

2020 Annual Implementation Plan

for improving student outcomes

Chaffey Secondary College (7250)



Awaiting for review by School Principal
Awaiting endorsement by Senior Education Improvement Leader
Awaiting endorsement by School Council President

Self-evaluation Summary - 2020

	FISO Improvement Model Dimensions The 6 High-impact Improvement Initiatives are highlighted below in red.	Self-evaluation Level
Excellence in teaching and learning	Building practice excellence	Evolving moving towards Embedding
	Curriculum planning and assessment	Evolving moving towards Embedding
	Evidence-based high-impact teaching strategies	Emerging moving towards Evolving
	Evaluating impact on learning	Emerging moving towards Evolving
Professional leadership	Building leadership teams	Embedding
	Instructional and shared leadership	Embedding
	Strategic resource management	Embedding moving towards Excelling
	Vision, values and culture	Evolving moving towards Embedding

Positive climate for learning	Empowering students and building school pride	Emerging moving towards Evolving
	Setting expectations and promoting inclusion	Evolving moving towards Embedding
	Health and wellbeing	Evolving moving towards Embedding
	Intellectual engagement and self-awareness	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	<p>Structured mentoring and coaching - staff</p> <p>Differentiation</p> <p>Moderation</p> <p>Formative assessment</p> <p>Data analysis</p> <p>Critically identifying student progress across all areas of the curriculum.</p> <p>Student agency</p> <p>Parent/carer involvement</p> <p>Collective efficacy of all staff</p>
Considerations for 2020	<p>Focus on formative assessment - data literacy; use of data to inform teaching.</p> <p>- use of student achievement data to drive instruction across all learning areas.</p> <p>Concentrate on less initiatives to ensure depth.</p>

Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	To optimise learning growth for all students in every Key Learning Area.
Target 1.1	<p>Increase high growth in NAPLAN Data in all domains to above 25%</p> <p>Reduce the amount of low growth in NAPLAN Data to be less than 20% in all domains.</p> <p>PAT Reading, Vocabulary and Maths:</p> <ul style="list-style-type: none"> • student growth to achieve a minimum 1.25 x expected level of improvement on average across each year level <p>Teacher judgements in all learning areas to show growth of all students by minimum expected level of 1.0 in 12 months.</p>
Key Improvement Strategy 1.a Building practice excellence	Continue to implement the Chaffey Secondary College instructional model that guides effective teaching and learning with a focus on consistency, differentiation and high expectations for all.
Key Improvement Strategy 1.b Building practice excellence	Teachers in teams, focus on the implementation of the college instructional model; lesson observations and learning walks; peer feedback and reflection on teacher practice.
Key Improvement Strategy 1.c Evidence-based high-impact teaching strategies	Build the capacity of staff to use evidence based processes to inform teaching and learning practice.
Goal 2	To develop highly motivated, confident and engaged students who are active agents in their own learning.
Target 2.1	Improve student Attitudes to School Survey data:

	<ul style="list-style-type: none"> • Motivation and interest to be at or above the 75th percentile • Goal setting to be at or above the 75th percentile • Student Voice and Agency to be at or above the 70th percentile • Attitudes to Attendance to be at or above the 50th percentile • Sense of Connectedness to be at or above 75th percentile <p>• Effective teaching practice for cognitive engagement to be at or above the 50th percentile.</p> <p>School Staff survey data:</p> <ul style="list-style-type: none"> • Collective Focus on Student Learning to be at or above component mean score of 74.0 <p>Parent Opinion Survey data</p> <ul style="list-style-type: none"> • Student Agency and Voice to be at or above 50% positive endorsement
<p>Key Improvement Strategy 2.a Empowering students and building school pride</p>	Build and develop a robust student voice within the two sub-schools.
<p>Goal 3</p>	To develop positive and resilient students who display behaviours and attitudes that reflect the high expectations of the college community.
<p>Target 3.1</p>	<p>Improve student Attitudes to School Survey data.</p> <ul style="list-style-type: none"> • Sense of connectedness to be at or above the 70th percentile. • Sense of confidence to be at or above the 75th percentile • Resilience to be at or above the 70th percentile

	<ul style="list-style-type: none"> • Self-regulation to be at or above the 75th percentile • Effective Classroom Behaviour to be at or above the 75th percentile • Effective Teaching Time to be at or above the 75th percentile <p>School Staff survey data:</p> <ul style="list-style-type: none"> • Teaching and Learning to be at or above the 50th percentile. • Implementation to be at or above the 50th percentile • School Climate to be at or above the 50th percentile • School Staff Safety to be at or above the 50th percentile. • Wellbeing to be at or above the 50th percentile <p>Parent Opinion Survey data</p> <ul style="list-style-type: none"> • Confidence and Reliability Skills to be at or above 50% positive endorsement • • Student cognitive engagement to be at or above the 50th percentile. • High expectations for success to be at or above the 50th percentile. • Effective teaching to be at or above the 50th percentile • Student development to be at or above the 50th percentile. • Confidence and resiliency skills to be at or above the 50th percentile • Safety to be at or above the 50th percentile. • All domains to be at or above the 50th percentile
<p>Key Improvement Strategy 3.a Empowering students and building school pride</p>	<p>Full implementation of School Wide Positive Behaviour Systems across the College.</p>
<p>Key Improvement Strategy 3.b</p>	<p>Introduction of the Visible Wellbeing framework to explicitly teach behaviour and introduce a growth mindset.</p>

Health and wellbeing	
Goal 4	To create a culture of shared and distributed leadership with collective responsibility for student outcomes
Target 4.1	<ul style="list-style-type: none"> • School Staff Survey results above 75th percentile for: <ul style="list-style-type: none"> ○ Collective efficacy ○ Collective responsibility ○ Academic emphasis ○ Collective focus on students learning ○ Teacher Collaboration • School Staff Survey results to show an increase in the following area of School Leadership from below 25th percentile to above 75th percentile in the following areas: <ul style="list-style-type: none"> ○ Leading Change ○ Cultural Leadership ○ Flexibility ○ Intellectual Stimulation ○ Instructional Leadership ○ Leaders' Support for Change ○ Visibility
Key Improvement Strategy 4.a Building leadership teams	Develop a new leadership model and build the capacity of the team to focus on whole school improvement.
Key Improvement Strategy 4.b Instructional and shared leadership	Integrate staff voice into College leadership based around the work of the School Improvement Teams from 2019

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
To optimise learning growth for all students in every Key Learning Area.	Yes	<p>Increase high growth in NAPLAN Data in all domains to above 25%</p> <p>Reduce the amount of low growth in NAPLAN Data to be less than 20% in all domains.</p> <p>PAT Reading, Vocabulary and Maths:</p> <ul style="list-style-type: none"> • student growth to achieve a minimum 1.25 x expected level of improvement on average across each year level <p>Teacher judgements in all learning areas to show growth of all students by minimum expected level of 1.0 in 12 months.</p>	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>Increase high growth in NAPLAN Data in all domains to above 25%</p> <p>Reduce the amount of low growth in NAPLAN Data to be less than 20% in all domains.</p> <p>PAT Reading, Vocabulary and Maths:</p> <p>student growth to achieve a minimum 1.25 x expected level of improvement on average across each year level Teacher judgements in all learning areas to show growth of all students by minimum expected level of 1.0 in 12 months.</p>
To develop highly motivated, confident and engaged students who are active agents in their own learning.	No	<p>Improve student Attitudes to School Survey data:</p> <ul style="list-style-type: none"> • Motivation and interest to be at or above the 75th percentile • Goal setting to be at or above the 75th percentile 	

		<ul style="list-style-type: none"> • Student Voice and Agency to be at or above the 70th percentile • Attitudes to Attendance to be at or above the 50th percentile • Sense of Connectedness to be at or above 75th percentile • Effective teaching practice for cognitive engagement to be at or above the 50th percentile. <p>School Staff survey data:</p> <ul style="list-style-type: none"> • Collective Focus on Student Learning to be at or above component mean score of 74.0 <p>Parent Opinion Survey data</p> <ul style="list-style-type: none"> • Student Agency and Voice to be at or above 50% positive endorsement 	
To develop positive and resilient students who display behaviours and attitudes that reflect the high expectations of the college community.	Yes	<p>Improve student Attitudes to School Survey data.</p> <ul style="list-style-type: none"> • Sense of connectedness to be at or above the 70th percentile. • Sense of confidence to be at or above the 75th percentile • Resilience to be at or above the 70th percentile • Self-regulation to be at or above the 75th percentile • Effective Classroom Behaviour to be at or above the 75th percentile 	<p>Improve student Attitudes to School Survey data.</p> <p>Sense of connectedness to be at or above the 70th percentile. Sense of confidence to be at or above the 75th percentile Resilience to be at or above the 70th percentile Self-regulation to be at or above the 75th percentile Effective Classroom Behaviour to be at or</p>

		<ul style="list-style-type: none"> • Effective Teaching Time to be at or above the 75th percentile <p>School Staff survey data:</p> <ul style="list-style-type: none"> • Teaching and Learning to be at or above the 50th percentile. • Implementation to be at or above the 50th percentile • School Climate to be at or above the 50th percentile • School Staff Safety to be at or above the 50th percentile. • Wellbeing to be at or above the 50th percentile <p>Parent Opinion Survey data</p> <ul style="list-style-type: none"> • Confidence and Reliability Skills to be at or above 50% positive endorsement • • Student cognitive engagement to be at or above the 50th percentile. • High expectations for success to be at or above the 50th percentile. • Effective teaching to be at or above the 50th percentile • Student development to be at or above the 50th percentile. • Confidence and resiliency skills to be at or above the 50th percentile • Safety to be at or above the 50th percentile. • All domains to be at or above the 50th percentile 	<p>above the 75th percentile Effective Teaching Time to be at or above the 75th percentile School Staff survey data:</p> <p>Teaching and Learning to be at or above the 50th percentile. Implementation to be at or above the 50th percentile School Climate to be at or above the 50th percentile School Staff Safety to be at or above the 50th percentile. Wellbeing to be at or above the 50th percentile Parent Opinion Survey data</p> <p>Confidence and Reliability Skills to be at or above 50% positive endorsement Student cognitive engagement to be at or above the 50th percentile. High expectations for success to be at or above the 50th percentile. Effective teaching to be at or above the 50th percentile Student development to be at or above the 50th percentile. Confidence and resiliency skills to be at or above the 50th percentile Safety to be at or above the 50th percentile. All domains to be at or above the 50th percentile</p>
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<p>To create a culture of shared and distributed leadership with collective responsibility for student outcomes</p>	<p>No</p>	<ul style="list-style-type: none"> • School Staff Survey results above 75th percentile for: <ul style="list-style-type: none"> ○ Collective efficacy ○ Collective responsibility ○ Academic emphasis ○ Collective focus on students learning ○ Teacher Collaboration • School Staff Survey results to show an increase in the following area of School Leadership from below 25th percentile to above 75th percentile in the following areas: <ul style="list-style-type: none"> ○ Leading Change ○ Cultural Leadership ○ Flexibility ○ Intellectual Stimulation ○ Instructional Leadership ○ Leaders' Support for Change ○ Visibility 	

<p>Goal 1</p>	<p>To optimise learning growth for all students in every Key Learning Area.</p>
<p>12 Month Target 1.1</p>	<p>Increase high growth in NAPLAN Data in all domains to above 25%</p> <p>Reduce the amount of low growth in NAPLAN Data to be less than 20% in all domains.</p> <p>PAT Reading, Vocabulary and Maths:</p>

	student growth to achieve a minimum 1.25 x expected level of improvement on average across each year level Teacher judgements in all learning areas to show growth of all students by minimum expected level of 1.0 in 12 months.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Building practice excellence	Continue to implement the Chaffey Secondary College instructional model that guides effective teaching and learning with a focus on consistency, differentiation and high expectations for all.	Yes
KIS 2 Building practice excellence	Teachers in teams, focus on the implementation of the college instructional model; lesson observations and learning walks; peer feedback and reflection on teacher practice.	Yes
KIS 3 Evidence-based high-impact teaching strategies	Build the capacity of staff to use evidence based processes to inform teaching and learning practice.	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 College has begun the work on this goal in 2018 and 2020 is a deeper exploration of the instructional model linked with planning and professional practice. Naplan Growth and overall reading, writing and numeracy have show improvement but further improvement is required to complete this in 2021.	
Goal 2	To develop positive and resilient students who display behaviours and attitudes that reflect the high expectations of the college community.	
12 Month Target 2.1	Improve student Attitudes to School Survey data. Sense of connectedness to be at or above the 70th percentile. Sense of confidence to be at or above the 75th percentile Resilience to be at or above the 70th percentile Self-regulation to be at or above the 75th percentile	

	<p>Effective Classroom Behaviour to be at or above the 75th percentile Effective Teaching Time to be at or above the 75th percentile School Staff survey data:</p> <p>Teaching and Learning to be at or above the 50th percentile. Implementation to be at or above the 50th percentile School Climate to be at or above the 50th percentile School Staff Safety to be at or above the 50th percentile. Wellbeing to be at or above the 50th percentile Parent Opinion Survey data</p> <p>Confidence and Reliability Skills to be at or above 50% positive endorsement Student cognitive engagement to be at or above the 50th percentile. High expectations for success to be at or above the 50th percentile. Effective teaching to be at or above the 50th percentile Student development to be at or above the 50th percentile. Confidence and resiliency skills to be at or above the 50th percentile Safety to be at or above the 50th percentile. All domains to be at or above the 50th percentile</p>	
Key Improvement Strategies	Is this KIS selected for focus this year?	
KIS 1 Empowering students and building school pride	Full implementation of School Wide Positive Behaviour Systems across the College.	Yes
KIS 2 Health and wellbeing	Introduction of the Visible Wellbeing framework to explicitly teach behaviour and introduce a growth mindset.	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 College is part way through the full introduction of School Wide Positive Behaviours. There have been significant shifts in student data however the relational and explicit teaching of social competencies are still areas for improvement. Amongst the student population there is still a need to recognise and support positive mental wellness strategies. Incidence of bullying is a concern although student and parent feedback support it being well managed.

Define Actions, Outcomes and Activities

Goal 1	To optimise learning growth for all students in every Key Learning Area.
12 Month Target 1.1	<p>Increase high growth in NAPLAN Data in all domains to above 25%</p> <p>Reduce the amount of low growth in NAPLAN Data to be less than 20% in all domains.</p> <p>PAT Reading, Vocabulary and Maths:</p> <p>student growth to achieve a minimum 1.25 x expected level of improvement on average across each year level Teacher judgements in all learning areas to show growth of all students by minimum expected level of 1.0 in 12 months.</p>
KIS 1 Building practice excellence	Continue to implement the Chaffey Secondary College instructional model that guides effective teaching and learning with a focus on consistency, differentiation and high expectations for all.
Actions	<p>Develop SEAL curriculum for 2020</p> <p>Continue to implement consistent language and alignment between LI and SC using SOLO</p> <p>Explicit teaching of academic vocabulary evident in lesson structure/teaching</p> <p>Use SOLO to differentiate teaching</p>
Outcomes	<p>Student will:</p> <ul style="list-style-type: none"> - be greater agents for their own learning - seek and provide feedback in all subjects about their progress and achievement - access differentiated curriculum <p>Teachers will:</p> <ul style="list-style-type: none"> - provide greater opportunity for student agency in their learning by creating opportunities for greater independence and self-regulated learners - implemented a range formative assessment strategies into their lessons - Implement Writing to Learn strategies in lessons as formative assessment tools - incorporate feedback into their lessons which articulates progress as well as next steps in students' learning <p>Leaders will:</p> <ul style="list-style-type: none"> - hold staff accountable to the improvement and planning cycle - develop and implement a regular monitoring and evaluation cycle

Success Indicators	<p>Year 7 SEAL curriculum developed and implemented for 2020 intake. Semester Plans reviewed and refined for all subjects across Year 7 - 10 using the college planning template and incorporating HITS, LI and SC using SOLO, academic language, explicit teaching and learning activities and assessment specific to the content of each subject area and aligned with Victorian Curriculum. Teachers apply a range of formative assessment strategies, including Writing to Learn strategies in their lessons.</p> <p>****Quicksmart****</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
SEAL curriculum developed 2020 and accredited by TAAS	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$4,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Staff to undertake professional learning on formative assessment and linking with feedback.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Semester Plans reviewed and refined for all subjects across Year 7 - 10 using the college planning template and incorporating HITS, LI and SC using SOLO, academic language, explicit teaching and learning activities and assessment specific to the content of each subject area and aligned with Victorian Curriculum and the college instructional model.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Formative assessment, feedback and SOLO is evident in lessons, to differentiate task and outcome.	<input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Quicksmart numeracy and literacy to run concurrently for new cohorts over a 30 week cycle	<input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Numeracy Improvement Teacher	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$50,000.00 <input checked="" type="checkbox"/> Equity funding will be used
KIS 2 Building practice excellence	Teachers in teams, focus on the implementation of the college instructional model; lesson observations and learning walks; peer feedback and reflection on teacher practice.			
Actions	Teachers and leaders engage in peer observations, learning walks and lesson observations focusing on lesson structure, feedback, formative assessment and explicit teaching, including academic vocabulary. HITS inquiry			
Outcomes	Teachers will: - participate in observations cycles - be exposed to effective teaching strategies effectively in every classroom - research, develop and reflect on the HITS - embed in effective practice in curriculum documentation Leaders: - design and implement observation cycles, framework and protocols - review and reflect on the observation cycles and processes, including teacher feedback			
Success Indicators	Leaders create opportunities for teachers and students to receive high-quality systemic feedback. Teachers and leaders participate in observation cycles throughout each term.			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Development of HITS inquiry cycle	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$0.00 <input type="checkbox"/> Equity funding will be used

Professional learning focus on Visible Learning, focusing on SOLO taxonomy and formative assessment.	<input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Development of observations / learning walks processes and protocols.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
All Teaching staff to undertake a mix of classroom observations and learning walks to support HITs inquiry and evidenced as Performance and Development goals.	<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
KIS 3 Evidence-based high-impact teaching strategies	Build the capacity of staff to use evidence based processes to inform teaching and learning practice.			
Actions	Develop teachers' repertoire of formative assessment strategies, incorporating Writing to Learn strategies in lessons. English team review writing rubrics and develop Victorian Curriculum aligned rubrics with accompanying worked examples for each text types across Year 7 - 10. Build teachers' data literacy capabilities using the SPA tool, including using evidence from PAT to inform practice in all classes.			
Outcomes	Students will: - build an understanding of their own progress and achievement - contribute to the development of their own IEP and goal setting - track their own progress across each of their subjects Teachers will: - utilise the SPA tool and use the platform to drive instruction - implement a range of formative assessment strategies in their lessons and use this to drive instruction Leaders will:			

	<ul style="list-style-type: none"> - overview data integrity and lead data collection - analyse whole school, cohort, class level and student data 			
Success Indicators	<p>100% standardised data collection over 12 months in PAT Term 2 and Term 4</p> <p>Accurate and reliable standardised data</p> <p>Evidence based, measurable improvement</p> <p>Greater correlation between standardised and subject-based testing</p> <p>Development of clear, concise protocols and procedures for assessment and collection of data</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Professional learning around the use SPA tool. Consultant from SPA to assist in staff understanding and training.	<input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$3,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Develop and implement formative assessment strategies in lessons and evidence of data use to drive instruction.	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Development of writing rubrics Year 7 - 10 in English and development worked examples for each text type.	<input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00 <input type="checkbox"/> Equity funding will be used
Development of SOLO aligned assessment tools.	<input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Goal 2	To develop positive and resilient students who display behaviours and attitudes that reflect the high expectations of the college community.
12 Month Target 2.1	<p>Improve student Attitudes to School Survey data.</p> <p>Sense of connectedness to be at or above the 70th percentile. Sense of confidence to be at or above the 75th percentile Resilience to be at or above the 70th percentile Self-regulation to be at or above the 75th percentile Effective Classroom Behaviour to be at or above the 75th percentile Effective Teaching Time to be at or above the 75th percentile School Staff survey data:</p> <p>Teaching and Learning to be at or above the 50th percentile. Implementation to be at or above the 50th percentile School Climate to be at or above the 50th percentile School Staff Safety to be at or above the 50th percentile. Wellbeing to be at or above the 50th percentile Parent Opinion Survey data</p> <p>Confidence and Relisiency Skills to be at or above 50% positive endorsement Student cognitive engagement to be at or above the 50th percentile. High expectations for success to be at or above the 50th percentile. Effective teaching to be at or above the 50th percentile Student development to be at or above the 50th percentile. Confidence and resiliency skills to be at or above the 50th percentile Safety to be at or above the 50th percentile. All domains to be at or above the 50th percentile</p>
KIS 1 Empowering students and building school pride	Full implementation of School Wide Positive Behaviour Systems across the College.
Actions	Embed the school wide positive behaviours program across the college.

Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> learn and display the explicit behaviours based on the College values focus on positive reinforcement and positive behaviours in all settings <p>Teachers will:</p> <ul style="list-style-type: none"> teach the explicit behaviours based on the College values and strengths focus on positive reinforcement and positive behaviours in all settings and acknowledgement of these behaviours produce positive to negative referrals in the ratio of 6:1 use explicit language of SWPBS <p>Leaders will:</p> <ul style="list-style-type: none"> form focus groups of parents, teachers and students to refine SWPB, explicit teaching and responses. develop signage for the school based on the matrix. Survey: collect and analyse data and create solution plans behavioural data and target interventions as needed meeting time to form focus groups of parents, teachers and students to refine SWPBS, explicit teaching and responses create a launch event and include community 			
Success Indicators	<p>Reducing minor and major behaviours Documented acknowledgment system Parent Survey Maintain 90th percentile promoting positive behaviour Staff Survey School Staff Safety to be at or above the 50th percentile Student Survey: Sense of connectedness to be at or above the 75th percentile Effective classroom behaviour to be at or above the 75th percentile. Effective teaching time to be at or above the 75th percentile Student voice up to 75th percentile</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Published Acknowledgement System	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$10,000.00

	<input checked="" type="checkbox"/> School Improvement Team		to: Term 1	<input checked="" type="checkbox"/> Equity funding will be used
Signage completed and visible	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Monthly Solution Plans (Action plans) - identify monthly foci and implement actions. Evaluate Solution plans each month	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Year Level Co-ordinator(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Formal launch SWPBS at Chaffey SC	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$500.00 <input checked="" type="checkbox"/> Equity funding will be used
Staff Professional Learning including Observations and Learning Walks with a SWPBS focus	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Professional Learning calendar inclusive of SWPBS focus	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
KIS 2	Introduction of the Visible Wellbeing framework to explicitly teach behaviour and introduce a growth mindset.			

Health and wellbeing				
Actions	Establish a Visible Wellbeing Team who will guide and lead the implementation of Visible Wellbeing Practices. The team will work alongside the leadership team and the leaders in the partner schools to create a neighbourhood approach. Use the provided guidelines to make wellbeing visible for students and staff.			
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> • learn about SEARCH and how feelings sound, feel and what they look like • understand their personal character strengths and weaknesses • Partake in focus groups to add student voice • <p>Teachers will:</p> <ul style="list-style-type: none"> - include elements of SEARCH in curriculum planning - use explicit language of VWB <p>Leaders will:</p> <ul style="list-style-type: none"> • Appoint the VWB implementation team • Organize for the delivery of the 2 x VWB student lessons • Encourage and reward people who are loading their VWB activities, practices, stories and photos • Create a competition/prize for best VWB story or photo in Term 1 • Let staff/faculty know about the school's VWB portal • Communicate the VWB partnership to students and parents • Put VWB posters around the school • Work with IT team to set up portal for staff/faculty to upload their new VWB activities, practices, stories and photos • Run the student VWB focus groups • Classroom observations to collect evidence of VWB practice 			
Success Indicators	Visible Wellbeing team created Documented wellbeing goals in curriculum planning Surveys results improvement VWB Portal with success stories			
Activities and Milestones	Who	Is this a PL Priority	When	Budget

Create a VWB implementation Team.	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Professional learning focussing on Visible Wellbeing Day 1 Feb 2020. VWB team training following day.	<input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Create a VWB Portal	<input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Preparation and delivery of Visible Wellbeing lessons	<input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Teacher planning to include VWB language and goals	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Professional learning focussing on Visible Wellbeing Day 2 August 2020. VWB team training following day.	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 3 to: Term 3	\$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	\$88,500.00	\$88,500.00
Additional Equity funding	\$0.00	\$0.00
Grand Total	\$88,500.00	\$88,500.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
SEAL curriculum developed 2020 and accredited by TAAS	from: Term 3 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources	\$4,000.00	\$4,000.00
Staff to undertake professional learning on formative assessment and linking with feedback.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$2,000.00	\$2,000.00
Quicksmart numeracy and literacy to run concurrently for new cohorts over a 30 week cycle	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Support services <input checked="" type="checkbox"/> Assets	\$50,000.00	\$50,000.00

Professional learning focus on Visible Learning, focusing on SOLO taxonomy and formative assessment.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$5,000.00	\$5,000.00
Professional learning around the use SPA tool. Consultant from SPA to assist in staff understanding and training.	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> Support services	\$3,000.00	\$3,000.00
Published Acknowledgement System	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Assets	\$10,000.00	\$10,000.00
Signage completed and visible	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Assets	\$2,000.00	\$2,000.00
Formal launch SWPBS at Chaffey SC	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Assets	\$500.00	\$500.00
Professional learning focussing on Visible Wellbeing Day 1 Feb 2020. VWB team training following day.	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$10,000.00	\$10,000.00
Preparation and delivery of Visible Wellbeing lessons	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources	\$2,000.00	\$2,000.00
Totals			\$88,500.00	\$88,500.00

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
Staff to undertake professional learning on formative assessment and linking with feedback.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Semester Plans reviewed and refined for all subjects across Year 7 - 10 using the college planning template and incorporating HITS, LI and SC using SOLO, academic language, explicit teaching and learning activities and assessment specific to the content of each subject area and aligned with Victorian Curriculum and the college instructional model.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Professional learning focus on Visible Learning, focusing on SOLO taxonomy and formative assessment.	<input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site

All Teaching staff to undertake a mix of classroom observations and learning walks to support HITs inquiry and evidenced as Performance and Development goals.	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Professional learning around the use SPA tool. Consultant from SPA to assist in staff understanding and training.	<input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> External consultants SPA Platform	<input checked="" type="checkbox"/> On-site
Develop and implement formative assessment strategies in lessons and evidence of data use to drive instruction.	<input checked="" type="checkbox"/> All Staff	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Design of formative assessments	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Development of writing rubrics Year 7 - 10 in English and development worked examples for each text type.	<input checked="" type="checkbox"/> KLA Leader <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"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
Published Acknowledgement System	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s)	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

	<input checked="" type="checkbox"/> School Improvement Team					
Staff Professional Learning including Observations and Learning Walks with a SWPBS focus	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection	<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
Professional learning focussing on Visible Wellbeing Day 1 Feb 2020. VWB team training following day.	<input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> External consultants Lea Waters Visible Wellbeing Team	<input checked="" type="checkbox"/> On-site
Professional learning focussing on Visible Wellbeing Day 2 August 2020. VWB team training following day.	<input checked="" type="checkbox"/> All Staff	from: Term 3 to: Term 3	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> External consultants Lea Waters Visible Wellbeing Team	<input checked="" type="checkbox"/> On-site