

# 2019 Annual Implementation Plan

## for improving student outcomes

Box Hill Senior Secondary College (7050)



Submitted for review by Mark Quinlan (School Principal) on 02 August, 2019 at 12:54 PM  
Awaiting endorsement by Senior Education Improvement Leader  
Awaiting endorsement by School Council President

## Self-evaluation Summary - 2019

	<b>FISO Improvement Model Dimensions</b> The 6 High-impact Improvement Initiatives are highlighted below in red.	<b>Self-evaluation Level</b>
<b>Excellence in teaching and learning</b>	Building practice excellence	Evolving
	Curriculum planning and assessment	Evolving
	Evidence-based high-impact teaching strategies	Evolving moving towards Embedding
	Evaluating impact on learning	Evolving
<b>Professional leadership</b>	Building leadership teams	Evolving
	Instructional and shared leadership	Evolving moving towards Embedding
	Strategic resource management	Emerging moving towards Evolving
	Vision, values and culture	Emerging moving towards Evolving

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

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

<b>Enter your reflective comments</b>	<p>Staff analysis of the 2018 AIP was conducted. Their thoughts are summarised here.</p> <p>Excellence in Teaching and Learning: Most of the actions were completed, although staff identified that there were too many actions in the Excellence in Teaching and Learning goal. Changes to student outcomes are yet to be realised. The change to practise was most evident in the implementation of HITS, with a common language and more explicit teaching of these. Work has commenced on the Vertical Curriculum, but there is more to do.</p> <p>Positive climate for Learning: Positive climate for learning had less actions and was more focussed so the changes were more obvious. Teachers actively engaged in professional learning about Respectful Relationships. This curriculum was delivered via the advocacy program this year. Student lead initiatives and more opportunities for celebrating success were a highlight, although the staff believe there is opportunity to do more.</p>
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<p><b>Considerations for 2019</b></p>	<p>Excellence in Teaching and Learning:  More work needs to be undertaken on HITS and the decision has been made to focus on Questioning and Feedback as a whole school strategy. Year 7 - 9 teachers will focus on Differentiation as part of their work on the vertical curriculum. Work on the data driven vertical curriculum to continue.</p> <p>Positive climate for Learning:  Focus will be on skilling teachers to create Individual Learning Plans for all students.  Respectful relationships to be integrated across the curriculum.</p>
<p><b>Documents that support this plan</b></p>	<p>2018 AIP Review summary.docx (0.01 MB)  AIP Self evaluation- 2018 .docx (0.13 MB)  Communication Monday Nov 12.pptx (3.47 MB)</p>

## SSP Goals Targets and KIS

<b>Goal 1</b>	To raise achievement and learning growth of all students.
<b>Target 1.1</b>	<p>VCE</p> <ul style="list-style-type: none"> <li>• Increase the College VCE mean study score from 26.08 in 2018 to at least 28 by 2022.</li> <li>• Increase the College VCE English study score from 25.00 in 2017 to at least 28 by 2022.</li> <li>• Increase the percentage of VCE study scores of 40 or more from 1.9% in 2018 to 5% by 2022</li> <li>• Completion rate for all VCE studies, based on the VCE Data Service report 4, to be at least 85%</li> <li>• VCE Data Service report 17 to show at least 70% of students deemed to have ‘added value’ in each VCE study</li> </ul>
<b>Target 1.2</b>	<p>Student Attitudes—% positive responses</p> <ul style="list-style-type: none"> <li>• Differentiated learning challenge—from 59% in 2018 to 75% by 2022</li> <li>• High expectations of success—from 71% in 2018 to 75% by 2022</li> <li>• Effective teaching time—from 61% in 2018 to 75% by 2022</li> </ul>
<b>Target 1.3</b>	<p>Staff opinion—% endorsement</p> <ul style="list-style-type: none"> <li>• Academic emphasis—from 34.6% in 2018 to 70% by 2022</li> <li>• Use pedagogical model—from 56.5% in 2018 to 75% by 2022</li> <li>• Use data for curriculum planning—from 39.1% in 2018 to 75% by 2022</li> <li>• Plan differentiated learning activities—from 60.9% to 75% by 2022</li> </ul>

<b>Key Improvement Strategy 1.a</b> Building practice excellence	To build the instructional practice of every teacher by refining and fully implementing a whole-school approach to teaching and learning.
<b>Key Improvement Strategy 1.b</b> Curriculum planning and assessment	To build data literacy and teacher capacity to utilise data and a range of assessment strategies to better track and monitor learning growth and teach to each student's point of learning need.
<b>Goal 2</b>	Enhance student voice, agency and advocacy.
<b>Target 2.1</b>	<p>Student Attitudes—% positive responses</p> <ul style="list-style-type: none"> <li>• Stimulated Learning—from 54% in 2018 to 70% by 2022</li> <li>• Student voice and agency—from 57% in 2018 to 70% by 2022</li> <li>• Self-regulation and goal setting—from 65% in 2018 to 75% by 2022</li> </ul>
<b>Target 2.2</b>	<p>Staff Opinion—% endorsement</p> <ul style="list-style-type: none"> <li>• Promote Student Ownership of Student Learning Goals—from 47.8% in 2018 to 75% by 2022</li> <li>• Support Growth and Learning of the Whole Child—from 47.8% in 2018 to 75% by 2022</li> </ul>
<b>Target 2.3</b>	<p>Parent Opinion—% positive responses</p> <ul style="list-style-type: none"> <li>• Student agency and voice—increase from 77% in 2018 to 85% by 2022</li> <li>• Confidence and resiliency skills—increase from 73% in 2018 to 85% by 2022</li> </ul>
<b>Key Improvement Strategy 2.a</b> Curriculum planning and assessment	Enhance curriculum planning, assessment and the school's Teaching and Learning Model to enable students to further develop agency, assess their own work and track and celebrate their own learning growth.

<b>Key Improvement Strategy 2.b</b> Health and wellbeing	Enhance induction and screening processes for new and returning students in order to more accurately assess their learning and wellbeing needs and enhance record-keeping and data management related to these needs.
<b>Key Improvement Strategy 2.c</b> Intellectual engagement and self-awareness	Enhance personalised support for all students
<b>Goal 3</b>	Improve student pathways and transitions into, within, and out of the College.
<b>Target 3.1</b>	<p>Parent Opinion—% positive responses</p> <ul style="list-style-type: none"> <li>• Parent participation and involvement—increase from 50% in 2018 to 70% by 2022</li> <li>• Teacher communication—increase from 61% in 2018 to 75% by 2022</li> <li>• School support—increase from 74% in 2018 to 80% by 2022</li> </ul>
<b>Target 3.2</b>	<p>Enrolments</p> <ul style="list-style-type: none"> <li>• Increase enrolments from 488 in 2018 to 600 in 2022.</li> </ul>
<b>Key Improvement Strategy 3.a</b> Building communities	To build a culture of high expectations and share responsibility for student achievement and support the health, wellbeing, inclusion and engagement of all students and families
<b>Key Improvement Strategy 3.b</b> Vision, values and culture	To develop an enhanced vision for the College that clearly identifies its identity, purpose and the needs and aspirations of the college community.
<b>Key Improvement Strategy 3.c</b> Parents and carers as partners	To develop a comprehensive communication strategy for the College and powerful induction processes for students, teachers and families.

## Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
To raise achievement and learning growth of all students.	Yes	<p>VCE</p> <ul style="list-style-type: none"> <li>• Increase the College VCE mean study score from 26.08 in 2018 to at least 28 by 2022.</li> <li>• Increase the College VCE English study score from 25.00 in 2017 to at least 28 by 2022.</li> <li>• Increase the percentage of VCE study scores of 40 or more from 1.9% in 2018 to 5% by 2022</li> <li>• <b>Completion rate for all VCE studies, based on the VCE Data Service report 4, to be at least 85% (Could be KIS)</b></li> <li>• <b>VCE Data Service report 17 to show at least 70% of students deemed to have ‘added value’ in each VCE study (Could be KIS)</b></li> </ul>	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>Increase the VCE mean study score from 26.08 in 2018 to 26.5 in 2019            Increase the VCE English score from 25 in 2017 to 25.5 in 2019            To have the completion rate for all VCAL and VET studies to be at least 85%            To have 55% of students deemed to have “added value” in each VCE study based on VCE Data Service Report 17</p>
		<p>Student Attitudes—% positive responses</p> <ul style="list-style-type: none"> <li>• Differentiated learning challenge—from 59% in 2018 to 75% by 2022</li> <li>• High expectations of success—from 71% in 2018 to 75% by 2022</li> <li>• Effective teaching time—from 61% in 2018 to 75% by 2022</li> </ul>	<p>Increase Differentiated learning challenge—from 59% in 2018 to 62% in 2019            Increase High expectations of success—from 71% in 2018 to 72% in 2019            Increase Effective teaching time—from 61% in 2018 to 64% in 2019</p>



		<p>Staff opinion—% endorsement</p> <ul style="list-style-type: none"> <li>• Academic emphasis—from 34.6% in 2018 to 70% by 2022</li> <li>• Use pedagogical model—from 56.5% in 2018 to 75% by 2022</li> <li>• Use data for curriculum planning—from 39.1% in 2018 to 75% by 2022</li> <li>• Plan differentiated learning activities—from 60.9% to 75% by 2022</li> </ul>	<p>Increase Academic emphasis—from 34.6% in 2018 to 40% in 2019</p> <p>Increase Use pedagogical model—from 56.5% in 2018 to 60% in 2019</p> <p>Increase Use data for curriculum planning—from 39.1% in 2018 to 45% in 2019</p> <p>Increase Plan differentiated learning activities—from 64% to 75% by 2022</p>
Enhance student voice, agency and advocacy.	Yes	<p>Student Attitudes—% positive responses</p> <ul style="list-style-type: none"> <li>• Stimulated Learning—from 54% in 2018 to 70% by 2022</li> <li>• Student voice and agency—from 57% in 2018 to 70% by 2022</li> <li>• Self-regulation and goal setting—from 65% in 2018 to 75% by 2022</li> </ul>	<p>ATSS - Stimulated Learning – from 54% in 2018 to 60% by 2019</p> <p>ATSS - Student voice and agency – from 57% in 2018 to 60% by 2019</p> <p>ATSS - Self-regulation and goal setting – from 65% in 2018 to 67% by 2019</p> <p>Introduce Individual learning plans for students</p> <p>Student agency and voice – increase from 77% in 2018 to 85% by 2022</p> <p>Confidence and resiliency skills - increase from 73% in 2018 to 85% by 2022</p>
		<p>Staff Opinion—% endorsement</p> <ul style="list-style-type: none"> <li>• Promote Student Ownership of Student Learning Goals—from 47.8% in 2018 to 75% by 2022</li> <li>• Support Growth and Learning of the Whole Child—from 47.8% in 2018 to 75% by 2022</li> </ul>	<p>Increase Promote Student Ownership of Student Learning Goals—from 47.8% in 2018 to 52% in 2019</p> <p>Increase Support Growth and Learning of the Whole Child—from 47.8% in 2018 to 52% by 2022</p>

		<p>Parent Opinion—% positive responses</p> <ul style="list-style-type: none"> <li>• Student agency and voice—increase from 77% in 2018 to 85% by 2022</li> <li>• Confidence and resiliency skills—increase from 73% in 2018 to 85% by 2022</li> </ul>	<p>Increase Student agency and voice— increase from 77% in 2018 to 78% in 2019</p> <p>Increase Confidence and resiliency skills— increase from 73% in 2018 to 75% in 2019</p>
<p>Improve student pathways and transitions into, within, and out of the College.</p>	<p>No</p>	<p>Parent Opinion—% positive responses</p> <ul style="list-style-type: none"> <li>• Parent participation and involvement—increase from 50% in 2018 to 70% by 2022</li> <li>• Teacher communication—increase from 61% in 2018 to 75% by 2022</li> <li>• School support—increase from 74% in 2018 to 80% by 2022</li> </ul>	
		<p>Enrolments</p> <ul style="list-style-type: none"> <li>• Increase enrolments from 488 in 2018 to 600 in 2022.</li> </ul>	

<b>Goal 1</b>	To raise achievement and learning growth of all students.	
<b>12 Month Target 1.1</b>	<p>Increase the VCE mean study score from 26.08 in 2018 to 26.5 in 2019</p> <p>Increase the VCE English score from 25 in 2017 to 25.5 in 2019</p> <p>To have the completion rate for all VCAL and VET studies to be at least 85%</p> <p>To have 55% of students deemed to have “added value” in each VCE study based on VCE Data Service Report 17</p>	
<b>12 Month Target 1.2</b>	<p>Increase Differentiated learning challenge—from 59% in 2018 to 62% in 2019</p> <p>Increase High expectations of success—from 71% in 2018 to 72% in 2019</p> <p>Increase Effective teaching time—from 61% in 2018 to 64% in 2019</p>	
<b>12 Month Target 1.3</b>	<p>Increase Academic emphasis—from 34.6% in 2018 to 40% in 2019</p> <p>Increase Use pedagogical model—from 56.5% in 2018 to 60% in 2019</p> <p>Increase Use data for curriculum planning—from 39.1% in 2018 to 45% in 2019</p> <p>Increase Plan differentiated learning activities—from 64% to 75% by 2022</p>	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> Building practice excellence	To build the instructional practice of every teacher by refining and fully implementing a whole-school approach to teaching and learning.	Yes
<b>KIS 2</b> Curriculum planning and assessment	To build data literacy and teacher capacity to utilise data and a range of assessment strategies to better track and monitor learning growth and teach to each student’s point of learning need.	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.	<p>The school aspires to improve the learning growth of every student. The PRSE evaluation identified that consistency of practice and an engaging and stimulating learning environment should continue to be a focus for the college in this review year. The school review demonstrated low student achievement and learning growth with VCE scores below the state mean. This is an area that needs to be addressed. The college needs to raise achievement and improve learning growth for all students to raise VCE mean scores. The school review demonstrated inconsistency with teaching and learning across the school. This was a significant barrier to improved outcomes. This is an area that needs to be addressed. The college needs to focus on developing a consistent model for differentiation across every classroom, which includes a whole school approach to teaching and learning that is embedded in every classroom. An analysis of AToSS survey data highlights an area of learning confidence and learning growth. This is an area that needs to be addressed. The college needs to build teacher data literacy skills and teacher capacity to utilise data to better improve learning growth for every student.</p>	

<b>Goal 2</b>	Enhance student voice, agency and advocacy.	
<b>12 Month Target 2.1</b>	ATSS - Stimulated Learning – from 54% in 2018 to 60% by 2019 ATSS - Student voice and agency – from 57% in 2018 to 60% by 2019 ATSS - Self-regulation and goal setting – from 65% in 2018 to 67% by 2019 Introduce Individual learning plans forof students Student agency and voice – increase from 77% in 2018 to 85% by 2022 Confidence and resiliency skills - increase from 73% in 2018 to 85% by 2022	
<b>12 Month Target 2.2</b>	Increase Promote Student Ownership of Student Learning Goals—from 47.8% in 2018 to 52% in 2019 Increase Support Growth and Learning of the Whole Child—from 47.8% in 2018 to 52% by 2022	
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<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> Curriculum planning and assessment	Enhance curriculum planning, assessment and the school’s Teaching and Learning Model to enable students to further develop agency, assess their own work and track and celebrate their own learning growth.	Yes
<b>KIS 2</b> Health and wellbeing	Enhance induction and screening processes for new and returning students in order to more accurately assess their learning and wellbeing needs and enhance record-keeping and data management related to these needs.	No
<b>KIS 3</b> Intellectual engagement and self-awareness	Enhance personalised support for all students	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.

The PRSE identified the development of student agency in their learning as priority. The review demonstrated that this is an area that needs to be addressed. Developing common formats for curriculum, unit and lesson plans and fully implement a new Teaching and Learning Instructional Model will enable an improvement in student outcomes. The college needs to continue to build guaranteed and viable engaging curriculum and develop an evidence based instructional model that is implemented and utilised in every classroom.

## Define Actions, Outcomes and Activities

<b>Goal 1</b>	To raise achievement and learning growth of all students.
<b>12 Month Target 1.1</b>	Increase the VCE mean study score from 26.08 in 2018 to 26.5 in 2019 Increase the VCE English score from 25 in 2017 to 25.5 in 2019 To have the completion rate for all VCAL and VET studies to be at least 85% To have 55% of students deemed to have “added value” in each VCE study based on VCE Data Service Report 17
<b>12 Month Target 1.2</b>	Increase Differentiated learning challenge—from 59% in 2018 to 62% in 2019 Increase High expectations of success—from 71% in 2018 to 72% in 2019 Increase Effective teaching time—from 61% in 2018 to 64% in 2019
<b>12 Month Target 1.3</b>	Increase Academic emphasis—from 34.6% in 2018 to 40% in 2019 Increase Use pedagogical model—from 56.5% in 2018 to 60% in 2019 Increase Use data for curriculum planning—from 39.1% in 2018 to 45% in 2019 Increase Plan differentiated learning activities—from 64% to 75% by 2022
<b>KIS 1</b> Building practice excellence	To build the instructional practice of every teacher by refining and fully implementing a whole–school approach to teaching and learning.
<b>Actions</b>	Professional learning timeline to develop teacher capacity to incorporate high impact teaching strategies for feedback, questioning and differentiated teaching into their pedagogical practices Establish a leader to develop professional learning sessions with a focus on high impact teaching strategies (feedback, questioning and differentiated teaching) Training for Compass to use as a tool for providing feedback Implement classroom observations with a focus on high impact teaching strategies (feedback, questioning and differentiated teaching) Incorporate 'Action Research' projects with a focus on feedback, questioning and differentiated teaching Develop school wide data protocols to improve data analysis and interpretation Principal learning walks with a focus on high impact teaching strategies
<b>Outcomes</b>	Teachers will understand how high impact teaching strategies can improve students outcomes and engagement. Teachers will understand the key elements questioning, feedback and differentiated teaching to improve student achievement and learning growth. Teachers will demonstrate a shared understanding of the high impact teaching strategies across all subject areas.

	<p>Teachers will develop explicit pedagogy and learning activities directed at improving learning growth for all.          Action research, PDP and Classroom Observation provides evidence of high impact teaching strategies being included in the classroom.          Students will be able to articulate teacher feedback and act on this advice.</p>			
<b>Success Indicators</b>	<p>Improvement in OnDemand/Essential Assessment/Common Assessment Tasks/VCE/VCAL/VET for all students.          Lesson plans will incorporate high impact teaching strategies.          Pivot survey data demonstrates an improvement in teacher effectiveness.          All teachers from all learning areas can show evidence of high impact teaching strategies.          All teachers can demonstrate evidence to meet their Professional Development goal.</p>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
All staff to complete professional learning for high impact teaching strategies	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Professional Learning Workshops conducted focusing on feedback, questioning and differentiation	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> School Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00  <input checked="" type="checkbox"/> Equity funding will be used
All staff to complete 'Action Research' on high impact teaching strategies	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Staff observe Learning Specialist's classroom practice	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used

Principal learning walks	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
<b>KIS 2</b> Curriculum planning and assessment	To build data literacy and teacher capacity to utilise data and a range of assessment strategies to better track and monitor learning growth and teach to each student's point of learning need.			
<b>Actions</b>	Professional learning timeline to develop teacher capacity to utilise data and a range of assessment strategies to better track and monitor learning growth Establish a leader to develop professional learning sessions with a focus on generating, analysing and utilising data to improve learning growth Develop school wide data protocols to improve data analysis and interpretation			
<b>Outcomes</b>	Teachers use data and pre-assess students readiness for learning and set high expectations for all students. Teachers analyse and utilise data to monitor student learning and support students to move towards and beyond learning goals. Teachers use data to use a range of teaching strategies that support different abilities and ways of thinking and learning Teachers set open-ended tasks that allow students to work at different levels and paces Teachers use student assessment data as a source of feedback on the effectiveness of their teaching practice. Students understand what they need to do to improve Students use feedback to monitor and self-regulate their learning			
<b>Success Indicators</b>	Student and Parent Opinion Survey data shows improvement for stimulating and differentiated learning. Student focus groups and feedback shows increased confidence in consistency of assessment practice. Staff Opinion Survey shows increased confidence in differentiation and collaboration.			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
All staff to complete professional learning workshops on analysing and utilising data to to improve student learning growth	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used



Establish data expert	<input checked="" type="checkbox"/> Team Leader(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Leadership team to analyse whole school data	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
<b>Goal 2</b>	Enhance student voice, agency and advocacy.			
<b>12 Month Target 2.1</b>	ATSS - Stimulated Learning – from 54% in 2018 to 60% by 2019 ATSS - Student voice and agency – from 57% in 2018 to 60% by 2019 ATSS - Self-regulation and goal setting – from 65% in 2018 to 67% by 2019 Introduce Individual learning plans forof students Student agency and voice – increase from 77% in 2018 to 85% by 2022 Confidence and resiliency skills - increase from 73% in 2018 to 85% by 2022			
<b>12 Month Target 2.2</b>	Increase Promote Student Ownership of Student Learning Goals—from 47.8% in 2018 to 52% in 2019 Increase Support Growth and Learning of the Whole Child—from 47.8% in 2018 to 52% by 2022			
<b>12 Month Target 2.3</b>	Increase Student agency and voice—increase from 77% in 2018 to 78% in 2019 Increase Confidence and resiliency skills—increase from 73% in 2018 to 75% in 2019			
<b>KIS 1</b> Curriculum planning and assessment	Enhance curriculum planning, assessment and the school's Teaching and Learning Model to enable students to further develop agency, assess their own work and track and celebrate their own learning growth.			
<b>Actions</b>	Student advocacy and Culture Leading Teacher to develop structure for individual learning plans (ILP) Improve student agency in their own learning through the introduction of ILPs. Professional learning timeline to develop teacher capacity to understand how to build ILPs Student advocacy and Culture Leading Teacher to develop professional learning workshops and support sessions to develop ILPs Training for Compass to develop ILPs			

	Develop schedule to support collaboration within every teaching and learning areas to develop engaging curriculum Review the whole school meeting structure Build teacher capacity and capability with designing differentiated curriculum and assessment Research and develop BHSSC instructional model			
<b>Outcomes</b>	Teachers understand how to develop ILP Teachers monitor student learning through ILP. Teachers understand how to use ILP to assist students with their learning Teachers use ILPs as a source of feedback on the effectiveness of their teaching practice Teachers develop a BHSSC school wide instructional model Students establish learning goals Students tracking and taking responsibility their own learning growth Students have a greater understanding of what they need to do to improve Students use feedback to monitor and self-regulate their learning Students have voice and agency with instructional model			
<b>Success Indicators</b>	Completed ILPs on Compass BHSSC Instructional Model Students will have completed learning goals and strategies on ILP Student and Parent Opinion Survey will show improved results for differentiated and stimulated learning. Student Opinion Survey will show improved results for self regulation and goal setting and student voice and agency.			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Student Agency - Individual Learning plans	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,500.00  <input checked="" type="checkbox"/> Equity funding will be used
Conduct Professional Workshops to write IEP's for identified students	<input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$4,000.00  <input checked="" type="checkbox"/> Equity funding will be used

Professional Development Program - increasing Student Agency in the classroom	<input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00  <input checked="" 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	\$8,500.00	\$8,500.00
Additional Equity funding	\$14,000.00	\$14,000.00
<b>Grand Total</b>	<b>\$22,500.00</b>	<b>\$22,500.00</b>

## Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Professional Learning Workshops conducted focusing on feedback, questioning and differentiation	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)	\$1,000.00	\$1,000.00
Student Agency - Individual Learning plans	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources	\$2,500.00	\$2,500.00
Conduct Professional Workshops to write IEP's for identified students	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources	\$4,000.00	\$4,000.00
Professional Development Program - increasing Student Agency in the classroom	from: Term 1	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$1,000.00	\$1,000.00

	to: Term 4			
<b>Totals</b>			\$8,500.00	\$8,500.00

### Additional Equity spend

Outline here any additional Equity spend for 2019	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Laptop support	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Assets	\$2,000.00	\$2,000.00
After school tutoring support	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources	\$2,000.00	\$2,000.00
Wellbeing support	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Support services	\$10,000.00	\$10,000.00
<b>Totals</b>			\$14,000.00	\$14,000.00

## Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
All staff to complete professional learning for high impact teaching strategies	<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"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Departmental resources EIL	<input checked="" type="checkbox"/> On-site
Professional Learning Workshops conducted focusing on feedback, questioning and differentiation	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> School Leadership Team	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"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
All staff to complete professional learning workshops on analysing and utilising data to improve student learning growth	<input checked="" type="checkbox"/> All Staff	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Departmental resources Data Coach	<input checked="" type="checkbox"/> On-site
Conduct Professional Workshops to write IEP's for identified students	<input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	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"/> Leadership partners	<input checked="" type="checkbox"/> On-site