

# 2019 Annual Implementation Plan

## for improving student outcomes

Alexandra Secondary College (7505)



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

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 moving towards Embedding

<b>Enter your reflective comments</b>	Our reflections were captured in our School Review this year and are therefore highlighted in the goals of our AIP.
<b>Considerations for 2020</b>	Increasing student voice and having teachers use this data to enhance their teaching
<b>Documents that support this plan</b>	NEVR 7505 Alexandra SC Renew Review Report (final).docx (0.88 MB)

## Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
To improve student engagement in learning	Yes	By 2021, to reduce student absence rates from 29.98 (2017) to 23 days per year in Years 7–10 and 15 days per year in Years 11 and 12	The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.  Reduce student absence rates from 24.6 (2018) to 23 days per year Years 7–12 overall. To improve each cohort by 2 days compared to 2018 figures: Yr7 16.88, Yr8 22.92, Yr9 30.35, Yr10 30.72, Yr11 26.99, Yr12 18.34.
		By 2021, to increase the AToSS results for Stimulated Learning, Teacher Concern, Sense of Confidence and Differentiated Learning Challenge to at least the 50th percentile	Increase the AToSS positive endorsement results for Stimulated Learning (45% in 2018), Teacher Concern (32% in 2018), Sense of Confidence (55% in 2018) and Differentiated Learning Challenge (50% in 2018) by at least 5%..
		By 2021, to increase the percentage of students with medium and high growth in NAPLAN Reading and Writing to at least 80 per cent.	Increase the percentage of Year 9 students with medium and high growth in NAPLAN Reading (from 55% in 2018 to 70%) and Writing (from 75% in 2018 to 80%).
		By 2021, to increase the mean study score in VCE English from 25.2 to at least 29 and in all VCE subjects from 24.2 to at least 29.	Increase the mean study score in VCE English to at least 26 (23 in 2018) and in all VCE subjects to 26 (24 in 2018).

		By 2021, to increase the percentage of students with medium and high growth in NAPLAN Numeracy from 48.6% in 2017 to at least 75%	Increase the percentage of Year 9 students with medium and high growth in NAPLAN Numeracy from 73% in 2018 to at least 75%
		By 2021, to increase the mean study score in VCE Further Mathematics from 23.9 to at least 28 and in VCE Maths Methods from 25.4 to at least 28.	Increase the mean study score in VCE Further Mathematics to at least 31 (30.3 in 2018) and in VCE Maths Methods to at least 28 (26.5 in 2018).

<b>Goal 1</b>	To improve student engagement in learning	
<b>12 Month Target 1.1</b>	Reduce student absence rates from 24.6 (2018) to 23 days per year Years 7–12 overall. To improve each cohort by 2 days compared to 2018 figures: Yr7 16.88, Yr8 22.92, Yr9 30.35, Yr10 30.72, Yr11 26.99, Yr12 18.34.	
<b>12 Month Target 1.2</b>	Increase the AToSS positive endorsement results for Stimulated Learning (45% in 2018), Teacher Concern (32% in 2018), Sense of Confidence (55% in 2018) and Differentiated Learning Challenge (50% in 2018) by at least 5%..	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> Building practice excellence	Develop and embed a culture of high expectations in all classrooms at the College (BPE)	Yes
<b>KIS 2</b> Empowering students and building school pride	Implement a Student Voice and Agency strategy across the College (ESBSP)	Yes
<b>KIS 3</b>	Build leadership and teacher capacity to develop stimulating learning environments for students (BPE)	Yes

<b>Building practice excellence</b>		
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.	All three KIS are important to us and the improvement of our student outcomes. In reference to student voice and agency 2018 AToS results for statements like "I have a say in the things I learn" resonated with the staff and as a collective we want to have a positive impact on this in 2019. Further to this the College recognises the challenge in differentiation and have professional learning related to this aspect of the work. We believe we have the resources to focus on all three in 2019.	
<b>Goal 2</b>	To improve student achievement outcomes in literacy.	
<b>12 Month Target 2.1</b>	Increase the percentage of Year 9 students with medium and high growth in NAPLAN Reading (from 55% in 2018 to 70%) and Writing (from 75% in 2018 to 80%).	
<b>12 Month Target 2.2</b>	Increase the mean study score in VCE English to at least 26 (23 in 2018) and in all VCE subjects to 26 (24 in 2018).	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> Building practice excellence	Develop teacher capacity in the teaching of English and Literacy (BPE)	Yes
<b>KIS 2</b> Building practice excellence	Implement a Literacy Across the Learning Areas program (BPE)	Yes
<b>KIS 3</b> Empowering students and building school pride	Provision of point of need support programs for students at risk (EBHIS)	No
<b>KIS 4</b> Empowering students and building school pride	Develop capacity of all staff to use data to inform their teaching (EBHIS)	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.	When aiming to improve outcomes in literacy we have been specific in our actions as we head into the first year of our new four year strategic plan. These two KIS will provide the foundation for prosecution of the remaining KIS beyond 2019.	
<b>Goal 3</b>	To improve student achievement outcomes in numeracy.	
<b>12 Month Target 3.1</b>	Increase the percentage of Year 9 students with medium and high growth in NAPLAN Numeracy from 73% in 2018 to at least 75%	
<b>12 Month Target 3.2</b>	Increase the mean study score in VCE Further Mathematics to at least 31 (30.3 in 2018) and in VCE Maths Methods to at least 28 (26.5 in 2018).	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> Building practice excellence	Develop teacher capacity in the teaching of Mathematics and Numeracy (BPE)	Yes
<b>KIS 2</b> Building practice excellence	Implement a Numeracy Across the Learning Areas program (BPE)	Yes
<b>KIS 3</b> Evidence-based high-impact teaching strategies	Provision of point of need support programs for students at risk (EBHIS)	No
<b>KIS 4</b> Evidence-based high-impact teaching strategies	Develop capacity of all staff to use data to inform their teaching (EBHIS)	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.

As with our literacy goal, we have been strategic in our intent for 2019. The KIS chosen will involve aspects of the two not chosen as they are unable to be prosecuted in isolation.



## Define Actions, Outcomes and Activities

<b>Goal 1</b>	To improve student engagement in learning			
<b>12 Month Target 1.1</b>	Reduce student absence rates from 24.6 (2018) to 23 days per year Years 7–12 overall. To improve each cohort by 2 days compared to 2018 figures: Yr7 16.88, Yr8 22.92, Yr9 30.35, Yr10 30.72, Yr11 26.99, Yr12 18.34.			
<b>12 Month Target 1.2</b>	Increase the AToSS positive endorsement results for Stimulated Learning (45% in 2018), Teacher Concern (32% in 2018), Sense of Confidence (55% in 2018) and Differentiated Learning Challenge (50% in 2018) by at least 5%..			
<b>KIS 1</b> Building practice excellence	Develop and embed a culture of high expectations in all classrooms at the College (BPE)			
<b>Actions</b>	<p>Leaders/SIT will:</p> <ul style="list-style-type: none"> <li>*Incorporate High Impact Teaching Strategies (HITS) into the learning agenda</li> <li>*Conduct weekly observations and learning walks</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>*Embed Goal setting strategies into the Life Skills program (Yr 7 to 10)</li> <li>*Embed developmental continuum rubrics into teaching program (Yr7 to 8) and implement at Yr9 &amp; 10</li> <li>*Celebrate and explicitly teach "Personal Best" as reflected in planning and observations</li> <li>*Complete regular peer to peer observations/learning walks</li> </ul>			
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>*Teachers will have improved knowledge of the HITS and be able to evidence positive progression in their use</li> <li>*Teachers will routinely utilise the skill sets of their colleagues to develop their own practice</li> <li>*Students will improve in their ability to set "stretch goals" and attach effective strategies to achieving them</li> <li>*Leaders/SIT will be able to evidence greater instructional consistency across the school as the year progresses.</li> </ul>			
<b>Success Indicators</b>	<ul style="list-style-type: none"> <li>*Students will have clearly written goals with strategies as part of their IEPs which are updated each term.</li> <li>*Attendance rates increase</li> <li>*Classroom feedback gathered regularly reflects increased levels of positive engagement by the students</li> </ul>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>

Incorporate HITS in learning agenda	<input checked="" type="checkbox"/> Leading Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Collegial observations once a term	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Curriculum day for devising activities that support developmental continuum rubrics	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$2,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Individual Goal setting in Life Skills lessons	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Teacher(s)	<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> Empowering students and building school pride	Implement a Student Voice and Agency strategy across the College (ESBSP)			
<b>Actions</b>	Principal will: *Lead staff through a professional learning program around AMPLIFY *Provide opportunity for SRC meetings to give student leaders a vehicle to represent the views and ideas of their peers and so influence the positive culture of the College. *Facilitate Student Forums on a regular basis to capture student voice Staff will: *Use a survey tool to capture student voice regularly for each class *Staff will develop learning intentions and success criteria in a collaborative fashion with students in each class			

	<p>Students will:</p> <ul style="list-style-type: none"> <li>*Collaboratively develop learning intentions and success criteria in class</li> <li>*Have the opportunity to self nominate onto SRC</li> <li>*Have the opportunity to represent their views in more ways than previously</li> </ul>			
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>*Collaboration becomes the norm at Alexandra Secondary College</li> <li>*Students feel empowered to speak up because they know their teacher will listen</li> </ul>			
<b>Success Indicators</b>	<ul style="list-style-type: none"> <li>*Teachers will have term by term improvement in student responses in the College survey tool</li> <li>*Improved attendance data</li> <li>*Students on SRC will bring more issues to agenda of meetings</li> <li>*Learning intentions and success criteria are evident in each class and students are able to articulate their meaning</li> </ul>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Students surveyed by classroom teachers once a term using ASC Survey Monkey tool	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leading Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
House captains will regularly report back to their House Meeting about SRC discussions and seek feedback	<input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Sub School Leader/s	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Student Forums held for each year level once a semester	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Student(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used

Learning walks reflect an increased uptake of learning intentions and success criteria and the level of ownership/understanding by the students	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
<b>KIS 3</b> Building practice excellence	Build leadership and teacher capacity to develop stimulating learning environments for students (BPE)			
<b>Actions</b>	Principal will: *Plan with the SIT for purposeful learning linked to HITS Teachers will: *Evidence implementation of HITS in their planning and via observations/learning walks *Plan for professional practice days and evidence development accordingly			
<b>Outcomes</b>	*Teachers will further evidence differentiation for individuals *Staff will enhance their range of skills and strategies to meet individual learning needs *HITS will underpin planning across the school			
<b>Success Indicators</b>	*Teachers work together to design learning programs that are developmental and align with the VCAA achievement standards. *Students showing growth at or above expectations with developmental rubrics *Observed increase of HITS in classrooms across the school			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
KLAs privilege half day, once a semester, to work collaboratively as a team with planning for such collaboration influenced by SIT	<input checked="" type="checkbox"/> Sub School Leader/s <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Curriculum day for teachers to collaboratively design learning programs that are developmental and scaffolded to meet student needs	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Sub School Leader/s  <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 3	\$5,000.00

				<input type="checkbox"/> Equity funding will be used
<b>Goal 2</b>	To improve student achievement outcomes in literacy.			
<b>12 Month Target 2.1</b>	Increase the percentage of Year 9 students with medium and high growth in NAPLAN Reading (from 55% in 2018 to 70%) and Writing (from 75% in 2018 to 80%).			
<b>12 Month Target 2.2</b>	Increase the mean study score in VCE English to at least 26 (23 in 2018) and in all VCE subjects to 26 (24 in 2018).			
<b>KIS 1</b> Building practice excellence	Develop teacher capacity in the teaching of English and Literacy (BPE)			
<b>Actions</b>	Principal/SIT will: *Explore the DET Literacy Portal and use this to plan and implement professional learning for staff Staff will: *Adopt best practice(s) as determined by Principal/SIT in relation to literacy teaching with said practice(s) monitored and adjusted as per FISO Improvement Cycle *Analyse data regularly to determine focus for literacy			
<b>Outcomes</b>	*Professional learning plan is developed and evidenced as influenced by resources via DET Literacy Portal *Learning walks/observations reflect greater consistency in literacy instruction			
<b>Success Indicators</b>	*Improvement in writing from T1 to T4 in Yr 7 & 8 *Increase in med to high growth in NAPLAN results. *Increase in individual OnDemand results			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Professional learning plan developed by SIT	<input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1	\$1,000.00

			to: Term 4	<input type="checkbox"/> Equity funding will be used
SIT carry out regular data analysis	<input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$500.00  <input type="checkbox"/> Equity funding will be used
7 to 10 ODAT testing in terms 1 and 3	<input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Numeracy Leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$0.00  <input type="checkbox"/> Equity funding will be used
<b>KIS 2</b> Building practice excellence	Implement a Literacy Across the Learning Areas program (BPE)			
<b>Actions</b>	Principal/SIT will: *Provide a Literacy coach to work with KLA leaders Staff will: *Regularly discuss and action literacy strategies in KLA teams *Complete whole Staff PD on common literacy strategies, techniques (as per professional learning plan)			
<b>Outcomes</b>	*Staff will evidence improved knowledge of effective literacy strategies and greater familiarity with DET Literacy Portal *Staff will increase use of literacy data to inform their planning			
<b>Success Indicators</b>	*Subject specific literacy is evidenced as increasing across the student population. *Teachers planning evidences increased capacity to differentiate tasks based on literacy skills of their students.			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
KLA leaders meeting with Literacy Coach	<input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Literacy Leader	<input type="checkbox"/> PLP Priority	from: Term 1	\$22,000.00

			to: Term 4	<input checked="" type="checkbox"/> Equity funding will be used
Literacy PD	<input checked="" type="checkbox"/> Literacy Leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$500.00  <input type="checkbox"/> Equity funding will be used
Literacy portal professional learning activity is a standing item for all Curriculum Meetings	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Literacy Leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
<b>Goal 3</b>	To improve student achievement outcomes in numeracy.			
<b>12 Month Target 3.1</b>	Increase the percentage of Year 9 students with medium and high growth in NAPLAN Numeracy from 73% in 2018 to at least 75%			
<b>12 Month Target 3.2</b>	Increase the mean study score in VCE Further Mathematics to at least 31 (30.3 in 2018) and in VCE Maths Methods to at least 28 (26.5 in 2018).			
<b>KIS 1</b> Building practice excellence	Develop teacher capacity in the teaching of Mathematics and Numeracy (BPE)			
<b>Actions</b>	Principal/SIT will: *Explore the DET Numeracy Portal and use this to plan and implement professional learning for staff Staff will *Adopt best practice(s) as determined by Principal/SIT in relation to numeracy teaching with said practice(s) monitored and adjusted as per FISO improvement cycle			
<b>Outcomes</b>	*Professional learning plan is developed and evidenced as influenced by resources via DET Numeracy Portal *Teachers knowledge, confidence and skills in teaching numeracy will improve *Students will not need key skills to be "retaught" *Learning walks/observations reflect greater consistency in numeracy instruction			

<b>Success Indicators</b>	*All classes are consistent with others in year level with exposure to resources *Increase in med to high growth in NAPLAN results *Increase in individual results from pre to post tests *Improved individual "OnDemand" results			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Math Staff have a PD day with Yvonne Riley (as per professional learning plan)	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$2,000.00  <input type="checkbox"/> Equity funding will be used
OnDemand testing	<input checked="" type="checkbox"/> Student(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
One Curriculum day for Maths Staff	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$1,000.00  <input type="checkbox"/> Equity funding will be used
Collaboration time privileged for Math KLA	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
<b>KIS 2</b>	Implement a Numeracy Across the Learning Areas program (BPE)			



<b>Building practice excellence</b>				
<b>Actions</b>	Principal/SIT will: *Construct a professional learning plan for numeracy for 2019 *Audit non-math KLAs *Deliver PD to all staff in relation to numeracy strategies specific to their areas. Staff will: *Have evidenced increased awareness of numeracy instruction in their planning *Conduct focussed learning walks or observations in relation to numeracy			
<b>Outcomes</b>	*Professional learning plan in place *All teachers can explicitly explain and evidence how they teach numeracy *Students are able to transfer numeracy skills across KLAs			
<b>Success Indicators</b>	*Numeracy is reflected in unit plans & PDPs. *Teachers measure improved numeracy skills in all KLAs			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Audit numeracy use in KLAs	<input checked="" type="checkbox"/> Numeracy Leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$2,000.00  <input type="checkbox"/> Equity funding will be used
Deliver numeracy PD to KLAs (at least once a semester)	<input checked="" type="checkbox"/> Numeracy Leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used



# Equity Funding Planner

## Equity Spending Totals

Category	Total proposed budget (\$)	Spend (\$)
Equity funding associated with Activities and Milestones	\$44,000.00	\$37,000.00
Additional Equity funding	\$177,500.00	\$177,500.00
<b>Grand Total</b>	<b>\$221,500.00</b>	<b>\$214,500.00</b>

## Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Collegial observations once a term	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> CRT	\$10,000.00	\$10,000.00
Curriculum day for devising activities that support developmental continuum rubrics	from: Term 2 to: Term 2	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$2,000.00	\$0.00
KLAs privilege half day, once a semester, to work collaboratively as a team with planning for such collaboration influenced by SIT	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT	\$10,000.00	\$5,000.00
KLA leaders meeting with Literacy Coach	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$22,000.00	\$22,000.00

<b>Totals</b>		\$44,000.00	\$37,000.00
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### Additional Equity spend

Outline here any additional Equity spend for 2019	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Literacy intervention	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$7,000.00	\$7,000.00
Koori support	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$4,500.00	\$4,500.00
Employing Teacher Coaches	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$28,000.00	\$28,000.00
VCAL Programme	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$75,000.00	\$75,000.00
Reengagement of students with low attendance (<90%)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$30,000.00	\$30,000.00
Mentoring of students	from: Term 1 to: Term 4		\$11,000.00	\$11,000.00

Welfare support	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$22,000.00	\$22,000.00
<b>Totals</b>			\$177,500.00	\$177,500.00

## Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Collegial observations once a term	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
KLAs privilege half day, once a semester, to work collaboratively as a team with planning for such collaboration influenced by SIT	<input checked="" type="checkbox"/> Sub School Leader/s <input checked="" type="checkbox"/> Teacher(s)	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"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Literacy PD	<input checked="" type="checkbox"/> Literacy Leader	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Literacy expertise	<input checked="" type="checkbox"/> On-site
Math Staff have a PD day with Yvonne Riley (as per professional learning plan)	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Maths/Sci Specialist <input checked="" type="checkbox"/> External consultants  Yvonne Riley	<input checked="" type="checkbox"/> On-site
One Curriculum day for Maths Staff	<input checked="" type="checkbox"/> Teacher(s)	from: Term 2 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

Collaboration time privileged for Math KLA	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Maths/Sci Specialist	<input checked="" type="checkbox"/> On-site
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