

# 2019 Annual Implementation Plan

## for improving student outcomes

Blackburn High School (7610)



Submitted for review by Joanna Alexander (School Principal) on 12 March, 2019 at 06:05 AM  
Endorsed by Clayton Sturzaker (Senior Education Improvement Leader) on 12 March, 2019 at 06:36 AM  
Awaiting endorsement by School Council President

## Self-evaluation Summary - 2019

	<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 moving towards Embedding
	Curriculum planning and assessment	Embedding
	Evidence-based high-impact teaching strategies	Embedding
	Evaluating impact on learning	Embedding
<b>Professional leadership</b>	Building leadership teams	Embedding
	Instructional and shared leadership	Embedding
	Strategic resource management	Embedding
	Vision, values and culture	Embedding

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

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

<b>Enter your reflective comments</b>	We are making good progress in achieving our goals and priorities around the FISO initiatives: Excellence in Teaching and Learning, Professional Leadership in 2018.
<b>Considerations for 2019</b>	We will continue to focus on the FISO initiatives: Excellence in Teaching and Learning, Professional Leadership in 2019.
<b>Documents that support this plan</b>	

## SSP Goals Targets and KIS

<b>Goal 1</b>	To optimise every student's achievement and learning growth across all curriculum areas and year levels
<b>Target 1.1</b>	Further build teacher and team capacity to effectively analyse and use a broad range of data and evidence (including VCE, GAT, NAPLAN, EDUTEST, quantitative and qualitative data).
<b>Target 1.2</b>	Build teacher capacity for making more consistent assessment judgements in order to accurately measure the impact of their teaching and for giving and receiving feedback.
<b>Target 1.3</b>	A literacy strategy that focuses on continuing to increase the number of students for writing and reading in the high growth rate to 30% and decrease the number of students in the low growth rate to 10%.
<b>Target 1.4</b>	A numeracy strategy that focuses on increasing the number of students for writing and reading in the high growth rate to 25% and decrease the number of students in the low growth rate to 20%.
<b>Target 1.5</b>	Provide more opportunities for STEM based projects in Years 7, 8 and 9 in order to foster creativity and innovative thinking to solve authentic problems.
<b>Target 1.6</b>	Continue to build a community of reflective practitioners focused on continuous school improvement.

<b>Target 1.7</b>	Build teacher capacity for making more consistent assessment judgements in order to accurately measure the impact of their teaching and for giving and receiving feedback through the use of moderation of CATS
<b>Key Improvement Strategy 1.a</b> Building practice excellence	Staff training in data literacy embedded in LSIT, LA & Staff Meetings <ul style="list-style-type: none"> <li>• Data tracking on Accelerus available to staff</li> <li>• Training for English/Maths LS &amp; VCE LT on VCE data use.</li> <li>• Staff meetings to unpack NAPLAN &amp; SASS</li> <li>• Edutest used as part of suite of information to construct Year 7 class groupings</li> <li>• Edutest results discussed at House Org meeting and in Year 7 PDP Team meetings</li> </ul>
<b>Key Improvement Strategy 1.b</b> Curriculum planning and assessment	Audit of the learning area documents and student semester reports.
<b>Key Improvement Strategy 1.c</b> Building practice excellence	Track the growth rates for reading and writing.
<b>Key Improvement Strategy 1.d</b> Building practice excellence	Track the growth rates for numeracy.
<b>Key Improvement Strategy 1.e</b> Curriculum planning and assessment	The program documentation with reflect the STEM projects in Year 7, 8 and 9.
<b>Key Improvement Strategy 1.f</b> Building practice excellence	Use the staff feedback and AITSL to develop the new observational model
<b>Key Improvement Strategy 1.g</b> Building practice excellence	<ul style="list-style-type: none"> <li>• Time given for Year 12 English moderation</li> <li>• Moderation of CATS built into LA meetings</li> <li>• Microsoft Teams set up to enhance collaboration</li> <li>• Use of surveys by staff to measure impact of teaching</li> <li>• Review and further enhance the use of Maths Pathways Program 7-9</li> </ul>

	<ul style="list-style-type: none"> <li>• Use of bench marking</li> <li>• Summative and formative assessments</li> <li>• Use of Wednesday afternoon to run SACS for</li> </ul>
<b>Goal 2</b>	To develop and sustain an instructional and distributed leadership model that creates a high performance culture focused on collective responsibility for improving student outcomes.
<b>Target 2.1</b>	Build instructional and shared leadership capacity including through greater leadership visibility and through the ability of leaders to give regular feedback.
<b>Target 2.2</b>	Review the current school leadership structure of the Principal, 2xAssistant Principals, 9xLeading Teachers and 10xLearning Area Leaders, to determine whether it will meet the needs of the new school direction.
<b>Target 2.3</b>	Develop the knowledge and capabilities of emerging leaders to empower them to contribute their full potential to school improvement efforts.
<b>Target 2.4</b>	Build the capacity of school leaders and all members of staff to create a culture of empowerment, responsibility and opportunities for growth.
<b>Target 2.5</b>	To continue to build instructional and shared leadership capacity.to create a community of reflective practitioners with culture of empowerment, responsibility and opportunities for growth through the use of regular feedback and peer observation
<b>Key Improvement Strategy 2.a</b>	The leadership team is investigating the leadership structures from a number of high performing schools. A number of leadership models will be presented to staff for consideration.

Instructional and shared leadership	<p>LSIT to undertake professional reading on Peer Observation</p> <ul style="list-style-type: none"> <li>• LSIT to develop peer observation model to form part of PDPs</li> <li>• Regular feedback to form part of teacher practice</li> </ul>
<b>Goal 3</b>	Develop a structure and process to ensure learning is ‘visible’ for students and increase opportunities for higher levels of student cognitive and academic engagement, where they are extended.
<b>Target 3.1</b>	Develop a structure and process to ensure learning is ‘visible’ for students and increase opportunities for higher levels of student cognitive and academic engagement
<b>Target 3.2</b>	Build every teacher’s pedagogical capacity about how to increase student cognitive and academic engagement and participation in learning by embedding student-centred approaches to teaching and learning and the use of high impact teaching strategies.
<b>Key Improvement Strategy 3.a</b> Evidence-based high-impact teaching strategies	<ul style="list-style-type: none"> <li>• Staff collaboration and moderation of student work</li> <li>• Differentiation of work, content, process, assessment and learning environment</li> </ul> <p>Conduct a review of the school’s music program. The reviewer will conduct interviews with students, staff and parents around the delivery of the classroom, instrumental &amp; ensemble programs. conduct a review of the High Achievers program.</p>
<b>Key Improvement Strategy 3.b</b> Evidence-based high-impact teaching strategies	<p>Staff PD on High Impact Strategies</p> <ul style="list-style-type: none"> <li>• Reinforcement of strategies at LA Meetings</li> </ul> <p>Share pedagogical strategies and approaches used for the students in the top 25% of ability</p>
<b>Key Improvement Strategy 3.c</b> Building practice excellence	<p>A STEM strategy that focuses on the capabilities of critical and creative thinking and ethical capability by providing students in Years 7, 8 &amp; 9 with opportunities to fosters innovative thinking to solve authentic problems Audit of the 7-10 Curriculum to ensure inclusion of Critical and Creative Thinking including the strands of metacognition, questions and possibilities and reasoningand Ethical</p>





## Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
To optimise every student's achievement and learning growth across all curriculum areas and year levels	Yes	Further build teacher and team capacity to effectively analyse and use a broad range of data and evidence (including VCE, GAT, NAPLAN, EDUTEST, quantitative and qualitative data).	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <ul style="list-style-type: none"> <li>• Staff training in data literacy embedded in LSIT, LA &amp; Staff Meetings</li> <li>• Data tracking on Accelerus available to staff</li> <li>• Training for English/Maths LS &amp; VCE LT on VCE data use.</li> <li>• Staff meetings to unpack NAPLAN &amp; SASS</li> <li>• Edutest used as part of suite of information to construct Year 7 class groupings</li> <li>• Edutest results discussed at House Org meeting and in Year 7 PDP Team meetings</li> </ul>
		Build teacher capacity for making more consistent assessment judgements in order to accurately measure the impact of their teaching and for giving and receiving feedback.	The new learning specialists will oversee and lead this process
		A literacy strategy that focuses on continuing to increase the number of students for writing and reading in the high growth	The English and Mathematics learning specialists will oversee and lead this process

		rate to 30% and decrease the number of students in the low growth rate to 10%.	
		A numeracy strategy that focuses on increasing the number of students for writing and reading in the high growth rate to 25% and decrease the number of students in the low growth rate to 20%.	The English learning specialist will oversee and lead this process
		Provide more opportunities for STEM based projects in Years 7, 8 and 9 in order to foster creativity and innovative thinking to solve authentic problems.	<ul style="list-style-type: none"> <li>• Audit of the 7-10 Curriculum to ensure inclusion of Critical and Creative Thinking including the strands of metacognition, questions and possibilities and reasoning and Ethical Capability</li> </ul>
		Continue to build a community of reflective practitioners focused on continuous school improvement.	We will use a critical friend to work with the leadership team
		Build teacher capacity for making more consistent assessment judgements in order to accurately measure the impact of their teaching and for giving and receiving feedback through the use of moderation of CATS	<ul style="list-style-type: none"> <li>• Time given for Year 12 English moderation</li> <li>• Moderation of CATS built into LA meetings</li> <li>• Microsoft Teams set up to enhance collaboration</li> <li>• Use of surveys by staff to measure impact of teaching</li> <li>• Review and further enhance the use of Maths Pathways Program 7-9</li> <li>• Use of bench marking</li> </ul>

			<ul style="list-style-type: none"> <li>• Summative and formative assessments</li> <li>• Use of Wednesday afternoon to run SACS for multiple classes</li> </ul>
To develop and sustain an instructional and distributed leadership model that creates a high performance culture focused on collective responsibility for improving student outcomes.	Yes	Build instructional and shared leadership capacity including through greater leadership visibility and through the ability of leaders to give regular feedback.	To continue to build instructional and shared leadership capacity.to create a community of reflective practitioners with culture of empowerment, responsibility and opportunities for growth through the use of regular feedback and peer observation
		Review the current school leadership structure of the Principal, 2xAssistant Principals, 9xLeading Teachers and 10xLearning Area Leaders, to determine whether it will meet the needs of the new school direction.	We have implemented a new school leadership structure
		Develop the knowledge and capabilities of emerging leaders to empower them to contribute their full potential to school improvement efforts.	The new school leadership structure will facilitate this
		Build the capacity of school leaders and all members of staff to create a culture of empowerment, responsibility and opportunities for growth.	Working with a critical friend and coach

		To continue to build instructional and shared leadership capacity.to create a community of reflective practitioners with culture of empowerment, responsibility and opportunities for growth through the use of regular feedback and peer observation	The staff meetings and teacher collaboration will facilitate this
Develop a structure and process to ensure learning is 'visible' for students and increase opportunities for higher levels of student cognitive and academic engagement, where they are extended.	No	Develop a structure and process to ensure learning is 'visible' for students and increase opportunities for higher levels of student cognitive and academic engagement	
		Build every teacher's pedagogical capacity about how to increase student cognitive and academic engagement and participation in learning by embedding student-centred approaches to teaching and learning and the use of high impact teaching strategies.	

<b>Goal 1</b>	To optimise every student's achievement and learning growth across all curriculum areas and year levels
<b>12 Month Target 1.1</b>	<ul style="list-style-type: none"> <li>• Staff training in data literacy embedded in LSIT, LA &amp; Staff Meetings</li> <li>• Data tracking on Accelerus available to staff</li> <li>• Training for English/Maths LS &amp; VCE LT on VCE data use.</li> <li>• Staff meetings to unpack NAPLAN &amp; SASS</li> <li>• Edutest used as part of suite of information to construct Year 7 class groupings</li> <li>• Edutest results discussed at House Org meeting and in Year 7 PDP Team meetings</li> </ul>
<b>12 Month Target 1.2</b>	The new learning specialists will oversee and lead this process

<b>12 Month Target 1.3</b>	The English and Mathematics learning specialists will oversee and lead this process	
<b>12 Month Target 1.4</b>	The English learning specialist will oversee and lead this process	
<b>12 Month Target 1.5</b>	<ul style="list-style-type: none"> <li>Audit of the 7-10 Curriculum to ensure inclusion of Critical and Creative Thinking including the strands of metacognition, questions and possibilities and reasoning and Ethical Capability</li> </ul>	
<b>12 Month Target 1.6</b>	We will use a critical friend to work with the leadership team	
<b>12 Month Target 1.7</b>	<ul style="list-style-type: none"> <li>Time given for Year 12 English moderation</li> <li>Moderation of CATS built into LA meetings</li> <li>Microsoft Teams set up to enhance collaboration</li> <li>Use of surveys by staff to measure impact of teaching</li> <li>Review and further enhance the use of Maths Pathways Program 7-9</li> <li>Use of bench marking</li> <li>Summative and formative assessments</li> <li>Use of Wednesday afternoon to run SACS for multiple classes</li> </ul>	
<b>Key Improvement Strategies</b>		
	Is this KIS selected for focus this year?	
<b>KIS 1</b> Building practice excellence	Staff training in data literacy embedded in LSIT, LA & Staff Meetings <ul style="list-style-type: none"> <li>Data tracking on Accelerus available to staff</li> <li>Training for English/Maths LS &amp; VCE LT on VCE data use.</li> <li>Staff meetings to unpack NAPLAN &amp; SASS</li> <li>Edutest used as part of suite of information to construct Year 7 class groupings</li> <li>Edutest results discussed at House Org meeting and in Year 7 PDP Team meetings</li> </ul>	Yes
<b>KIS 2</b> Curriculum planning and assessment	Audit of the learning area documents and student semester reports.	Yes
<b>KIS 3</b> Building practice excellence	Track the growth rates for reading and writing.	Yes
<b>KIS 4</b>	Track the growth rates for numeracy.	Yes

Building practice excellence		
<b>KIS 5</b> Curriculum planning and assessment	The program documentation with reflect the STEM projects in Year 7, 8 and 9.	Yes
<b>KIS 6</b> Building practice excellence	Use the staff feedback and AITSL to develop the new observational model	Yes
<b>KIS 7</b> Building practice excellence	<ul style="list-style-type: none"> <li>• Time given for Year 12 English moderation</li> <li>• Moderation of CATS built into LA meetings</li> <li>• Microsoft Teams set up to enhance collaboration</li> <li>• Use of surveys by staff to measure impact of teaching</li> <li>• Review and further enhance the use of Maths Pathways Program 7-9</li> <li>• Use of bench marking</li> <li>• Summative and formative assessments</li> <li>• Use of Wednesday afternoon to run SACS for</li> </ul>	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 student data both quantitative (NAPLAN, VCE) and qualitative (Student Attitude to School Survey) are the catalyst for the focus.	
<b>Goal 2</b>	To develop and sustain an instructional and distributed leadership model that creates a high performance culture focused on collective responsibility for improving student outcomes.	
<b>12 Month Target 2.1</b>	To continue to build instructional and shared leadership capacity.to create a community of reflective practitioners with culture of empowerment, responsibility and opportunities for growth through the use of regular feedback and peer observation	
<b>12 Month Target 2.2</b>	We have implemented a new school leadership structure	
<b>12 Month Target 2.3</b>	The new school leadership structure will facilitate this	
<b>12 Month Target 2.4</b>	Working with a critical friend and coach	

<b>12 Month Target 2.5</b>	The staff meetings and teacher collaboration will facilitate this	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> Instructional and shared leadership	The leadership team is investigating the leadership structures from a number of high performing schools. A number of leadership models will be presented to staff for consideration. LSIT to undertake professional reading on Peer Observation <ul style="list-style-type: none"> <li>• LSIT to develop peer observation model to form part of PDPs</li> <li>• Regular feedback to form part of teacher practice</li> </ul>	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 new leadership model will facilitate the capacity building of staff.	

## Define Actions, Outcomes and Activities

<b>Goal 1</b>	To optimise every student's achievement and learning growth across all curriculum areas and year levels
<b>12 Month Target 1.1</b>	<ul style="list-style-type: none"> <li>• Staff training in data literacy embedded in LSIT, LA &amp; Staff Meetings</li> <li>• Data tracking on Accelerus available to staff</li> <li>• Training for English/Maths LS &amp; VCE LT on VCE data use.</li> <li>• Staff meetings to unpack NAPLAN &amp; SASS</li> <li>• Edutest used as part of suite of information to construct Year 7 class groupings</li> <li>• Edutest results discussed at House Org meeting and in Year 7 PDP Team meetings</li> </ul>
<b>12 Month Target 1.2</b>	The new learning specialists will oversee and lead this process
<b>12 Month Target 1.3</b>	The English and Mathematics learning specialists will oversee and lead this process
<b>12 Month Target 1.4</b>	The English learning specialist will oversee and lead this process
<b>12 Month Target 1.5</b>	<ul style="list-style-type: none"> <li>• Audit of the 7-10 Curriculum to ensure inclusion of Critical and Creative Thinking including the strands of metacognition, questions and possibilities and reasoning and Ethical Capability</li> </ul>
<b>12 Month Target 1.6</b>	We will use a critical friend to work with the leadership team
<b>12 Month Target 1.7</b>	<ul style="list-style-type: none"> <li>• Time given for Year 12 English moderation</li> <li>• Moderation of CATS built into LA meetings</li> <li>• Microsoft Teams set up to enhance collaboration</li> <li>• Use of surveys by staff to measure impact of teaching</li> <li>• Review and further enhance the use of Maths Pathways Program 7-9</li> <li>• Use of bench marking</li> <li>• Summative and formative assessments</li> <li>• Use of Wednesday afternoon to run SACS for multiple classes</li> </ul>
<b>KIS 1</b> Building practice excellence	Staff training in data literacy embedded in LSIT, LA & Staff Meetings <ul style="list-style-type: none"> <li>• Data tracking on Accelerus available to staff</li> <li>• Training for English/Maths LS &amp; VCE LT on VCE data use.</li> </ul>



	<ul style="list-style-type: none"> <li>• Staff meetings to unpack NAPLAN &amp; SASS</li> <li>• Edutest used as part of suite of information to construct Year 7 class groupings</li> <li>• Edutest results discussed at House Org meeting and in Year 7 PDP Team meetings</li> </ul>			
<b>Actions</b>	Staff training in data literacy embedded in LSIT, LA & Staff Meetings <ul style="list-style-type: none"> <li>• Data tracking on Accelerus available to staff</li> <li>• Training for English/Maths LS &amp; VCE LT on VCE data use.</li> <li>• Staff meetings to unpack NAPLAN &amp; SASS</li> <li>• Edutest used as part of suite of information to construct Year 7 class groupings</li> <li>• Edutest results discussed at House Org meeting and in Year 7 PDP Team meetings</li> </ul>			
<b>Outcomes</b>	Staff will access and use data to monitor student progress and implement appropriate classroom practices			
<b>Success Indicators</b>	Improved student results in NAPLAN, VCE, Student Attitudes to School Survey			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Staff meetings, Learning area meetings	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$3,000.00  <input type="checkbox"/> Equity funding will be used
<b>KIS 2</b> Curriculum planning and assessment	Audit of the learning area documents and student semester reports.			
<b>Actions</b>	The focus will be on developing high quality assessment rubrics			
<b>Outcomes</b>	Staff will use the high quality assessment rubrics to make more accurate judgements on student progress			
<b>Success Indicators</b>	More accurate assessment			

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Learning Area collaboration	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
<b>KIS 3</b> Building practice excellence	Track the growth rates for reading and writing.			
<b>Actions</b>	Time will be allocated in the school's professional learning program for Year 12 teachers to moderate			
<b>Outcomes</b>	Teachers will use formal and informal meeting time to moderate student work			
<b>Success Indicators</b>	More accurate teacher judgements			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
More accurate teacher judgements	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$3,000.00  <input type="checkbox"/> Equity funding will be used
<b>KIS 4</b> Building practice excellence	Track the growth rates for numeracy.			
<b>Actions</b>	Implementation of Maths Pathways which is a mastery program in the Years 7-9 Maths Program			
<b>Outcomes</b>	More effective student feedback about their progress			
<b>Success Indicators</b>	Improved student growth and confidence.			

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Improved teacher collaboration and student growth in mathematics	<input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$3,000.00  <input checked="" type="checkbox"/> Equity funding will be used
<b>KIS 5</b> Curriculum planning and assessment	The program documentation with reflect the STEM projects in Year 7, 8 and 9.			
<b>Actions</b>	The new Learning Specialist will oversee this process			
<b>Outcomes</b>	Improved student outcomes in STEM knowledge and skills			
<b>Success Indicators</b>	Improved student outcomes in STEM knowledge and skills			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Improved student outcomes in STEM knowledge and skills in Years 7-9	<input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00  <input type="checkbox"/> Equity funding will be used
<b>KIS 6</b> Building practice excellence	Use the staff feedback and AITSL to develop the new observational model			
<b>Actions</b>	The leadership team will lead the implementation of the new observational model			
<b>Outcomes</b>	More staff involvement in formal and informal peer observational opportunities			

<b>Success Indicators</b>	The PDP process will reflect more staff involvement in formal and informal peer observational opportunities			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
The staff opinion survey will reflect the improvement in staff feedback	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
<b>KIS 7</b> Building practice excellence	<ul style="list-style-type: none"> <li>• Time given for Year 12 English moderation</li> <li>• Moderation of CATS built into LA meetings</li> <li>• Microsoft Teams set up to enhance collaboration</li> <li>• Use of surveys by staff to measure impact of teaching</li> <li>• Review and further enhance the use of Maths Pathways Program 7-9</li> <li>• Use of bench marking</li> <li>• Summative and formative assessments</li> <li>• Use of Wednesday afternoon to run SACS for</li> </ul>			
<b>Actions</b>	Time provided for teachers to moderate			
<b>Outcomes</b>	Collaboration will reflect the improvement in teacher judgements			
<b>Success Indicators</b>	Teacher judgements and NAPLAN data will correlate			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Professional learning activities	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used

<b>Goal 2</b>	To develop and sustain an instructional and distributed leadership model that creates a high performance culture focused on collective responsibility for improving student outcomes.			
<b>12 Month Target 2.1</b>	To continue to build instructional and shared leadership capacity.to create a community of reflective practitioners with culture of empowerment, responsibility and opportunities for growth through the use of regular feedback and peer observation			
<b>12 Month Target 2.2</b>	We have implemented a new school leadership structure			
<b>12 Month Target 2.3</b>	The new school leadership structure will facilitate this			
<b>12 Month Target 2.4</b>	Working with a critical friend and coach			
<b>12 Month Target 2.5</b>	The staff meetings and teacher collaboration will facilitate this			
<b>KIS 1</b> Instructional and shared leadership	<p>The leadership team is investigating the leadership structures from a number of high performing schools. A number of leadership models will be presented to staff for consideration.</p> <p>LSIT to undertake professional reading on Peer Observation</p> <ul style="list-style-type: none"> <li>• LSIT to develop peer observation model to form part of PDPs</li> <li>• Regular feedback to form part of teacher practice</li> </ul>			
<b>Actions</b>	The leadership team will develop a new observational model			
<b>Outcomes</b>	Increased teacher participation in both formal and informal peer observation			
<b>Success Indicators</b>	The PDP process will affirm the increased eacher participation in both formal and informal peer observation			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Staff opinion survey and learning specialist feedback will affirm the increased teacher participation in both formal and informal peer observation	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00  <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	\$3,000.00	0.00
Additional Equity funding	\$0.00	\$0.00
<b>Grand Total</b>	<b>\$3,000.00</b>	<b>\$0.00</b>

## Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Improved teacher collaboration and student growth in mathematics	from: Term 1 to: Term 4		\$3,000.00	
<b>Totals</b>			<b>\$3,000.00</b>	

## Additional Equity spend

Outline here any additional Equity spend for 2019	When	Category	Total proposed budget (\$)	Equity Spend (\$)
<b>Totals</b>			<b>\$0.00</b>	<b>\$0.00</b>

## Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Staff meetings, Learning area meetings	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Learning Area collaboration	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> Leadership partners	<input checked="" type="checkbox"/> On-site
More accurate teacher judgements	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Improved teacher collaboration and student growth in mathematics	<input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Maths/Sci Specialist	<input checked="" type="checkbox"/> On-site
Improved student outcomes in STEM knowledge and skills in Years 7-9	<input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
The staff opinion survey will reflect the improvement in staff feedback	<input checked="" type="checkbox"/> All Staff	from: Term 1	<input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site



		to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection			
Professional learning activities	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Staff opinion survey and learning specialist feedback will affirm the increased teacher participation in both formal and informal peer observation	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site