

2021 Annual Implementation Plan

for improving student outcomes

Blackburn High School (7610)



Submitted for review by Joanna Alexander (School Principal) on 09 February, 2021 at 11:24 AM
Endorsed by Eva McMaster (Senior Education Improvement Leader) on 09 February, 2021 at 11:44 AM
Endorsed by Geoff Hugo (School Council President) on 01 March, 2021 at 08:23 AM

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	Embedding
	Evidence-based high-impact teaching strategies	Embedding
	Evaluating impact on learning	Embedding
Professional leadership	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	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
	Global citizenship	Evolving moving towards Embedding
	Networks with schools, services and agencies	Embedding
	Parents and carers as partners	Embedding

Enter your reflective comments	<p>The school is making very good progress in each of the four priority areas and the corresponding initiatives. The greatest impact has been made in the priority areas of: Excellence in teaching and learning and Professional Leadership. This has been enabled through collaboration around:</p> <ul style="list-style-type: none"> • an understanding of what improved practice looks like and reflection on current practice • teacher observations through the new observational model, by providing a common language about evidence • more opportunities for substantive conversations about improving professional practice
Considerations for 2021	<p>In 2021, we will continue to focus on a number of areas including:</p> <ol style="list-style-type: none"> 1. Whole-school approach to health, wellbeing, inclusion and engagement 2. The embedding of moderation of common student assessment tasks across years 7-12 3. Teachers access professional learning to build their skills in the analysis, interpretation and use of student performance data to improve classroom teaching practice 4. The school will continue to provide opportunities for teachers to observe and discuss best practice teaching. We will

	embed a shared language to describe agreed high-impact strategies. 5. The development of a Literacy Strategy and a Numeracy Strategy
Documents that support this plan	

SSP Goals Targets and KIS

<p>Goal 1</p>	<p>2021 Priorities Goal-Zero KIS 1-Learning catch-up and extension Some of our students have thrived in the remote and flexible learning environment, other have maintained their learning progress and some have fallen behind. KIS 2-Happy, active and healthy kids The impact of COVID-19 on the mental health and wellbeing of all students requires intervention and monitoring. KIS 3-Connected schools We have established stronger connections with our families, carers and communities that will be maintained and further developed in 2021.</p>
<p>Target 1.1</p>	<p>Support for the 2021 Priorities</p> <p>Implementing a whole school approach to literacy and numeracy</p> <p>Establishing an agreed approach to monitoring and responding to student engaging, mental health and wellbeing that is underpinned by the House Structure and Learning Areas</p> <p>Building strong learning communities</p>
<p>Key Improvement Strategy 1.a Evaluating impact on learning</p>	<p>Learning, catch-up and extension priority Links to FISO:</p> <ul style="list-style-type: none"> • Excellence in Teaching & Learning • Building Practice Excellence • Building teacher capability to deliver targeted student support in literacy and numeracy
<p>Key Improvement Strategy 1.b</p>	<p>Happy, active and healthy kids priority Links to FISO:</p>

Empowering students and building school pride	<ul style="list-style-type: none"> • Positive Climate for Learning • Health & Wellbeing • Establish an agreed approach to monitoring and responding to student mental health and wellbeing concerns
Key Improvement Strategy 1.c Building communities	<p>Connected schools priority</p> <p>Links to FISO:</p> <ul style="list-style-type: none"> • Community engagement in learning • Parents and carers as partners • Strengthen and embed the connection with parents/carers/family developed during remote and flexible learning
Goal 2	To optimise every student's achievement and learning growth across all curriculum areas and year levels
Target 2.1	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).
Target 2.2	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.
Target 2.3	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%.
Target 2.4	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%.

Target 2.5	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.
Target 2.6	Continue to build a community of reflective practitioners focused on continuous school improvement.
Target 2.7	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
Key Improvement Strategy 2.a Building practice excellence	Staff training in data literacy embedded in LSIT, LA & Staff Meetings <ul style="list-style-type: none"> • Data tracking on Accelerus available to staff • Training for English/Maths LS & VCE LT on VCE data use. • Staff meetings to unpack NAPLAN & SASS • Edutest used as part of suite of information to construct Year 7 class groupings • Edutest results discussed at House Org meeting and in Year 7 PDP Team meetings
Key Improvement Strategy 2.b Curriculum planning and assessment	Audit of the learning area documents and student semester reports.
Key Improvement Strategy 2.c Building practice excellence	Track the growth rates for reading and writing.
Key Improvement Strategy 2.d Building practice excellence	Track the growth rates for numeracy.
Key Improvement Strategy 2.e Curriculum planning and assessment	The program documentation with reflect the STEM projects in Year 7, 8 and 9.

Key Improvement Strategy 2.f Building practice excellence	Use the staff feedback and AITSL to develop the new observational model
Key Improvement Strategy 2.g Building practice excellence	<ul style="list-style-type: none"> • Time given for Year 12 English moderation • Moderation of CATS built into LA meetings • Microsoft Teams set up to enhance collaboration • Use of surveys by staff to measure impact of teaching • Review and further enhance the use of Maths Pathways Program 7-9 • Use of bench marking • Summative and formative assessments • Use of Wednesday afternoon to run SACS for
Key Improvement Strategy 2.h Evidence-based high-impact teaching strategies	Action Plan to accelerate improvement
Goal 3	To develop and sustain an instructional and distributed leadership model that creates a high performance culture focused on collective responsibility for improving student outcomes.
Target 3.1	Build instructional and shared leadership capacity including through greater leadership visibility and through the ability of leaders to give regular feedback.
Target 3.2	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.
Target 3.3	Develop the knowledge and capabilities of emerging leaders to empower them to contribute their full potential to school improvement efforts.

Target 3.4	Build the capacity of school leaders and all members of staff to create a culture of empowerment, responsibility and opportunities for growth.
Target 3.5	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
Key Improvement Strategy 3.a 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"> • LSIT to develop peer observation model to form part of PDPs • Regular feedback to form part of teacher practice
Goal 4	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.
Target 4.1	Develop a structure and process to ensure learning is ‘visible’ for students and increase opportunities for higher levels of student cognitive and academic engagement
Target 4.2	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.
Key Improvement Strategy 4.a Evidence-based high-impact teaching strategies	<ul style="list-style-type: none"> • Staff collaboration and moderation of student work • Differentiation of work, content, process, assessment and learning environment Conduct a review of the school’s music program. The reviewer will conduct interviews with students, staff and parents

	<p>around the delivery of the classroom, instrumental & ensemble programs. conduct a review of the High Achievers program.</p>
<p>Key Improvement Strategy 4.b Evidence-based high-impact teaching strategies</p>	<p>Staff PD on High Impact Strategies</p> <ul style="list-style-type: none"> • Reinforcement of strategies at LA Meetings <p>Share pedagogical strategies and approaches used for the students in the top 25% of ability</p>
<p>Key Improvement Strategy 4.c Building practice excellence</p>	<p>A STEM strategy that focuses on the capabilities of critical and creative thinking and ethical capability by providing students in Years 7, 8 & 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
<p>2021 Priorities Goal-Zero KIS 1-Learning catch-up and extension Some of our students have thrived in the remote and flexible learning environment, other have maintained their learning progress and some have fallen behind. KIS 2-Happy, active and healthy kids The impact of COVID-19 on the mental health and wellbeing of all students requires intervention and monitoring. KIS 3-Connected schools We have established stronger connections with our families, carers and communities that will be maintained and further developed in 2021.</p>	Yes	<p>Support for the 2021 Priorities</p> <p>Implementing a whole school approach to literacy and numeracy</p> <p>Establishing an agreed approach to monitoring and responding to student engaging, mental health and wellbeing that is underpinned by the House Structure and Learning Areas</p> <p>Building strong learning communities</p>	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>Improvement by at least 5% in the NAPLAN relative gain for all Year 9 students in Reading, Writing and Numeracy, especially those in the higher bands . All students in Years 7-9 will have demonstrated a growth of at least 133% in Maths Pathways. Improvement by at least 10% in the Student Attitude to School Survey for 'Health & Wellbeing', 'Learning Characteristics & Disposition', 'Social Engagement', 'Teacher-Student Relationships' and 'Student Safety'. Improvement by at least 5% in the Staff Survey for factors: *Teacher Collaboration *Collective Efficacy *Collective Responsibility *Understanding how to use and apply student data to improve practice</p>
To optimise every student's achievement and learning growth	No	Further build teacher and team capacity to effectively analyse and use a broad range of data and evidence (including VCE,	

across all curriculum areas and year levels		GAT, NAPLAN, EDUTEST, quantitative and qualitative data).	
		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.	
		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%.	
		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%.	
		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.	

		Continue to build a community of reflective practitioners focused on continuous school improvement.	
		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	
To develop and sustain an instructional and distributed leadership model that creates a high performance culture focused on collective responsibility for improving student outcomes.	No	Build instructional and shared leadership capacity including through greater leadership visibility and through the ability of leaders to give regular feedback.	
		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.	
		Develop the knowledge and capabilities of emerging leaders to empower them to contribute their full potential to school improvement efforts.	

		Build the capacity of school leaders and all members of staff to create a culture of empowerment, responsibility and opportunities for growth.	
		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	
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.	

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	<p>The impact of COVID-19 on the mental health and wellbeing of all students requires intervention and monitoring. KIS 3-Connected schools We have established stronger connections with our families, carers and communities that will be maintained and further developed in 2021.</p>	
12 Month Target 1.1	<p>Improvement by at least 5% in the NAPLAN relative gain for all Year 9 students in Reading, Writing and Numeracy, especially those in the higher bands . All students in Years 7-9 will have demonstrated a growth of at least 133% in Maths Pathways. Improvement by at least 10% in the Student Attitude to School Survey for 'Health & Wellbeing', 'Learning Characteristics & Disposition', 'Social Engagement', 'Teacher-Student Relationships' and 'Student Safety'. Improvement by at least 5% in the Staff Survey for factors: *Teacher Collaboration *Collective Efficacy *Collective Responsibility *Understanding how to use and apply student data to improve practice</p>	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Evaluating impact on learning	<p>Learning, catch-up and extension priority Links to FISO:</p> <ul style="list-style-type: none"> • Excellence in Teaching & Learning • Building Practice Excellence • Building teacher capability to deliver targeted student support in literacy and numeracy 	Yes
KIS 2 Empowering students and building school pride	<p>Happy, active and healthy kids priority Links to FISO:</p> <ul style="list-style-type: none"> • Positive Climate for Learning • Health & Wellbeing • Establish an agreed approach to monitoring and responding to student mental health and wellbeing concerns 	Yes

<p>KIS 3 Building communities</p>	<p>Connected schools priority Links to FISO:</p> <ul style="list-style-type: none"> • Community engagement in learning • Parents and carers as partners • Strengthen and embed the connection with parents/carers/family developed during remote and flexible learning 	<p>Yes</p>
<p>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.</p>	<p>Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2021.</p>	

Define Actions, Outcomes and Activities

<p>Goal 1</p>	<p>2021 Priorities Goal-Zero KIS 1-Learning catch-up and extension Some of our students have thrived in the remote and flexible learning environment, other have maintained their learning progress and some have fallen behind. KIS 2-Happy, active and healthy kids The impact of COVID-19 on the mental health and wellbeing of all students requires intervention and monitoring. KIS 3-Connected schools We have established stronger connections with our families, carers and communities that will be maintained and further developed in 2021.</p>
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<p>KIS 1 Evaluating impact on learning</p>	<p>Learning, catch-up and extension priority Links to FISO:</p> <ul style="list-style-type: none"> • Excellence in Teaching & Learning • Building Practice Excellence • Building teacher capability to deliver targeted student support in literacy and numeracy
<p>Actions</p>	<p>Students will-</p> <ul style="list-style-type: none"> • Self-report

	<ul style="list-style-type: none"> • Attend allocated sessions • Prepare for sessions • Participate in sessions • Seek extension in all areas of their schooling • Participate in the Tutor Learning Program if required • Develop their use of technology to enhance their learning <p>Teachers will-</p> <ul style="list-style-type: none"> • Identify gaps in student capability pre-testing, moderation, formative assessment. • Scaffold work as appropriate • Explicitly teacher vocabulary specific for their learning area • Incorporate reading comprehension opportunities into the learning program • Provide opportunities for class discussions that promote substantive conversations • Collaboratively develop rubrics that make the learning visible • Offer targeted feedback • Discuss ongoing concerns with stakeholders • Seek support from colleagues and be encouraged to take risks in their teaching practice • Identify students requiring intervention • Collaborate to prepare materials • Regularly undertake the moderation of student work for years 7-12 • Provide opportunities for students to extend themselves • Provide a differentiated curriculum to cater for all student learning needs <p>Leaders will-</p> <ul style="list-style-type: none"> • provide whole school professional learning opportunities around Literacy and Numeracy • Provide 1:1 feedback and support to staff • Be a reference point • Use the meeting schedule to provide further opportunities for collaboration • Model the HITS and strategies for excellence in learning and teaching to staff • Provide opportunities to participate in the Tutor Learning Program
<p>Outcomes</p>	<p>Students</p> <ul style="list-style-type: none"> • will actively seek assistance from their teacher • will show evidence of the use of their learning diary • will complete tasks in class and meet their deadlines for submission of work <p>Teachers:</p> <ul style="list-style-type: none"> • will use formative assessment in their learning program • will use summative/formal tasks in their learning program • will use their meeting time with colleagues to discuss student progress and teaching strategies

	<ul style="list-style-type: none"> will use student data to determine their impact on learning will make use of HITS to offer multiple exposures to feedback, content and skill development will provide regular communication to parents/carers about student progress and achievement will participate in peer observations both formal and informal <p>Leaders</p> <ul style="list-style-type: none"> will provide staff with targeted PD opportunities throughout the year will use peer observations as an effective strategy for collaboration and discussions around best practice will model all the agreed strategies will ask questions of staff and themselves will provide clarity about the agreed strategies and monitor their effectiveness on student progress will map the curriculum to ensure a viable and differentiated curriculum will support teachers to understand and utilise student learning data 			
Success Indicators	<ul style="list-style-type: none"> Students demonstrating improved learning confidence, improved motivation and better self regulation through the Student Attitude to School Survey Improvement in the NAPLAN relative gain for Year 9 students in Reading, Writing and Numeracy by at least 5% Improvement in the Maths Pathways growth for students in Years 7-9 to at least 133% More effective teacher collaboration during learning area meetings, staff meetings and house meetings as evidenced by the nature of the discussions and the Staff Opinion Survey Teachers using peer observation both formally and informally to improve their practice Teachers moderating work using rubrics Leaders modelling the expectations for all members of the school community around the Learning Norms and the School Values The use of more formative assessment strategies in the learning programs Improvement in the Parent Opinion Survey for the domains of: 'Student Cognitive Engagement' and 'Student Development' 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Whole school professional learning around Literacy and Numeracy- 5 members of the leadership team will undertake the Bastow literacy PD	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$6,930.00 <input checked="" type="checkbox"/> Equity funding will be used
KIS 2	Happy, active and healthy kids priority Links to FISO:			

Empowering students and building school pride	<ul style="list-style-type: none"> • Positive Climate for Learning • Health & Wellbeing • Establish an agreed approach to monitoring and responding to student mental health and wellbeing concerns
Actions	<p>Students will</p> <ul style="list-style-type: none"> • Seek support when needed • Be able to speak with their Mentor Teacher or Class Teacher about any concerns • Know how to support their friend • Be able to discuss their 2020 experience in a balanced and optimistic manner • Work collaboratively in teams within and out of the class • Be actively involved in school based activities such as the clubs, sporting carnivals, house performing arts <p>Teachers will</p> <ul style="list-style-type: none"> • Ensure that students know where to go for help and information • As Mentor or Class Teachers explicitly teach and provide opportunities for students to practice the skills to seek support • Establish a class narrative that fosters positive mental health and normalizes support seeking • Model positive health and wellbeing behaviours • Communicate with parents about student progress as required • Liaise with the Wellbeing Team as required <p>Leaders will</p> <ul style="list-style-type: none"> • Ensure that the House Structure and Learning & Teaching Program fosters positive mental health and normalises support seeking • Provide the appropriate professional learning to Mentor and Class Teachers so that they are trained in the provision of support to students • Monitor student progress and wellbeing and intervene as required • Work with the Wellbeing Team to develop student wellbeing initiatives
Outcomes	<p>Students will</p> <ul style="list-style-type: none"> • Seek support as required and know how to support their friends • Speak to their Mentor and Class Teachers about their concerns • Be actively involved in all aspects of school life including the school based activities (clubs, House events) • Feel comfortable about working collaboratively in teams <p>Teachers will</p> <ul style="list-style-type: none"> • Develop Student Learning Plans supporting student needs in both the upper and lower bands • Implement the wellbeing initiatives • Provide the appropriate support to their students

	<p>Leaders will</p> <ul style="list-style-type: none"> • Monitor student wellbeing through the student and teacher feedback and intervene as required • Lead the development of the wellbeing initiatives • Provide appropriate professional learning opportunities to build teacher capacity • Monitor student attendance • Use external student support services 			
Success Indicators	<ul style="list-style-type: none"> • Successful implementation of the wellbeing initiatives as evidenced by the student surveys • Feedback about the Mentor Program by the House Teams/Mentor Teacher • Parents indicating a 10% improvement around how they feel about their child's safety and connection to peers/school through the Parent Opinion Survey • Students indicating a 10% improvement around how they feel about their safety, bullying and health & wellbeing through the /Student Attitude to School Survey • Student attendance to improve by 5% across all year levels 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Guest speakers invited to address student wellbeing	<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
KIS 3 Building communities	<p>Connected schools priority Links to FISO:</p> <ul style="list-style-type: none"> • Community engagement in learning • Parents and carers as partners • Strengthen and embed the connection with parents/carers/family developed during remote and flexible learning 			
Actions	<p>Students will</p> <ul style="list-style-type: none"> • attend school and participate in all aspects of school life • Feel cared for and valued by peers, teachers, education support staff and school leaders <p>Teachers will</p> <ul style="list-style-type: none"> • Implement and record weekly check ins with students to monitor health and wellbeing 			

	<ul style="list-style-type: none"> • Ensure that they communicate regularly with parents about student progress, health and wellbeing <p>Leaders will</p> <ul style="list-style-type: none"> • Develop and implement a communication strategy that includes remote opportunities to monitor and discuss student health and wellbeing • Continue to use remote Student Progress Conferences to monitor and discuss academic progress • Prioritise time for staff to communicate and build relationships with parents/carers through the House structure and Mentor Program • Monitor student attendance 			
Outcomes	<p>Students will</p> <ul style="list-style-type: none"> • Feel connected to their school and positive attitudes to attendance • Feel cared for and valued by peers, teachers, education support staff and school leaders <p>Teachers will</p> <ul style="list-style-type: none"> • Conduct School Progress Conferences where parents have an opportunity to discuss their child's progress • Build strong teacher-student relationships that promotes trust <p>Leaders will</p> <ul style="list-style-type: none"> • Implement further partnerships with the parent and wider community • Invite guest speakers to address students and staff • Monitor student attendance 			
Success Indicators	<ul style="list-style-type: none"> • 10% improvement in the 'parent participation and involvement', 'school communication' and 'teacher communication' factors in the Parent Opinion Survey • 10% improvement in the 'parent and community involvement' in the Staff Opinion Survey • Increase parent participation in the School Progress Conferences and all School Events • Improvement in student attendance 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Building stronger community links	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team	<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	\$6,930.00	\$6,930.00
Additional Equity funding	\$150,000.00	\$101,032.60
Grand Total	\$156,930.00	\$107,962.60

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Whole school professional learning around Literacy and Numeracy-5 members of the leadership team will undertake the Bastow literacy PD	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)	\$6,930.00	\$6,930.00
Totals			\$6,930.00	\$6,930.00

Additional Equity spend

Outline here any additional Equity spend for 2021	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Staffing to support our students at risk who are not captured by MYLNS, Tutor Learning Program and the funded Integration Aid Program: -employ additional support staff to support students with special needs in the High Achievers class -employ additional support staff to work with students who do not qualify for Integration	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)	\$150,000.00	\$101,032.60

Aid funding -release Year 7 teachers to attend PD on assessment and intervention strategies -purchase text to voice software		<input checked="" type="checkbox"/> CRT <input checked="" type="checkbox"/> Support services		
Totals			\$150,000.00	\$101,032.60

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Whole school professional learning around Literacy and Numeracy-5 members of the leadership team will undertake the Bastow literacy PD	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Maths/Sci Specialist	<input checked="" type="checkbox"/> On-site
Guest speakers invited to address student wellbeing	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Building stronger community links	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> School improvement partnerships	<input checked="" type="checkbox"/> On-site