

# 2021 Annual Implementation Plan

## for improving student outcomes

The Lakes South Morang College (8846)



Submitted for review by Kerrie Heenan (School Principal) on 07 June, 2021 at 01:39 PM  
Endorsed by Pauline Rice (Senior Education Improvement Leader) on 08 June, 2021 at 04:39 PM  
Endorsed by Amanda Farrelly (School Council President) on 23 June, 2021 at 07:40 PM

## Self-evaluation Summary - 2021

	<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	Embedding
	Evidence-based high-impact teaching strategies	Evolving
	Evaluating impact on learning	Embedding
<b>Professional leadership</b>	Building leadership teams	Embedding
	Instructional and shared leadership	Embedding moving towards Excelling
	Strategic resource management	Embedding moving towards Excelling
	Vision, values and culture	Embedding

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

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

<b>Enter your reflective comments</b>	<p>Despite Covid-19, the College has continued on its path of continual improvement through the development of range of policies, processes and practices to support teaching and learning and staff capacity building through online PD opportunities. These successes have enabled The Lakes to move from evolving to embedding in a number of areas (Curriculum planning and assessment, Evaluating impact on learning, Empowering students and building school pride). The Lakes has also seen shifts from embedding to excelling in the area of Strategic resource management.</p> <p>The area of Excellence in teaching and learning has seen the most growth since the previous 2020 self-evaluation. Efforts in the areas of Positive climate for learning and Community engagement in learning have been affected by Covid-19, however initiatives around student agency and leadership (using DET's Amplify initiative as a framework) will see the re-imagining and implementation of a College House System, and Student Leadership policy and framework to support student action and participation. Positive behaviour models to be implemented across the College during 2021 will also allow for prioritisation of these key areas moving forward.</p>
<b>Considerations for 2021</b>	<p>Throughout 2021, The Lakes South Morang College will focus its efforts in achieving the 3 DET priority areas of: learning catch-up and extension; happy, active and healthy kids; and, connected schools.</p>

	<p>Each of these areas will be underpinned by a range of programs designed to engage and stimulate student learning, collaboration, leadership and agency. Additional resources will assist in the development of opportunities to build the capacity of staff as leaders, and will further support our commitment to the PLC program. 2021 sees the inaugural year of a change to the school structure to support and embed Primary and Secondary models/approaches to teaching and learning.</p>
<b>Documents that support this plan</b>	

## SSP Goals Targets and KIS

<b>Goal 1</b>	2021 Priorities Goal				
<b>Target 1.1</b>	Support for the 2021 Priorities				
<b>Key Improvement Strategy 1.a</b> Curriculum planning and assessment	Learning, catch-up and extension priority				
<b>Key Improvement Strategy 1.b</b> Health and wellbeing	Happy, active and healthy kids priority				
<b>Key Improvement Strategy 1.c</b> Building communities	Connected schools priority				
<b>Goal 2</b>	To maximise the achievement and learning growth of every student in literacy and numeracy.				
<b>Target 2.1</b>	By 2021, as a minimum the students' relative growth in NAPLAN is at 25 per cent low growth, 50 per cent medium growth, and 25 per cent high growth in the areas of Reading, Writing and Numeracy in Years 3, 5, 7 and 9.				
<b>Target 2.2</b>	By 2021, to be at or above the NAPLAN state mean in Reading, Writing and Numeracy in Years 3, 5, 7 and 9.				
<b>Target 2.3</b>	School Staff Survey (SSS) to show: <table border="1" data-bbox="667 1278 1464 1353"> <thead> <tr> <th>DOMAIN</th> <th>2021 target</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> </tr> </tbody> </table>	DOMAIN	2021 target		
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<b>Target 2.4</b>	Reduced inconsistency between the teacher judgement data and the NAPLAN data from the 2018 data in Literacy and Numeracy so that the difference is no more than 10 per cent.								
<b>Key Improvement Strategy 2.a</b> Curriculum planning and assessment	Effectively implement the Victorian Curriculum at the point of need for every student (CPA)								
<b>Key Improvement Strategy 2.b</b> Curriculum planning and assessment	Provide a viable senior secondary curriculum (CPA)								
<b>Key Improvement Strategy 2.c</b> Building practice excellence	Action an evidence based teaching and learning model in a consistent manner across the school (BPE)								
<b>Key Improvement Strategy 2.d</b> Curriculum planning and assessment	Build staff capacity in data literacy. (CPA)								
<b>Goal 3</b>	To ensure student wellbeing is enabled by a supportive and productive learning environment.								
<b>Target 3.1</b>	AToSS dimensions to show:								

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<b>Key Improvement Strategy 3.a</b> Setting expectations and promoting inclusion	To investigate and implement a whole school model of student behaviour management that is age appropriate and effective. (SEI)															
<b>Key Improvement Strategy 3.b</b> Health and wellbeing	To ensure effective and shared leadership at all levels that supports the wellbeing of staff and students. (SHW)															
<b>Key Improvement Strategy 3.c</b> Building practice excellence	To ensure effective teaching and learning practices occur within the adaptive learning spaces. (BPE)															
<b>Goal 4</b>	To optimise the engagement of student in their learning with a focus on student agency.															
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	Student motivation and support	66%	> 90%
	Stimulating learning	71%	> 90%

<b>Key Improvement Strategy 4.a</b> Intellectual engagement and self-awareness	Build a culture where teachers and students work together and student voice, agency and leadership are understood and evident. (IES)
<b>Key Improvement Strategy 4.b</b> Intellectual engagement and self-awareness	Use effective feedback strategies to gather information on students understanding, to work with students to advance student learning and to verify the impact of teaching practice. (IES)

## Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
2021 Priorities Goal	Yes	Support for the 2021 Priorities	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>The Lakes South Morang College will focus its efforts in achieving the 3 DET priority areas of:</p> <p>1. Learning catch-up and extension;</p> <p>Targets:</p> <p>TLI - 6 months growth based on commencement data using for assessment</p> <p>MYLN - 6 month growth using benchmarks to select students</p> <p>(VIA) program) - 6 month growth across general capabilities based on teacher judgments</p> <p>2.Happy, Active &amp; Healthy Kids</p> <p>Targets:</p> <p>Primary Incident data for2020 will be benchmarked with a 15% reduction in incidents and a 15% increase in rewards-Dojo credits,</p>

			<p>POS Student Motivation increase 10%  ATOSS Teacher Concern increase 20%</p> <p>Secondary  Positive climate tally Semester 1 - incidents, positives and quick incidents  Reduce incidents 15%  Increase positives 15 %,</p> <p>Staff Wellbeing  90% staff engagement in overnight conference  SOS increase in team,</p> <p>3. Connected Schools</p> <p>Targets:</p> <p>Digital Communication;  FB: 5000 hits pcm and 2000 engagements  Web: 500 hits pcm  Newsletter 400 hit p.f  POS - Connected to school 10% improvement from 2019</p> <p>Parent School Connection  POS and SOS increase in trust of 15% from 2019  ATTOS Increase 15% on connectedness</p> <p>VET Work Experience Opportunities  50% Year 11 enrolled in VET  75% Year 10 participation Work Experience</p>
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<b>Goal 1</b>	2021 Priorities Goal
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**12 Month Target 1.1**

The Lakes South Morang College will focus its efforts in achieving the 3 DET priority areas of:

1. Learning catch-up and extension;

Targets:

TLI - 6 months growth based on commencement data using for assessment

MYLN - 6 month growth using benchmarks to select students

(VIA) program) - 6 month growth across general capabilities based on teacher judgments

2. Happy, Active & Healthy Kids

Targets:

Primary

Incident data for 2020 will be benchmarked with a 15% reduction in incidents and a 15% increase in rewards- Dojo credits,

POS Student Motivation increase 10%

ATOSS Teacher Concern increase 20%

Secondary

Positive climate tally Semester 1 - incidents, positives and quick incidents

Reduce incidents 15%

Increase positives 15 %,

Staff Wellbeing

90% staff engagement in overnight conference

SOS increase in team,

3. Connected Schools

Targets:

Digital Communication;

FB: 5000 hits pcm and 2000 engagements

Web: 500 hits pcm

	<p>Newsletter 400 hit p.f          POS - Connected to school 10% improvement from 2019</p> <p>Parent School Connection          POS and SOS increase in trust of 15% from 2019          ATTOS Increase 15% on connectedness</p> <p>VET Work Experience Opportunities          50% Year 11 enrolled in VET          75% Year 10 participation Work Experience</p>	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> Curriculum planning and assessment	Learning, catch-up and extension priority	Yes
<b>KIS 2</b> Health and wellbeing	Happy, active and healthy kids priority	Yes
<b>KIS 3</b> Building communities	Connected schools priority	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.	Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2021.	

# Define Actions, Outcomes and Activities

<p><b>Goal 1</b></p>	<p>2021 Priorities Goal</p>
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	<p><b>Targets:</b></p> <p>Digital Communication;          FB: 5000 hits pcm and 2000 engagements          Web: 500 hits pcm          Newsletter 400 hit p.f          POS - Connected to school 10% improvement from 2019</p> <p>Parent School Connection          POS and SOS increase in trust of 15% from 2019          ATTOS Increase 15% on connectedness</p> <p>VET Work Experience Opportunities          50% Year 11 enrolled in VET          75% Year 10 participation Work Experience</p>
<p><b>KIS 1</b>          Curriculum planning and assessment</p>	<p>Learning, catch-up and extension priority</p>
<p><b>Actions</b></p>	<p>This year The Lakes has chosen the following actions to build teacher capacity and consistency of practice:</p> <ul style="list-style-type: none"> <li>- LT or LS will lead the development of each identified program to support middle level leaders and practitioners</li> <li>-Relevant PD programs supported by central and region experts to build teacher capacity will streamline expertise , TLI, MYLN, VHAP</li> </ul> <p>Teachers will consolidate whole-school Teaching and Learning pedagogy through the use of Professional Learning Communities (PLC's) and embedment of the Workshop Model into everyday practice through coaching, modelling and peer observation.</p>
<p><b>Outcomes</b></p>	<p>Leaders will; use multiple sources of evidence to track PD, coaching sessions and invite teachers/tutors to observe their classes while continuing to refine their own skills - The implementation of a successful tutor program.</p> <p>Teachers will: understand The Workshop model; establish or refine peer coaching with a focus on TLI, MYLN or VHAP and build capacity to individualise student learning plans</p>

	<p>Student will: be able to articulate the what, why and how they are learning</p> <ul style="list-style-type: none"> <li>- Consolidation of the Middle Years Literacy and Numeracy (MYLNS) initiative with practice being bedded down through coaching and modelling</li> <li>- The establishment and implementation of extension programs across the College (including the high-achievers (VIA) program).</li> <li>- The Workshop Model being utilised in curriculum planning documentation.</li> </ul>			
<b>Success Indicators</b>	<ul style="list-style-type: none"> <li>- Documented and co-designed curriculum planner for Tutor, MYLN and High-Achiever programs.</li> <li>- Successful implementation of the Tutor Program, supported by targeted PD that builds capacity in tutors to focus on improved student outcomes.</li> <li>- Middle Years Literacy and Numeracy Specialists to provide targeted PD to build capacity of teachers, aides and tutors within the school.</li> <li>- Survey to measure the skills and confidence of teachers in delivering targeted and tailored programs to meet individual needs.</li> <li>- All staff PDP's will be aligned to each of the AIP priority areas: learning catch-up and extension; happy, active and healthy kids; and, connected schools.</li> <li>- Data will be used to identify selected students which will provide benchmarks for learning growth and improvement across the AToSS .</li> </ul>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Formalising peer observation via tracking to support the Workshop Model.	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00  <input type="checkbox"/> Equity funding will be used
Successful implementation of tutor program. Students engaged in the program will show growth from benchmarked data to better than 1.0.	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Improvement Teacher <input checked="" type="checkbox"/> Numeracy Improvement Teacher	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$247,000.00  <input type="checkbox"/> Equity funding will be used

MYLNS implementation. Identified students will show evidence of learning growth and confidence in completing learning tasks.	<input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Numeracy Leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$166,000.00  <input type="checkbox"/> Equity funding will be used
Extension programs will value-add, and, support students to strive to extend their knowledge and skills in a collective of other high-achievers. Student outcomes through these programs will continue to be ahead in both NAPLAN results and teacher judgements.	<input checked="" type="checkbox"/> Team Leader(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$18,000.00  <input type="checkbox"/> Equity funding will be used
<b>KIS 2</b> Health and wellbeing	Happy, active and healthy kids priority			
<b>Actions</b>	<p>In order to provide a happy, active and healthy environment for students, the College will continue to build upon existing wellbeing structures and functions within the school to create a learning environment that holistically nurtures student development (academic, social, emotional, and, physical). Whole-school wellbeing initiatives for students will be a focus with the implementation of school-wide positive behaviour program SWPBS, at the Primary Level and Positive school culture on Secondary campuses.</p> <ul style="list-style-type: none"> <li>- A 2021 Staff Health and Wellbeing conference will be a core enabler that will support our school in both supporting students and achieving the 2021 priorities.</li> <li>- The College will continue in its efforts to advance avenues for student agency through the DET's Amplify initiative.</li> </ul>			
<b>Outcomes</b>	<p>For Primary teachers:- Consistent implementation of School-Wide Positive Behaviour Support (SWPBS) program at the Primary campus to ensure that expectations around behaviour and behaviour management are clearly defined.</p> <p>For Secondary Teachers: Consistent implementation of a Positive Development program to ensure that expectations around behaviour and behaviour management are clearly defined.</p> <ul style="list-style-type: none"> <li>- Collection of relevant student management/behaviour data to monitor and inform policy, progress and interventions as a method of continuous improvement.</li> </ul> <p>For Students : a clearly articulated behaviour model informed by staff and student voice represented visually around the College.</p> <p>Successful delivery of a 2021 Staff Health and Wellbeing conference, designed to build staff capacity to manage their own wellbeing.</p>			

<b>Success Indicators</b>	<ul style="list-style-type: none"> <li>- Visual representation around the College making the positive behaviour models visible and accessible to all members of the school community, at all times.</li> <li>- Improved AToSS results data - By the completion of 2021, AToSS targets will increase by at least 15% in Student Voice &amp; Agency.</li> <li>- Interventions to effectively reduce the reported student behaviour incidents will be developed in response to data collection (targeted mini-lessons through SWPBS).</li> <li>- Number of students participating in targeted wellbeing programs/activities.</li> <li>- Staff opinion survey related to the 2021 Staff Health and Wellbeing conference.</li> </ul>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Facilitation of Amplify initiative to provide opportunities for student voice, agency and leadership.	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Leading Teacher(s)</li> <li><input checked="" type="checkbox"/> Learning Specialist(s)</li> <li><input checked="" type="checkbox"/> School Improvement Team</li> <li><input checked="" type="checkbox"/> Student Leadership Coordinator</li> </ul>	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$50,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Consolidate school protocols and practices that will underpin the school-wide positive behaviour models.	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> All Staff</li> <li><input checked="" type="checkbox"/> Leading Teacher(s)</li> </ul>	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Impliment and refine positive climate using Huddle Consultancy to guide and model reflection, actions and next steps	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> All Staff</li> <li><input checked="" type="checkbox"/> Leadership Team</li> <li><input checked="" type="checkbox"/> Wellbeing Team</li> </ul>	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00  <input checked="" type="checkbox"/> Equity funding will be used
The 2021 Staff Wellbeing Conference will reinform and affirm consistent practice to our positive behaviour model.	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> All Staff</li> <li><input checked="" type="checkbox"/> Leadership Team</li> </ul>	<input checked="" type="checkbox"/> PLP Priority	from: Term 2	\$20,000.00

			to: Term 3	<input type="checkbox"/> Equity funding will be used
<b>KIS 3</b> Building communities	Connected schools priority			
<b>Actions</b>	<p>The Lakes South Morang College will build on the stronger connections that we have established with our families, carers and communities through 2020 to embed ways of working to support our students. The College will embed the exemplary school-wide approaches to communication with parents/carers that were established during remote and flexible learning. Additionally, the College will ensure the benefits of digital learning continue to be available to every student. This will involve the unveiling of a revamped Web page, a systemic use of FB of celebration and learning and a tracking of Newsletter hits.</p> <p>Homegroups will be reestablished and teachers will make regular home contact to build on the traction delivered in 2020 home learning</p> <p>Further the connections to our community for the roll out of senior school will be harassed by VET and Work Experience opportunities</p>			
<b>Outcomes</b>	<p>For Community and School Leader:</p> <ul style="list-style-type: none"> <li>- Launch and review of College website to ensure contemporary digital information and communication with the school and broader community.</li> <li>- Review and update the school Communications policy in line with the new College structure.</li> </ul> <p>For HG teachers and Parents:</p> <ul style="list-style-type: none"> <li>- Strong school-home-community partnerships will be forged so that all members will feel as though they: belong; are seen; feel welcome in the school and wider community.</li> </ul> <p>For students:</p> <ul style="list-style-type: none"> <li>- All students will be connected to resources and learning opportunities, including digital learning established during the remote and flexible learning period.</li> <li>- Additional funding supports (including grant funded supports) will be used to enhance student learning and provide further PD opportunities for staff.</li> <li>- VET and Work Experience will be used as vehicles to extend the opportunities for community connections</li> </ul>			
<b>Success Indicators</b>	<ul style="list-style-type: none"> <li>- Website/social media insights (most widely accessed pages, most downloads etc.)</li> <li>- Improved AToSS results data. By the completion of 2021, AToSS targets will increase by at least 10% across each Dimension.</li> <li>- Improved POS results data. By the completion of 2021, the POS targets will continue to be maintained or improved.</li> </ul>			



	<ul style="list-style-type: none"> <li>- Increased community partnerships to support students (academic and wellbeing) Work Experience and VET</li> <li>- Family communications policy developed and endorsed by School Council.</li> </ul>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Identify digital tools and infrastructure upgrades that were successful during flexible and remote learning and how they can continue to be implemented. (WebEx, Zoom, Showbie, Google Classroom, Sentral etc..)	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> All Staff</li> <li><input checked="" type="checkbox"/> Learning Specialist(s)</li> <li><input checked="" type="checkbox"/> School Leadership Team</li> <li><input checked="" type="checkbox"/> Team Leader(s)</li> </ul>	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$60,000.00  <input type="checkbox"/> Equity funding will be used
Expand community access to digital information through the school website and social media platforms. (Website, Facebook, Instagram, Sentral, e-newsletters (school, house), etc.)	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Principal</li> <li><input checked="" type="checkbox"/> Team Leader(s)</li> </ul>	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00  <input type="checkbox"/> Equity funding will be used
Build homeschool links via Homegroup teachers to build trust.	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Sub School Leader/s</li> <li><input checked="" type="checkbox"/> Wellbeing Team</li> </ul>	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$150,000.00  <input type="checkbox"/> Equity funding will be used
Establish and build community connections for pathways - VET , Work Experience,  Target 50% Year 11 students in VET courses 75% Year 10 Work Experience placement	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Managed Individual Pathways Coordinator</li> <li><input checked="" type="checkbox"/> Student(s)</li> </ul>	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$40,000.00  <input checked="" 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	\$110,000.00	\$80,000.00
Additional Equity funding	\$300,000.00	\$300,000.00
<b>Grand Total</b>	<b>\$410,000.00</b>	<b>\$380,000.00</b>

## Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Facilitation of Amplify initiative to provide opportunities for student voice, agency and leadership.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$50,000.00	\$50,000.00
Consolidate school protocols and practices that will underpin the school-wide positive behaviour models.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> Support services	\$10,000.00	\$10,000.00
Impliment and refine positive climate using Huddle Consultancy to guide and model reflection, actions and next steps	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$10,000.00	\$10,000.00
Establish and build community connections for pathways - VET , Work Experience,	from: Term 2	<input checked="" type="checkbox"/> School-based staffing	\$40,000.00	\$10,000.00

Target 50% Year 11 students in VET courses Year 10 Work Experience placement	75%	to: Term 4		
<b>Totals</b>			\$110,000.00	\$80,000.00

### Additional Equity spend

Outline here any additional Equity spend for 2021	When	Category	Total proposed budget (\$)	Equity Spend (\$)
All additional equity will be converted to credit in order to fund teaching and learning programs.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources	\$300,000.00	\$300,000.00
<b>Totals</b>			\$300,000.00	\$300,000.00

## Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Formalising peer observation via tracking to support the Workshop Model.	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Pedagogical Model	<input checked="" type="checkbox"/> On-site
Successful implementation of tutor program. Students engaged in the program will show growth from benchmarked data to better than 1.0.	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Improvement Teacher <input checked="" type="checkbox"/> Numeracy Improvement Teacher	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> MYLNS initiative professional learning	<input checked="" type="checkbox"/> On-site
MYLNS implementation. Identified students will show evidence of learning growth and confidence in completing learning tasks.	<input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Numeracy Leader	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Network Professional Learning	<input checked="" type="checkbox"/> MYLNS initiative professional learning <input checked="" type="checkbox"/> MYLYNS Improvement teacher <input checked="" type="checkbox"/> MYLYNS Network teacher	<input checked="" type="checkbox"/> On-site

Facilitation of Amplify initiative to provide opportunities for student voice, agency and leadership.	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Student Leadership Coordinator	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Departmental resources SWPBS Coach <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) <input checked="" type="checkbox"/> MYLNS initiative professional learning	<input checked="" type="checkbox"/> On-site
Consolidate school protocols and practices that will underpin the school-wide positive behaviour models.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leading Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Individualised Reflection <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resources nEMA consultant	<input checked="" type="checkbox"/> On-site
Impliment and refine positive climate using Huddle Consultancy to guide and model reflection, actions and next steps	<input checked="" type="checkbox"/> All Staff <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"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants Huddle -Andy Jones	<input checked="" type="checkbox"/> On-site
The 2021 Staff Wellbeing Conference will reinform and affirm consistent practice to our positive behaviour model.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team	from: Term 2 to: Term 3	<input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> External consultants Nathan Burke Consultants Smart Salary Teacher Health	<input checked="" type="checkbox"/> Off-site Yarra Valley Lodge

			<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Individualised Reflection		ESS Super Frontier Financial	
<p>Establish and build community connections for pathways - VET , Work Experience,</p> <p>Target 50% Year 11 students in VET courses 75% Year 10 Work Experience placement</p>	<input checked="" type="checkbox"/> Managed Individual Pathways Coordinator <input checked="" type="checkbox"/> Student(s)	<p>from: Term 2 to: Term 4</p>	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Network Professional Learning	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Subject association <input checked="" type="checkbox"/> Departmental resources Careers	<input checked="" type="checkbox"/> On-site