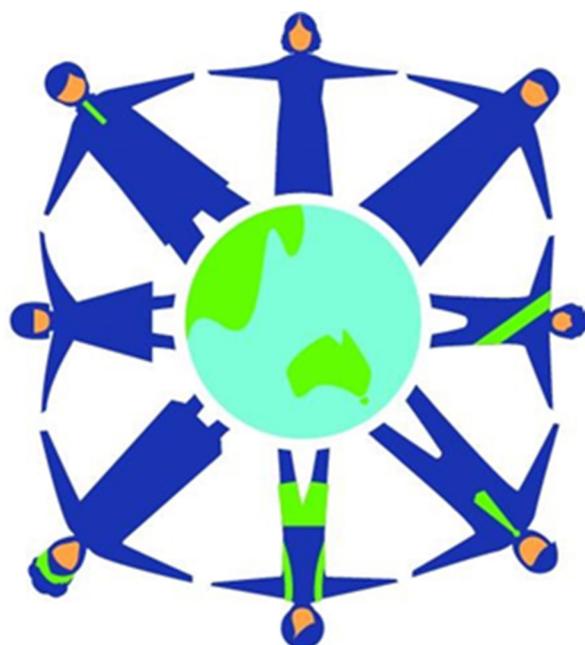


2020 Annual Implementation Plan

for improving student outcomes

Collingwood English Language School (8748)



**COLLINGWOOD ENGLISH
LANGUAGE SCHOOL**

Submitted for review by Catherine McMahon (School Principal) on 20 December, 2019 at 12:20 PM
Endorsed by Pauline Rice (Senior Education Improvement Leader) on 29 January, 2020 at 04:39 PM
Awaiting endorsement by School Council President

Self-evaluation Summary - 2020

	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
	Curriculum planning and assessment	Evolving
	Evidence-based high-impact teaching strategies	Evolving
	Evaluating impact on learning	Evolving
Professional leadership	Building leadership teams	Evolving
	Instructional and shared leadership	Evolving
	Strategic resource management	Evolving
	Vision, values and culture	Evolving

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

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

Enter your reflective comments	<p>There has been significant growth in some areas of our work and more gradual movement in others. Staff actively part of the evaluation process.</p> <p>Building Practice excellence is significant because of the emerging to evolving on continua. Decisions had to be made early to simplify the goal/KIS around the PLC work. 2020 we need to further embed data driven inquiry into our teacher practice work, integrate it with the key strategies coming through curriculum and assessment work.</p> <p>Staff are very interested in developing assessment literacy. 2020 must focus on curriculum design across the skill and this will be the most well resourced with a focus on quality T&L and PL.</p> <p>Consideration of how we incorporate the High Impact teaching strategies into our professional learning practices must be weighed against the concept of these as part of the response to identification of learner centred problems and teacher problems of practice.</p> <p>We have not moved far with evidence of impact of learning, again related to assessment practices.</p> <p>The Leadership framework has been a highlight, particularly the combination of strategies and implementation of research based strategies along with strengthening skills, knowledge and understandings at individual and team level.</p> <p>Networks with schools, services and agencies is at embedding stage with more work to do but very affirming</p>
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Considerations for 2020	<p>develop an AIP goal and KIS that focuses on identifying and specifically constructing work around curriculum design models, Improve school wide assessment and data literacy and analysis to improve consistency with assessment and transition processes. The oral language through developmental play program will need to be implemented across the campuses in A stages, a mini project that sits under the Curriculum and assessment portfolio.</p> <p>STEAM through extending makerspace across the campuses will also be exciting.</p>
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	Develop a culture of learning where every student achieves success in English speaking and listening, reading and writing.
Target 1.1	By 2022 ensure 85% percent of students achieve two sub-stages measured against the EAL Continuum for reading, writing and speaking and listening during their time at CELS.
Target 1.2	<p>By 2022 improve the percentage of positive responses to the following factors on the School Staff Survey – School Climate module from the 2018 benchmark:</p> <ul style="list-style-type: none"> • Academic emphasis from 72% to 78% • Teacher collaboration from 66% to 72% • Guaranteed and viable curriculum from 60% to 72% • Collective focus on student learning 71% to 78%.
Target 1.3	<p>By the end of 2019 develop school-based assessments for primary and secondary groups (A, B and S levels) to show growth from intake to transition from CELS in reading. Establish benchmarks in 2019 and by 2022 show improvement in growth for the following cohorts:</p> <ul style="list-style-type: none"> • Age equivalent (A, B and S levels) • Interrupted schooling (A, B and S levels) • No previous schooling (A, B and S levels). (to be finalised)
Key Improvement Strategy 1.a Vision, values and culture	Develop and embed a vision and values to underpin a learning improvement culture. (VVC)

Key Improvement Strategy 1.b Building leadership teams	Build and implement a cohesive leadership framework that supports and ensures accountability for whole school improvement. (BLT)
Key Improvement Strategy 1.c Building practice excellence	Collaboratively design and implement a research-informed pedagogical model to guide consistent practice. (BPE, and CPA)
Key Improvement Strategy 1.d Building practice excellence	Build the capability of all staff through a professional action plan targeted to meet individual learning needs and school priorities. (BPE)
Goal 2	Build student engagement and empower each student as a confident learner.
Target 2.1	<p>By 2022 improve the percentage of positive responses to the following Attitudes to School Survey factors:</p> <ul style="list-style-type: none"> • High expectations for success <ul style="list-style-type: none"> ○ Years 4-6 to 95% or higher ○ Years 7-9 from 74% (average of 2017-18) to 85% ○ Years 10-12 from 88% (average of 2017-18) to 95% • Student voice and agency <ul style="list-style-type: none"> ○ Years 4-6 to 95% or higher ○ Years 7-9 from 68% (average of 2017-18) to 80% ○ Years 10-12 from 79% (average of 2017-18) to 90% • Stimulated learning <ul style="list-style-type: none"> ○ Years 4-6 to 95% or higher ○ Years 7-9 from 91% (average of 2017-18) to 95% ○ Years 10-12 from 92% (average of 2017-18) to 95%

Target 2.2	By 2022 reduce the average days absent per student from 12.7 days (2017) to 11 days.
Key Improvement Strategy 2.a Curriculum planning and assessment	Implement a rich and authentic curriculum that engages and motivates students. (CPA)
Key Improvement Strategy 2.b Empowering students and building school pride	Embed student voice and agency in their learning. (ESBSP)
Goal 3	Support and enhance student and family health and wellbeing to improve student learning outcomes.
Target 3.1	<p>By 2022 improve the percentage of positive responses to the following factors on the Attitudes to School Survey:</p> <ul style="list-style-type: none"> ● Teacher concern <ul style="list-style-type: none"> ○ Years 4-6 to 95% or higher ○ Years 7-9 from 66% (average of 2017-18) to 80% ○ Years 10-12 from 78% (average of 2017-18) to 85% ● Advocate at school <ul style="list-style-type: none"> ○ Years 4-6 to 95% or higher ○ Years 7-9 from 80% (average of 2017-18) to 90% ○ Years 10-12 from 80% (average of 2017-18) to 90% ● Managing bullying <ul style="list-style-type: none"> ○ Years 4-6 to 95% or higher ○ Years 7-9 from 84% (average of 2017-18) to 90% ○ Years 10-12 from 73% (average of 2017-18) to 95% ● Resilience <ul style="list-style-type: none"> ○ Years 4-6 to 95% or higher ○ Years 7-9 from 75% (average of 2017-18) to 85% ○ Years 10-12 from 79% (average of 2017-18) to 90%

Target 3.2	<p>By 2022 improve the percentage of positive responses to the following factors on the Parent Opinion Survey from the 2018 benchmark:</p> <ul style="list-style-type: none"> • General satisfaction from 87% to 93% • School support from 89% to 93% • Parent participation and involvement from 77% to 82%
Key Improvement Strategy 3.a Health and wellbeing	Document and implement a whole-school approach to health, wellbeing and community inclusion. (HW and SEPI)
Key Improvement Strategy 3.b Setting expectations and promoting inclusion	Embed a co-ordinated approach to prepare and support students for successful transition to education or training in Australian society. (SEPI)

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
Develop a culture of learning where every student achieves success in English speaking and listening, reading and writing.	Yes	By 2022 ensure 85% percent of students achieve two sub-stages measured against the EAL Continuum for reading, writing and speaking and listening during their time at CELS.	By end of 2020 ensure 81% of all students will achieve at least two substages measured against the continuum
		<p>By 2022 improve the percentage of positive responses to the following factors on the School Staff Survey – School Climate module from the 2018 benchmark:</p> <ul style="list-style-type: none"> ● Academic emphasis from 72% to 78% ● Teacher collaboration from 66% to 72% ● Guaranteed and viable curriculum from 60% to 72% ● Collective focus on student learning 71% to 78%. 	<p>Survey results show positive increase across campuses in factor areas indicated in staff survey.</p> <p>Academic emphasis from 73.48% to 76%</p> <p>Teacher collaboration from 60.70% to 70%</p> <p>Guaranteed and viable curriculum from 61.63% to 65%</p> <p>Collective focus on student learning 72.50% to 75%.</p>
		<p>By the end of 2019 develop school-based assessments for primary and secondary groups (A, B and S levels) to show growth from intake to transition from CELS in reading. Establish benchmarks in 2019 and by 2022 show improvement in growth for the following cohorts:</p> <ul style="list-style-type: none"> ● Age equivalent (A, B and S levels) ● Interrupted schooling (A, B and S levels) 	By end of 2020 Establish school based assessments that show growth for all cohorts of students.

		<ul style="list-style-type: none"> • No previous schooling (A, B and S levels). (to be finalised) 	
Build student engagement and empower each student as a confident learner.	Yes	<p>By 2022 improve the percentage of positive responses to the following Attitudes to School Survey factors:</p> <ul style="list-style-type: none"> • High expectations for success <ul style="list-style-type: none"> ○ Years 4-6 to 95% or higher ○ Years 7-9 from 74% (average of 2017-18) to 85% ○ Years 10-12 from 88% (average of 2017-18) to 95% • Student voice and agency <ul style="list-style-type: none"> ○ Years 4-6 to 95% or higher ○ Years 7-9 from 68% (average of 2017-18) to 80% ○ Years 10-12 from 79% (average of 2017-18) to 90% • Stimulated learning <ul style="list-style-type: none"> ○ Years 4-6 to 95% or higher ○ Years 7-9 from 91% (average of 2017-18) to 95% ○ Years 10-12 from 92% (average of 2017-18) to 95% 	<p>By end of 2020 percentage of positive responses to the following ATOSS factors</p> <p>High expectations for success Years 4-6 to 96% or higher Years 7-9 from 72% to 76% Years 10-12 from 88% to 95%</p> <p>Student voice and agency Years 4-6 (60-72 2019) 75% Years 7-9 (59-66 2019) to 70% Years 10-12 (69-79 2019) to 81%</p> <p>Stimulated learning Years 4-6 (87-98 2019) to 93% or higher Years 7-9 (88-92 2019) to 93% Years 10-12 (86-98 2019) to 95%</p>
		<p>By 2022 reduce the average days absent per student from 12.7 days (2017) to 11 days.</p>	<p>By 2020 average days absent per student will be from 12.7 to 12</p>

<p>Support and enhance student and family health and wellbeing to improve student learning outcomes.</p>	<p>Yes</p>	<p>By 2022 improve the percentage of positive responses to the following factors on the Attitudes to School Survey:</p> <ul style="list-style-type: none"> ● Teacher concern <ul style="list-style-type: none"> ○ Years 4-6 to 95% or higher ○ Years 7-9 from 66% (average of 2017-18) to 80% ○ Years 10-12 from 78% (average of 2017-18) to 85% ● Advocate at school <ul style="list-style-type: none"> ○ Years 4-6 to 95% or higher ○ Years 7-9 from 80% (average of 2017-18) to 90% ○ Years 10-12 from 80% (average of 2017-18) to 90% ● Managing bullying <ul style="list-style-type: none"> ○ Years 4-6 to 95% or higher ○ Years 7-9 from 84% (average of 2017-18) to 90% ○ Years 10-12 from 73% (average of 2017-18) to 95% ● Resilience <ul style="list-style-type: none"> ○ Years 4-6 to 95% or higher ○ Years 7-9 from 75% (average of 2017-18) to 85% ○ Years 10-12 from 79% (average of 2017-18) to 90% 	<p>Teacher concern Years 4-6 to 95% or higher (88-93 2019) Years 7-9 (61-65 2019) to 67% Years 10-12 from 78% (73-88 2019) to 85%</p> <p>Advocate at school Years 4-6 to 95% or higher (82 - 93 2019) Years 7-9 (71-86 2019) to 87% Years 10-12 (70-75 2019) to 78%</p> <p>Managing bullying Years 4-6 to 95% or higher (80-96 2019) Years 7-9 (69-82 2019) to 85% Years 10-12 (77-90% 2019) to 92%</p> <p>Resilience Years 4-6 to 85% or higher (76 - 82 2019) Years 7-9 (59-69 2019) to 72% Years 10-12 (80-88 2019) to 90%</p>
		<p>By 2022 improve the percentage of positive responses to the following factors on the Parent Opinion Survey from the 2018 benchmark:</p> <ul style="list-style-type: none"> ● General satisfaction from 87% to 93% ● School support from 89% to 93% ● Parent participation and involvement from 77% to 82% 	<p>By 2022 improve the percentage of positive responses to the following factors on the Parent Opinion Survey from the 2018 benchmark:</p> <p>General satisfaction from 94% to 96% School support from 93% to 95% Parent participation and involvement from 86% to 88%</p>

Goal 1	Develop a culture of learning where every student achieves success in English speaking and listening, reading and writing.	
12 Month Target 1.1	By end of 2020 ensure 81% of all students will achieve at least two substages measured against the continuum	
12 Month Target 1.2	Survey results show positive increase across campuses in factor areas indicated in staff survey. Academic emphasis from 73.48% to 76% Teacher collaboration from 60.70% to 70% Guaranteed and viable curriculum from 61.63% to 65% Collective focus on student learning 72.50% to 75%.	
12 Month Target 1.3	By end of 2020 Establish school based assessments that show growth for all cohorts of students.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Vision, values and culture	Develop and embed a vision and values to underpin a learning improvement culture. (VVC)	No
KIS 2 Building leadership teams	Build and implement a cohesive leadership framework that supports and ensures accountability for whole school improvement. (BLT)	Yes
KIS 3 Building practice excellence	Collaboratively design and implement a research-informed pedagogical model to guide consistent practice. (BPE, and CPA)	Yes
KIS 4 Building practice excellence	Build the capability of all staff through a professional action plan targeted to meet individual learning needs and school priorities. (BPE)	Yes

<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>2019 the CELS IM was developed and introduced. Staff have trialed the model and evidence has been collected to show where further professional learning should occur. It is now time to link to curriculum planning and assessment. Evaluation on continua indicates focus on curriculum and assessment. Particular attention needs to be paid to how we use formative assessment strategies and tools to support achievement of goals for our student cohorts. The new EAL curriculum gives us an opportunity to focus on this work. We have to support staff to develop a guaranteed and viable curriculum for the cohorts we have (age equivalent, disrupted schooling, no previous formal schooling). To do this we need to take a close look at assessment from entry to exit for each student. The school commitment to the Data Wise program will help guide us in this work. 2019 also saw a new organisational structure with a closer link in leadership team to core work across the school. The leadership framework includes ongoing work in 2020 with an educational consultant and further support to build coaching skills, Data Wise program and a bestow curriculum course for leaders. Leaders will work to develop staff collectively and individually using evidence-based data, implementing proven coaching and feedback techniques, and strengthening induction of new teachers.</p>	
<p>Goal 2</p>	<p>Build student engagement and empower each student as a confident learner.</p>	
<p>12 Month Target 2.1</p>	<p>By end of 2020 percentage of positive responses to the following ATOSS factors</p> <p>High expectations for success Years 4-6 to 96% or higher Years 7-9 from 72% to 76% Years 10-12 from 88% to 95%</p> <p>Student voice and agency Years 4-6 (60-72 2019) 75% Years 7-9 (59-66 2019) to 70% Years 10-12 (69-79 2019) to 81%</p> <p>Stimulated learning Years 4-6 (87-98 2019) to 93% or higher Years 7-9 (88-92 2019) to 93% Years 10-12 (86-98 2019) to 95%</p>	
<p>12 Month Target 2.2</p>	<p>By 2020 average days absent per student will be from 12.7 to 12</p>	
<p>Key Improvement Strategies</p>		<p>Is this KIS selected for focus this year?</p>

KIS 1 Curriculum planning and assessment	Implement a rich and authentic curriculum that engages and motivates students. (CPA)	Yes
KIS 2 Empowering students and building school pride	Embed student voice and agency in their learning. (ESBSP)	No
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Our self evaluation indicates a need for a consistent approach to curriculum design and assessment practices. This is a key focus for 2020 onward. How do we ensure all students receive an engaging and challenging program over the length of their stay (6-12 months) 2019 saw the design and implementation of an instructional model across the school. We hope to develop further knowledge skills and understandings around placing students at the centre of program planning and delivery. The PLC's will support this work through their focus on rigorous assessment practices and feedback to inform teaching and learning. The curriculum team support collaborative work around the review and update of curriculum and learning plans.	
Goal 3 Support and enhance student and family health and wellbeing to improve student learning outcomes.		
12 Month Target 3.1	Teacher concern Years 4-6 to 95% or higher (88-93 2019) Years 7-9 (61-65 2019) to 67% Years 10-12 from 78% (73-88 2019) to 85% Advocate at school Years 4-6 to 95% or higher (82 - 93 2019) Years 7-9 (71-86 2019) to 87% Years 10-12 (70-75 2019) to 78% Managing bullying Years 4-6 to 95% or higher (80-96 2019) Years 7-9 (69-82 2019) to 85% Years 10-12 (77-90% 2019) to 92% Resilience Years 4-6 to 85% or higher (76 - 82 2019) Years 7-9 (59-69 2019) to 72% Years 10-12 (80-88 2019) to 90%	

12 Month Target 3.2	<p>By 2022 improve the percentage of positive responses to the following factors on the Parent Opinion Survey from the 2018 benchmark:</p> <p>General satisfaction from 94% to 96% School support from 93% to 95% Parent participation and involvement from 86% to 88%</p>	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Health and wellbeing	Document and implement a whole-school approach to health, wellbeing and community inclusion. (HW and SEPI)	No
KIS 2 Setting expectations and promoting inclusion	Embed a co-ordinated approach to prepare and support students for successful transition to education or training in Australian society. (SEPI)	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.	2019 saw several actions to support transition, particularly for students with refugee or refugee like backgrounds. The RESP project supported the focus of our work around families, initial settlement and understanding of the education system in Australia. These families and students require extra support around transition and teaching and learning programs at secondary that address the specific needs of these students for a successful transition. Additional support needs to include follow up with mainstream schools and clear processes and procedures for which students particularly need this support.	

Define Actions, Outcomes and Activities

Goal 1	Develop a culture of learning where every student achieves success in English speaking and listening, reading and writing.
12 Month Target 1.1	By end of 2020 ensure 81% of all students will achieve at least two substages measured against the continuum
12 Month Target 1.2	Survey results show positive increase across campuses in factor areas indicated in staff survey. Academic emphasis from 73.48% to 76% Teacher collaboration from 60.70% to 70% Guaranteed and viable curriculum from 61.63% to 65% Collective focus on student learning 72.50% to 75%.
12 Month Target 1.3	By end of 2020 Establish school based assessments that show growth for all cohorts of students.
KIS 1 Building leadership teams	Build and implement a cohesive leadership framework that supports and ensures accountability for whole school improvement. (BLT)
Actions	Leadership team will continue to work with our educational consultant on building leadership capacity. Leadership team will continue their coaching skills development to support connection between AIP goals and pd's. A portfolio based differentiated approach for leadership teams will see Curriculum and Assessment team developing capability around this work through Bastow course. Teacher Practice team will continue to build their understanding of how their role contributes to school improvement through work with the new EAL Learning Specialist COP facilitated by DET's Learning Specialist implementation team. The completion of the Harvard Data Wise program by this team will support further leadership around effective practices for learner centred problems. The Engagement and wellbeing team will continue to work to further support students and families, particularly around initial settlement and transition.
Outcomes	Leaders will support and challenge teams and staff with an evidence based approach Teachers will work collaboratively to develop curriculum and assessment linked to our whole school approach Students will be familiar with and articulate the teaching and learning routines and expectations of their first educational experience in Australia. Their confidence and resilience will be evident as they move to transition into mainstream and other pathways. Families will feel they approach and be supported by the school in key aspects of education and settlement

Success Indicators	action plans, meeting schedules, agendas and minutes, documented policies and processes, student free day content. Compass updates			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
<p>Consultant meets with campus leadership teams A review of Performance Review Plans to align leadership development capability to school strategic priorities.</p> <ul style="list-style-type: none"> · Co-created consulting sessions with leadership team to drive the horizontal/vertical leadership responsibilities model. · Behavioural scenarios sessions for leaders to develop their ability to respond to current and emerging needs of the school. · Continued assessment of the schools' leadership priorities based on an updated assessment of the schools' strategic direction. · Continued development of the current leadership capability, experience and complimentary skills. · Continued development of a revised leadership structure encompassing the schools emerging needs, its current capabilities, needs not being met within current team and development potential. · Professional readings to support research-informed and evidence-based thinking. · Staff address to update the work of the leadership team and the messaging that they are learning leaders continuing to evolve their leadership practices. 	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00 <input type="checkbox"/> Equity funding will be used
<p>PCO team develop portfolio projects from AIP - project outline including action plan, change management plan</p>	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00 <input type="checkbox"/> Equity funding will be used
<p>C&A team complete Bastow course to support - 6 months course to support C&A team to drive improvement in</p>	<input checked="" type="checkbox"/> Assistant Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$5,000.00

learning design. Investigate, analyse and strengthen current curriculum and assessment practice.	<input checked="" type="checkbox"/> Leading Teacher(s)		to: Term 3	<input type="checkbox"/> Equity funding will be used
EAL LS COP meetings and projects to support PLC work. <ul style="list-style-type: none"> • CoP participants learn about CoPs while doing CoP work • CoPs focus on building quality engagement with colleagues to improve EAL teaching of new arrival students • CoPs meetings via Webex 	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input type="checkbox"/> Equity funding will be used
Admin team continue documenting policy, practices and processes related to school priorities. Inductioun at CELS, PLT norms and protocols, Curriculum design expectations and resources, Technology for our community, CELS IM expectations, Assessment and reporting, Transition processes, ILP's	<input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <input type="checkbox"/> Equity funding will be used
KIS 2 Building practice excellence	Collaboratively design and implement a research-informed pedagogical model to guide consistent practice. (BPE, and CPA)			
Actions	<p>In 2019 we implemented a CELS Instructional Model for our student cohorts across the school. As there is a new EAL curriculum for 2020, staff need to familiarise themselves with the document and use it to guide consistent practices in their planning or courses of study, pedagogical practices and assessment. The following actions support this school improvement initiative.</p> <p>*All staff familiar with the EAL curriculum framework document when planning units of work. *Courses of study (10 week blocks of units of work) that focus intensively on language and literacy to support a whole school curriculum plan, pedagogy and assessment into a documented program of teaching and learning.</p>			
Outcomes	<p>Leaders communicate high expectations, and use multiple sources of evidence to track implementation of the new Curriculum Teachers will be familiar with the new EAL curriculum framework and work collaboratively in EAL stages on planning units of work with reference to the framework. Teacher teams use student achievement to monitor and review curriculum planning, teaching and learning and assessment strategies. Students will know and articulate what they are/will be learning in the units of work</p>			

Success Indicators	Leaders: minutes, agendas, presentations,survey data, observations, PLC implementation , pdp standardised unit plans, refined Instructional model templates that show differentiation Teachers : PLT notes, staff survey,meetings, student free days, unit plans, IM templates Students: feedback, surveys, ILP's			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
C&A Leaders attend PL on new framework, Bastow to support approach	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$6,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Further introduction to the new EAL curriculum. Staff familiarisation sessions including shared understanding of research and EAL theory. What is our current approach? How are we using the current documents for planning and assessment/ other documents and resources?	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$5,000.00 <input type="checkbox"/> Equity funding will be used
Current whole school curriculum plan is mapped against EAL curriculum framework and FISO to identify gaps, to establish steps in process across the school for strengthening best practice EAL curriculum planning for CELS. Staff discussions around TOA, beliefs and consequences (Vivian Robinson phases) include PL requirements	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Staff discussion around viability of 6 month/ 12 month course of study and where Vic Curric Learning Area frameworks fit in relation to relation to New Arrivals Intensive English language Program (H/PE/Sports/Arts/Science/Maths)	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00 <input type="checkbox"/> Equity funding will be used
Link to teacher practice team work collaboratively with teachers to implement and monitor curriculum delivery in the classrooms	<input checked="" type="checkbox"/> Assistant Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$10,000.00

through observations and data driven inquiry projects,	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teaching and Learning Coordinator		to: Term 4	<input type="checkbox"/> Equity funding will be used
Feedback and reflection on student learning outcomes supported by data team.	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input type="checkbox"/> Equity funding will be used
Whole school introduction to curriculum design model for CELS	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$15,000.00 <input type="checkbox"/> Equity funding will be used
Refer to new EAL curriculum when documenting units of work using a common design model	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$15,000.00 <input type="checkbox"/> Equity funding will be used
KIS 3 Building practice excellence	Build the capability of all staff through a professional action plan targeted to meet individual learning needs and school priorities. (BPE)			
Actions	All teachers build their understanding of teaching practices, including formative assessment and HITS for example, within the IM to move students forward in achievement across all modes.			

	<p>Through collaboration, all teachers use data informed practices to determine professional learning needs in order to track and progress student achievement/growth from point of need.</p> <p>Teachers work in PLTs to investigate a learner centered problem using the inquiry approach to improve their teaching practice and develop their understanding of using data.</p>			
Outcomes	<p>know, do, act</p> <p>Leaders will use multiple sources of evidence to track student engagement, continued implementation of the IM model, invite teachers to observe classes and utilise coaching skills to support the work of teachers through PLC, PD and P and D structures.</p> <p>Teachers will understand the structure of the PLC model in more depth, collaborate to investigate a problem of practice or area of inquiry in PLTs, use clear, meaningful formative assessments, develop and agree upon rubrics linked to curriculum, use and understand HITS as a response to student learning needs, understand and work with the new VC EAL Curriculum/continuum, show planning for differentiation.</p> <p>Students will know what the usual classroom structure is of lessons, have opportunities to collaborate, are challenged, know what success looks like for them and what the learning intentions are, reflect on their learning, give regular feedback to inform teaching and are given clear feedback on their learning and where to next.</p>			
Success Indicators	<p>Leaders: minutes, agendas, presentations, survey data, observations, PLC implementation, pdp</p> <p>Teachers : PLT investigation outcomes, staff survey, meetings, student free days, DATA Walls, Teacher Team minutes/meetings, use of HITS as a response to learning needs of students</p> <p>Students: have opportunities to collaborate, are challenged, know what success looks like and what the learning intentions are, reflect on their learning, give regular feedback to inform teaching and are given clear feedback on their learning and where to next.</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Work with staff to get a shared understanding of what engaging and rigorous teaching and learning practices look like, linking into 2019 work.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$3,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Attendance at Data Wise course by three staff work with teacher practice team to inform focus of PLC and skill teachers in data through school PL	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$19,350.00

			to: Term 1	<input type="checkbox"/> Equity funding will be used
Link specific tasks to pdp's	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input type="checkbox"/> Equity funding will be used
PLC is used as a structure for Inquiry and collaboration.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Learning Specialists work in a CoP to investigate a data focused problem of practice in the New Arrivals EAL context that will inform CELS work in EAL data approaches.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input type="checkbox"/> Equity funding will be used
Teachers identify quality timely formative assessment and refined those assessments to support teaching and learning within the IM and linked to the new curricular design formalised at leadership level.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$5,000.00 <input type="checkbox"/> Equity funding will be used
Further embed Learning walks, coaching conversations, CELS observation model used by staff to refine practice and measure	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <input type="checkbox"/> Equity funding will be used
Goal 2	Build student engagement and empower each student as a confident learner.			

<p>12 Month Target 2.1</p>	<p>By end of 2020 percentage of positive responses to the following ATOSS factors</p> <p>High expectations for success Years 4-6 to 96% or higher Years 7-9 from 72% to 76% Years 10-12 from 88% to 95%</p> <p>Student voice and agency Years 4-6 (60-72 2019) 75% Years 7-9 (59-66 2019) to 70% Years 10-12 (69-79 2019) to 81%</p> <p>Stimulated learning Years 4-6 (87-98 2019) to 93% or higher Years 7-9 (88-92 2019) to 93% Years 10-12 (86-98 2019) to 95%</p>
<p>12 Month Target 2.2</p>	<p>By 2020 average days absent per student will be from 12.7 to 12</p>
<p>KIS 1 Curriculum planning and assessment</p>	<p>Implement a rich and authentic curriculum that engages and motivates students. (CPA)</p>
<p>Actions</p>	<p>A documented whole-school curriculum plan demonstrates how the school will implement the mandated EAL curriculum and other learning experiences that will be offered.</p> <p>*All staff using an agreed and common curriculum design model based on the UbD. *Staff plan for differentiation in curriculum documents.</p>
<p>Outcomes</p>	<p>Leaders will provide support and resourcing for this work to be done with a framework that articulates how student learning will be organised, taught and assessed.</p> <p>Teachers will develop student-friendly unit outlines that are linked to UbD planners and that show differentiation.</p> <p>Students will know what they are going to study over their stay in the program and complete a course of study targeted to their individual learning needs/prior schooling experience.</p>

Success Indicators	Leaders: minutes, agendas, presentations, survey data, observations, PLC implementation , pdp Teachers: PLT notes, staff survey, meetings, student free days, using curriculum design model Students: data - levels, successful completion of assessment tasks, attendance, feedback, talk about their learnin			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
<p>Staff input to what is best practice EAL T&L. (knowledge, skills and understandings needed) Link to goal above re what is new to us in the new curriculum framework, how we can learn from each other. Design of questions for discussion around these aspects of our core work. e.g. 5 whys tool. What will it look like at the start for us and as we implement.</p>	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Curriculum Co-ordinator (s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$4,000.00 <input checked="" type="checkbox"/> Equity funding will be used
<p>Introduce the UBD design model to all staff. Enable all staff to use the EAL curriculum and follow a process to document their planning using this process. Stage related work to design a clear coherent and consistent design approach to documenting curriculum including standard planning templates e.g Understanding By Design linking to a shared set of values and a clear sense of purpose.</p> <p>Collaborative refining and development of EAL stages unit plans</p> <p>Develop a shared language around curriculum including units of work, courses of study/syllabus, differentiation.</p>	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$400.00 <input checked="" type="checkbox"/> Equity funding will be used
<p>Formative and summative assessments are planned and linked to curriculum each student receives</p> <p>Initial formative assessment/ enrolment data analysed and units of</p>	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$1,300.00 <input type="checkbox"/> Equity funding will be used

work planned for class				
Planning for rubrics to connect to key assessment tasks criteria	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> PLC Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$5,000.00 <input type="checkbox"/> Equity funding will be used
Develop and document whole school curriculum plan	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Curriculum Co-ordinator (s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <input type="checkbox"/> Equity funding will be used
Teachers collaborate to develop units of work for their stage A,B,C, S/L, R,W, disrupted schooling using the UBD template centralise units/ courses of study	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$15,000.00 <input type="checkbox"/> Equity funding will be used
Developmental play program developed using UBD and implemented across the school for A stage students	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Curriculum Co-ordinator (s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$30,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Goal 3	Support and enhance student and family health and wellbeing to improve student learning outcomes.			
12 Month Target 3.1	Teacher concern Years 4-6 to 95% or higher (88-93 2019) Years 7-9 (61-65 2019) to 67% Years 10-12 from 78% (73-88 2019) to 85%			

	<p>Advocate at school Years 4-6 to 95% or higher (82 - 93 2019) Years 7-9 (71-86 2019) to 87% Years 10-12 (70-75 2019) to 78%</p> <p>Managing bullying Years 4-6 to 95% or higher (80-96 2019) Years 7-9 (69-82 2019) to 85% Years 10-12 (77-90% 2019) to 92%</p> <p>Resilience Years 4-6 to 85% or higher (76 - 82 2019) Years 7-9 (59-69 2019) to 72% Years 10-12 (80-88 2019) to 90%</p>
12 Month Target 3.2	<p>By 2022 improve the percentage of positive responses to the following factors on the Parent Opinion Survey from the 2018 benchmark:</p> <p>General satisfaction from 94% to 96% School support from 93% to 95% Parent participation and involvement from 86% to 88%</p>
KIS 1 Setting expectations and promoting inclusion	Embed a co-ordinated approach to prepare and support students for successful transition to education or training in Australian society. (SEPI)
Actions	Strengthen transition programs and processes through targeted actions around high needs students from entry to exit to and from our school.
Outcomes	<p>(Know, Do, Act)</p> <p>Leaders will support high expectations for a streamlined transition for high needs students, especially students aged 15 and over. Transition coordinators will have strong relationships with local schools to ensure two-way understanding of our students' needs in both contexts.</p> <p>Transition coordinators will support teacher, student and school community understanding of pathways and transition. They will collect, analyse and disseminate data collection around transition and visit mainstream schools, and other educational contexts to</p>

	<p>support our students and gather data. Teachers will have knowledge of mainstream programs to support upper secondary high needs students. A Transition Working Group will lead the development and documentation of a comprehensive transition program. Teachers will have confidence in delivering and comprehensive transition program to students. The school community will have increased understanding of pathways for EAL learners aged 15 and over. Students will feel confident in their mainstream/ pathway readiness; be prepared to provide feedback after entering mainstream; and feel ready to transition into a mainstream school.</p>			
Success Indicators	<p>Leaders will use multiple sources of evidence to track student processes including barriers and enablers. The Transition Working Group will document meetings with minutes; use Compass notes and SE&WB team notes as well as data to inform a streamlined transition program. They will use a range of approaches to maximise student voice and agency through Transition. Teachers will use informed choices around transition with an understanding of the process. Teachers will use various data sources to support student transition Students will participate in excellent programs focused on identified focus areas for transition; they will complete post transition surveys and take part in discussions about their experiences. There will be an increase in the number of students who attend on 'return to school days' in the term after their transition. Student will have increase voice and agency in their experiences of new arrival and mainstream schooling.</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Research and investigate current best practice across the school and within new arrivals programs.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Managed Individual Pathways Coordinator <input checked="" type="checkbox"/> Wellbeing Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Inventory of current data sources collected to measure improvement and staff discussions relating to the data e.g. surveys, number of students in individualised transition processes (based on high needs or at risk of disengagement).	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input type="checkbox"/> Equity funding will be used

<p>Development of best practice in teaching and learning programs around transition and development of a comprehensive transition program to be delivered by teachers.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Managed Individual Pathways Coordinator <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Wellbeing Team 	<input checked="" type="checkbox"/> PLP Priority	<p>from: Term 2 to: Term 4</p>	<p>\$10,000.00</p> <p><input type="checkbox"/> Equity funding will be used</p>
<p>Documented process and procedures for transition .</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Managed Individual Pathways Coordinator <input checked="" type="checkbox"/> Wellbeing Team 	<input type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 2</p>	<p>\$20,000.00</p> <p><input checked="" type="checkbox"/> Equity funding will be used</p>
<p>Make links and build relationships with mainstream transition and wellbeing teams and alternative programs for EAL students (eg YAMEC Melbourne Polytechnic; PRACE prace.vic.edu.au and the River Nile School rivernileschool.vic.edu.au)</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Managed Individual Pathways Coordinator <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Wellbeing Team 	<input type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$30,000.00</p> <p><input checked="" type="checkbox"/> Equity funding will be used</p>
<p>Implementation of parent and student workshops at all campuses to increase understanding of pathways options for students aged 15 and over.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Managed Individual Pathways Coordinator <input checked="" type="checkbox"/> Wellbeing Team 	<input type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$5,000.00</p> <p><input checked="" type="checkbox"/> Equity funding will be used</p>

Engagement of students in pathways and transition understanding to support their agency through classes, workshops, SRC and Student Voice activities.	<input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <input type="checkbox"/> Equity funding will be used
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Equity Funding Planner

Equity Spending Totals

Category	Total proposed budget (\$)	Spend (\$)
Equity funding associated with Activities and Milestones	\$123,400.00	\$129,400.00
Additional Equity funding	\$438,450.00	\$438,450.00
Grand Total	\$561,850.00	\$567,850.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
C&A Leaders attend PL on new framework, Bastow to support approach	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT	\$6,000.00	\$6,000.00
Current whole school curriculum plan is mapped against EAL curriculum framework and FISO to identify gaps, to establish steps in process across the school for strengthening best practice EAL curriculum planning for CELS. Staff discussions around TOA, beliefs and consequences (Vivian Robinson phases) include PL requirements	from: Term 2 to: Term 3	<input checked="" type="checkbox"/> School-based staffing	\$5,000.00	\$5,000.00
Work with staff to get a shared understanding of what engaging and rigorous teaching and learning practices look like, linking into 2019 work.	from: Term 1 to: Term 3	<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)	\$3,000.00	\$3,000.00

		<input checked="" type="checkbox"/> Support services		
PLC is used as a structure for Inquiry and collaboration.	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) <input checked="" type="checkbox"/> CRT	\$10,000.00	\$10,000.00
Staff input to what is best practice EAL T&L. (knowledge, skills and understandings needed) Link to goal above re what is new to us in the new curriculum framework, how we can learn from each other. Design of questions for discussion around these aspects of our core work. e.g. 5 whys tool. What will it look like at the start for us and as we implement.	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Other Consultant	\$4,000.00	\$10,000.00
Introduce the UBD design model to all staff. Enable all staff to use the EAL curriculum and follow a process to document their planning using this process. Stage related work to design a clear coherent and consistent design approach to documenting curriculum including standard planning templates e.g Understanding By Design linking to a shared set of values and a clear sense of purpose. Collaborative refining and development of EAL stages unit plans Develop a shared language around curriculum including units of work, courses of study/syllabus, differentiation.	from: Term 2 to: Term 3	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources	\$400.00	\$400.00

Developmental play program developed using UBD and implemented across the school for A stage students	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT	\$30,000.00	\$30,000.00
Research and investigate current best practice across the school and within new arrivals programs.	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) <input checked="" type="checkbox"/> CRT	\$10,000.00	\$10,000.00
Documented process and procedures for transition .	from: Term 1 to: Term 2	<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) <input checked="" type="checkbox"/> CRT <input checked="" type="checkbox"/> Support services	\$20,000.00	\$20,000.00
Make links and build relationships with mainstream transition and wellbeing teams and alternative programs for EAL students (eg YAMEC Melbourne Polytechnic; PRACE prace.vic.edu.au and the River Nile School rivernileschool.vic.edu.au)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> CRT <input checked="" type="checkbox"/> Support services	\$30,000.00	\$30,000.00
Implementation of parent and student workshops at all campuses to increase understanding of pathways options for students aged 15 and over.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources	\$5,000.00	\$5,000.00

		<input checked="" type="checkbox"/> CRT <input checked="" type="checkbox"/> Support services		
Totals			\$123,400.00	\$129,400.00

Additional Equity spend

Outline here any additional Equity spend for 2020	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Music programs across the three campuses	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Support services	\$47,450.00	\$47,450.00
Breakfast programs	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Support services	\$6,000.00	\$6,000.00
Technology support programs	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$35,000.00	\$35,000.00
Leadership development (continued)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> Other Educational consultant	\$70,000.00	\$70,000.00
Makerspace Expanded across all campuses, using an approach based on STEAM	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Other consultant	\$90,000.00	\$90,000.00

Numeracy programs EMU PD and refresher	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT	\$25,000.00	\$25,000.00
Library resources and support across campuses, specific to low literacy students in secondary and supply of a workbook for all students on arrival (grammar, vocab, other)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources	\$70,000.00	\$70,000.00
Support for camps, excursions, community connections beyond CSEF, scholarships	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources	\$30,000.00	\$30,000.00
Wellbeing - development of skills and knowledge including training for staff and development of whole school framework, partnerships and guides for staff	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) <input checked="" type="checkbox"/> CRT	\$30,000.00	\$30,000.00
Parent engagement workshops across all campuses, working with partners and responding to needs.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> CRT <input checked="" type="checkbox"/> Support services	\$15,000.00	\$15,000.00
Health and Allied Health support programs for students	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Support services	\$20,000.00	\$20,000.00
Totals			\$438,450.00	\$438,450.00

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
<p>Consultant meets with campus leadership teams A review of Performance Review Plans to align leadership development capability to school strategic priorities.</p> <ul style="list-style-type: none"> Co-created consulting sessions with leadership team to drive the horizontal/vertical leadership responsibilities model. Behavioural scenarios sessions for leaders to develop their ability to respond to current and emerging needs of the school. Continued assessment of the schools' leadership priorities based on an updated assessment of the schools' strategic direction. Continued development of the current leadership capability, experience and complimentary skills. Continued development of a revised leadership structure encompassing the schools emerging needs, its current capabilities, needs not being met within current team and development potential. 	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants Education Economy <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning	<input checked="" type="checkbox"/> On-site

<ul style="list-style-type: none"> Professional readings to support research-informed and evidence-based thinking. Staff address to update the work of the leadership team and the messaging that they are learning leaders continuing to evolve their leadership practices. 						
<p>PCO team develop portfolio projects from AIP</p> <ul style="list-style-type: none"> - project outline including action plan, change management plan 	<ul style="list-style-type: none"> ✓ Assistant Principal ✓ Principal 	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> ✓ Planning ✓ Preparation ✓ Collaborative Inquiry/Action Research team 	<ul style="list-style-type: none"> ✓ Formal School Meeting / Internal Professional Learning Sessions ✓ Timetabled Planning Day ✓ Area Principal Forums 	<ul style="list-style-type: none"> ✓ Literacy expertise ✓ PLC Initiative ✓ Internal staff ✓ Departmental resources <p>PLC initiative</p> <ul style="list-style-type: none"> ✓ Practice Principles for Excellence in Teaching and Learning ✓ Pedagogical Model 	<ul style="list-style-type: none"> ✓ On-site
<p>C&A team complete Bastow course to support</p> <ul style="list-style-type: none"> - 6 months course to support C&A team to drive improvement in learning design. Investigate, analyse and strengthen current curriculum and assessment practice. 	<ul style="list-style-type: none"> ✓ Assistant Principal ✓ Leading Teacher(s) 	<p>from: Term 1 to: Term 3</p>	<ul style="list-style-type: none"> ✓ Planning ✓ Preparation ✓ Collaborative Inquiry/Action Research team 	<ul style="list-style-type: none"> ✓ Whole School Pupil Free Day ✓ Formal School Meeting / Internal Professional Learning Sessions 	<ul style="list-style-type: none"> ✓ Internal staff ✓ Bastow program/course ✓ Practice Principles for Excellence in Teaching and Learning ✓ Pedagogical Model 	<ul style="list-style-type: none"> ✓ Off-site Bestow
<p>EAL LS COP meetings and projects to support PLC work.</p> <ul style="list-style-type: none"> • CoP participants learn 	<ul style="list-style-type: none"> ✓ Assistant Principal 	<p>from: Term 1</p>	<ul style="list-style-type: none"> ✓ Collaborative Inquiry/Action Research team 	<ul style="list-style-type: none"> ✓ Formal School Meeting / Internal Professional Learning Sessions 	<ul style="list-style-type: none"> ✓ Learning Specialist 	<ul style="list-style-type: none"> ✓ On-site

<p>about CoPs while doing CoP work</p> <ul style="list-style-type: none"> • CoPs focus on building quality engagement with colleagues to improve EAL teaching of new arrival students • CoPs meetings via Webex 	<input checked="" type="checkbox"/> Learning Specialist(s)	to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Communities of Practice <input checked="" type="checkbox"/> PLC/PLT Meeting		
<p>C&A Leaders attend PL on new framework, Bastow to support approach</p>	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Bastow program/course	<input checked="" type="checkbox"/> Off-site Bastow Institute
<p>Further introduction to the new EAL curriculum. Staff familiarisation sessions including shared understanding of research and EAL theory. What is our current approach? How are we using the current documents for planning and assessment/ other documents and resources?</p>	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
<p>Staff discussion around viability of 6 month/ 12 month course of study and where Vic Curric Learning Area frameworks fit in relation to New Arrivals Intensive English</p>	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Principal	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"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Bastow program/course <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site

language Program (H/PE/Sports/Arts/Science/Maths)						
Link to teacher practice team work collaboratively with teachers to implement and monitor curriculum delivery in the classrooms through observations and data driven inquiry projects,	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teaching and Learning Coordinator	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Pedagogical Model	<input checked="" type="checkbox"/> On-site
Whole school introduction to curriculum design model for CELS	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s)	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Refer to new EAL curriculum when documenting units of work using a common design model	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Professional Practice Day	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

				<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions		
Work with staff to get a shared understanding of what engaging and rigorous teaching and learning practices look like, linking into 2019 work.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Communities of Practice <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Departmental resources PLT regional support project officer Learning Specialist Implementation Team	<input checked="" type="checkbox"/> On-site
Attendance at Data Wise course by three staff work with teacher practice team to inform focus of PLC and skill teachers in data through school PL	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Bastow program/course	<input checked="" type="checkbox"/> Off-site Bastow
Learning Specialists work in a CoP to investigate a data focused problem of practice in the New Arrivals EAL context that will inform CELS work in EAL data approaches.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> Departmental resources Learning Specialist Implementation team	<input checked="" type="checkbox"/> On-site
Further embed Learning walks, coaching conversations, CELS observation model used by staff to refine practice and measure	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site

<p>Staff input to what is best practice EAL T&L. (knowledge, skills and understandings needed) Link to goal above re what is new to us in the new curriculum framework, how we can learn from each other. Design of questions for discussion around these aspects of our core work. e.g. 5 whys tool. What will it look like at the start for us and as we implement.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Curriculum Co-ordinator (s) 	<p>from: Term 1 to: Term 2</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants <p>Yet to be decided</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site
<p>Introduce the UBD design model to all staff. Enable all staff to use the EAL curriculum and follow a process to document their planning using this process. Stage related work to design a clear coherent and consistent design approach to documenting curriculum including standard planning templates e.g Understanding By Design linking to a shared set of values and a clear sense of purpose.</p> <p>Collaborative refining and development of EAL stages unit plans</p> <p>Develop a shared language</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Teacher(s) 	<p>from: Term 2 to: Term 3</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site

around curriculum including units of work, courses of study/syllabus, differentiation.						
Formative and summative assessments are planned and linked to curriculum each student receives Initial formative assessment/ enrolment data analysed and units of work planned for class	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 3 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"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Planning for rubrics to connect to key assessment tasks criteria	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> PLC Leaders	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Teachers collaborate to develop units of work for their stage A,B,C, S/L, R,W, disrupted schooling using the UBD template centralise units/ courses of study	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site

Developmental play program developed using UBD and implemented across the school for A stage students	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Curriculum Co-ordinator (s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Research and investigate current best practice across the school and within new arrivals programs.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Managed Individual Pathways Coordinator <input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Professional Practice Day	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning	<input checked="" type="checkbox"/> On-site
Inventory of current data sources collected to measure improvement and staff discussions relating to the data e.g. surveys, number of students in individualised transition processes (based on high needs or at risk of disengagement).	<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"/> Professional Practice Day	<input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning	<input checked="" type="checkbox"/> On-site
Development of best practice in teaching and learning programs around transition and development of a comprehensive transition program to be delivered by teachers.	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Managed Individual	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning	<input checked="" type="checkbox"/> On-site

	Pathways Coordinator <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Wellbeing Team					
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