# 2021 Annual Implementation Plan

## for improving student outcomes

Bayswater Secondary College (7560)

Submitted for review by Elizabeth Swan (School Principal) on 31 January, 2021 at 01:05 PM
Endorsed by Kerrie Anderson (Senior Education Improvement Leader) on 01 February, 2021 at 04:34 PM
Awaiting endorsement by School Council President

# Self-evaluation Summary - 2021

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

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| **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 | | |
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| | Empowering students and building school pride | Evolving |
| | Setting expectations and promoting inclusion | Evolving |
| | Health and wellbeing | Evolving |
| | Intellectual engagement and self-awareness | Evolving |

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

| Enter your reflective comments | Remote and flexible learning put a hold on many of the goals and targets identified in the 2020 AIP. 2021 will see the college continue to build and develop our Literacy plan with increased emphasis on Writing and Reading across the school. The Tutor Learning Program coupled with the work of the MYLNS capacity leads will play a significant role in achieving this. The College will draw much more closely on selected High Impact Teaching Strategies to ensure consistency in Literacy practices in all areas of the curriculum and delivered through our whole school instructional model. A renewed focus on excellence in Teaching and Learning with a spotlight on consistent instructional practice will be needed.  Teachers, with the support of leaders will use the Literacy Toolkit to inform their practice and to ensure student development in their core reading and writing skills across all subjects.  Ongoing professional learning will ensure that staff have the capacity to deliver on key targets and stronger links to the AIP targets will be aligned within staff PDPs.  Redesigning the student mentor program at years 7 – 12 will ensure stronger student engagement, goal planning and monitoring, leading to greater achievement outcomes and reduced absenteeism.  The emerging Education Plan will provide opportunities to engage with our feeder primary schools in areas of STEM, STEAM and literacy moderation will also be a much needed part of our 2021 work.  Continuing on with the work of curriculum architecture will be a priority across the school with the further development |
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| | of UbD (backward by design) curriculum planning and documentation at years 7 - 10, ensuring differentiation and all students supported at their point of entry. |
| **Considerations for 2021** | 2021 focus is rebuilding student learning foundations post-COVID. Programs supporting this include MYLNS, TLP and Positive Education. Benchmarks for evaluating the impact of these programs need to be established at the beginning of the year so progress can be monitored and evaluated periodically.   there is a need to improve our use and understanding of data for all staff to better inform practice, Students will also need support around how to use their data to map  learning goals leading to increased capacity around positive growth mindset and Positive education. Improving attendance and engagement across the College must also be a significant area of focus based on our poor attendance data. In 2021, in a Covid-normal, continued emphasis on Parent accountability and a stronger partnership between those families whose students struggle to engage at school through active well-being and support at a sub school and well-being intervention level. A focus on Learning and Teaching will include further implementation of a Literacy plan. The focus around the explicit teaching of reading, writing and general literacy will also need to continue to build on these areas of needed growth and improvement. The school will continue to focus on the interrogation of VCE and Naplan data to build on our 2019-20 successes. |
| **Documents that support this plan** | |

# SSP Goals Targets and KIS

| Goal 1 | 2021 Priorities Goal |
|---|---|
| **Target 1.1** | Support for the 2021 Priorities |
| **Key Improvement Strategy 1.a**<br>Curriculum planning and assessment | Learning, catch-up and extension priority |
| **Key Improvement Strategy 1.b**<br>Health and wellbeing | Happy, active and healthy kids priority |
| **Key Improvement Strategy 1.c**<br>Building communities | Connected schools priority |
| Goal 2 | To improve student achievement for all students in all subject areas at all year levels |
| **Target 2.1** | By 2023, the VCE All Study mean study score and the VCE English mean study score to increase from the 2018 results of 23.27 and 22.09 respectively, to be at or above the State mean. |
| **Target 2.2** | By 2023, the percentage of students with medium and high growth from Year 7 to Year 9 in NAPLAN to be equal to or greater than 75 per cent in Reading and Writing and 80 per cent in Numeracy, compared with the 2019 results of 74 per cent, 60 per cent and 78 per cent respectively. |
| **Target 2.3** | By 2023, the percentage positive response for the Collective Efficacy and Academic Emphasis scales on the SSS to be greater than or equal to 70 per cent compared with the 2018 results of 49 per cent and 52 per cent respectively. |

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| **Key Improvement Strategy 2.a**<br>Curriculum planning and assessment | To develop and implement a whole school literacy and numeracy plan |
| **Key Improvement Strategy 2.b**<br>Evidence-based high-impact teaching strategies | To build the capacity of staff to consistently implement the college's instructional model |
| **Goal 3** | To improve student engagement and confidence in their learning |
| **Target 3.1** | By 2023, to reduce student absence rates from 33 days per student per year in 2018, to less than 20 days per student per year. |
| **Target 3.2** | By 2023, to increase the percentage of positive responses from students on the AToSS as shown below:<br><br>• Stimulated Learning from 66% in 2019 to at least 75%<br>• Sense of Confidence from 62% in 2019 to at least 75%<br>• Motivation and Interest from 67% in 2019 to at least 75%<br>• Self-Regulation and Goal Setting from 63% in 2019 to at least 75% |
| **Key Improvement Strategy 3.a**<br>Empowering students and building school pride | To build teacher capacity to give students an authentic voice in their learning and to become self–regulated learners |
| **Key Improvement Strategy 3.b**<br>Intellectual engagement and self-awareness | To build teacher capacity to teach creativity and critical thinking skills across all areas of the curriculum |
| **Goal 4** | To develop a positive climate for aspirational learning |

| Target 4.1 | By 2023, to increase the percentage of positive responses from students on the AToSS as shown below:<br><br>&bull; Effective Classroom Behaviour from 60% in 2019 to at least 75%<br>&bull; High Expectations for Success from 83% in 2018 to at least 90% |
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| Target 4.2 | By 2023, to increase the completion rate in VCE/VCAL from 97 per cent (VCE) and 40 per cent (VCAL) in 2018, to at least 90 per cent overall. |
| Target 4.3 | By 2023, the percentage of students who continue with education after Year 12 (University, Technical and Further Education, Apprenticeships, Traineeships) will increase from 50 per cent in 2018 to at least 75 per cent. |
| **Key Improvement Strategy 4.a**<br>Setting expectations and promoting inclusion | To develop an agreed whole school approach to student engagement |
| **Key Improvement Strategy 4.b**<br>Setting expectations and promoting inclusion | To develop and implement targeted pathways planning for all students from Year 7 to Year 12 |

# Select Annual Goals and KIS

| Four Year Strategic Goals | Is this selected for focus this year? | Four Year Strategic Targets | 12 month target<br><br>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set. |
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| 2021 Priorities Goal | Yes | Support for the 2021 Priorities | Connected Schools Priority: By the end of 2021 an established base line of student digital literacy will be established and an implementation in action developing students skills and connections to college through the school's digital platform and framework.<br><br>Happy Active and Healthy Kids Priority: By the end of 2021 an established an embedded pastoral care and positive education program will be functioning within Homegroups and across learning areas.<br><br>Learning Catch Up and Extension Priority:<br>Develop data literacy amongst staff, and use this data to inform targeted support for all students but specifically those identified as requiring learning catch up and extension. |
| To improve student achievement for all students in all subject areas at all year levels | No | By 2023, the VCE All Study mean study score and the VCE English mean study score to increase from the 2018 results of 23.27 and 22.09 respectively, to be at or above the State mean. | |

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| | | By 2023, the percentage of students with medium and high growth from Year 7 to Year 9 in NAPLAN to be equal to or greater than 75 per cent in Reading and Writing and 80 per cent in Numeracy, compared with the 2019 results of 74 per cent, 60 per cent and 78 per cent respectively. | |
| | | By 2023, the percentage positive response for the Collective Efficacy and Academic Emphasis scales on the SSS to be greater than or equal to 70 per cent compared with the 2018 results of 49 per cent and 52 per cent respectively. | |
| To improve student engagement and confidence in their learning | No | By 2023, to reduce student absence rates from 33 days per student per year in 2018, to less than 20 days per student per year. | |
| | | By 2023, to increase the percentage of positive responses from students on the AToSS as shown below:<br><br>• Stimulated Learning from 66% in 2019 to at least 75%<br>• Sense of Confidence from 62% in 2019 to at least 75%<br>• Motivation and Interest from 67% in 2019 to at least 75%<br>• Self-Regulation and Goal Setting from 63% in 2019 to at least 75% | |

| To develop a positive climate for aspirational learning | No | By 2023, to increase the percentage of positive responses from students on the AToSS as shown below:<br><br>• Effective Classroom Behaviour from 60% in 2019 to at least 75%<br>• High Expectations for Success from 83% in 2018 to at least 90% | |
| | | By 2023, to increase the completion rate in VCE/VCAL from 97 per cent (VCE) and 40 per cent (VCAL) in 2018, to at least 90 per cent overall. | |
| | | By 2023, the percentage of students who continue with education after Year 12 (University, Technical and Further Education, Apprenticeships, Traineeships) will increase from 50 per cent in 2018 to at least 75 per cent. | |

| Goal 1 | 2021 Priorities Goal |
| --- | --- |
| **12 Month Target 1.1** | Connected Schools Priority: By the end of 2021 an established base line of student digital literacy will be established and an implementation in action developing students skills and connections to college through the school's digital platform and framework.<br><br>Happy Active and Healthy Kids Priority: By the end of 2021 an established an embedded pastoral care and positive education program will be functioning within Homegroups and across learning areas.<br><br>Learning Catch Up and Extension Priority: |

| | Develop data literacy amongst staff, and use this data to inform targeted support for all students but specifically those identified as requiring learning catch up and extension. | |
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| **Key Improvement Strategies** | | Is this KIS selected for focus this year? |
| **KIS 1**<br>Curriculum planning and assessment | Learning, catch-up and extension priority | Yes |
| **KIS 2**<br>Health and wellbeing | Happy, active and healthy kids priority | Yes |
| **KIS 3**<br>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. | |

# Define Actions, Outcomes and Activities

| Goal 1 | 2021 Priorities Goal |
|---|---|
| **12 Month Target 1.1** | Connected Schools Priority: By the end of 2021 an established base line of student digital literacy will be established and an implementation in action developing students skills and connections to college through the school's digital platform and framework.<br><br>Happy Active and Healthy Kids Priority: By the end of 2021 an established an embedded pastoral care and positive education program will be functioning within Homegroups and across learning areas.<br><br>Learning Catch Up and Extension Priority:<br>Develop data literacy amongst staff, and use this data to inform targeted support for all students but specifically those identified as requiring learning catch up and extension. |
| **KIS 1**<br>Curriculum planning and assessment | Learning, catch-up and extension priority |
| **Actions** | - Implement Tutor Learning Initiative across the College to support and extend targeted students<br>- Work as part of the PLC initiative to develop a whole-school PLC structure to facilitate the development of high quality, guaranteed and viable curriculum, teacher collaboration and reflection of teaching practice.<br>- Use PLC structure to build staff capacity with respect to data literacy, literacy across the curriculum, and the High Impact Teaching Strategies<br>- Review current College TLM in line with the current and emerging needs of the College and the Bayswater Education Project<br>- Plan whole-school professional learning on identified core-curriculum priority areas throughout the year |
| **Outcomes** | Learning area teams will meet regularly to engage in reflective practice, evaluate and plan curriculum, assessments and lessons, moderate student assessments, engage in professional discussion and learning<br>Teachers will confidently and accurately identify the learning needs of their students and be able to use relevant data to inform their planning<br>Teachers will use HITS to plan lessons and units<br>Teachers and support staff will have a consistent understanding of core curriculum priorities<br>Students will know how lessons are structured and how this supports their learning<br>TLM reviewed and adjusted to meet the needs of all learners |

| | Teachers will consistently and explicitly implement the TLM<br>Tutor Learning Initiative implemented | | | | |
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| **Success Indicators** | - Formative assessment documentation and data<br>- Summative assessment documentation and data<br>- Records of classroom observations, learning walks and student discussions<br>- Pivot survey results | | | | |

| Activities and Milestones | Who | Is this a PL Priority | When | Budget |
|---|---|---|---|---|
| Education Perfect Subscription to enhance and allow for staff and students to be supported with differentiation and targeted self paced learning through online medium. | ☑ All Staff | ☐ PLP Priority | from: Term 1 to: Term 4 | $8,000.00<br><br>☑ Equity funding will be used |
| Leading Teacher - Head of Literacy and Curriculum Programs as well as additional tutoring outside of allocated DET tutoring funding. | ☑ Leading Teacher(s) | ☐ PLP Priority | from: Term 1 to: Term 4 | $118,000.00<br><br>☑ Equity funding will be used |
| Conduct Pivot Survey with students | ☑ Leadership Team<br>☑ Teacher(s) | ☐ PLP Priority | from: Term 2 to: Term 2 | $200.00<br><br>☐ Equity funding will be used |
| PAT Testing schedule established and testing conducted | ☑ Curriculum Co-ordinator (s)<br>☑ Leading Teacher(s)<br><br>☑ Principal | ☐ PLP Priority | from: Term 1 to: Term 4 | $0.00<br><br>☐ Equity funding will be used |

| Relevant professional learning delivered through Learning Area, Sub School and Staff meetings, in addition to Curriculum Days and PPD | ☑ All Staff | ☑ PLP Priority | from: Term 1 to: Term 4 | $10,000.00 ☐ Equity funding will be used |
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| Leadership to conduct regular learning walks to observe teaching practice, identify emerging trends and needs, and strategically plan according to those needs | ☑ Leadership Team | ☐ PLP Priority | from: Term 1 to: Term 4 | $0.00 ☐ Equity funding will be used |

| KIS 2 Health and wellbeing | Happy, active and healthy kids priority |
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| **Actions** | Develop a consistent understanding of and whole-school approach to Student Engagement and Wellbeing Develop clear documentation for Wellbeing processes that is accessible to and understood by all staff Review current student management structure, process and documentation Develop clear documentation for Student Engagement processes that is accessible to and understood by staff, students and the College community Plan whole-school professional learning based on existing and emerging Student Engagement and Wellbeing needs |
| **Outcomes** | Professional learning delivered during Curriculum Days, Staff Meetings and Team Meetings that develops the capacity of staff to support students effectively at the classroom teacher level Processes for Engagement and Wellbeing reviewed, developed, documented, understood and implemented Students are able to successfully engage in all aspects of College life Structures in place to support effective Engagement and Wellbeing practices across the College |
| **Success Indicators** | Student Engagement and Wellbeing structure, process and documentation reviewed, developed and implemented Staff indicate increased confidence in managing challenging behaviors and wellbeing needs Consistent practice visible in classrooms, in the yard and in all other aspects of the College Student AToSS results show growth in the following areas: Stimulated Learning from 66% in 2019 to at least 68% in 2021 |

| | Sense of Confidence from 62% in 2019 to at least 68% in 2021<br>Motivation and Interest from 67% in 2019 to at least 70% in 2021<br>Self-Regulation and Goal Setting from 63% in 2019 to at least 68% in 2021 | | | |
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| Activities and Milestones | Who | Is this a PL Priority | When | Budget |
|---|---|---|---|---|
| Continued implementation of Positive Education way of life through in-house Professional Learning | ☑ All Staff<br>☑ Leadership Team<br>☑ Wellbeing Team | ☑ PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | $0.00<br><br>☐ Equity funding will be used |
| Review current Student Engagement / Management processes and documentation | ☑ Assistant Principal<br>☑ Leadership Team<br>☑ Principal<br>☑ Sub School Leader/s<br>☑ Year Level Co-ordinator(s) | ☐ PLP Priority | from:<br>Term 1<br>to:<br>Term 1 | $0.00<br><br>☐ Equity funding will be used |
| Refine/develop/build on current Student Engagement / Management structure, processes and documentation in conjunction with students, staff and the College community | ☑ All Staff<br>☑ Assistant Principal<br>☑ Leadership Team<br>☑ Principal<br>☑ Student(s) | ☐ PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | $0.00<br><br>☐ Equity funding will be used |
| Plan for and schedule professional learning, relevant to emerging student and staff wellbeing needs and building staff capacity to effectively support them | ☑ Assistant Principal<br>☑ Leadership Team | ☑ PLP Priority | from:<br>Term 1 | $0.00 |

| | ☑ Principal | | to:<br>Term 4 | ☐ Equity funding will be used |
|---|---|---|---|---|
| Develop whole-school Wellbeing structure, process and documentation | ☑ All Staff<br>☑ Leadership Team<br>☑ Principal<br>☑ Wellbeing Team | ☐ PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | $0.00<br><br>☐ Equity funding will be used |
| Appoint a Mental Health Practitioner | ☑ Principal<br>☑ Wellbeing Team | ☐ PLP Priority | from:<br>Term 1<br>to:<br>Term 1 | $20,000.00<br><br>☐ Equity funding will be used |

| KIS 3<br>Building communities | Connected schools priority |
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| **Actions** | Work together with local Bayswater Primary Schools as part of the Bayswater Education Project<br>Strengthen engagement in regional and network communities of practice<br>Strengthen the school-wide approach to communication with parents/carers, incorporating the new ways in which we connected during remote and flexible learning as well as seeking new opportunities to connect with our community<br>Build College profile in the immediate and wider community through effective use of the College Website, Facebook Page, Compass, Newsletters, Open Nights, Community Events and Forums<br>Re-develop website to increase function and accessibility<br>Build staff, student and community capability to integrate digital learning<br>Implement Managed BYOD Program, building on the success of digital learning delivered in 2022<br>Strengthen and adapt the school-wide approach to digital learning and digital literacy, accompanied by policies regarding digital access and devices, capitalizing on gains made in 2020<br>Strengthen Student Voice and Agency across the College |

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| **Outcomes** | Leaders will prioritise time for staff to communicate and continue to build relationships with parents/carers<br>Teachers will have strong relationships with students and parents/carers<br>The wider community will feel welcome in the school and regularly use school facilities<br>Opportunities created for Student Voice to be heard at various whole school foruims and events<br>Key College leaders engaged in the Bayswater Education Project<br>Existing relationships/partnerships strengthened, and new relationships/partnerships created with respect to Feeder Primary Schools and local/network Secondary Schools, local community groups and associations, tertiary providers etc.<br>Students, parents/carers and our community will feel as though they belong and are seen<br>Key communication channels (Website, Facebook Page, Compass etc.) will be regularly used to communicate with the community<br>Website re-developed |
| **Success Indicators** | Observations and learning walks demonstrate use of digital learning<br>Documentation of school digital policies<br>Whole school surveys (SSS, AToSS)<br>Feedback from student/staff/parent/carer focus groups and interviews<br>Increased visibility of student leaders and student voice across the College<br>Student Voice representatives actively involved in various forums as appropriate across the College<br>Increase in staff and students working collaboratively to improve student ownership of learning<br>2022 Year 7 Enrolments increased to 60-80 students<br>Curriculum documentation that clearly identifies opportunities to embed digital technology skills and outcomes as part of enhancing and connecting learning process;<br>Staff to complete the e-Potential survey at the beginning of 2021 to ascertain their level of capability and then again at the end of 2021 to track growth<br>Student and Parent school-based surveys throughout the year, similar to those completed during Remote and Flexible Learning<br>Increased traffic on Facebook Page, Website, Compass and other communication platforms |

| Activities and Milestones | Who | Is this a PL Priority | When | Budget |
|---|---|---|---|---|
| Staff to complete the e Potential survey | ☑ All Staff | ☑ PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | $0.00 |

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| | | | | ☐ Equity funding will be used |
| Engagement in Bayswater Education Project | ☑ Leadership Team<br>☑ Principal | ☐ PLP Priority | from: Term 1 to: Term 4 | $0.00<br><br>☐ Equity funding will be used |
| Optus Digital Footprint facilitation for students in years 7 - 10 | ☑ Teacher(s)<br>☑ Year Level Co-ordinator(s) | ☐ PLP Priority | from: Term 1 to: Term 1 | $0.00<br><br>☐ Equity funding will be used |
| Learning Opportunities/Events for Parents regarding Digital Technologies including, but not limited to Compass | ☑ Assistant Principal<br>☑ Leadership Team<br><br>☑ Principal | ☐ PLP Priority | from: Term 1 to: Term 4 | $0.00<br><br>☐ Equity funding will be used |
| Re-develop Website | ☑ All Staff<br>☑ Assistant Principal<br><br>☑ Leadership Team<br><br>☑ Principal<br><br>☑ Student(s) | ☐ PLP Priority | from: Term 1 to: Term 4 | $0.00<br><br>☐ Equity funding will be used |
| Embed Digital Learning Strategies in Curriculum Documentation | ☑ All Staff | ☐ PLP Priority | from: Term 1 to: Term 4 | $0.00 |

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| | | | | ☐ Equity funding will be used |
| Regular communication to community through digital channels | ☑ Principal | ☐ PLP Priority | from: Term 1 to: Term 4 | $0.00 <br><br> ☐ Equity funding will be used |
| Director of Students and Year Level Coordinators to work with staff to strengthen approaches to communication between families and teachers | ☑ Leading Teacher(s) <br> ☑ Year Level Co-ordinator(s) | ☐ PLP Priority | from: Term 1 to: Term 4 | $0.00 <br><br> ☐ Equity funding will be used |
| College Leadership to maintain visible presence in and connection with College community | ☑ Assistant Principal <br> ☑ Leadership Team <br> ☑ Principal | ☐ PLP Priority | from: Term 1 to: Term 4 | $0.00 <br><br> ☐ Equity funding will be used |
| Host College Open Night | ☑ All Staff | ☐ PLP Priority | from: Term 1 to: Term 1 | $0.00 <br><br> ☐ Equity funding will be used |
| Facilitate student/parent/community forums/focus groups throughout the year | ☑ Assistant Principal <br> ☑ Leadership Team <br> ☑ Principal | ☐ PLP Priority | from: Term 1 to: Term 4 | $0.00 <br><br> ☐ Equity funding will be used |
| Taste testers for Primary Students | ☑ Assistant Principal | ☐ PLP Priority | from: Term 3 | $5,000.00 |

| | ☑ Leadership Team<br><br>☑ Principal<br><br>☑ Team Leader(s) | | to:<br>Term 3 | ☐ Equity funding will be used |
|---|---|---|---|---|
| Plan for and schedule professional learning, relevant to emerging student and staff digital learning needs and building staff capacity to effectively support them | ☑ All Staff | ☑ PLP Priority | from:<br>Term 1<br>to:<br>Term 4 | $10,000.00<br><br>☐ Equity funding will be used |

# Equity Funding Planner

## Equity Spending Totals

| Category | Total proposed budget ($) | Spend ($) |
|---|---|---|
| Equity funding associated with Activities and Milestones | $126,000.00 | $126,000.00 |
| Additional Equity funding | $400.00 | $400.00 |
| **Grand Total** | $126,400.00 | $126,400.00 |

## Activities and Milestones

| Activities and Milestones | When | Category | Total proposed budget ($) | Equity Spend ($) |
|---|---|---|---|---|
| Education Perfect Subscription to enhance and allow for staff and students to be supported with differentiation and targeted self paced learning through online medium. | from: Term 1 to: Term 4 | ☑ Teaching and learning programs and resources ☑ Support services | $8,000.00 | $8,000.00 |
| Leading Teacher - Head of Literacy and Curriculum Programs as well as additional tutoring outside of allocated DET tutoring funding. | from: Term 1 to: Term 4 | ☑ School-based staffing | $118,000.00 | $118,000.00 |
| **Totals** | | | $126,000.00 | $126,000.00 |

## Additional Equity spend

| Outline here any additional Equity spend for 2021 | When | Category | Total proposed budget ($) | Equity Spend ($) |
|---|---|---|---|---|
| Implementation of Torch Testing to complement On Demand PAT testing for priority cohorts | from: Term 1 | ☑ Teaching and learning programs and resources | $400.00 | $400.00 |

| | to: Term 4 | | | |
|---|---|---|---|---|
| **Totals** | | | $400.00 | $400.00 |

# Professional Learning and Development Plan

| Professional Learning Priority | Who | When | Key Professional Learning Strategies | Organisational Structure | Expertise Accessed | Where |
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| Relevant professional learning delivered through Learning Area, Sub School and Staff meetings, in addition to Curriculum Days and PPD | ☑ All Staff | from: Term 1 to: Term 4 | ☑ Moderated assessment of student learning<br>☑ Curriculum development<br>☑ Formalised PLC/PLTs | ☑ Whole School Pupil Free Day<br>☑ Professional Practice Day<br>☑ Formal School Meeting / Internal Professional Learning Sessions<br>☑ PLC/PLT Meeting | ☑ PLC Initiative<br>☑ Internal staff<br>☑ Learning Specialist<br>☑ Literacy Leaders<br>☑ Practice Principles for Excellence in Teaching and Learning<br>☑ Pedagogical Model<br>☑ High Impact Teaching Strategies (HITS)<br>☑ Numeracy leader | ☑ On-site |
| Continued implementation of Positive Education way of life through in-house Professional Learning | ☑ All Staff<br>☑ Leadership Team<br>☑ Wellbeing Team | from: Term 1 to: Term 4 | ☑ Planning<br>☑ Preparation<br>☑ Collaborative Inquiry/Action Research team | ☑ Whole School Pupil Free Day<br>☑ Professional Practice Day<br>☑ Formal School Meeting / Internal Professional Learning Sessions<br>☑ PLC/PLT Meeting | ☑ Internal staff | ☑ On-site |
| Plan for and schedule professional learning, relevant to emerging student | ☑ Assistant Principal | from: Term 1 | ☑ Planning<br>☑ Preparation | ☑ Whole School Pupil Free Day | ☑ Internal staff | ☑ On-site |

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| and staff wellbeing needs and building staff capacity to effectively support them | ☑ Leadership Team<br>☑ Principal | to:<br>Term 4 | ☑ Formalised PLC/PLTs | ☑ Professional Practice Day<br>☑ Formal School Meeting / Internal Professional Learning Sessions<br>☑ PLC/PLT Meeting | | |
| Staff to complete the e Potential survey | ☑ All Staff | from:<br>Term 1<br>to:<br>Term 4 | ☑ Curriculum development<br>☑ Individualised Reflection | ☑ Professional Practice Day<br>☑ Formal School Meeting / Internal Professional Learning Sessions | ☑ PLC Initiative<br>☑ Internal staff | ☑ On-site |
| Plan for and schedule professional learning, relevant to emerging student and staff digital learning needs and building staff capacity to effectively support them | ☑ All Staff | from:<br>Term 1<br>to:<br>Term 4 | ☑ Planning<br>☑ Preparation<br>☑ Formalised PLC/PLTs | ☑ Whole School Pupil Free Day<br>☑ Professional Practice Day<br>☑ Formal School Meeting / Internal Professional Learning Sessions<br>☑ PLC/PLT Meeting | ☑ Internal staff<br>☑ Practice Principles for Excellence in Teaching and Learning<br>☑ High Impact Teaching Strategies (HITS) | ☑ On-site |