negotiable” expectation of teaching at AVSS.</li> <li>○ 100% of students (A to D) have ABLES and other assessments recorded through the Insight Assessment Portal and Compass.</li> <li>○ 100% of students (F-10) will have System Reporting Data entered through CASES21 twice a year for Mathematics, English, Health &amp; Physical Education, Personal &amp; Social Capabilities, Visual Arts and (Science in 2019)</li> <li>○ 100% of teachers engaged in giving and receiving feedback in their PLCs and Learning Centre Meetings on student work and on their instructional practice as evidenced on their growth on the HITS Maturity Matrix.</li> <li>○ 95% of students will attain their VCAL certificate in their completion year.</li> </ul>

	<ul style="list-style-type: none"> <li>○ 90% or above, of students, will achieve learning growth within the Learning Areas of English, Mathematics, Personal &amp; Social Capability and Science.</li> <li>○ School Climate Module Staff Opinion Survey data above 80th percentile in the areas of Guaranteed and Viable Curriculum, Collective focus on Student Learning.</li> <li>○ School Climate Module Staff Opinion Survey data at the 85th percentile in Academic Emphasis.</li> <li>○ Learning Focus results within the Parent Opinion Survey data at the 85th percentile</li> </ul>
<p><b>Key Improvement Strategy 2.a</b> Evidence-based high-impact teaching strategies</p>	<p>Build and develop practice excellence in literacy for teaching and education support staff The school will continue its work in building practice excellence in literacy with the priority focus being reading and viewing. The school in 2021 will have a greater focus on authentic literacy to stimulate student interest and engagement in their learning and greater connection with the school.</p>
<p><b>Goal 3</b></p>	<p>To deepen student engagement in their learning and to achieve a pathway appropriate to their needs.</p>
<p><b>Target 3.1</b></p>	<ul style="list-style-type: none"> <li>▪ By 2020 the mean absence rate to be below 14.</li> <li>▪ Destination data (On Track) for final year students to show that all students have been successfully placed in a post-school option.</li> <li>▪ Student Attitudes to School Surveys in the domain of Learner Characteristics and Disposition to show an overall score of at least 85% in Student Resilience and at least 95% in Student Motivation &amp; Interest to learn.</li> <li>▪ The response rate from the Parent Opinion Survey to show growth.</li> <li>▪ Parent opinion as expressed in the “Parent Opinion Survey” scores in the Student Engagement variables of: <ul style="list-style-type: none"> <li>▪ Student Motivation</li> <li>▪ School Connectedness, to show growth.</li> </ul> </li> </ul> <p>Staff Opinion Modules to reflect growth against the following benchmark percentages: Teaching &amp; Learning-Implementation :</p> <ul style="list-style-type: none"> <li>▪ student ownership of learning goals (Prin/Teach) (26.7%)</li> <li>▪ Support Growth &amp; Learning of whole student (Prin/Teach) (66.7%)</li> <li>▪ Believe student engagement is key to learning (Prin/Teach) (86.7%)</li> </ul>

	<ul style="list-style-type: none"> <li>▪ Use student feedback to improve practice (Prin/Teach) (26.7%)</li> </ul>
<b>Key Improvement Strategy 3.a</b> Curriculum planning and assessment	To introduce a curriculum option for senior secondary students as an alternative to VCAL that increases accessibility and student engagement for these senior secondary students.
<b>Goal 4</b>	To build a positive and inclusive learning environment that nurtures the wellbeing of every student.
<b>Target 4.1</b>	<p>The Student Attitude to School Surveys reflect growth against the following benchmark percentages:</p> <ul style="list-style-type: none"> <li>• Effective Teaching Practice for Cognitive Engagement - Stimulated learning (81%)</li> <li>• Teacher-Student Relations - Effort (81%)</li> <li>• Learner Characteristics and Disposition - Resilience (78%)</li> <li>• Social Engagement- School Connectedness (Sense of belonging) (75%)</li> <li>• Student Safety - Managing bullying (74%)</li> <li>• Experience of Bullying - Experience of bullying (26%)</li> </ul> <p>Staff Opinion Modules to reflect growth against the following benchmark percentages:</p> <ul style="list-style-type: none"> <li>• School Climate - Collective Focus on Student Learning (Prin/Teach) 73.5%</li> <li>• Parent Community Involvement (Prin/Teach) 66.7%</li> </ul>
<b>Key Improvement Strategy 4.a</b> Empowering students and building school pride	Build the capacity of students to have voice and agency over their learning and programs. Students will be encouraged to set their own learning goal, establish career action plans and be supported to celebrate their learning with their parents, carers & kin.





## 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> <p>For all students in the tutoring program to achieve learning growth against defined goals as measured by credits towards their VCAL certificate or the achievement of their VCAL certificate.</p> <p>PLC maturity matrix results show a significant improvement in the work of the PLC and student achievement results indicate significant learning growth</p> <p>The health and wellbeing of students reflected in an increase in student engagement, attendance and in the reduction of Compass Chronicles and Edusafe reports.</p> <p>The school's ePotential Survey shows growth in staff capabilities in using ICT to support students and parents/carers &amp; kin</p>
To maximize the learning growth of every student in a culture of high expectations.	Yes	<ul style="list-style-type: none"> <li>○ 100% of teachers will be participating in effective professional learning communities that will be a “non-negotiable” expectation of teaching at AVSS.</li> </ul>	<p>BAS (F-10) School Growth Data-Increase 2020 data result by 10%</p> <p>95% of ILP learning goals show achieved. Goals are tracked using Seesaw skills</p>

		<ul style="list-style-type: none"> <li>○ 100% of students (A to D) have ABLES and other assessments recorded through the Insight Assessment Portal and Compass.</li> <li>○ 100% of students (F-10) will have System Reporting Data entered through CASES21 twice a year for Mathematics, English, Health &amp; Physical Education, Personal &amp; Social Capabilities, Visual Arts and (Science in 2019)</li> <li>○ 100% of teachers engaged in giving and receiving feedback in their PLCs and Learning Centre Meetings on student work and on their instructional practice as evidenced on their growth on the HITS Maturity Matrix.</li> <li>○ 95% of students will attain their VCAL certificate in their completion year.</li> <li>○ 90% or above, of students, will achieve learning growth within the Learning Areas of English, Mathematics, Personal &amp; Social Capability and Science.</li> <li>○ School Climate Module Staff Opinion Survey data above 80th percentile in the areas of Guaranteed and Viable Curriculum, Collective focus on Student Learning.</li> <li>○ School Climate Module Staff Opinion Survey data at the 85th percentile in Academic Emphasis.</li> <li>○ Learning Focus results within the Parent Opinion Survey data at the 85th percentile</li> </ul>	<p>view</p> <p>Achievement Data- English Modes:</p> <p>Reading &amp; Viewing, Speaking and Listening and Writing-increase on 2020 data result by 10% for all modes.</p> <p>100% of teachers engaged in the PLC cycle as evidenced by the PLC Maturity Matrix. Teachers instructional practice growth is evidenced in the HITS Maturity Matrix.</p> <p>Increase cohort levels (A- D) and (F-4) in English Modes by 10% over 2020 results for these cohorts.</p>
<p>To deepen student engagement in their learning and to achieve a pathway appropriate to their needs.</p>	<p>Yes</p>	<ul style="list-style-type: none"> <li>▪ By 2020 the mean absence rate to be below 14.</li> <li>▪ Destination data (On Track) for final year students to show that all students have</li> </ul>	<p>In 2021 the mean absence rate to be below 19 Destination data</p> <p>School data for final year students to show that all students have been</p>

		<p>been successfully placed in a post-school option.</p> <ul style="list-style-type: none"> <li>▪ Student Attitudes to School Surveys in the domain of Learner Characteristics and Disposition to show an overall score of at least 85% in Student Resilience and at least 95% in Student Motivation &amp; Interest to learn.</li> <li>▪ The response rate from the Parent Opinion Survey to show growth.</li> <li>▪ Parent opinion as expressed in the “Parent Opinion Survey” scores in the Student Engagement variables of: <ul style="list-style-type: none"> <li>▪ Student Motivation</li> <li>▪ School Connectedness, to show growth.</li> </ul> </li> </ul> <p>Staff Opinion Modules to reflect growth against the following benchmark percentages: Teaching &amp; Learning-Implementation :</p> <ul style="list-style-type: none"> <li>▪ student ownership of learning goals (Prin/Teach) (26.7%)</li> <li>▪ Support Growth &amp; Learning of whole student (Prin/Teach) (66.7%)</li> <li>▪ Believe student engagement is key to learning (Prin/Teach) (86.7%)</li> <li>▪ Use student feedback to improve practice (Prin/Teach) (26.7%)</li> </ul>	<p>successfully placed in a post-school option.</p> <p>Student self-assessment survey data results between semester 1 to 2, indicates high engagement in Deep Learning by students at 85% plus.</p>
<p>To build a positive and inclusive learning environment that nurtures the wellbeing of every student.</p>	<p>Yes</p>	<p>The Student Attitude to School Surveys reflect growth against the following benchmark percentages:</p> <ul style="list-style-type: none"> <li>● Effective Teaching Practice for Cognitive Engagement - Stimulated learning (81%)</li> </ul>	<p>Improve student attitude to School survey results in the following areas: resilience, school connectedness, school stage transitions - new students, managing bullying over the results achieved for these areas in 2020.</p>

		<ul style="list-style-type: none"> <li>• Teacher-Student Relations - Effort (81%)</li> <li>• Learner Characteristics and Disposition - Resilience (78%)</li> <li>• Social Engagement- School Connectedness (Sense of belonging) (75%)</li> <li>• Student Safety - Managing bullying (74%)</li> <li>• Experience of Bullying - Experience of bullying (26%)</li> </ul> <p>Staff Opinion Modules to reflect growth against the following benchmark percentages:</p> <ul style="list-style-type: none"> <li>• School Climate - Collective Focus on Student Learning (Prin/Teach) 73.5%</li> <li>• Parent Community Involvement (Prin/Teach) 66.7%</li> </ul>	<p>Personal and Social Capabilities achievement data 2021 records an increase in the number of students from A-F to F-10 between semester 1 to semester 2 when compared to 2020 data.</p> <p>Maintain AVSS TFI (SWPBS) results against 2020 data achieved.</p> <p>Evidence that students have been engaged in negotiating a personal learning goal.</p>
--	--	---	---

<b>Goal 1</b>	2021 Priorities Goal
<b>12 Month Target 1.1</b>	<p>For all students in the tutoring program to achieve learning growth against defined goals as measured by credits towards their VCAL certificate or the achievement of their VCAL certificate.</p> <p>PLC maturity matrix results show a significant improvement in the work of the PLC and student achievement results indicate significant learning growth</p> <p>The health and wellbeing of students reflected in an increase in student engagement, attendance and in the reduction of Compass Chronicles and Edusafe reports.</p>

	The school's ePotential Survey shows growth in staff capabilities in using ICT to support students and parents/carers & kin	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> Curriculum planning and assessment	Learning, catch-up and extension priority	Yes
<b>KIS 2</b> Health and wellbeing	Happy, active and healthy kids priority	Yes
<b>KIS 3</b> 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.	
<b>Goal 2</b>	To maximize the learning growth of every student in a culture of high expectations.	
<b>12 Month Target 2.1</b>	<p>BAS (F-10) School Growth Data- Increase 2020 data result by 10%</p> <p>95% of ILP learning goals show achieved. Goals are tracked using Seesaw skills view</p> <p>Achievement Data- English Modes:</p> <p>Reading &amp; Viewing, Speaking and Listening and Writing-increase on 2020 data result by 10% for all modes.</p> <p>100% of teachers engaged in the PLC cycle as evidenced by the PLC Maturity Matrix. Teachers instructional practice growth is evidenced in the HITS Maturity Matrix.</p>	

	Increase cohort levels (A- D) and (F-4) in English Modes by 10% over 2020 results for these cohorts.	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> Evidence-based high-impact teaching strategies	Build and develop practice excellence in literacy for teaching and education support staff The school will continue its work in building practice excellence in literacy with the priority focus being reading and viewing. The school in 2021 will have a greater focus on authentic literacy to stimulate student interest and engagement in their learning and greater connection with 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.	The significant interruption to the onsite learning for the students and for the work of the staff due to COVID-19 has left the school with little choice but to continue this KIS strategy. The school will use this strategy to engage in Deep Learning Projects for the students that will centre on authentic literacy experiences and opportunities for the students to develop their literacy skills.	
<b>Goal 3</b>	To deepen student engagement in their learning and to achieve a pathway appropriate to their needs.	
<b>12 Month Target 3.1</b>	In 2021 the mean absence rate to be below 19 Destination data  School data for final year students to show that all students have been successfully placed in a post-school option.  Student self-assessment survey data results between semester 1 to 2, indicates high engagement in Deep Learning by students at 85% plus.	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b>	To introduce a curriculum option for senior secondary students as an alternative to VCAL that increases accessibility and student engagement for these senior secondary students.	Yes

Curriculum planning and assessment		
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 student cohort of the school has changed. Not all the students can engage or complete the VCAL Foundation Certificate and need an alternative course which meets their learning needs and capabilities.	
<b>Goal 4</b>	To build a positive and inclusive learning environment that nurtures the wellbeing of every student.	
<b>12 Month Target 4.1</b>	<p>Improve student attitude to School survey results in the following areas: resilience, school connectedness, school stage transitions - new students, managing bullying over the results achieved for these areas in 2020.</p> <p>Personal and Social Capabilities achievement data 2021 records an increase in the number of students from A-F to F-10 between semester 1 to semester 2 when compared to 2020 data.</p> <p>Maintain AVSS TFI (SWPBS) results against 2020 data achieved.</p> <p>Evidence that students have been engaged in negotiating a personal learning goal.</p>	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> Empowering students and building school pride	Build the capacity of students to have voice and agency over their learning and programs. Students will be encouraged to set their own learning goal, establish career action plans and be supported to celebrate their learning with their parents, carers & kin.	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.

It is critical that all students are able to have a voice and agency over their learning and are confident in their ability to use their voice to express their feelings and opinions.



## Define Actions, Outcomes and Activities

<b>Goal 1</b>	2021 Priorities Goal
<b>12 Month Target 1.1</b>	<p>For all students in the tutoring program to achieve learning growth against defined goals as measured by credits towards their VCAL certificate or the achievement of their VCAL certificate.</p> <p>PLC maturity matrix results show a significant improvement in the work of the PLC and student achievement results indicate significant learning growth</p> <p>The health and wellbeing of students reflected in an increase in student engagement, attendance and in the reduction of Compass Chronicles and Edusafe reports.</p> <p>The school's ePotential Survey shows growth in staff capabilities in using ICT to support students and parents/carers &amp; kin</p>
<b>KIS 1</b> Curriculum planning and assessment	Learning, catch-up and extension priority
<b>Actions</b>	<p>Implement the PLC structures to support teacher collaboration, moderation and use of reflection to strengthen teaching practice.</p> <p>Use multiple sources of data to plan and deliver differentiated learning for all students.</p> <p>Increase staff capacity to monitor and track student learning growth using multiple sources of data in PLC Cycle</p> <p>Implement the PLC Maturity Matrix and use the progression points on the Matrix continuum to build teacher knowledge and understanding of the work of the PLC.</p> <p>Build staff capacity to use informative and summative assessments for cohorts and individual students through the work of the PLC</p> <p>School leaders will develop, implement and monitor a tutoring program for VCAL students</p> <p>Establish processes of collaboration to ensure teacher and tutor collaboration in the planning and implementation and monitoring of student learning and achievement</p>

	<p>School will identify students with the greatest need of catch up to complete their ASDAN and VCAL certificates as well as identified students in secondary and primary requiring additional support in their learning.</p>
<p><b>Outcomes</b></p>	<p>Teachers will have increased collaborative and collective responsibility through the PLC process to use evidenced based research and build on their instructional practice.</p> <p>Teachers differentiated will be inquiry and classroom planning and visible in classroom practice.</p> <p>Teachers will have the knowledge and the skill to use multiple sources of data to monitor and track student learning growth.</p> <p>Teachers through PLC Maturity Matrix Continuum will have the knowledge and the skill to use this continuum to progress the work of the PLC.</p> <p>School tutoring plan has identified students needing the greatest catch up to complete their ASDAN and VCAL certificates and students in secondary and primary in need of additional support.</p> <p>Successful collaboration occurring with tutors and senior secondary staff to support the catch up and learning extension of students.</p> <p>Tutors employed and a program established for an identified student senior secondary cohort of students.</p> <p>Tutors providing one and one and small group intervention to support students within the required time frame to complete VCAL units.</p> <p>Tutors log books indicate the levels of achievement gained with in the tutoring cohort.</p> <p>School leadership will have tracked and monitored the impact of the tutoring program on the senior secondary cohort results recorded in ASDAN and VCAL units of work.</p>
<p><b>Success Indicators</b></p>	<p>Growth in the PLC Maturity Matrix recorded</p> <p>FISO Continuum of Practice: Practice Excellence Growth in the continuum of practice recorded</p> <p>Strong recorded learning growth recorded in the learning areas of English and Mathematics</p> <p>Differentiated learning will be visible in the learning centres.</p> <p>Successful collaboration has enabled a highly successful result for the students as tracked by the evidence and the data for this program/</p>

	<p>Successful completion of the VCAL and ASDAN certificates for year 12          Successful completion of VCAL and ASDAN units for year 11 students.          Successful completion of units of competency in VET studies.          Students learning VCAL portfolios evidence the work and the completion requirements of ASDAN and VCAL units of work as well student learning growth.          Statement of Expectations: Teachers, evidence of learning and outcomes achieved in PLC Inquiry's.</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
<p>PLC Leaders Weekly Meetings established to front load PLC leaders and build their leadership capacity to provide support and direction to lead the work of the PLC to achieve goals and priorities. Tutoring program successfully implemented to support senior secondary ASDAN and VCAL students to catch up on their work requirements.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assistant Principal</li> <li><input checked="" type="checkbox"/> Leading Teacher(s)</li> <li><input checked="" type="checkbox"/> Learning Specialist(s)</li> <li><input checked="" type="checkbox"/> Teacher(s)</li> </ul>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$63,200.00</p> <p><input checked="" type="checkbox"/> Equity funding will be used</p>
<p><b>KIS 2</b> Health and wellbeing</p>	<p>Happy, active and healthy kids priority</p>			
<p><b>Actions</b></p>	<p>Happy, active and healthy &amp; kids:          The school will establish a whole school approach to social-emotional learning or belonging and engagement.          Strengthen in-class relationships through peer and group learning activities through RRRR, SWPBS and Zones of Regulation          Establish mentoring sessions from positive role models focused on self-awareness, management, problem-solving &amp; social skills.          Appoint a mental health practitioner to support secondary students that are experiencing mental health and wellbeing issues          Student wellbeing coordinator to oversee the role of mental health practitioner and the allocation of the work.          Provide professional learning opportunities for staff in social emotional learning or belonging and engagement          Regular fortnightly meetings of SWPBS team</p>			
<p><b>Outcomes</b></p>	<p>Established a whole school approach to social-emotional learning or belonging and engagement          Strengthened in-class relationships through peer and group learning RRRR, SWPS and Zones of Regulation          Established mentoring sessions from positive role models focused on self-awareness, self -management, problem-solving and social skills</p>			

	<p>Student wellbeing coordinator overseeing the role of the mental health practitioner and the allocation of student referrals. SWPBS team has implemented processes and systems to support the wellbeing and mental health of students Professional learning delivered to staff has improved the awareness of staff to identify and support students with mental health and wellbeing issues.</p>			
<b>Success Indicators</b>	<p>Teachers and leaders have integrated social-emotional learning into the school practice, policies and programs. Teachers have identified at-risk students to receive targeted support in a timely manner. Teachers have provided families of at-risk students with regular communication and support from the school. Feedback and outcomes from the mental health initiative, appointment of the mental health practitioner (.4) from students, families has been received by staff as highly positive for supporting the health and wellbeing of students. Staff have engaged in professional learning around the zones of regulation, signing and engagement of students Mental health practitioner, Student wellbeing coordinator, and SWPBS team have been highly visible and active in the implementation of the health and wellbeing KIS strategy.</p>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
<p>Classroom observations and learning walks demonstrate take-up of professional learning strategies Differentiated curriculum documents and evidence of student learning at different levels Differentiated resources used in tailored supports Staff using the expertise of the mental practitioner and the number of referrals indicate that this initiative is having a positive impact in support students and families dealing with mental health and wellbeing issues. Staff knowledge and the ability to meet the needs of students and families that are dealing with social emotional, belonging or engagement issues reflected in their confidence to manage these situations and increased awareness to identify these issues when they are occurring in their learning spaces.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Allied Health</li> <li><input checked="" type="checkbox"/> Leading Teacher(s)</li> <li><input checked="" type="checkbox"/> Student Wellbeing Co-ordinator</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> PLP Priority</li> </ul>	<p>from: Term 2 to: Term 4</p>	<p>\$55,000.00</p> <p><input type="checkbox"/> Equity funding will be used</p>
<b>KIS 3</b> Building communities	Connected schools priority			

<b>Actions</b>	Build staff capacity to integrate digital learning into the learning tasks and activities of students. Create opportunities for more regular meetings using digital technologies between parents /carers/kin and teachers using the Seesaw platform, Compass ,Webex online conferencing. Ensure the benefits and resources of digital learning continue to be available for every student. Ensure that students in the receipt of equity funding have the equipment and resources to meet their learning needs and an access to the curriculum.			
<b>Outcomes</b>	Teachers will have strong relationships with students and parent /carers/kin. Teachers will be confident in integrating digital learning pedagogy into their learning environment. Teachers will ensure that all students will be connected to resources and learning opportunities and know how to use these digital platforms and devices.			
<b>Success Indicators</b>	Whole school surveys(SSS ATOSS) Positive student survey data ( internal surveys) ATOSS Student perception and survey data			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Integrate opportunities for the students to learn from the community across the curriculum through guest speakers , excursions and events	<input checked="" type="checkbox"/> All Staff <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
Invite local community leaders and members to celebrate student learning , school open days , assemblies, and other school sports	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00  <input type="checkbox"/> Equity funding will be used
Equipment and resources provided where necessary to support to students that require special equipment to support their learning needs and access to the curriculum.	<input checked="" type="checkbox"/> Allied Health <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	<input type="checkbox"/> PLP Priority	from: Term 1	\$16,203.00

			to: Term 4	<input checked="" type="checkbox"/> Equity funding will be used
<b>Goal 2</b>	To maximize the learning growth of every student in a culture of high expectations.			
<b>12 Month Target 2.1</b>	<p>BAS (F-10) School Growth Data- Increase 2020 data result by 10%</p> <p>95% of ILP learning goals show achieved. Goals are tracked using Seesaw skills view</p> <p>Achievement Data- English Modes:</p> <p>Reading &amp; Viewing, Speaking and Listening and Writing-increase on 2020 data result by 10% for all modes.</p> <p>100% of teachers engaged in the PLC cycle as evidenced by the PLC Maturity Matrix. Teachers instructional practice growth is evidenced in the HITS Maturity Matrix.</p> <p>Increase cohort levels (A- D) and (F-4) in English Modes by 10% over 2020 results for these cohorts.</p>			
<b>KIS 1</b> Evidence-based high-impact teaching strategies	<p>Build and develop practice excellence in literacy for teaching and education support staff</p> <p>The school will continue its work in building practice excellence in literacy with the priority focus being reading and viewing. The school in 2021 will have a greater focus on authentic literacy to stimulate student interest and engagement in their learning and greater connection with the school.</p>			
<b>Actions</b>	<p>An external consultant will be employed to support the staff in building their authentic literacy practice excellence.</p> <p>The assistant principal and the learning specialist will also support the staff in building their literacy practice.</p> <p>Professional learning will be provided to all staff with an emphasis on staff learning from each other.</p> <p>PLC team will use the PLC cycle of inquiry to research and implement evidence-based teaching strategies to deepen the literacy practice of staff.</p>			

	Teachers will engage in deep learning projects that will create authentic literacy experiences and opportunities for students to publish, present and celebrate.			
<b>Outcomes</b>	<p>Teachers will be able to raise the engagement and the connectedness of the students in literacy.</p> <p>Teachers will have a balanced approach to teaching literacy and with access to professional learning will be more confident in meeting the literacy needs of their students</p> <p>Students will be engaged, interested and connected to the literacy content</p>			
<b>Success Indicators</b>	Student achievement data - whole school cohort will average a 10% improvement across the English modes for the school calendar year.			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
External consultant engaged to build the capacity of teaching staff in using quality texts	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$7,000.00  <input type="checkbox"/> Equity funding will be used
<b>Goal 3</b>	To deepen student engagement in their learning and to achieve a pathway appropriate to their needs.			
<b>12 Month Target 3.1</b>	<p>In 2021 the mean absence rate to be below 19 Destination data</p> <p>School data for final year students to show that all students have been successfully placed in a post-school option.</p> <p>Student self-assessment survey data results between semester 1 to 2, indicates high engagement in Deep Learning by students at 85% plus.</p>			
<b>KIS 1</b> Curriculum planning and assessment	To introduce a curriculum option for senior secondary students as an alternative to VCAL that increases accessibility and student engagement for these senior secondary students.			

<b>Actions</b>	<p>The learning centre leader will work with the senior secondary team to develop, document and implement ASDAN for selected senior students</p> <p>This program will be subject to ongoing review and development to ensure that it meets the needs of the students engaged in the program.</p>			
<b>Outcomes</b>	<p>Teachers will be able to address the learning needs of senior secondary students that were not able to be met through foundation VCAL</p> <p>Students engaged in ASDAN program will have increased flexibility and opportunities to have their learning needs met and achieve successful learning outcomes through the ASDAN program</p>			
<b>Success Indicators</b>	<p>100% of the ASDAN and Foundation VCAL students successfully achieving the requirements of these two programs.</p>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
ASDAN program documented and successfully implemented.	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.10  <input type="checkbox"/> Equity funding will be used
Professional learning provided to the staff delivering the ASDAN program	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00  <input type="checkbox"/> Equity funding will be used
<b>Goal 4</b>	To build a positive and inclusive learning environment that nurtures the wellbeing of every student.			
<b>12 Month Target 4.1</b>	<p>Improve student attitude to School survey results in the following areas: resilience, school connectedness, school stage transitions - new students, managing bullying over the results achieved for these areas in 2020.</p> <p>Personal and Social Capabilities achievement data 2021 records an increase in the number of students from A-F to F-10 between</p>			



	<p>semester 1 to semester 2 when compared to 2020 data.</p> <p>Maintain AVSS TFI (SWPBS) results against 2020 data achieved.</p> <p>Evidence that students have been engaged in negotiating a personal learning goal.</p>
<p><b>KIS 1</b> Empowering students and building school pride</p>	<p>Build the capacity of students to have voice and agency over their learning and programs. Students will be encouraged to set their own learning goal, establish career action plans and be supported to celebrate their learning with their parents, carers &amp; kin.</p>
<p><b>Actions</b></p>	<p>SWPBS team to engage with the Ross Quaglia Institute through the MV Schools Network</p> <p>SWPBS team to workshop with the staff the actions that can be implemented in the school and classrooms to increase student voice and agency</p> <p>Every student, where possible, be supported to set their own learning goal.</p> <p>Secondary students to develop an individual career action plan</p> <p>Students will celebrate Deep Learning Project achievements with parents and carers</p>
<p><b>Outcomes</b></p>	<p>Teachers will prioritise authentic learning experiences for students</p> <p>Teachers will have a range of strategies to implement that will enable student voice and agency over their own learning.</p> <p>Leaders and teachers will engage in professional learning to promote and implement student voice and agency of students</p> <p>Students will have their own learning goal</p> <p>Secondary students will have a career action plan</p>

<b>Success Indicators</b>	<p>100% of students have their own learning goal</p> <p>100% of students from Yr7to Yr 10 have a Career Action Plan</p> <p>Student voice and agency visible and observable in classrooms</p> <p>Teachers and education support staff will have engaged in professional learning to promote student voice and agency</p>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Professional learning delivered to staff and engagement in the PL delivered by the Ross Quaglia Institute	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$6,000.00  <input type="checkbox"/> Equity funding will be used
Career Action Plans achieved for secondary students Y.r 7 to Yr. 10	<input checked="" type="checkbox"/> Student(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$50.00  <input type="checkbox"/> Equity funding will be used
Students have their individual priority learning goal	<input checked="" type="checkbox"/> Student(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$50.00  <input type="checkbox"/> Equity funding will be used



# Equity Funding Planner

## Equity Spending Totals

Category	Total proposed budget (\$)	Spend (\$)
Equity funding associated with Activities and Milestones	\$79,403.00	\$36,203.00
Additional Equity funding	\$5,000.00	\$5,000.00
<b>Grand Total</b>	<b>\$84,403.00</b>	<b>\$41,203.00</b>

## Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
PLC Leaders Weekly Meetings established to front load PLC leaders and build their leadership capacity to provide support and direction to lead the work of the PLC to achieve goals and priorities. Tutoring program successfully implemented to support senior secondary ASDAN and VCAL students to catch up on their work requirements.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources	\$63,200.00	\$20,000.00
Equipment and resources provided where necessary to support to students that require special equipment to support their learning needs and access to the curriculum.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Support services	\$16,203.00	\$16,203.00
<b>Totals</b>			<b>\$79,403.00</b>	<b>\$36,203.00</b>

## Additional Equity spend

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

Resources required to support individual students learning access	from: Term 1 to: Term 4		\$5,000.00	\$5,000.00
<b>Totals</b>			\$5,000.00	\$5,000.00

## Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
<p>PLC Leaders Weekly Meetings established to front load PLC leaders and build their leadership capacity to provide support and direction to lead the work of the PLC to achieve goals and priorities. Tutoring program successfully implemented to support senior secondary ASDAN and VCAL students to catch up on their work requirements.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assistant Principal</li> <li><input checked="" type="checkbox"/> Leading Teacher(s)</li> <li><input checked="" type="checkbox"/> Learning Specialist(s)</li> <li><input checked="" type="checkbox"/> Teacher(s)</li> </ul>	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Moderated assessment of student learning</li> <li><input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team</li> <li><input checked="" type="checkbox"/> Formalised PLC/PLTs</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Whole School Pupil Free Day</li> <li><input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions</li> <li><input checked="" type="checkbox"/> PLC/PLT Meeting</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> PLC Initiative</li> <li><input checked="" type="checkbox"/> Internal staff</li> <li><input checked="" type="checkbox"/> Learning Specialist</li> <li><input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> On-site</li> </ul>
<p>Classroom observations and learning walks demonstrate take-up of professional learning strategies Differentiated curriculum documents and evidence of student learning at different levels Differentiated resources used in tailored supports Staff using the expertise of the mental practitioner and the number of referrals indicate that this initiative is having a positive impact in support students and families dealing with mental health</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Allied Health</li> <li><input checked="" type="checkbox"/> Leading Teacher(s)</li> <li><input checked="" type="checkbox"/> Student Wellbeing Co-ordinator</li> </ul>	<p>from: Term 2 to: Term 4</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Planning</li> <li><input checked="" type="checkbox"/> Preparation</li> <li><input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions</li> <li><input checked="" type="checkbox"/> Communities of Practice</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Internal staff</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> On-site</li> </ul>

and wellbeing issues. Staff knowledge and the ability to meet the needs of students and families that are dealing with social emotional, belonging or engagement issues reflected in their confidence to manage these situations and increased awareness to identify these issues when they are occurring in their learning spaces.						
External consultant engaged to build the capacity of teaching staff in using quality texts	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> External consultants Andrea Hillbrick will be employed to build the capacity of the teaching staff in the use of high quality texts	<input checked="" type="checkbox"/> On-site
ASDAN program documented and successfully implemented.	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Curriculum development	<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 provided to the staff delivering the ASDAN program	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site