

# 2019 Annual Implementation Plan

## for improving student outcomes

Croydon Community School (7757)



Submitted for review by Bernadette Bowling (School Principal) on 25 February, 2019 at 09:54 AM  
Endorsed by Jennifer Small (Senior Education Improvement Leader) on 25 February, 2019 at 09:57 AM  
Endorsed by Julie Medlin (School Council President) on 28 February, 2019 at 03:29 PM

## 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
	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	Embedding
	Instructional and shared leadership	Evolving moving towards Embedding
	Strategic resource management	Evolving
	Vision, values and culture	Evolving

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

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

<b>Enter your reflective comments</b>	As a new principal I have been very impressed by the care that staff show students and understand that the school has a strong wellbeing focus. The drive to nurture young people to achieve success at school seems to lie at the heart of the school's efforts to embrace Big Picture Learning Design. However, while many staff are skilled in the way they build relationships with students and are clear about the Big Picture ethos : "One student at a time in a community of learners" - the self evaluation has show us that we don't put as much emphasis on extending student achievement as we need to do if we are to move more solidly beyond the evolving stage in "Excellence in teaching and learning". A challenge for us is to highlight that we are a "learning community" and that we are about continuous improvement.
<b>Considerations for 2019</b>	Advisory teacher meetings will focus upon student data (Literacy & numeracy) and planning for individual student growth & moderation will be an essential part of this process. School leaders will more actively monitor that this occurs through the meeting agenda & PDP process. Leaders will do targeted classroom walk throughs to monitor implementation of ILPs both Big Picture and individual writing / numeracy goals. PD schedule will include specific sessions on moderating Big Picture ILPs and individual communication goals in particular.

	<p>Advisors capacity to develop Leaving to Learn is supported and enhanced through targeted leadership actions, including enabling professional learning and coaching via the Leaving to Learn team ( careers development team). A staff member is undertaking formal career development studies.</p> <p>Monitoring of teacher planning by leadership to be a part of the next AIP.</p> <p>2019 AIP will reference the KTEA data referred to in the 2018 Target. A team of staff will explore other options for literacy / numeracy testing in 2019</p> <p>We have reviewed the efficacy of the SIT team and have reviewed the SIT team to include all advisors in 2019, anticipating that this will improve collaboration between teachers.</p> <p>PLTs have been reviewed and 2019 design will be influenced by this review.</p> <p>How to develop the instructional leadership capacity of expert numeracy, communication &amp; leaving to learn staff will be developed for 2019.</p> <p>Further work to be done linking Big Picture design to the Victorian Pedagogical Model in 2019 including high impact teaching strategies for literacy and numeracy teaching.</p> <p>In order to focus on building a more collaborative, inclusive culture all staff will undertake the Positive Ed program in 2019 (Maroondah +10 schools) including participation in the network wide Live It workshop at the convention centre on 29/1/19.</p> <p>The school will resource a POR - Head of Pos Ed for 2019.</p>
<p><b>Documents that support this plan</b></p>	

## SSP Goals Targets and KIS

<b>Goal 1</b>	Embed high quality teaching practices as defined by the AITSL teaching standards. Build consistency and quality of Big Picture Education teaching practice																																																												
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<p><b>Key Improvement Strategy 3.a</b> Curriculum planning and assessment</p>	<p>Ensure that Victorian Curriculum learning areas are delivered to students over a two-year period (Year 7-8, Year 9-10) through Big Picture Education Embed the Big Picture Learning model</p>																																
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<b>Key Improvement Strategy 4.a</b> Setting expectations and promoting inclusion	Introduce the implementation of Positive Education strategies			
<b>Key Improvement Strategy 4.b</b> Setting expectations and promoting inclusion	<ul style="list-style-type: none"> <li>KIS: Develop staff capacity to build a collaborative learning culture within and across advisories</li> </ul>			



## Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target																																																
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Embed high quality teaching practices as defined by the AITSL teaching standards.	Yes	<p><b>Targets:</b> <b>School Staff Survey:</b></p> <table border="1"> <thead> <tr> <th>Variable</th> <th>2015 Benchmark Data</th> <th>2019 Target</th> </tr> </thead> <tbody> <tr> <td>Collective Efficacy</td> <td>399 (54%)</td> <td>700 (80%)</td> </tr> <tr> <td>Collective Responsibility</td> <td>420 (74%)</td> <td>700</td> </tr> <tr> <td>Collective Focus on Student Learning</td> <td>471 (82%)</td> <td>700</td> </tr> <tr> <td>Trust in Colleagues</td> <td>459 (70%)</td> <td>700</td> </tr> <tr> <td>Teacher collaboration</td> <td>488 (69%)</td> <td>700</td> </tr> <tr> <td>Professional Learning - Feedback</td> <td>457 (50%)</td> <td>700</td> </tr> <tr> <td>Professional Learning – Coherence</td> <td>396 (70%)</td> <td>700</td> </tr> <tr> <td>Professional Learning – Active Participation</td> <td>449 (57%)</td> <td>700</td> </tr> <tr> <td>Professional Learning – Collective Participation</td> <td>498 (82%)</td> <td>700</td> </tr> <tr> <td>Professional Learning – Applicability</td> <td>456 (76%)</td> <td>700</td> </tr> <tr> <td>Renewal of knowledge and skills</td> <td>467 (81%)</td> <td>700</td> </tr> <tr> <td>Professional Learning – School Level Support</td> <td>465 (68%)</td> <td>700</td> </tr> </tbody> </table> <p>For 100% of Year 7 and 9 children to complete the NAPLAN assessment tasks</p> <table border="1"> <tr> <td colspan="2">2015 Benchmark Data</td> <td colspan="2">2019 Target</td> </tr> <tr> <td>Year 7</td> <td>Year 9</td> <td>Year 7</td> <td>Year 9</td> </tr> <tr> <td>50%</td> <td>Approx. 50%</td> <td></td> <td></td> </tr> </table> <p>For 100% of Year 7 and 9 children to complete the NAPLAN assessment tasks</p> <table border="1"> <tr> <td colspan="2">2015 Benchmark Data</td> <td colspan="2">2019 Target</td> </tr> </table>	Variable	2015 Benchmark Data	2019 Target	Collective Efficacy	399 (54%)	700 (80%)	Collective Responsibility	420 (74%)	700	Collective Focus on Student Learning	471 (82%)	700	Trust in Colleagues	459 (70%)	700	Teacher collaboration	488 (69%)	700	Professional Learning - Feedback	457 (50%)	700	Professional Learning – Coherence	396 (70%)	700	Professional Learning – Active Participation	449 (57%)	700	Professional Learning – Collective Participation	498 (82%)	700	Professional Learning – Applicability	456 (76%)	700	Renewal of knowledge and skills	467 (81%)	700	Professional Learning – School Level Support	465 (68%)	700	2015 Benchmark Data		2019 Target		Year 7	Year 9	Year 7	Year 9	50%	Approx. 50%			2015 Benchmark Data		2019 Target		<p>School staff survey:</p> <p>School climate module : collective efficacy variable increases from 47% ( 2018) to 80%</p> <p>Professional Learning module : active participation variable increases from 54% ( 2018 ) to 80 %</p> <p>Teaching and Learning practice improvement increases from 67% ( 2018) to 80%</p> <p>Attitudes to school : Learner characteristics - Self regulation and goal setting increases from 51% ( 2018) to 70 %</p> <p>50% of students in 7-10 will achieve at or above expected growth in writing ( Teacher judgment)</p> <p>100% of students in Years 7 &amp; 9 undertake the NAPLAN</p>
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Develop agreed and documented curriculum to map Big Picture Learning Goals to Victorian Curriculum.	No	<p>For 100% of Year 7 and 9 children to complete the NAPLAN assessment tasks</p> <table border="1"> <tr> <td colspan="2">2015 Benchmark Data</td> <td colspan="2">2019 Target</td> </tr> <tr> <td>Year 7</td> <td>Year 9</td> <td>Year 7</td> <td>Year 9</td> </tr> <tr> <td>50%</td> <td>Approx. 50%</td> <td></td> <td></td> </tr> </table> <p>For 100% of Year 7 and 9 children to complete the NAPLAN assessment tasks</p> <table border="1"> <tr> <td colspan="2">2015 Benchmark Data</td> <td colspan="2">2019 Target</td> </tr> <tr> <td>Year 7</td> <td>Year 9</td> <td>Year 7</td> <td>Year 9</td> </tr> <tr> <td>50%</td> <td>Approx. 50%</td> <td></td> <td></td> </tr> </table> <p>For 100% of Year 7 and 9 children to complete the NAPLAN assessment tasks</p> <table border="1"> <tr> <td colspan="2">2015 Benchmark Data</td> <td colspan="2">2019 Target</td> </tr> <tr> <td>Year 7</td> <td>Year 9</td> <td>Year 7</td> <td>Year 9</td> </tr> <tr> <td>50%</td> <td>Approx. 50%</td> <td></td> <td></td> </tr> </table> <p>For 100% of Year 7 and 9 children to complete the NAPLAN assessment tasks</p> <table border="1"> <tr> <td colspan="2">2015 Benchmark Data</td> <td colspan="2">2019 Target</td> </tr> <tr> <td>Year 7</td> <td>Year 9</td> <td>Year 7</td> <td>Year 9</td> </tr> <tr> <td>50%</td> <td>Approx. 50%</td> <td></td> <td></td> </tr> </table>	2015 Benchmark Data		2019 Target		Year 7	Year 9	Year 7	Year 9	50%	Approx. 50%			2015 Benchmark Data		2019 Target		Year 7	Year 9	Year 7	Year 9	50%	Approx. 50%			2015 Benchmark Data		2019 Target		Year 7	Year 9	Year 7	Year 9	50%	Approx. 50%			2015 Benchmark Data		2019 Target		Year 7	Year 9	Year 7	Year 9	50%	Approx. 50%			
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Embed high expectations for safe, supportive and respectful	Yes	<p><b>Target 1:</b> Parent Opinion Survey:</p>	Parent Opinion Survey: Social skills - 6.0																																																

relationships across the school and wider community as a base for learning.  
KIS: Implement Positive Education strategies

Variable	2015 Benchmark Data	2019 Target
Social Skills	5.31	6.0
School Connectedness	5.48	6.5
Classroom Behaviour	4.50	5.5
Reporting	6.48	6.5

**For 100% of Year 7 and 9 children to complete the NAPLAN assessment tasks**

2015 Benchmark Data		2019 Target	
Year 7	Year 9	Year 7	Year 9
50%	Approx. 50%		

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2015 Benchmark Data		2019 Target	
Year 7	Year 9	Year 7	Year 9
50%	Approx. 50%		

School connectedness - 6.5  
Classroom behaviour - 5.5

Staff survey :  
Teacher trust in students and parents will increase from 47% (2018) to 70%  
Teacher trust in colleagues will increase from 56% ( 2018) to 70%

Attitudes to School :  
School safety - respect for diversity in creases from 49% ( 2018) to 70%

Social engagement -  
connectedness increases from 52% ( 2018) to 70% & student voice and agency increases from 52% ( 2018) to 70%

Effective teaching practice :  
Effective classroom behaviour increase from 45% ( 2018) to 70%

100% of student in Years 7 & 9 complete the NAPLAN

<b>Goal 1</b>	Embed high quality teaching practices as defined by the AITSL teaching standards.	
<b>12 Month Target 1.1</b>	<p>School staff survey:</p> <p>School climate module : collective efficacy variable increases from 47% ( 2018) to 80%</p> <p>Professional Learning module : active participation variable increases from 54% ( 2018 ) to 80 %</p> <p>Teaching and Learning practice improvement increases from 67% ( 2018) to 80%</p> <p>Attitudes to school : Learner characteristics - Self regulation and goal setting increases from 51% ( 2018) to 70 %</p> <p>50% of students in 7-10 will achieve at or above expected growth in writing ( Teacher judgment)</p> <p>100% of students in Years 7 &amp; 9 undertake the NAPLAN</p>	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> Building practice excellence	KIS: Professional Learning Teams operate effectively across Croydon CS and OPTIONS	No
<b>KIS 2</b> Building practice excellence	Build teacher capacity to target teaching and learning for all students in writing	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.	NAPLAN data indicates that many of our students who participated in the test do not meet minimum standards. While On Demand testing has not been done in a consistent fashion there is an indication many students are achieving expected growth in literacy. Teachers have expressed that they are not trained in teaching literacy and struggle to be intentional in this area.	

<b>Goal 2</b>	Embed high expectations for safe, supportive and respectful relationships across the school and wider community as a base for learning. KIS: Implement Positive Education strategies	
<b>12 Month Target 2.1</b>	<p>Parent Opinion Survey: Social skills - 6.0 School connectedness - 6.5 Classroom behaviour - 5.5</p> <p>Staff survey : Teacher trust in students and parents will increase from 47% (2018) to 70% Teacher trust in colleagues will increase from 56% ( 2018) to 70%</p> <p>Attitudes to School : School safety - respect for diversity in creases from 49% ( 2018) to 70%</p> <p>Social engagement - connectedness increases from 52% ( 2018) to 70% &amp; student voice and agency increases from 52% ( 2018) to 70%</p> <p>Effective teaching practice : Effective classroom behaviour increase from 45% ( 2018) to 70%</p> <p>100% of student in Years 7 &amp; 9 complete the NAPLAN</p>	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> Setting expectations and promoting inclusion	Introduce the implementation of Positive Education strategies	No
<b>KIS 2</b> Setting expectations and promoting inclusion	<ul style="list-style-type: none"> <li>KIS: Develop staff capacity to build a collaborative learning culture within and across advisories</li> </ul>	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.

Students have expressed on multiple occasions that they feel that teachers are not shown respect and that students don't show respect for one another ( Attitudes to School & in house survey. "Trust ,respect and care" is a dimension that underpins Big Picture learning - they are attributes that are fundamental to a supportive learning environment. The school is a member of the Maroondah Positive Education Network of schools and this KIS will support the development of our work in this area.

## Define Actions, Outcomes and Activities

<b>Goal 1</b>	Embed high quality teaching practices as defined by the AITSL teaching standards.
<b>12 Month Target 1.1</b>	<p>School staff survey:</p> <p>School climate module : collective efficacy variable increases from 47% ( 2018) to 80%</p> <p>Professional Learning module : active participation variable increases from 54% ( 2018 ) to 80 %</p> <p>Teaching and Learning practice improvement increases from 67% ( 2018) to 80%</p> <p>Attitudes to school : Learner characteristics - Self regulation and goal setting increases from 51% ( 2018) to 70 %</p> <p>50% of students in 7-10 will achieve at or above expected growth in writing ( Teacher judgment)</p> <p>100% of students in Years 7 &amp; 9 undertake the NAPLAN</p>
<b>KIS 1</b> Building practice excellence	Build teacher capacity to target teaching and learning for all students in writing
<b>Actions</b>	<ol style="list-style-type: none"> <li>1. Develop teacher knowledge and capacity to plan for and implement differentiated teaching practices in Writing</li> <li>2. Engage Daniel Hyndman to guide the professional learning of staff and prioritise PL sessions on "writing" in the school's Professional Learning plan</li> <li>3. Develop teacher capacity to improve student writing outcomes through collaborative curriculum planning and moderation of student work</li> </ol>

<p><b>Outcomes</b></p>	<p>Teachers will:</p> <ol style="list-style-type: none"> <li>1. Develop individual student writing growth plans using the Six Traits of Writing. These are evidenced in teacher planning documents and student advisory workbooks.</li> <li>2. Implement a daily writing program across each advisory which utilises the Writer's Workshop model</li> <li>3. Evaluate student writing achievement against individual goals every five weeks in collaboration with the communication expert teacher and other advisors.</li> <li>4. Moderate student writing samples regularly through teacher advisory meetings.</li> <li>5. Show evidence of individual student writing improvement plans and application of HITs for the teaching of writing in their Performance Development Plans.</li> </ol> <p>ES staff will</p> <ol style="list-style-type: none"> <li>1. Coach individual students through "Support a Writer"</li> </ol> <p>Leaders will:</p> <ol style="list-style-type: none"> <li>1. Schedule regular classroom walks with a focus on writing. They develop their ability to provide strategic support for the development of HITs across the school</li> </ol> <p>Students will:</p> <ol style="list-style-type: none"> <li>1. Articulate personal writing improvement goals &amp; achievement</li> <li>2. Identify elements of excellent writing across a range of genre appropriate to their ILPs</li> <li>3. Draft and edit written work</li> <li>4. Write each day most weeks of the term</li> <li>5. Achieve at or above expected growth in writing</li> </ol> <p>Parents will:</p> <ol style="list-style-type: none"> <li>1. Understand how to support their students to achieve growth in writing</li> </ol>
<p><b>Success Indicators</b></p>	<ol style="list-style-type: none"> <li>1. Teacher judgements evidence that each student ( 7- 10) has achieved at or above expected growth in writing</li> <li>2. Each student evidences their writing learning journey / achievement at every Exhibition for the year</li> <li>3. Effective teaching time component (Attitude to school survey) increases from 54% ( 2018) , self regulation and goal setting</li> </ol>

increases from 51 % & student cognitive engagement is maintained above state level  
 4. Teachers express increased confidence in teaching writing through a school developed survey post professional learning  
 5. School staff survey - teacher collective efficacy increases beyond 47% positive endorsement (2018) and understanding of how to use student learning data increases beyond 40 % positive endorsement (2018); moderating assessment tasks together increases from 40% ( 2018), use of high impact teaching strategies increases from 47% (2018); Teaching and Learning Practice Improvement component increases from 67% ( 2018)

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Daniel Hyndman facilitates workshops to guide the professional learning of staff re Writer's workshop & the Six Traits of Writing. Regular PL sessions on "writing" are included in the school's PL schedule.	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Leader <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
Teachers develop individual student writing growth plans. These are evidenced in teacher planning documents and student advisory workbooks. Individual student writing goals are evaluated every five weeks by advisory teachers and the communication expert teacher.	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Leader <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
Teachers are required to show evidence of individual student writing improvement plans and HITs for writing in their Performance Development Plans.	<input checked="" type="checkbox"/> Principal <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
Teachers moderate student writing samples regularly through teacher advisory meetings (SIT). HITs for writing are also shared at each meeting. ( Agenda item)	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used

"Support a Writer" runs for students requiring intensive support in writing.	<input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Leading Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Principals schedule regular classroom walks with a focus on writing.	<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
Staff undertake a survey re confidence / efficacy re the teaching of writing	<input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Advisors implement a daily writing program in line with the Writer's Workshop model.	<input checked="" type="checkbox"/> Student(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
Teachers share and discuss individual student writing plans with principal regularly e.g. twice a term.	<input checked="" type="checkbox"/> Principal <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
Literacy / communication expert develops a rubric using the six traits of writing for advisors to use with students.	<input checked="" type="checkbox"/> Literacy Leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00

				<input type="checkbox"/> Equity funding will be used
Literacy leadership team undertakes Bastow Literacy leadership training.	<input checked="" type="checkbox"/> Literacy Leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00  <input checked="" type="checkbox"/> Equity funding will be used
<b>Goal 2</b>	Embed high expectations for safe, supportive and respectful relationships across the school and wider community as a base for learning. KIS: Implement Positive Education strategies			
<b>12 Month Target 2.1</b>	<p>Parent Opinion Survey: Social skills - 6.0 School connectedness - 6.5 Classroom behaviour - 5.5</p> <p>Staff survey : Teacher trust in students and parents will increase from 47% (2018) to 70% Teacher trust in colleagues will increase from 56% ( 2018) to 70%</p> <p>Attitudes to School : School safety - respect for diversity in creases from 49% ( 2018) to 70%</p> <p>Social engagement - connectedness increases from 52% ( 2018) to 70% &amp; student voice and agency increases from 52% ( 2018) to 70%</p> <p>Effective teaching practice : Effective classroom behaviour increase from 45% ( 2018) to 70%</p> <p>100% of student in Years 7 &amp; 9 complete the NAPLAN</p>			
<b>KIS 1</b>	<ul style="list-style-type: none"> <li>KIS: Develop staff capacity to build a collaborative learning culture within and across advisories</li> </ul>			

Setting expectations and promoting inclusion	
<b>Actions</b>	<ol style="list-style-type: none"> <li>1. Build teacher understandings of Positive Education</li> <li>2. Deliver and monitor the Respectful Relationships program</li> <li>3. Review the school's Wellbeing Policy to ensure that teaching practices enhance trust, respect and care, leading to a supportive and productive learning environment</li> </ol>
<b>Outcomes</b>	<p>All staff will:</p> <ol style="list-style-type: none"> <li>1. Incorporate Character Strengths and the principles of Growth Mindset into their practice</li> <li>2. Articulate the school's strengths and understand how to build on these for school improvement</li> </ol> <p>Teachers will:</p> <ol style="list-style-type: none"> <li>1. Work more collaboratively with each other to plan and deliver curriculum</li> <li>2. Regularly review teaching practices to enhance trust, respect and care, leading to a supportive and productive learning environment</li> <li>3. Regularly seek student feedback to develop their practice</li> </ol> <p>Leaders will:</p> <ol style="list-style-type: none"> <li>1. See evidence of Pos Ed &amp; Respectful Relationships through classroom observations</li> <li>2. Understand how to promote a more collaborative school culture through organisational structures including meetings</li> </ol> <p>Students will:</p> <ol style="list-style-type: none"> <li>1. Have the capacity to give feedback to teachers about their teaching in a respectful and considered manner</li> <li>2. Understand how to behave in ways that contribute to an inclusive school culture.</li> </ol> <p>Parents will:</p> <ol style="list-style-type: none"> <li>1. Articulate the school's strengths and how they might contribute to strengthening these further</li> </ol>

<b>Success Indicators</b>	<p>1. Staff survey : Teacher trust in students and parents will increase from 47% ( 2018) &amp; teacher trust in colleagues increases from 56 %v ( 2018)</p> <p>2. Students will identify that student / student &amp; student/ teacher relationships are more respectful in both a school based survey &amp; the Attitudes to School Survey factors respect for diversity and student voice and agency will increase beyond the state average while sense of connectedness will increase beyond 52% ( 2018)</p> <p>3. Focus group data from the appreciative inquiry held in Term 2/3 will be available to inform school review and future planning</p> <p>4. The reviewed Wellbeing Policy will be published to the school community and staff will ensure that it is implemented through a range of agreed teacher practices</p> <p>5. Teachers will regularly use student feedback to inform their teaching</p>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
The whole school PD program will include workshops on Character Strengths & Growth Mindset Terms 1 & 2. These will be facilitated by Edwina Ricci ( Maroondah Network Pos Ed Project Manager)	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$3,000.00  <input checked="" type="checkbox"/> Equity funding will be used
The school will appoint a HOPE leader to develop & implement Positive Education practices across the school in collaboration with advisory teams	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00  <input checked="" type="checkbox"/> Equity funding will be used



The school will conduct a whole school Appreciative Inquiry in Term 2	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$1,000.00  <input checked="" type="checkbox"/> Equity funding will be used
The delivery of the Respectful Relationships program is monitored and evaluated through SIT	<input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
The school's Wellbeing Policy is reviewed to ensure that teaching practices enhance trust, respect and care, leading to a supportive and productive learning environment	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$5,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Each advisor trials the Marzano student to teacher feedback tool and shows evidence of this through the PDP process.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal <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
2018 school designed student survey is reviewed and delivered following results of Attitudes to School survey 2019	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 3 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	\$27,000.00	\$27,000.00
Additional Equity funding	\$241,225.54	\$226,186.00
<b>Grand Total</b>	<b>\$268,225.54</b>	<b>\$253,186.00</b>

### Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Daniel Hyndman facilitates workshops to guide the professional learning of staff re Writer's workshop & the Six Traits of Writing. Regular PL sessions on "writing" are included in the school's PL schedule.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$10,000.00	\$10,000.00
"Support a Writer" runs for students requiring intensive support in writing.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$1,000.00	\$1,000.00
Literacy leadership team undertakes Bastow Literacy leadership training.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT	\$5,000.00	\$5,000.00
The whole school PD program will include workshops on Character Strengths & Growth Mindset Terms 1 & 2. These will be facilitated by Edwina Ricci (	from: Term 1	<input checked="" type="checkbox"/> Teaching and learning programs and resources	\$3,000.00	\$3,000.00

Maroondah Network Pos Ed Project Manager)	to: Term 4	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)		
The school will appoint a HOPE leader to develop & implement Positive Education practices across the school in collaboration with advisory teams	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$2,000.00	\$2,000.00
The school will conduct a whole school Appreciative Inquiry in Term 2	from: Term 2 to: Term 3	<input checked="" type="checkbox"/> CRT	\$1,000.00	\$1,000.00
The school's Wellbeing Policy is reviewed to ensure that teaching practices enhance trust, respect and care, leading to a supportive and productive learning environment	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$5,000.00	\$5,000.00
<b>Totals</b>			\$27,000.00	\$27,000.00

### Additional Equity spend

Outline here any additional Equity spend for 2019	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Equity ( SRP) will be used to cover the salaries of our Youth workers and ES staff at Options@Bayswater.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$241,225.54	\$226,186.00
<b>Totals</b>			\$241,225.54	\$226,186.00

## Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Daniel Hyndman facilitates workshops to guide the professional learning of staff re Writer's workshop & the Six Traits of Writing. Regular PL sessions on "writing" are included in the school's PL schedule.	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Bastow program/course <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> External consultants Daniel Hyndman	<input checked="" type="checkbox"/> On-site
Teachers develop individual student writing growth plans. These are evidenced in teacher planning documents and student advisory workbooks. Individual student writing goals are evaluated every five weeks by advisory teachers and the communication expert teacher.	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Leader <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"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Departmental resources Literacy resources	<input checked="" type="checkbox"/> On-site
Teachers moderate student writing samples regularly through teacher advisory meetings (SIT). HITs for writing are also shared at each meeting. ( Agenda item)	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Bastow program/course <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site

"Support a Writer" runs for students requiring intensive support in writing.	<input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Leading Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Literacy / communication expert develops a rubric using the six traits of writing for advisors to use with students.	<input checked="" type="checkbox"/> Literacy Leader	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Bastow program/course	<input checked="" type="checkbox"/> On-site
Literacy leadership team undertakes Bastow Literacy leadership training.	<input checked="" type="checkbox"/> Literacy Leader	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Professional Practice Day	<input checked="" type="checkbox"/> Bastow program/course	<input checked="" type="checkbox"/> Off-site Bastow
The whole school PD program will include workshops on Character Strengths & Growth Mindset Terms 1 & 2. These will be facilitated by Edwina Ricci ( Maroondah Network Pos Ed Project Manager)	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Departmental resources Edwina Ricci	<input checked="" type="checkbox"/> On-site
The school's Wellbeing Policy is reviewed to ensure that teaching practices enhance trust, respect and care, leading to a supportive	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Professional Practice Day	<input checked="" type="checkbox"/> External consultants Improving school climate conference ?	<input checked="" type="checkbox"/> Off-site Improving school climate conference

and productive learning environment	<input checked="" type="checkbox"/> Student Wellbeing Co-ordinator					
Each advisor trials the Marzano student to teacher feedback tool and shows evidence of this through the PDP process.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<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