

2021 Annual Implementation Plan

for improving student outcomes

Swan Hill College (8802)



Awaiting for review by School Principal
Awaiting endorsement by Senior Education Improvement Leader
Awaiting endorsement by School Council President

Self-evaluation Summary - 2021

	FISO Improvement Model Dimensions The 6 High-impact Improvement Initiatives are highlighted below in red.	Self-evaluation Level
Excellence in teaching and learning	Building practice excellence	Evolving moving towards Embedding
	Curriculum planning and assessment	Evolving
	Evidence-based high-impact teaching strategies	Evolving
	Evaluating impact on learning	Evolving
Professional leadership	Building leadership teams	Evolving
	Instructional and shared leadership	Evolving
	Strategic resource management	Evolving moving towards Embedding
	Vision, values and culture	Evolving
Positive climate for learning	Empowering students and building school pride	Emerging moving towards Evolving
	Setting expectations and promoting inclusion	Emerging moving towards Evolving
	Health and wellbeing	Evolving
	Intellectual engagement and self-awareness	Evolving
Community engagement in learning	Building communities	Evolving
	Global citizenship	Emerging moving towards Evolving
	Networks with schools, services and agencies	Evolving
	Parents and carers as partners	Evolving moving towards Embedding

Enter your reflective comments	Starting 2020 with our Strategic Review enabled us to reflect on our achievements over the past few years and to look closely at where we should be moving to in the future. Unfortunately COVID interrupted our plans and for the remainder of 2020 we concentrated mainly on the wellbeing of our school community as we transitioned into and out of remote learning. However 2020 did allow us to work on building a more focused set of goals and targets for our school. We have completed a lot of work building the capacity and protocols around our Leadership team and will expand this out to other leaders in 2021.
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	I am really pleased by the feedback from Parents with regard to communication over the past 12 months, this shift seems to be reflected in data.
Considerations for 2021	In 2021 we are well positioned to build on our practice of Learning Walks and our Pedagogical model. The wellbeing of staff and students will be crucial to building confidence and resilience in 2021.
Documents that support this plan	

SSP Goals Target and KIS

Goal 1	2021 Priorities Goal
Target 1.1	Support for the 2021 Priorities
Key Improvement Strategy 1.ay Curriculum planning and assessment	Learning, catch-up and extension priority
Key Improvement Strategy 1.by Health and wellbeing	Happy, active and healthy kids priority
Key Improvement Strategy 1.cy Building communities	Connected schools priority
Goal 2	To improve Literacy and Numeracy outcomes for all students
Target 2.1	Increase the number of students in the NAPLAN high benchmark growth: <ul style="list-style-type: none"> • Years 7 – 9 Reading from 23 per cent (2019) to 27 per cent (2023) • Years 7 – 9 Writing from 19 per cent (2019) to 25 per cent (2023) • Years 7 – 9 Numeracy from 14 per cent (2019) to 20 per cent (2023)
Target 2.2	Increase the proportion of students achieving above the expected level in the Victorian Curriculum from Years 7 - 10: <ul style="list-style-type: none"> • Reading and Viewing from 23 per cent (2019) to 27 per cent (2023) • Writing from 20 per cent (2019) to 25 per cent (2023) • Number and Algebra from 7 per cent (2019) to 20 per cent (2023)
Target 2.3	VCE Mean Study Scores: <ul style="list-style-type: none"> • Increase the VCE English mean study score from 25.68 (2019) to 28 (2023) • Increase the VCE Further Mathematics mean study score from 24.57 (2019) to 28 (2023)
Target 2.4	To increase the proportion of students who have completed Intermediate VCAL from 54 per cent (2019) to 65 per cent (2023).
Key Improvement Strategy 2.ay Evidence-based high-impact teaching strategies	To build upon teacher capacity to use evidence based strategies to enhance student learning
Key Improvement Strategy 2.by Evaluating impact on learning	To enhance teacher capacity to consistently use a range of data and assessment strategies to differentiate instruction at the students' point of need

Key Improvement Strategy 2.cy Building practice excellence	To consolidate the Instructional Model, ensuring that consistency and more effective pedagogical practices occur
Goal 3	To strengthen students' engagement in learning and connectedness to school and peers
Target 3.1	By 2023, the percentage of Years 7 - 12 students reporting positive endorsement to the student Attitudes to School Survey (AtoSS) measures will increase: <ul style="list-style-type: none"> • in the Effective Teaching Practice for Cognitive Engagement domain; • Effective Teaching Time factor from 53 per cent (2019) to 60 per cent • Stimulated Learning factor from 48 per cent (2019) to 58 per cent • in the Learner Characteristics and Disposition domain; • Self-regulation and goal setting factor from 53 per cent (2019) to 60 per cent • High Expectations for Success factor from 64 per cent (2019) to 72per cent
Target 3.2	By 2023, the percentage of parents reporting positive endorsement to the Parent Opinion Survey (POS) measures will increase: <ul style="list-style-type: none"> • in the Student Cognitive Engagement domain; • Student motivation and support factor from 54 per cent in 2019 to 64 per cent • Effective Teaching factor from 60 per cent in 2019 to 70 per cent
Target 3.3	By 2023, the percentage of 20+ days of absence for the following cohort will decrease: <ul style="list-style-type: none"> • Year 7 students from 39 per cent in 2019 to at or below 35 per cent
Key Improvement Strategy 3.ay Empowering students and building school pride	To strengthen students' understanding of their own learning to ensure students are engaged in appropriately challenging learning
Key Improvement Strategy 3.by Setting expectations and promoting inclusion	To instill high expectations in order to maximise student success
Key Improvement Strategy 3.cy Intellectual engagement and self-awareness	To embed a culture of reflection and feedback to inform classroom practice
Goal 4	To Improve student resilience and wellbeing.
Target 4.1	By 2023, the percentage of Years 9 - 12 students reporting positive endorsement to the AtoSS measures will increase: <ul style="list-style-type: none"> • in the Effective Teaching Practice for Cognitive Engagement domain; • Classroom Behaviour factor from 50 per cent (2019) to 60 per cent. • in the Learner Characteristics and disposition domain; • Resilience factor from 50 per cent (2019) to 60 per cent. • in the Student Safety domain; • Respect for Diversity factor from 38 per cent (2019) to 50 per cent. • Advocate at School factor from 58 per cent (2019) to 68 per cent.

Target 4.2	<p>By 2023, the percentage of parents reporting positive endorsement to the POS measures will increase:</p> <ul style="list-style-type: none"> - in the Student Development domain; <ul style="list-style-type: none"> • Confidence and Resiliency skills from 70 per cent (2019) to 80 per cent. - in the Safety domain; <ul style="list-style-type: none"> • Respect for Diversity from 77 per cent (2019) to 85 per cent.
Key Improvement Strategy 4.ay Health and wellbeing	To embed PBS across the school community
Key Improvement Strategy 4.by Health and wellbeing	To enhance the health, wellbeing and inclusion of all students
Key Improvement Strategy 4.cy Empowering students and building school pride	To embed a culture of high expectations and respectful relationships for all staff and students

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>The percentage of Years 9 - 12 students reporting positive endorsement to the AtoSS measures will increase in the Learner Characteristics and disposition domain;</p> <ul style="list-style-type: none"> - Resilience factor from 50 per cent (2019) to 54 per cent. (2021) in the Student Safety domain; - Respect for Diversity factor from 38 per cent (2019) to 42 per cent (2021) - Advocate at School factor from 58 per cent (2019) to 62 per cent (2021) <p>By 2023, the percentage of parents reporting positive endorsement to the POS measures will increase in the Student Development domain;</p> <ul style="list-style-type: none"> - Confidence and Resiliency skills from 74 per cent (2020) to 77 per cent (2021). <p>Increase the percentage of students in the NAPLAN high benchmark growth:</p> <ul style="list-style-type: none"> - Year 7 - 9 Reading from 23 per cent (2019) to 25 per cent (2021) - Year 7 - 9 Writing from 19 per cent (2019) to 21 per cent (2021) - Year 7 - 9 Numeracy from 14 per cent (2019) to 18 per cent (2021)

To improve Literacy and Numeracy outcomes for all students	No	Increase the number of students in the NAPLAN high benchmark growth: <ul style="list-style-type: none"> • Years 7 – 9 Reading from 23 per cent (2019) to 27 per cent (2023) • Years 7 – 9 Writing from 19 per cent (2019) to 25 per cent (2023) • Years 7 – 9 Numeracy from 14 per cent (2019) to 20 per cent (2023) 	
		Increase the proportion of students achieving above the expected level in the Victorian Curriculum from Years 7 - 10: <ul style="list-style-type: none"> • Reading and Viewing from 23 per cent (2019) to 27 per cent (2023) • Writing from 20 per cent (2019) to 25 per cent (2023) • Number and Algebra from 7 per cent (2019) to 20 per cent (2023) 	
		VCE Mean Study Scores: <ul style="list-style-type: none"> • Increase the VCE English mean study score from 25.68 (2019) to 28 (2023) • Increase the VCE Further Mathematics mean study score from 24.57 (2019) to 28 (2023) 	
		To increase the proportion of students who have completed Intermediate VCAL from 54 per cent (2019) to 65 per cent (2023).	
To strengthen students' engagement in learning and connectedness to school and peers	Yes	By 2023, the percentage of Years 7 - 12 students reporting positive endorsement to the student Attitudes to School Survey (AtoSS) measures will increase: <ul style="list-style-type: none"> • in the Effective Teaching Practice for Cognitive Engagement domain; • Effective Teaching Time factor from 53 per cent (2019) to 60 per cent • Stimulated Learning factor from 48 per cent (2019) to 58 per cent • in the Learner Characteristics and Disposition domain; • Self-regulation and goal setting factor from 53 per cent (2019) to 60 per cent • High Expectations for Success factor from 64 per cent (2019) to 72per cent 	The percentage of Years 7 - 12 students reporting positive endorsement to the student Attitudes to School Survey (AtoSS) measures will increase <ul style="list-style-type: none"> - Effective Teaching Time factor will rise from 53% (2019) to 56% (2021) - Stimulated Learning factor from 48% in (2020) to 52% in (2021)
		By 2023, the percentage of parents reporting positive endorsement to the Parent Opinion Survey (POS) measures will increase: <ul style="list-style-type: none"> • in the Student Cognitive Engagement domain; • Student motivation and support factor from 54 per cent in 2019 to 64 per cent • Effective Teaching factor from 60 per cent in 2019 to 70 per cent 	The percentage of parents reporting positive endorsement to the Parent Opinion Survey (POS) measures will increase: <ul style="list-style-type: none"> - Student motivation and support factor from 59% to 61% - Effective Teaching Factor from 66% (2020) to 68%(2021)
		By 2023, the percentage of 20+ days of absence for the following cohort will decrease: <ul style="list-style-type: none"> • Year 7 students from 39 per cent in 2019 to at or below 35 per cent 	The percentage of 20+ days of absence for the following cohort will decrease: <ul style="list-style-type: none"> - Year students from 39% (2019) to 36%(2021).

To Improve student resilience and wellbeing.	No	<p>By 2023, the percentage of Years 9 - 12 students reporting positive endorsement to the AtoSS measures will increase:</p> <ul style="list-style-type: none"> • in the Effective Teaching Practice for Cognitive Engagement domain; • Classroom Behaviour factor from 50 per cent (2019) to 60 per cent. • in the Learner Characteristics and disposition domain; • Resilience factor from 50 per cent (2019) to 60 per cent. • in the Student Safety domain; • Respect for Diversity factor from 38 per cent (2019) to 50 per cent. • Advocate at School factor from 58 per cent (2019) to 68 per cent. 	
		<p>By 2023, the percentage of parents reporting positive endorsement to the POS measures will increase:</p> <ul style="list-style-type: none"> - in the Student Development domain; <ul style="list-style-type: none"> • Confidence and Resiliency skills from 70 per cent (2019) to 80 per cent. - in the Safety domain; <ul style="list-style-type: none"> • Respect for Diversity from 77 per cent (2019) to 85 per cent. 	

Goal 1	2021 Priorities Goal	
12 Month Target 1.1	<p>The percentage of Years 9 - 12 students reporting positive endorsement to the AtoSS measures will increase in the Learner Characteristics and disposition domain;</p> <ul style="list-style-type: none"> - Resilience factor from 50 per cent (2019) to 54 per cent. (2021) <p>in the Student Safety domain;</p> <ul style="list-style-type: none"> - Respect for Diversity factor from 38 per cent (2019) to 42 per cent (2021) - Advocate at School factor from 58 per cent (2019) to 62 per cent (2021) <p>By 2023, the percentage of parents reporting positive endorsement to the POS measures will increase in the Student Development domain;</p> <ul style="list-style-type: none"> - Confidence and Resiliency skills from 74 per cent (2020) to 77 per cent (2021). <p>Increase the percentage of students in the NAPLAN high benchmark growth:</p> <ul style="list-style-type: none"> - Year 7 - 9 Reading from 23 per cent (2019) to 25 per cent (2021) - Year 7 - 9 Writing from 19 per cent (2019) to 21 per cent (2021) - Year 7 – 9 Numeracy from 14 per cent (2019) to 18 per cent (2021) 	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Curriculum planning and assessment	Learning, catch-up and extension priority	Yes
KIS 2 Health and wellbeing	Happy, active and healthy kids priority	Yes
KIS 3 Building communities	Connected schools priority	Yes

Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2021.	
Goal 2	To strengthen students' engagement in learning and connectedness to school and peers	
12 Month Target 2.1	The percentage of Years 7 - 12 students reporting positive endorsement to the student Attitudes to School Survey (AtoSS) measures will increase - Effective Teaching Time factor will rise from 53% (2019) to 56% (2021) - Stimulated Learning factor from 48% in (2020) to 52% in (2021)	
12 Month Target 2.2	The percentage of parents reporting positive endorsement to the Parent Opinion Survey (POS) measures will increase: - Student motivation and support factor from 59% to 61% - Effective Teaching Factor from 66% (2020) to 68%(2021)	
12 Month Target 2.3	The percentage of 20+ days of absence for the following cohort will decrease: - Year students from 39% (2019) to 36%(2021).	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Empowering students and building school pride	To strengthen students' understanding of their own learning to ensure students are engaged in appropriately challenging learning	Yes
KIS 2 Setting expectations and promoting inclusion	To instill high expectations in order to maximise student success	No
KIS 3 Intellectual engagement and self-awareness	To embed a culture of reflection and feedback to inform classroom practice	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.	This target was selected in order to consolidate the work which was completed in 2020, with regard to the way in which we structure our lessons and work towards having students at school and engaged in their learning. Both of these things are key targets in our Strategic plan.	

Define Actions, Outcomes and Activities

Goal 1	2021 Priorities Goal
12 Month Target 1.1	The percentage of Years 9 - 12 students reporting positive endorsement to the AtoSS measures will increase in the Learner Characteristics and disposition domain; - Resilience factor from 50 per cent (2019) to 54 per cent. (2021) in the Student Safety domain; - Respect for Diversity factor from 38 per cent (2019) to 42 per cent (2021)

	<p>- Advocate at School factor from 58 per cent (2019) to 62 per cent (2021)</p> <p>By 2023, the percentage of parents reporting positive endorsement to the POS measures will increase in the Student Development domain;</p> <p>- Confidence and Resiliency skills from 74 per cent (2020) to 77 per cent (2021).</p> <p>Increase the percentage of students in the NAPLAN high benchmark growth:</p> <p>- Year 7 - 9 Reading from 23 per cent (2019) to 25 per cent (2021)</p> <p>- Year 7 - 9 Writing from 19 per cent (2019) to 21 per cent (2021)</p> <p>- Year 7 – 9 Numeracy from 14 per cent (2019) to 18 per cent (2021)</p>			
KIS 1 Curriculum planning and assessment	Learning, catch-up and extension priority			
Actions	<ul style="list-style-type: none"> Revisit and strengthen the use of HITS in classrooms, with a focus on Lesson Structure and Feedback. Implement additional coaching and teaching support using MYLNS and tutoring funding. 			
Outcomes	<p>Staff will:</p> <ul style="list-style-type: none"> use the SHC pedagogical model to plan and implement lessons. gather formative assessment data as part of their normal classroom practice to inform their teaching. provide learners with regular formative feedback. work effectively with tutors and MYLENS coaches. will access a range of learning data and use it to differentiate instruction. <p>Students will:</p> <ul style="list-style-type: none"> have input into the creation of the learning framework. know how lessons are structured and how this supports their learning <p>Leadership will:</p> <ul style="list-style-type: none"> organise suitable time for staff to take part in professional learning and reflection. develop procedures and a timetable to allow staff to take part in learning walks. identify students, tutors and coaches. create a timetable which allows coaches and tutors to access students and teachers. 			
Success Indicators	<ul style="list-style-type: none"> Classroom observations and learning walks demonstrating take up of professional learning strategies. Appoint staff for programs. Documentation and data from formative assessments. Students assessment data has increased. 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Creation and subsequent implementation of new Pedagogical model based around LATAR acronym	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$20,000.00 <input type="checkbox"/> Equity funding will be used
Implement Learning Walks for Leadership every third week and all staff at least once per term	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$20,000.00 <input type="checkbox"/> Equity funding will be used
Engage student voice in the development and implementation of the Pedagogical model (LATAR)	<input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Student(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00 <input type="checkbox"/> Equity funding will be used

Implement initiatives including MYLNS, Tutoring, Hands on Learning, STEPs, Literacy Program, etc to support student learning	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$200,000.00 <input checked="" type="checkbox"/> Equity funding will be used
KIS 2 Health and wellbeing	Happy, active and healthy kids priority			
Actions	<ul style="list-style-type: none"> Build staff capacity to collect, analyse, monitor and respond to student engagement data. Develop a collection of lessons to be delivered to all year levels which explicitly teach the values of Respect, Responsibility, Belonging and High Expectations 			
Outcomes	<p>Staff will:</p> <ul style="list-style-type: none"> model and be consistent in agreed routines be aware of at-risk and acute needs students and provide individualised support to them. use data to identify at-risk students. deliver appropriate PBS/Value based lessons. incorporate respectful relationships resources into their classrooms <p>Students will:</p> <ul style="list-style-type: none"> at-risk and acute needs students will receive individualised support with regular monitoring and student support group meetings (with parents) where appropriate. be aware of what each PBS value means at Swan Hill College and how to demonstrate it. have input into the development of value based lessons <p>Leadership will:</p> <ul style="list-style-type: none"> provide the access to data for staff and students. lead support group meetings for at-risk and acute needs students. plan and schedule professional learning. support and model teaching of PBS lessons. 			
Success Indicators	<ul style="list-style-type: none"> Classroom and peer observations Self-assessment against the DET Inclusive Schooling Index tool Documentation of referrals and communication processes regarding monitoring and escalating wellbeing concerns Data used to identify students in need of targeted support 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Develop IEP pro-forma to be used with DayMAP.	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$2,500.00 <input type="checkbox"/> Equity funding will be used
Ensure that all students who are involved in the tutoring/MYLNS initiative have an Individual Education Plan.	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <input type="checkbox"/> Equity funding will be used
Develop additional PBS lessons and include them in current bank of lessons	<input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$15,000.00 <input type="checkbox"/> Equity funding will be used

Reflect on DET data sets with staff, students and parents.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Student(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$5,000.00 <input type="checkbox"/> Equity funding will be used
Enhance communication with Parents and Teachers through support group meetings for at-risk and acute needs students	<input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$40,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Identify At Risk students and engage them through programs eg: SOAR, Wellbeing sessions, Camps	<input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$35,000.00 <input checked="" type="checkbox"/> Equity funding will be used
KIS 3 Building communities	Connected schools priority			
Actions	<ul style="list-style-type: none"> Strengthen and embed the school-wide approach to communication with parents/carers/kin, incorporating the methods in which schools connected during remote and flexible learning 			
Outcomes	<p>Staff will:</p> <ul style="list-style-type: none"> will have strong relationships with students and parents/carers/kin. effectively use communication tools such as WebEx, DayMAP, email, etc to communicate regularly with Parents and Carers. use online platforms to connect with parents and carers. <p>Students will:</p> <ul style="list-style-type: none"> use the tools provided. be more engaged in their learning <p>Leadership will:</p> <ul style="list-style-type: none"> provide professional learning to engage staff in effective communication. enhance current communication methods. 			
Success Indicators	<ul style="list-style-type: none"> Positive student survey data (internal surveys, AToSS) Attendance has increased. Frequency of communications with parents/carers Parent/carer surveys and interviews 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Inform and encourage parents in the use of DayMAP to access student notes, reports, assessment etc.	<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
Build staff capacity to use communication tools to keep parents informed	<input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$5,000.00 <input type="checkbox"/> Equity funding will be used
Goal 2	To strengthen students' engagement in learning and connectedness to school and peers			

12 Month Target 2.1	The percentage of Years 7 - 12 students reporting positive endorsement to the student Attitudes to School Survey (AtoSS) measures will increase - Effective Teaching Time factor will rise from 53% (2019) to 56% (2021) - Stimulated Learning factor from 48% in (2020) to 52% in (2021)			
12 Month Target 2.2	The percentage of parents reporting positive endorsement to the Parent Opinion Survey (POS) measures will increase: - Student motivation and support factor from 59% to 61% - Effective Teaching Factor from 66% (2020) to 68%(2021)			
12 Month Target 2.3	The percentage of 20+ days of absence for the following cohort will decrease: - Year students from 39% (2019) to 36%(2021).			
KIS 1 Empowering students and building school pride	To strengthen students' understanding of their own learning to ensure students are engaged in appropriately challenging learning			
Actions	- Create an environment where Year 7 students are engaged in their schooling and parents are directly involved in improving their childs attendance.			
Outcomes	<p>Staff will:</p> <ul style="list-style-type: none"> use the policies and templates provided to reduce the amount of absences at Year 7. <p>Students will:</p> <ul style="list-style-type: none"> be engaged with their education. <p>Leadership will:</p> <ul style="list-style-type: none"> liaise with Primary Schools to determine students who are at risk with regard to attendance 			
Success Indicators	Year 7 student attendance data will improve.			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Encourage parents to access DayMAP so that they are aware when their child is not at school.	<input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input type="checkbox"/> Equity funding will be used
Liaise with Primary Schools to proactively target students with low attendance from teh start of the year.	<input checked="" type="checkbox"/> Sub School Leader/s	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$10,000.00 <input type="checkbox"/> Equity funding will be used
Allocate additional Sub School support to engage At Risk students	<input checked="" type="checkbox"/> Sub School Leader/s	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$100,000.00 <input checked="" type="checkbox"/> Equity funding will be used

Equity Funding Planner

Equity Spending Totals

Category	Total proposed budget (\$)	Equity Spend (\$)
Equity funding associated with Activities and Milestones	\$375,000.00	\$375,000.00
Additional Equity funding	\$551,000.00	\$541,000.00
Grand Total	\$926,000.00	\$916,000.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Implement initiatives including MYLNS, Tutoring, Hands on Learning, STEPs, Literacy Program, etc to support student learning	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$200,000.00	\$200,000.00
Enhance communication with Parents and Teachers through support group meetings for at-risk and acute needs students	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$40,000.00	\$40,000.00
Identify At Risk students and engage them through programs eg: SOAR, Wellbeing sessions, Camps	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Support services	\$35,000.00	\$35,000.00
Allocate additional Sub School support to engage At Risk students	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Support services	\$100,000.00	\$100,000.00
Totals			\$375,000.00	\$375,000.00

Additional Equity spend

Outline here any additional Equity spend for 2021	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Additional Staff in Reading Program	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$61,000.00	\$61,000.00
Additional staff for Team Teaching Numeracy Scaffolding program	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$60,000.00	\$60,000.00
Subsidise Year 7 Netbooks	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Assets	\$40,000.00	\$40,000.00

Additional Digital Resources for student use.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources	\$30,000.00	\$23,000.00
Literacy Resources	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources	\$15,000.00	\$12,000.00
Professional Development	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$95,000.00	\$95,000.00
Extra-Curricular Sport	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Other Subsidise extra curricular Sport	\$12,000.00	\$12,000.00
Additional Wellbeing Support - Chaplain, student counselor	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Support services	\$150,000.00	\$150,000.00
Additional Wellbeing Support FLO	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Support services	\$88,000.00	\$88,000.00
Totals			\$551,000.00	\$541,000.00

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Creation and subsequent implementation of new Pedagogical model based around LATAR acronym	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Numeracy leader <input checked="" type="checkbox"/> MYLYNS Improvement teacher	<input checked="" type="checkbox"/> On-site
Implement Learning Walks for Leadership every third week and all staff at least once per term	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Numeracy leader <input checked="" type="checkbox"/> MYLYNS Improvement teacher	<input checked="" type="checkbox"/> On-site
Build staff capacity to use communication tools to keep parents informed	<input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site