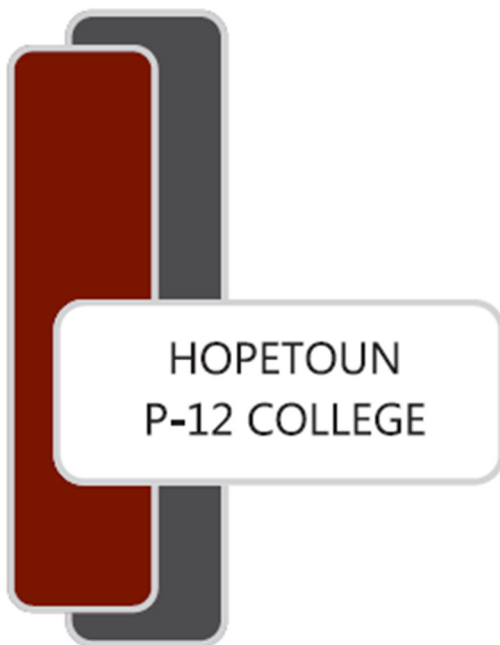


2020 Annual Implementation Plan

for improving student outcomes

Hopetoun P-12 College (8904)



Awaiting for review by School Principal
Awaiting endorsement by Senior Education Improvement Leader
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	Embedding
	Curriculum planning and assessment	Evolving moving towards Embedding
	Evidence-based high-impact teaching strategies	Embedding moving towards Excelling
	Evaluating impact on learning	Evolving
Professional leadership	Building leadership teams	Embedding
	Instructional and shared leadership	Evolving moving towards Embedding
	Strategic resource management	Embedding
	Vision, values and culture	Evolving moving towards Embedding

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

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

Enter your reflective comments	<p>Staff have worked as teams to evaluate the Excellence in Teaching and Learning section of the continua and on various parts of the other areas of the continua.</p> <p>Additional meetings have been scheduled where teachers could opt to attend and they were given the choice of areas to assess on the FISO continua.</p> <p>In general, we were much too generous in the past when assessing our progress. We tended to assess many elements as 'embedding' whereas we were actually 'evolving' and, in the less used priority areas, we are at the 'emerging' stage.</p> <p>Our strength is in the Building Practice Excellence</p>
Considerations for 2020	<p>Our school review is scheduled for terms 1 and 2, 2020, hence we need to ensure we have a clear focus on our Strategic Plan goals and Key Improvement Strategies. We need to ensure that there are improvement actions identified so that we can continue our school improvement agenda whilst analysing data for our review.</p> <p>With this in mind, we need to focus on the four strategic areas of:</p> <ol style="list-style-type: none"> 1. A whole school approach to the teaching of reading while strategically implementing the Middle Years Literacy and Numeracy plan.

	<ol style="list-style-type: none">2. Continue building staff capacity to implement our Instructional Model.3. Ensure students are safe, positive and motivated through reviewing our current procedures and focusing on student well-being.4. Continue developing student leadership, voice and agency with a special focus on developing student agency.
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	To improve student learning gain for every student in all domains, with an explicit focus on improving learning outcomes in literacy and numeracy.
Target 1.1	<p>NAPLAN relative Growth to have 80% in High/Medium Category Yrs 3-5</p> <p>NAPLAN relative Growth to have 80% in High/Medium Category Yrs 7-9</p> <p>PAT Testing Growth – effect size of 0.4</p> <p>Student Survey results:</p> <p>All four elements of "Effective Teacher Practice" to continue to be in the fourth quartile.</p>
Key Improvement Strategy 1.a Building practice excellence	Build staff capacity to recognise and implement an agreed Instructional Model and consistently implement High Impact Teaching Strategies (HITS).
Key Improvement Strategy 1.b Building practice excellence	Build staff capacity to identify and use a range of data sets to inform both teaching and assessment for every student
Key Improvement Strategy 1.c Building practice excellence	Develop and implement a whole school approach to the teaching of Reading P-8 and Middle Years Literacy and Numeracy.
Key Improvement Strategy 1.d Building practice excellence	Build staff capacity in effective teaching and learning based on our Instructional Model.
Goal 2	To ensure students feel safe, positive and motivated to learn

<p>Target 2.1</p>	<p>Attitudes to School Survey Results for the following for Years 7-12 (numbers in Year 5-6 are too small for reliable data):</p> <p>Sense of Connectedness - above 75th percentile</p> <p>Sense of Confidence - above the 75th percentile</p> <p>Motivation and Interest - 90th percentile +.</p> <p>Resilience - above 75th percentile.</p> <p>Attendance Data;</p> <p>P-6 at 17.0 & Yr 7-12 at 19.0</p>
<p>Key Improvement Strategy 2.a Empowering students and building school pride</p>	<p>Build staff and student capacity to promote positive interactions and behaviours through the development and implementation of programs such as School Wide Positive Behaviours and continue the focus on student health and wellbeing, particularly resilience strategies.</p>
<p>Key Improvement Strategy 2.b Empowering students and building school pride</p>	<p>Investigate avenues and implement strategies to improve student voice and agency across the College including survey processes and protocols and other feedback tools.</p>
<p>Key Improvement Strategy 2.c Setting expectations and promoting inclusion</p>	<p>Build student voice and agency in their learning and develop a culture of high expectations across the College.</p>

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
To improve student learning gain for every student in all domains, with an explicit focus on improving learning outcomes in literacy and numeracy.	Yes	<p>NAPLAN relative Growth to have 80% in High/Medium Category Yrs 3-5</p> <p>NAPLAN relative Growth to have 80% in High/Medium Category Yrs 7-9</p> <p>PAT Testing Growth – effect size of 0.4</p> <p>Student Survey results:</p> <p>All four elements of "Effective Teacher Practice" to continue to be in the fourth quartile.</p>	The 12 month target is an incremental step towards meeting the 4-year target, using the same data set. Maintain relative growth of 80% in High/Medium or better.
To ensure students feel safe, positive and motivated to learn	Yes	<p>Attitudes to School Survey Results for the following for Years 7-12 (numbers in Year 5-6 are too small for reliable data):</p> <p>Sense of Connectedness - above 75th percentile</p> <p>Sense of Confidence - above the 75th percentile</p> <p>Motivation and Interest - 90th percentile +.</p>	Improve Student Attitudes to School Survey by 10% or more.

		Resilience - above 75th percentile. Attendance Data; P-6 at 17.0 & Yr 7-12 at 19.0	
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Goal 1	To improve student learning gain for every student in all domains, with an explicit focus on improving learning outcomes in literacy and numeracy.	
12 Month Target 1.1	Maintain relative growth of 80% in High/Medium or better.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Building practice excellence	Build staff capacity to recognise and implement an agreed Instructional Model and consistently implement High Impact Teaching Strategies (HITS).	No
KIS 2 Building practice excellence	Build staff capacity to identify and use a range of data sets to inform both teaching and assessment for every student	No
KIS 3 Building practice excellence	Develop and implement a whole school approach to the teaching of Reading P-8 and Middle Years Literacy and Numeracy.	Yes
KIS 4 Building practice excellence	Build staff capacity in effective teaching and learning based on our Instructional Model.	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>There has been a noticeable improvement in reading achievement across the school as measured by NAPLAN, however, more students should be achieving in the top 2 bands. We have broadened our priority this year to include literacy and numeracy so that the Middle Years Literacy and Numeracy strategy can be implemented while maintaining our reading focus. Our self evaluation has indicated that we need to work on the following areas;</p> <p>Ensuring our reading curriculum is aligned Prep to Year 10.</p> <ul style="list-style-type: none"> * Ensuring our English curriculum is aligned Year 10 to 12. * Embed Quicksmart more effectively as a support for students who are below acceptable standards in P-8. * Implementation of the Middle Years Literacy and Numeracy Strategy. This will be included in our 2020 AIP and the staffing component will inform staffing for 2020. * Continue to monitor achievement and growth data and implement any strategies needed to ensure students are gain acceptable growth as well as providing additional challenge for high achievers. * We were unable to employ a Literacy Coach in 2019. It is anticipated that we will set aside funding to endeavour to employ a Literacy Coach in 2020 through equity funding. <p>Build Staff Capacity Continue with Building Practice Excellence (FISO)</p> <ul style="list-style-type: none"> # Additional Professional Learning on areas such as rubrics. # Update and improve our processes around Peer Learning Walks. # Continue to support teachers to teach as effectively as possible using the structures and strategies we have developed over the past three years. # Include actions on Evaluating Impact of Learning (FISO) 	
<p>Goal 2</p>	<p>To ensure students feel safe, positive and motivated to learn</p>	
<p>12 Month Target 2.1</p>	<p>Improve Student Attitudes to School Survey by 10% or more.</p>	
<p>Key Improvement Strategies</p>		<p>Is this KIS selected for focus this year?</p>
<p>KIS 1 Empowering students and building school pride</p>	<p>Build staff and student capacity to promote positive interactions and behaviours through the development and implementation of programs such as School Wide Positive Behaviours and continue the focus on student health and wellbeing, particularly resilience strategies.</p>	<p>Yes</p>

<p>KIS 2 Empowering students and building school pride</p>	<p>Investigate avenues and implement strategies to improve student voice and agency across the College including survey processes and protocols and other feedback tools.</p>	<p>No</p>
<p>KIS 3 Setting expectations and promoting inclusion</p>	<p>Build student voice and agency in their learning and develop a culture of high expectations across the College.</p>	<p>Yes</p>
<p>Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.</p>	<p>Our self evaluation indicated we need to continue with these two priorities above. Our next level of work includes: Continue to develop and support student voice and leadership. * Begin to develop student voice in curriculum and their learning. * Plan and deliver staff professional learning on student agency. * Commence pilot on student agency strategies.</p> <p>AIP 2020 # Student voice and agency in learning (FISO) # Continue to develop student leadership skills.</p> <p>Ensure that student engagement and high expectations is a focus. * Research and implement high impact strategies designed to improve academic aspirations and improved behaviour. * Ensure that surveys are followed-up, ensure student input to analyse the survey data, and administer additional surveys are administered to monitor improvement over time. * Review the impact of SWPBS and, where appropriate, focus on Level 2.</p> <p>AIP 2020 # Continue with promoting a school culture that has high expectations (FISO) # Research and select appropriate actions designed to improve engagement and develop high expectations in all aspects of schooling (learning, behaviour, teaching, aspirations, involvement and service). # Include actions centred around meta-cognitive strategies and intellectual engagement.</p>	

Define Actions, Outcomes and Activities

Goal 1	To improve student learning gain for every student in all domains, with an explicit focus on improving learning outcomes in literacy and numeracy.
12 Month Target 1.1	Maintain relative growth of 80% in High/Medium or better.
KIS 1 Building practice excellence	Develop and implement a whole school approach to the teaching of Reading P-8 and Middle Years Literacy and Numeracy.
Actions	<ol style="list-style-type: none"> 1. Ensure alignment and consistency in the teaching of Reading Prep to Year 8. 2. Build the capability of teachers across all learning areas to support differentiated teaching including catering for students with significant literacy and/or numeracy needs. 3. Implement the Middle Years Literacy and Numeracy Support (MYLNS) initiative.
Outcomes	<p>Leaders will:</p> <ul style="list-style-type: none"> Actively support literacy teachers through direct observations, Leadership Walks and feedback. Provide targeted professional learning on relevant aspects of the teaching of Reading and the Middle Years initiative. Ensure the Literacy leader and Middle Years coordinator is well resourced to complete their work successfully. Ensure the intervention programs are implemented to meet the needs of students. Support the implementation and monitoring of the MYLNS. <p>Teachers will:</p> <ul style="list-style-type: none"> Explicitly teach reading strategies to student P-8 based on the Fountas and Pinnell continuum. Use the Hopetoun P-12 Instructional Model to plan and deliver lessons. Develop their capacity to implement the Middle Years Literacy and Numeracy Strategy. Become familiar with, and consistently use, the Fountas and Pinnell instructional material. Use student learning data to inform planning and delivery of lessons. Participate in Professional Learning in Literacy and Numeracy in their Domain meetings and on a whole school basis. Use student data and feedback to inform their planning. Monitor and evaluate the impact of their teaching on student outcomes. Collaborate with MYLNS improvement teachers across the area.

	<p>Develop, in consultation with each student eligible for intervention programs, develop ILPs.</p> <p>Students will:</p> <ul style="list-style-type: none"> Participate in regular, consistently structured Guided Reading and Conferencing Sessions. Be engaged in the use of Readers Notebook. Be exposed to extensive vocabulary as well as subject-specific vocabulary. Be actively engaged in intervention programs such as Quicksmart and GRIN. Be involved in the development of their ILPs. Monitor their progress towards their own learning goals.
<p>Success Indicators</p>	<p>Success indicators for Leaders:</p> <ul style="list-style-type: none"> Schedule of Leader learning Walks. Notes from observations. Professional Learning Plan, 2020. Teacher response to Professional Learning e.g. exit slips. Budgets reflecting appropriate resourcing. Planning, documentation and reports for the MYLNS. <p>Success Indicators for Teachers:</p> <ul style="list-style-type: none"> Lesson plans indicating explicit instruction. Minutes from meetings indicating extent of use of Fountas and Pinnell resources. Data wall, data analysis, progress reports. Involvement in MYLNS planning and implementation. Analysis of formal assessment tools such as NAPLAN, PAT, On Demand, F&P Benchmarking Peer Learning Walk progress reports. <p>Success indicators for students:</p> <ul style="list-style-type: none"> NAPLAN data, especially benchmark growth. PAT reading data, using scaled scores, growth and effect size. Record of student achievement against their goals and ILPs. Student input to ILPs and self-monitoring of goals.

Activities and Milestones	Who	Is this a PL Priority	When	Budget
<p>1. Intervention programs Implement Quicksmart Literacy and/or Numeracy based on the needs of the students.</p> <p>Ensure MYLNS priority students are included in intervention programs.</p> <p>Ensure ILPs are developed for all students 18 months or more below expectations, including Year 10 priority students, and, where appropriate, place them on appropriate intervention programs.</p> <p>Train staff member(s) in GRIN (Maths) and implement the initiative as required. (PD Budget)</p> <p>Investigate the use of F&P reading intervention program in Prep-8.</p>	<p><input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Numeracy Leader</p>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$3,000.00</p> <p><input type="checkbox"/> Equity funding will be used</p>
<p>2. Curriculum Development Continue to implement the Fountas and Pinnell program fully in Years Prep to 8 with a focus on including the following in 2019: Interactive read aloud; Shared reading.</p>	<p><input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Literacy Leader</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p> <p><input type="checkbox"/> Equity funding will be used</p>
<p>3. Middle Years Professional Learning Engage in the MYLNS professional learning suite (PD Budget)</p>	<p><input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Numeracy Leader</p>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 2 to: Term 4</p>	<p>\$2,000.00</p> <p><input type="checkbox"/> Equity funding will be used</p>
<p>4. Differentiation Engage teachers in professional learning aimed at building capability to differentiate instruction to cater for students with</p>	<p><input checked="" type="checkbox"/> Learning Specialist(s)</p>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 2</p>	<p>\$1,000.00</p>

<p>significant literacy and/or numeracy learning needs, especially in the middle years of schooling. (PD Budget)</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Literacy Improvement Teacher <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Teacher(s) 		<p>to: Term 4</p>	<p><input type="checkbox"/> Equity funding will be used</p>
<p>KIS 2 Building practice excellence</p>	<p>Build staff capacity in effective teaching and learning based on our Instructional Model.</p>			
<p>Actions</p>	<p>Improve the Hopetoun P-12 Peer Learning Walk model currently in use so that it becomes an effective approach to providing feedback to teachers on their use of the model.</p>			
<p>Outcomes</p>	<p>Changes in Knowledge, Skills or behaviours.</p> <p>Leaders will;</p> <ul style="list-style-type: none"> Engage staff in a collaborative review of Peer Learning Walks. Use multiple sources of evidence to track peer observations. Collect and evaluate the progress reports on Peer Learning Walks. Use observational data to evaluate the level of implementation of the school instructional Model. Develop their own peer observation and feedback skills. <p>Teachers will:</p> <ul style="list-style-type: none"> Use the school Instructional Model for Peer Learning Walks. Participate actively in Peer Learning Walks. Provide feedback to teachers they have observed during PLWs. Be involved in inquiry cycles to improve practice. <p>Students will:</p> <ul style="list-style-type: none"> Be able to articulate the 'usual' structure of lessons based on the school Instructional Model. Provide feedback to teachers on PLWs explaining what they are learning. 			

<p>Success Indicators</p>	<p>Success Indicators for Leaders: Completion of collaborative review of PLWs with clear recommendations for improvement. Lead the implementation of improvement strategies for PLWs Collation of information and actions from PLWs Assessment of progress against FISO continua.</p> <p>Success Indicators for Teachers: Staff survey results on 'implementation' and 'improvement'. Subjective feedback through progress reports and PLW comments. Notes and observations from PLWs All teachers include PLWs in their Performance and Development Plan goals. Comments in progress reports on PLWs. Feedback on the impact of inquiry cycles.</p> <p>Success Indicators for Students: Comments provided to teachers during PLWs. Can identify the key components of the Hopetoun P-12 Instructional Model.</p>			
<p>Activities and Milestones</p>	<p>Who</p>	<p>Is this a PL Priority</p>	<p>When</p>	<p>Budget</p>
<p>5. Improve the processes involved in Peer Learning Walks through: Revise the proforms used for Peer learning Walks to reflect pre- and post-actions and goals of the Peer learning Walk. Develop an agreed schedule for regular Peer Learning Walks. Include Peer Learning Walks as a common goal in teacher Performance and Development Plans (P&DPs). Develop a structure for aggregated progress reports on Peer Learning Walks to be provided to the Leadership Team for consideration and discussion.</p>	<p><input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s)</p>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 1</p>	<p>\$0.00 <input type="checkbox"/> Equity funding will be used</p>

6. Leader Learning Walks Develop a structure and schedule for regular Leadership Learning Walks (LLWs) incorporating student feedback.	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$0.00 <input type="checkbox"/> Equity funding will be used
7. Professional Learning Communities Train staff in the PLC approach and trial inquiry cycles (PD Budget)	<input checked="" type="checkbox"/> Leading Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$3,000.00 <input type="checkbox"/> Equity funding will be used
8. Capacity Building Provide coaching in the use of the Hopetoun P-12 Instructional Model focusing on literacy and numeracy in the Early Years and implementation of the MYLNS.	<input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Goal 2	To ensure students feel safe, positive and motivated to learn			
12 Month Target 2.1	Improve Student Attitudes to School Survey by 10% or more.			
KIS 1 Empowering students and building school pride	Build staff and student capacity to promote positive interactions and behaviours through the development and implementation of programs such as School Wide Positive Behaviours and continue the focus on student health and wellbeing, particularly resilience strategies.			
Actions	1. Review expectations and processes on student behaviour and student management. 2. Build staff capacity to support student wellbeing 2. Ensure student wellbeing is supported and addressed proactively.			
Outcomes	Leaders will; Ensure that there is a collaborative review of student behaviour and management, including an analysis of SWPBS. Provide the appropriate resources to deliver SWPBS and engagement programs.			

	<p>Ensure the Wellbeing program is resourced adequately. Assist, where required, the Engagement Team in developing the whole school plan for Engagement activities. Enable the Chaplain and Wellbeing officer to deliver the agreed programs. Arrange and support appropriate Professional Learning for staff.</p> <p>Teachers will; Provide input to the collaborative review of student behaviour and management. Participate in appropriate Professional Learning. Deliver programs and courses centred on student engagement, wellbeing and resilience. Support the student wellbeing staff wherever possible. Collaborate with the wellbeing staff to engage students.</p> <p>Students will; Participate in the SWBS program. Provide input to the review of student behaviour and management, including the review of SWPBS. Participate in appropriate resilience programs. Participate in anti-bullying programs.</p>			
Success Indicators	<p>Success Indicators for Leaders: Minutes and notes indicating findings from reviews of student management and SWPBS. Financial records and staffing structure. Minutes of Engagement meetings indicating planning and support for wellbeing initiatives. Ensure funding for Chaplaincy for 2020.</p> <p>Success Indicators for Teachers: Professional learning records indicating participation in relevant learning. Delivery of SWPBS and student management and wellbeing</p> <p>Success Indicators for Students: Improvement in the 'Resilience' data from Student Survey. Improvement in SWPBS data. Reduction in incidence of bullying.</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget

<p>9. SWPBS and Student Management Review the processes and effectiveness of student behaviour, student management and SWPBS. Develop improved processes and implement.</p>	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
<p>10. Student Well-being Investigate issues and incidents of allegations around bullying. Involve Chaplain in anti-bullying program(s) . Focus on building student resilience.</p>	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Wellbeing Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
<p>11. Well-being Strategy Develop and implement an annual planner for implementation of student well-being programs. Programs will include separate activities for girls and boys on some occasions as well as combined groups. The Planner should include Cyber Safety, and Elevate and may include Man Cave, Angels, Rock & Water, Drumbeat, Well-being Day and Tier Two activities. Provide resourcing towards approved programs. (Equity Funds)</p>	<input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used
<p>12. Capacity Building Build the capacity of staff to recognise student well-being issues and take a proactive response to current issues. Focus areas include Mental health First Aide training for staff and HeadSpace training for staff. (PD Budget)</p>	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leading Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 3 to: Term 3	\$2,000.00 <input type="checkbox"/> Equity funding will be used
<p>KIS 2 Setting expectations and promoting inclusion</p>	Build student voice and agency in their learning and develop a culture of high expectations across the College.			
<p>Actions</p>	<ol style="list-style-type: none"> 1. Build staff knowledge and skills in student voice and agency in their learning. 2. Ensure symbols, artefacts and actions promote high expectations of student achievement and behaviour. 			

<p>Outcomes</p>	<p>Leaders will: Provide Professional Learning opportunities for staff to build their knowledge and understanding of student voice and agency. Support teachers to implement agreed strategies to trial building student voice and agency. Develop an agreed framework for goal setting. Encourage student to have input to their learning and develop strategies they need to improve reflection and self-regulation. Monitor how staff are progressing with contributing to agency, goal setting and high expectations.</p> <p>Teachers will: Participate in Professional Learning on student agency and voice in learning. Assist students to take some ownership of their learning. Support students in establishing learning goals. Assists students to become increasingly self-directed and self-regulated over time. Provide students with the opportunity to reflect on the effectiveness of their learning. Trial negotiation with students on assessment methods. Encourage students to track and measure their learning growth.</p> <p>Students will: Begin to take responsibility for their own learning following negotiation with the teacher on learning outcomes. Reflect on their their learning strategies and modify their approaches to meet the needs of the curriculum. Share their learning and learn strategies with others. Track and measure their own learning growth. Set individual learning goals in key areas of the curriculum.</p>
<p>Success Indicators</p>	<p>Success Indicators for Leaders: Minutes reflecting agreed framework for goal setting. Professional Learning based on developing knowledge and understanding of student agency and voice in their learning. Improved results in Student Survey such as self-regulation and goal setting. Audit of school symbols and artefacts. PIVOT survey results for whole school.</p> <p>Success Indicators for Teachers: Professional Learning records. Evidence of the use of reflection tools and goal setting.</p>

	<p>Informal feedback and professional conversations indicated through staff minutes. Feedback from Peer Learning Walks. Specific questions in PIVOT survey results for whole school.</p> <p>Success Indicators for Students: Improved Student Survey results in key areas around student voice and student agency. Aggregated data from Bully Audits. Collation of goals and evidence of improvement measured against goals. Evidence of reflection and self-regulation.</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
13. Knowledge of Voice and Agency Develop an agreed understanding amongst teachers as to what student voice and agency is in their learning.	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
14. Agency: Goals & Assessment Develop and implement an action plan to build student voice and agency in their learning, such as the establishment of learning goals and negotiated assessment task. Arrange time for student/teacher goal setting. (PD Budget)	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Leading Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$2,000.00 <input type="checkbox"/> Equity funding will be used
15. High Expectations Continue pressing high expectations in the way we speak, the way we act and the manner in which our displays, symbols and artifacts are used to represent high expectations of student learning and behaviour.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Leadership Team	<input checked="" 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	\$15,000.00	\$15,000.00
Additional Equity funding	\$30,000.00	\$30,000.00
Grand Total	\$45,000.00	\$45,000.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
8. Capacity Building Provide coaching in the use of the Hopetoun P-12 Instructional Model focusing on literacy and numeracy in the Early Years and implementation of the MYLNS.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$10,000.00	\$10,000.00
11. Well-being Strategy Develop and implement an annual planner for implementation of student well-being programs. Programs will include separate activities for girls and boys on some occasions as well as combined groups. The Planner should include Cyber Safety, and Elevate and may include Man Cave, Angels, Rock & Water, Drumbeat, Well-being Day and Tier Two activities. Provide resourcing towards approved programs. (Equity Funds)	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Teaching and learning programs and resources	\$5,000.00	\$5,000.00
Totals			\$15,000.00	\$15,000.00

Additional Equity spend

Outline here any additional Equity spend for 2020	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Capacity Building Provide coaching in instructional leadership for members of the Leadership Team and aspiring leaders.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$10,000.00	\$10,000.00
Literacy Support - purchase of additional resources to support the full implementation of the Reading program.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources	\$10,000.00	\$10,000.00
Learning Support Programs. Purchase of support materials, licences, subscriptions and educational online programs for students.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources	\$10,000.00	\$10,000.00
Totals			\$30,000.00	\$30,000.00

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
<p>1. Intervention programs Implement Quicksmart Literacy and/or Numeracy based on the needs of the students.</p> <p>Ensure MYLNS priority students are included in intervention programs.</p> <p>Ensure ILPs are developed for all students 18 months or more below expectations, including Year 10 priority students, and, where appropriate, place them on appropriate intervention programs.</p> <p>Train staff member(s) in GRIN (Maths) and implement the initiative as required. (PD Budget)</p> <p>Investigate the use of F&P reading intervention program in Prep-8.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Numeracy Leader 	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> MYLYNS Improvement teacher 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site

<p>3. Middle Years Professional Learning Engage in the MYLNS professional learning suite (PD Budget)</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Numeracy Leader 	<p>from: Term 2 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> Communities of Practice 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <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"/> MYLNS initiative professional learning <input checked="" type="checkbox"/> MYLYNS Improvement teacher <input checked="" type="checkbox"/> MYLYNS Network teacher 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site
<p>4. Differentiation Engage teachers in professional learning aimed at building capability to differentiate instruction to cater for students with significant literacy and/or numeracy learning needs, especially in the middle years of schooling. (PD Budget)</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Improvement Teacher <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Teacher(s) 	<p>from: Term 2 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <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"/> MYLYNS Improvement teacher 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site

<p>5. Improve the processes involved in Peer Learning Walks through: Revise the proforms used for Peer learning Walks to reflect pre- and post-actions and goals of the Peer learning Walk. Develop an agreed schedule for regular Peer Learning Walks. Include Peer Learning Walks as a common goal in teacher Performance and Development Plans (P&DPs). Develop a structure for aggregated progress reports on Peer Learning Walks to be provided to the Leadership Team for consideration and discussion.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s) 	<p>from: Term 1 to: Term 1</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Peer observation including feedback and reflection 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Numeracy leader <input checked="" type="checkbox"/> MYLYNS Improvement teacher 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site
<p>7. Professional Learning Communities Train staff in the PLC approach and trial inquiry cycles (PD Budget)</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leading Teacher(s) 	<p>from: Term 1 to: Term 3</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Network Professional Learning <input checked="" type="checkbox"/> PLC/PLT Meeting 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLC Initiative 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Off-site Horsham
<p>8. Capacity Building Provide coaching in the use of the Hopetoun P-12 Instructional Model focusing on literacy and numeracy in the Early Years and</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Principal 	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> External consultants To be advised 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site

implementation of the MYLNS.						
10. Student Well-being Investigate issues and incidents of allegations around bullying. Involve Chaplain in anti-bullying program(s) . Focus on building student resilience.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Student voice, including input and feedback	<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"/> On-site
12. Capacity Building Build the capacity of staff to recognise student well-being issues and take a proactive response to current issues. Focus areas include Mental health First Aide training for staff and HeadSpace training for staff. (PD Budget)	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leading Teacher(s)	from: Term 3 to: Term 3	<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"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
13. Knowledge of Voice and Agency Develop an agreed understanding amongst teachers as to what student voice and agency is in their learning.	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
14. Agency: Goals & Assessment Develop and implement an action plan to build student voice and agency in their	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Leading Teacher(s)	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Student voice, including input and feedback	<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"/> On-site

<p>learning, such as the establishment of learning goals and negotiated assessment task. Arrange time for student/teacher goal setting. (PD Budget)</p>						
<p>15. High Expectations Continue pressing high expectations in the way we speak, the way we act and the manner in which our displays, symbols and artifacts are used to represent high expectations of student learning and behaviour.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Leadership Team 	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Individualised Reflection 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site