2020 Annual Implementation Plan

for improving student outcomes

Horsham College (8818)

Submitted for review by Robert Pyers (School Principal) on 11 February, 2020 at 02:32 PM
Endorsed by Brendan Ryan (Senior Education Improvement Leader) on 11 February, 2020 at 02:38 PM
Endorsed by Row an Smith (School Council President) on 11 February, 2020 at 02:46 PM

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	Evolving moving towards Embedding
	Curriculum planning and assessment	Evolving
	Evidence-based high-impact teaching strategies	Emerging moving towards Evolving
	Evaluating impact on learning	Evolving

Professional leadership	Building leadership teams	Evolving moving towards Embedding
	Instructional and shared leadership	Evolving moving towards Embedding
	Strategic resource management	Embedding
	Vision, values and culture	Evolving

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

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

Enter your reflective comments	2019 was a year of reflection, with the school undertaking the school review, allowing all stake-holders the opportunity to reflect on the improvements in students outcomes that have been made over the course of the strategic plan. The 2019 AIP was much more succinct and targeted, which allows for a better understanding of why some targets were only partially met.
Considerations for 2020	Horsham College continues to focus on doing the simple things well. Key foci for College will again be the implementation of the literacy and numeracy plans and the follow up of attendance. The College is one of 129 schools selected to particapte in the Accelerated Improvement Strategy (AIS) which will target improvement in reading and writing. Student voice and agency is a major focus that has come through from the 2019 school review and subsequent 2020-2023 Strategic Plan. The focus for 2020 will be a restructure of the Student Representative Council, the use of Pivot student surveys to target professional development and the gradual roll out of proficiency scales across the College with English and aty least one other learning area planned to have this implemented. All staff have within their Professional Development Plan (PDP) for 2020 common goals in regards data literacy, literacy and numeracy, and student agency and voice.

	Targeted work will continue on the development of curriculum scope and sequences, the development of a documented transition program and reviewing processes and procedures in the College.
Documents that support this plan	Horsham College Teaching Staff PDP Goals 2020 1.2.docx (0.02 MB)

SSP Goals Targets and KIS

Goal 1	To improve literacy outcomes for all students
Target 1.1	**NAPLAN – Band** By 2023, increase and maintain the percentage of students achieving in the middle and top two bands of NAPLAN. • Year 7 Reading from 78% (2018) to 85 percent • Year 9 Reading from 84 percent (2018) to 90 percent • Year 7 Writing from 53 percent (2018) to 60 percent • Year 9 Writing from 53 percent (2018) to 65 percent
Target 1.2	**NAPLAN Growth** By 2023, increase the percentage of students in Year 9 at or above benchmark growth in NAPLAN for reading and writing. • Year 7 to 9 Reading from 67.5 percent (2019) to 80 percent • Year 7 to 9 Writing from 48.3 percent (2019) to 75 percent
Target 1.3	**VCE** • Increase VCE English means study score from 29.1 (2018) to 31 by 2023.
Target 1.4	**VCAL** • Increase VCAL completion rate from 75 percent (2018) to 80 percent by 2023.

Key Improvement Strategy 1.a Curriculum planning and assessment	Embed a School-based professional learning program developed and implemented that supports the school's identified improvement strategies in Literacy
Key Improvement Strategy 1.b Evaluating impact on learning	Embed a whole school approach to data collection, analysis and evaluation of student learning growth over time
Key Improvement Strategy 1.c Instructional and shared leadership	Build instructional leadership through the College
Key Improvement Strategy 1.d Building practice excellence	Action Plan to accelerate improvement
Goal 2	To improve numeracy outcomes for all students
Target 2.1	**NAPLAN by Band** By 2023, increase and maintain the percentage of students achieving in the middle and top two bands of NAPLAN Year 9 Numeracy from 81 percent (2019) to 85 percent
Target 2.2	**NAPLAN Benchmark Growth** By 2023, increase the percentage of students in Year 9 at or above benchmark growth. Year 7 to 9 Numeracy from 72.8 percent (2019) to 80 percent with 20 percent above benchmark growth.

Target 2.3	**VCE** By 2023, increase VCE Median Mathematics study score as measured by; - Further Mathematics from 28.6 (2018) to 31 - Mathematics Methods from 29 (2018) to 31
Key Improvement Strategy 2.a Curriculum planning and assessment	Embed a whole school documented curriculum plan, assessment and shared pedagogical approaches for numeracy
Key Improvement Strategy 2.b Building practice excellence	Build collaborative practice to develop and implement a whole school Numeracy Instruction Model
Key Improvement Strategy 2.c Evidence-based high-impact teaching strategies	Embed consistent best practice using an instructional model including evidence based high impact teaching strategies
Goal 3	To improve student engagement in learning
Target 3.1	**Attitudes to School Survey (AToS)** By 2023, the positive percentage endorsement rate on the student Attitudes to School Survey (AToS) survey will demonstrate continued improvement in Social engagement and effective teaching practice for cognitive engagement factors. - Sense of connectedness from 56 percent (2019) to 70 percent - Student voice and agency from 50 percent (2019) to 65 percent - School stage transitions from 60 percent (10-12) (2019) to 70 percent - School stage transitions from 69 percent (7-9) (2019) to 80 percent - Effective teaching time from 67 percent (2019) to 75 percent

	• Differentiated learning challenge from 59 percent (2019) to 70 percent • Stimulated learning from 57 percent (2019) to 65 percent • Effective classroom behaviour from 60 percent (2019) to 64 percent
Target 3.2	**Staff Opinion Survey (SOS)** By 2023, the positive percentage endorsement rate on the Staff Opinion Survey (SOS) will demonstrate continued improvement in the School climate module and participation. • Participation from 58 percent (2019) to 75 percent • Collective efficacy from 48 percent (2019) to 60 percent • Academic emphasis from 35 percent (2019) to 50 percent • Trust in students and parents from 45 percent (2019) to 60 percent • Teacher collaboration from 55 percent (2019) to 70 percent
Target 3.3	**Parent Opinion Survey (POS)** By 2023, the positive percentage endorsement rate on the Parent Opinion Survey (POS) will demonstrate continued improvement in the Student Cognitive Engagement and student Development factors and participation. • Participation from 45.2 percent (2019) to 60 percent • High expectation for success from 78 percent (2019) to 85 percent • Student motivation and support from 64 percent (2019) to 75 percent
Target 3.4	**Attendance**

	By 2023, improve attendance rates. • Decrease student unapproved absence rates from 4.4 percent (2018) to <4 percent • Increase whole school overall attendance from 93.4 percent to 95 percent • Decrease Koorie Student Absences from 62 percent missing 20+ days to 55 percent missing 20+ days
Key Improvement Strategy 3.a Empowering students and building school pride	Embed a whole school strategy to improve student voice, learner agency and student leadership
Key Improvement Strategy 3.b Setting expectations and promoting inclusion	Embed a culture of high expectations and excellence throughout the college community
Key Improvement Strategy 3.c Evidence-based high-impact teaching strategies	Embed an instructional model constantly across the College that integrates the use of High Impact Teaching Strategies and challenges all students to be successful

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.
To improve literacy outcomes for all students	Yes	**NAPLAN – Band** By 2023, increase and maintain the percentage of students achieving in the middle and top two bands of NAPLAN. • Year 7 Reading from 78% (2018) to 85 percent • Year 9 Reading from 84 percent (2018) to 90 percent • Year 7 Writing from 53 percent (2018) to 60 percent • Year 9 Writing from 53 percent (2018) to 65 percent	PAT Reading 0.4 growth 7-10 -NAPLAN top two bands: o Year 7 Reading at or above 78% o Year 9 Reading at or above 84% o Year 7 Writing at or above 55% o Year 9 Writing at or above 55 percent
		NAPLAN Growth By 2023, increase the percentage of students in Year 9 at or above benchmark growth in NAPLAN for reading and writing. • Year 7 to 9 Reading from 67.5 percent (2019) to 80 percent • Year 7 to 9 Writing from 48.3 percent (2019) to 75 percent	Increase the percentage of students in Year 9 meeting and above benchmark growth in NAPLAN for reading and writing. o Year 7 to 9 Reading at or above 67.5% o Year 7 to 9 Writing at or above 50%
		VCE • Increase VCE English means study score from 29.1 (2018) to 31 by 2023.	VCE English: o Median study score at or above 29

		VCAL • Increase VCAL completion rate from 75 percent (2018) to 80 percent by 2023.	VCAL completion o At or above 75%
To improve numeracy outcomes for all students	Yes	**NAPLAN by Band** By 2023, increase and maintain the percentage of students achieving in the middle and top two bands of NAPLAN • Year 9 Numeracy from 81 percent (2019) to 85 percent	PAT Maths 0.4 growth NAPLAN top two bands: o Year 7 Numeracy at or above 90% o Year 9 Numeracy at or above 81%
		NAPLAN Benchmark Growth By 2023, increase the percentage of students in Year 9 at or above benchmark growth. • Year 7 to 9 Numeracy from 72.8 percent (2019) to 80 percent with 20 percent above benchmark growth.	NAPLAN medium to high benchmark growth o Year 5 to 7 Numeracy at or above 88.8% o Year 7 to 9 Numeracy at or above 72.8%
		VCE By 2023, increase VCE Median Mathematics study score as measured by; • Further Mathematics from 28.6 (2018) to 31	VCE Median study score results: o Further Mathematics at or above 28.6 o Mathematics Methods at or above 29

		• Mathematics Methods from 29 (2018) to 31	
To improve student engagement in learning	Yes	**Attitudes to School Survey (AToS)** By 2023, the positive percentage endorsement rate on the student Attitudes to School Survey (AToS) survey will demonstrate continued improvement in Social engagement and effective teaching practice for cognitive engagement factors. • Sense of connectedness from 56 percent (2019) to 70 percent • Student voice and agency from 50 percent (2019) to 65 percent • School stage transitions from 60 percent (10-12) (2019) to 70 percent • School stage transitions from 69 percent (7-9) (2019) to 80 percent • Effective teaching time from 67 percent (2019) to 75 percent • Differentiated learning challenge from 59 percent (2019) to 70 percent • Stimulated learning from 57 percent (2019) to 65 percent • Effective classroom behaviour from 60 percent (2019) to 64 percent	ATSS: Student Voice and Agency from 50% (2019) to 52% (2020). Effective Classroom Behaviour from 60% (2019) to 62% (2020).
		Staff Opinion Survey (SOS) By 2023, the positive percentage endorsement rate on the Staff Opinion Survey (SOS) will demonstrate continued improvement in the School climate module and participation. • Participation from 58 percent (2019) to 75 percent • Collective efficacy from 48 percent (2019) to 60 percent	Staff Opinion Survey Collective Efficacy from 48% (2019) to 50% (2020) Trust in students and parents from 45% (2019) to 47% (2020)

		• Academic emphasis from 35 percent (2019) to 50 percent • Trust in students and parents from 45 percent (2019) to 60 percent • Teacher collaboration from 55 percent (2019) to 70 percent	
		Parent Opinion Survey (POS) By 2023, the positive percentage endorsement rate on the Parent Opinion Survey (POS) will demonstrate continued improvement in the Student Cognitive Engagement and student Development factors and participation. • Participation from 45.2 percent (2019) to 60 percent • High expectation for success from 78 percent (2019) to 85 percent • Student motivation and support from 64 percent (2019) to 75 percent	Parent Opinion Survey High Expectation of Success from 78% (2019) to 80% (2020).
		Attendance By 2023, improve attendance rates. • Decrease student unapproved absence rates from 4.4 percent (2018) to <4 percent • Increase whole school overall attendance from 93.4 percent to 95 percent • Decrease Koorie Student Absences from 62 percent missing 20+ days to 55 percent missing 20+ days	Reduce student unapproved absence rates from 4.4% (2018) to 4.2% (2020) Increase overall attended from 93.4% (2018) to 94% (2020) Decrease Koori Student Absences from 62% missing 20 days (2018) to 59% missing 20 days (2020)

Goal 1	To improve literacy outcomes for all students
12 Month Target 1.1	PAT Reading 0.4 growth 7-10 -NAPLAN top two bands: o Year 7 Reading at or above 78% o Year 9 Reading at or above 84% o Year 7 Writing at or above 55% o Year 9 Writing at or above 55 percent
12 Month Target 1.2	Increase the percentage of students in Year 9 meeting and above benchmark growth in NAPLAN for reading and writing. o Year 7 to 9 Reading at or above 67.5% o Year 7 to 9 Writing at or above 50%
12 Month Target 1.3	VCE English: o Median study score at or above 29
12 Month Target 1.4	VCAL completion o At or above 75%

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Curriculum planning and assessment	Embed a School-based professional learning program developed and implemented that supports the school's identified improvement strategies in Literacy	Yes
KIS 2 Evaluating impact on learning	Embed a whole school approach to data collection, analysis and evaluation of student learning growth over time	Yes
KIS 3 Instructional and shared leadership	Build instructional leadership through the College	No

KIS 4 Building practice excellence	Action Plan to accelerate improvement	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.	The 2019 Horsham College School Review highlighted the progress that Horsham College had achieved in the previous 2016-2019 Strategic Plan. The review also acknowledged that for the College to move to the next level in its academic achievement that it was the 'right time' to focus directly on teaching and learning. The College environment was at a point where this move could now take place and processes and culture had been established to allow for the overall school development focus to move into this area. The review also enabled staff to understand the need for Horsham College to continue to focus on Literacy (Reading and Writing) and Numeracy as key improvement strategies for 2020. The staff will work towards consolidating the excellent results in Reading and continue to target improvement in writing and numeracy outcomes. School performance data is reflective of this and supports these areas being a continued area of focus and the College is also a participant in 2020 in the Accelerated Improvement Strategy program. It is expected all staff will have a numeracy and literacy focus in their Performance and Development Plan for 2020.	

Goal 2	To improve numeracy outcomes for all students
12 Month Target 2.1	PAT Maths 0.4 growth NAPLAN top two bands: o Year 7 Numeracy at or above 90% o Year 9 Numeracy at or above 81%
12 Month Target 2.2	NAPLAN medium to high benchmark growth o Year 5 to 7 Numeracy at or above 88.8% o Year 7 to 9 Numeracy at or above 72.8%
12 Month Target 2.3	VCE Median study score results: o Further Mathematics at or above 28.6 o Mathematics Methods at or above 29
Key Improvement Strategies	Is this KIS selected for focus this year?

KIS 1 Curriculum planning and assessment	Embed a whole school documented curriculum plan, assessment and shared pedagogical approaches for numeracy	Yes
KIS 2 Building practice excellence	Build collaborative practice to develop and implement a whole school Numeracy Instruction Model	Yes
KIS 3 Evidence-based high-impact teaching strategies	Embed consistent best practice using an instructional model including evidence based high impact teaching strategies	No
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	The College review has highlighted the need to embed collaborative practices in teaching and learning at Horsham College. The above strategies are designed to be the first stages in building a transparent, collaborative environment for staff to maximise their ability to impact on student outcomes. The College leadership believes in the importance of having a consistent curriculum and assessment at all year levels in all subjects supported by an explicit teaching model and shared practices. In 2020 Learning Specialists will form with members of the Principal class a school improvement team which will use the FISO model as a basis for targeted school improvement. The College is also a participant in the Accelerated Improvement Strategy.	
Goal 3	To improve student engagement in learning	
12 Month Target 3.1	ATSS: Student Voice and Agency from 50% (2019) to 52% (2020). Effective Classroom Behaviour from 60% (2019) to 62% (2020).	
12 Month Target 3.2	Staff Opinion Survey Collective Efficacy from 48% (2019) to 50% (2020) Trust in students and parents from 45% (2019) to 47% (2020)	

12 Month Target 3.3	Parent Opinion Survey High Expectation of Success from 78% (2019) to 80% (2020).	
12 Month Target 3.4	Reduce student unapproved absence rates from 4.4% (2018) to 4.2% (2020) Increase overall attended from 93.4% (2018) to 94% (2020) Decrease Koori Student Absences from 62% missing 20 days (2018) to 59% missing 20 days (2020)	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Empowering students and building school pride	Embed a whole school strategy to improve student voice, learner agency and student leadership	Yes
KIS 2 Setting expectations and promoting inclusion	Embed a culture of high expectations and excellence throughout the college community	Yes
KIS 3 Evidence-based high-impact teaching strategies	Embed an instructional model constantly across the College that integrates the use of High Impact Teaching Strategies and challenges all students to be successful	No
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	The 2019 School review highlighted the progress that Horsham College acknowledged that the College needed to focus on improving student voice and agency. The review advised that for the College to move to the next level in its academic achievement that it was the 'right time' to focus directly on engaging students in their own learning and to use their feedback to enable a more targeted response to their learning needs. The College environment has also evolved to the point where this move could now take place and allow for a culture to be established to allow students to have a strong voice in the directions and management of the school. School performance data from the Attitude to School Surveys, Parent Opinion Survey and Staff Opinion Survey are reflective of this and support this being a key area of focus. It is expected all staff will have a voice and agency focus in their Performance and Development Plan for 2020.	

Define Actions, Outcomes and Activities

Goal 1	To improve literacy outcomes for all students
12 Month Target 1.1	PAT Reading 0.4 growth 7-10 -NAPLAN top two bands: o Year 7 Reading at or above 78% o Year 9 Reading at or above 84% o Year 7 Writing at or above 55% o Year 9 Writing at or above 55 percent
12 Month Target 1.2	Increase the percentage of students in Year 9 meeting and above benchmark growth in NAPLAN for reading and writing. o Year 7 to 9 Reading at or above 67.5% o Year 7 to 9 Writing at or above 50%
12 Month Target 1.3	VCE English: o Median study score at or above 29
12 Month Target 1.4	VCAL completion o At or above 75%
KIS 1 Curriculum planning and assessment	Embed a School-based professional learning program developed and implemented that supports the school's identified improvement strategies in Literacy
Actions	- Embed evidence based and inquiry focused Professional Learning Communities at HC within the English Learning Area - Engagement of Learning Specialists as a School Improvement Team focused on Teaching and Learning
Outcomes	- Leadership will resource and support staff to ensure there is: o Shared understanding of reading and writing approaches which will decrease variance between classes and within year levels through utilizing the Literacy Plan o Increase collaboration and cohesion in literacy strategies across the College through PD

	- Middle Leaders (LAHs and LSs) will: o Provide professional development and templates in extended writing tasks and development of relevant rubrics - Teachers will: o (English) Moderate all CATs o (English) Continue the implementation of English Language Skills classes at Years 7 – 10 classes o Complete 1 x extended writing task in each subject 7-10
Success Indicators	- Literacy Plan to include: o Common rubrics for extended writing tasks o Extended Writing Task (1 per Semester in every subject 7-10)

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Professional development relevant to literacy and numeracy plan	☑ Leadership Team ☑ Learning Specialist(s) ☑ Principal	☑ PLP Priority	from: Term 1 to: Term 4	$12,005.00 ☑ Equity funding will be used
Implementation of PAT, PIVOT and SPA to analysis student performance and feedback to allow full analysis of teacher impact and areas for future growth	☑ Leadership Team ☑ Learning Specialist(s) ☑ Literacy Leader ☑ Principal	☑ PLP Priority	from: Term 1 to: Term 4	$25,000.00 ☑ Equity funding will be used

KIS 2 Evaluating impact on learning	Embed a whole school approach to data collection, analysis and evaluation of student learning growth over time
Actions	- Literacy plan incorporating reading and whole school approach to writing - Moderation of Common Assessment Tasks and School Assessed Coursework:

	o written tasks 7-10 for all LAs o English and Maths CATS o VCE Subjects with multiple classes - Proficiency scales and Rubrics developed in English (and at least1 other LA) - Professional Development in understanding NAPLAN and VCE data
Outcomes	- Leadership will resource and support the: o Increase collaboration and cohesion in literacy strategies across the College - Middle Leaders (LAHs and LSs) will: o (English LAH and Literacy Specialist) Provide PD to staff around reading and extended writing strategies o Provide professional development on the use of SPA to assist with analyzing teacher impact and student growth - Teachers will: o Implement Before-During-After (BDA) strategies regularly in every subject o Explicitly teach Academic Vocabulary for every topic o Mark students against writing developmental rubrics and analyse this data to identify point-of-need teaching area
Success Indicators	- Literacy and Data Learning Specialist, and English Learning Area Head analyzing data using SPA from Year 7-10 PAT testing and NAPLAN to impact on student reading and writing data. - Each year level (7-10) will have an effect size in numeracy and reading and writing of at least 0.4 using PAT and other relevant data - Proficiency scales and Rubrics created for English and one other learning area head using common approach and template

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Literacy Classes for students in Years 7 and 8 to support students who are 2 or more years behind in their literacy levels.	☑ Assistant Principal ☑ Learning Specialist(s) ☑ Literacy Leader	☐ PLP Priority	from: Term 1 to: Term 4	$50,000.00 ☑ Equity funding will be used

KIS 3 Building practice excellence	Action Plan to accelerate improvement

Actions	Implement a NAPLAN preparation plan
Outcomes	Students will: - work with teachers to collaboratively develop reading and writing goals for Semester 1 - monitor progress towards their goals - apply identified reading strategies in their work Teachers will: - use student assessment data to identify skill strengths and deficits and embed NAPLAN identified priorities within Year 9 English classes - explicitly teach identified reading strategies, academic vocabulary and command terms - participate in a peer observation program - work with students to collaboratively develop individual reading and writing goals for Semester 1 Leaders will: - monitor implementation of the Action Plan through classroom observations - provide support to teachers on data analysis
Success Indicators	Students: - evidence of setting and monitoring goals - work samples Teachers: - lesson plans - minutes from meetings and peer observation notes - peer/classroom observation Leaders: - notes from classroom observations and SIT meetings - evidence of PL

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Complete NAPLAN item analysis	☑ Leadership Team	☐ PLP Priority	from: Term 1	$0.00

	☑ Literacy Leader ☑ Principal		to: Term 4	☐ Equity funding will be used
Review and refine the Term 1 English unit planning document, including expectations for Reading and Writing tasks	☑ Assistant Principal ☑ Learning Specialist(s) ☑ Literacy Leader ☑ Principal	☐ PLP Priority	from: Term 1 to: Term 2	$0.00 ☐ Equity funding will be used
NAPLAN practice week and analysis of data from practice NAPLAN	☑ Assistant Principal ☑ Learning Specialist(s) ☑ Literacy Leader ☑ Principal	☐ PLP Priority	from: Term 1 to: Term 2	$0.00 ☐ Equity funding will be used
Whole staff PD on literacy focus	☑ Assistant Principal ☑ Learning Specialist(s) ☑ Literacy Leader ☑ Principal	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used

Goal 2	To improve numeracy outcomes for all students
12 Month Target 2.1	PAT Maths 0.4 growth NAPLAN top two bands: o Year 7 Numeracy at or above 90% o Year 9 Numeracy at or above 81%

12 Month Target 2.2	NAPLAN medium to high benchmark growth o Year 5 to 7 Numeracy at or above 88.8% o Year 7 to 9 Numeracy at or above 72.8%
12 Month Target 2.3	VCE Median study score results: o Further Mathematics at or above 28.6 o Mathematics Methods at or above 29
KIS 1 Curriculum planning and assessment	Embed a whole school documented curriculum plan, assessment and shared pedagogical approaches for numeracy
Actions	- Build the capacity of numeracy leaders to use data, formative and summative assessment to differentiate for student point of need and inform teaching and learning practice. - Engagement of Learning Specialists
Outcomes	- Leadership will resource and support staff to ensure there is: o Increase collaboration and cohesion in numeracy strategies across the College o Shared understanding of numeracy approaches - Middle Leaders (LAHs and LSs) will: o Embed strategies from the Numeracy Plan o Provide professional development in explicit teaching of numeracy o Provide professional development on the use of SPA to assist with analyzing teacher impact and student growth - Teachers will: o Record Numeracy Links in Unit Planners on SEQTA o (Mathematics) create 1 unit at each year level with parallel tasks at 4 levels o Review CATs to ensure common language with NAPLAN (7&8) and VCE (9&10)
Success Indicators	- All 7-10 classes have at least one unit which has parallel tasks at 4 levels - Common assessment tasks with NAPLAN (7&8) and VCE (9&10) language

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Implementation of PAT, PIVOT and SPA to analysis student performance and feedback to allow full analysis of teacher impact and areas for future growth	☑ Leadership Team ☑ Learning Specialist(s) ☑ Numeracy Leader ☑ Principal	☑ PLP Priority	from: Term 1 to: Term 4	$25,000.00 ☑ Equity funding will be used

KIS 2 Building practice excellence	Build collaborative practice to develop and implement a whole school Numeracy Instruction Model
Actions	- Identify and enable specific actions and behaviours to enable and evaluate for instructional leadership (PLC approach to numeracy and Maths) - Build instruction leadership capacity through a distributive leadership model (PLC approach to numeracy and Maths)
Outcomes	- Leadership will resource and support the development of middle leaders by: o Providing professional development and resources to Maths Learning Area Head and Learning Specialists - Middle Leaders (LAHs and LSs) will: o Undertake PLC training (relevant LAH, LTs and LS) o Lead teams (Numeracy and Maths) through the PLC inquiry cycle o Track student progress data to monitor impact - Teachers will: o Provide student data for analysis for PLC inquiry cycles eg. test results, student work
Success Indicators	- PLC approach to Numeracy and VCE improvement teams.

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Quicksmart intervention program	☑ Assistant Principal	☐ PLP Priority	from: Term 1	$249,000.00

	☑ Learning Specialist(s) ☑ Numeracy Leader		to: Term 4	☑ Equity funding will be used

Goal 3	To improve student engagement in learning
12 Month Target 3.1	ATSS: Student Voice and Agency from 50% (2019) to 52% (2020). Effective Classroom Behaviour from 60% (2019) to 62% (2020).
12 Month Target 3.2	Staff Opinion Survey Collective Efficacy from 48% (2019) to 50% (2020) Trust in students and parents from 45% (2019) to 47% (2020)
12 Month Target 3.3	Parent Opinion Survey High Expectation of Success from 78% (2019) to 80% (2020).
12 Month Target 3.4	Reduce student unapproved absence rates from 4.4% (2018) to 4.2% (2020) Increase overall attended from 93.4% (2018) to 94% (2020) Decrease Koori Student Absences from 62% missing 20 days (2018) to 59% missing 20 days (2020)
KIS 1 Empowering students and building school pride	Embed a whole school strategy to improve student voice, learner agency and student leadership
Actions	? Implement and embed a model of whole school SRC, including sub-school and executive levels representative of the student body

	? Promote and develop the use of student feedback via Pivot and Unit of Works in SEQTA in teacher's reflection and planning and whole school initiatives	

Outcomes	- Leadership will resource and support staff to ensure there is: o Undertake the Student Voice PD through Bastow o Promote where possible the use of student voice in decision making o Celebrate best practice in the use of student voice in the classroom - Middle Leaders (LAHs, YLCs and LSs) will: o investigate other schools were specific focus/programs have been implemented to promote student agency and voice o Develop strategies to implement increased student voice and agency both in and outside of the classroom o Analyse pivot data for Learning Areas and across the school to develop professional development activities - Teachers will: o Ensure Pivot surveys are undertaken in all classes o Use Pivot survey data to develop Professional Development goals and foci for peer observation
Success Indicators	ATSS: Student Voice and Agency from 50% (2019) to 55% (2020)

Activities and Milestones	Who	Is this a PL Priority	When	Budget
ES Attendance Follow Up	☑ Assistant Principal ☑ Year Level Co-ordinator(s)	☐ PLP Priority	from: Term 1 to: Term 4	$30,000.00 ☑ Equity funding will be used
Year Level Coordination time is increased and College Structures are changed to have three sub schools and a leading teacher at each year level to improve focus on student engagement and wellbeing.	☑ Assistant Principal ☑ Principal ☑ School Leadership Team	☐ PLP Priority	from: Term 1 to: Term 4	$130,000.00 ☑ Equity funding will be used
KIS 2	Embed a culture of high expectations and excellence throughout the college community			

Setting expectations and promoting inclusion	
Actions	- Embed the explicit use of School Values in recognizing student achievement - Supporting staff to embed the Student Expectations and Classroom Expectations documentation and the implementation of the Academic Standards policy. - Support continued focus on Attendance follow up on unexplained and chronic absences - Ensure compliance and consistency across the school on Mobile Phones and Student Uniform policies - Document transition protocol across the school. - Develop a strategic approach to supporting Koorie students, aligned with the Marong Aboriginal Education Plan
Outcomes	- Leadership will resource and support staff to ensure there is: o develop consistency in the monitoring of at risk student, student plans and attendance. o develop a strategic approach to the Marong Aboriginal Education Plan for Horsham. o Target support to reengage chronic absentees o Celebrate success and best practice within the College - Middle Leaders (LAHs and LSs) will: o Ensure the academic expectations policy is implemented fully across the College o Support staff to follow up unexplained absences - Teachers will: o Follow up unexplained absences o Implement Academic Expectations policy o Implement Student Expectations and Classroom Expectations procedures
Success Indicators	- Staff Opinion Survey - Collective Efficacy from 48% (2019) to 50% (2020); Trust in students and parents from 45% (2019) to 47% (2020). - ATSS - Effective Classroom Behaviour from 60% (2019) to 62% (2020). - Parent Opinion Survey - High Expectation of Success from 78% (2019) to 80% (2020). - Reduce student unapproved absence rates from 4.4% (2018) to 4.2% (2020) - Increase overall attended from 93.4% (2018) to 94% (2020) - Decrease Koori Student Absences from 62% missing 20 days (2018) to 59% missing 20 days (2020)

Activities and Milestones	Who	Is this a PL Priority	When	Budget

Intervention and welfare support staff to assist students at risk	☑ Assistant Principal ☑ Leadership Team ☑ Sub School Leader/s	☐ PLP Priority	from: Term 1 to: Term 4	$335,000.00 ☑ Equity funding will be used

Equity Funding Planner

Equity Spending Totals

Category	Total proposed budget ($)	Spend ($)
Equity funding associated with Activities and Milestones	$856,005.00	$856,005.00
Additional Equity funding	$0.00	$0.00
Grand Total	**$856,005.00**	**$856,005.00**

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget ($)	Equity Spend ($)
Professional development relevant to literacy and numeracy plan	from: Term 1 to: Term 4		$12,005.00	$12,005.00
Implementation of PAT, PIVOT and SPA to analysis student performance and feedback to allow full analysis of teacher impact and areas for future growth	from: Term 1 to: Term 4		$25,000.00	$25,000.00
Literacy Classes for students in Years 7 and 8 to support students who are 2 or more years behind in their literacy levels.	from: Term 1 to: Term 4		$50,000.00	$50,000.00
Implementation of PAT, PIVOT and SPA to analysis student performance and feedback to allow full analysis of teacher impact and areas for future growth	from: Term 1 to: Term 4		$25,000.00	$25,000.00

Quicksmart intervention program	from: Term 1 to: Term 4			$249,000.00	$249,000.00
ES Attendance Follow Up	from: Term 1 to: Term 4			$30,000.00	$30,000.00
Year Level Coordination time is increased and College Structures are changed to have three sub schools and a leading teacher at each year level to improve focus on student engagement and wellbeing.	from: Term 1 to: Term 4			$130,000.00	$130,000.00
Intervention and welfare support staff to assist students at risk	from: Term 1 to: Term 4			$335,000.00	$335,000.00
Totals				$856,005.00	$856,005.00

Additional Equity spend

Outline here any additional Equity spend for 2020	When	Category	Total proposed budget ($)	Equity Spend ($)
Totals			$0.00	$0.00

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Professional development relevant to literacy and numeracy plan	☑ Leadership Team ☑ Learning Specialist(s) ☑ Principal	from: Term 1 to: Term 4	☑ Design of formative assessments ☑ Moderated assessment of student learning ☑ Peer observation including feedback and reflection	☑ Professional Practice Day ☑ Communities of Practice ☑ PLC/PLT Meeting	☑ SEIL ☑ Literacy expertise ☑ Internal staff ☑ Learning Specialist ☑ Practice Principles for Excellence in Teaching and Learning ☑ High Impact Teaching Strategies (HITS) ☑ MYLNS initiative professional learning ☑ MYLYNS Improvement teacher	☑ On-site
Implementation of PAT, PIVOT and SPA to analysis student performance and feedback to allow full analysis of teacher impact and areas for future growth	☑ Leadership Team ☑ Learning Specialist(s) ☑ Literacy Leader ☑ Principal	from: Term 1 to: Term 4	☑ Planning ☑ Collaborative Inquiry/Action Research team ☑ Student voice, including input and feedback	☑ Professional Practice Day ☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ PLC Initiative ☑ Internal staff ☑ Departmental resources Numeracy Toolkit ☑ High Impact Teaching Strategies (HITS)	☑ On-site

				☑ MYLNS initiative professional learning	
Whole staff PD on literacy focus	☑ Assistant Principal ☑ Learning Specialist(s) ☑ Literacy Leader ☑ Principal	from: Term 1 to: Term 4	☑ Design of formative assessments ☑ Moderated assessment of student learning ☑ Peer observation including feedback and reflection	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ Internal staff ☑ Learning Specialist ☑ Literacy Leaders ☑ High Impact Teaching Strategies (HITS) ☑ MYLNS initiative professional learning ☑ MYLYNS Improvement teacher	☑ On-site
Implementation of PAT, PIVOT and SPA to analysis student performance and feedback to allow full analysis of teacher impact and areas for future growth	☑ Leadership Team ☑ Learning Specialist(s) ☑ Numeracy Leader ☑ Principal	from: Term 1 to: Term 4	☑ Planning ☑ Individualised Reflection ☑ Student voice, including input and feedback	☑ Professional Practice Day ☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ Learning Specialist ☑ Pedagogical Model ☑ High Impact Teaching Strategies (HITS)	☑ On-site