

# **2020 Annual Implementation Plan**

## **for improving student outcomes**

Merbein P-10 College (8886)



Submitted for review by Christopher Grimmer (School Principal) on 28 February, 2020 at 08:47 AM  
Endorsed by Andrew Ough (Senior Education Improvement Leader) on 28 February, 2020 at 08:48 AM  
Endorsed by Stephen Liddicoat (School Council President) on 20 March, 2020 at 12:23 PM

## Self-evaluation Summary - 2020

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

Positive climate for learning	Empowering students and building school pride	Evolving moving towards Embedding
	Setting expectations and promoting inclusion	Embedding moving towards Excelling
	Health and wellbeing	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	Embedding
	Parents and carers as partners	Evolving

<b>Enter your reflective comments</b>	As per 2019 review
<b>Considerations for 2020</b>	As per 2019 review
<b>Documents that support this plan</b>	

## SSP Goals Targets and KIS

<b>Goal 1</b>	To maximise the learning growth of every student
<b>Target 1.1</b>	<p>By 2023 increase the percentage students achieving above benchmark growth on NAPLAN for:</p> <ul style="list-style-type: none"> <li>• Year 5 Reading from 17% to 24%</li> <li>• Year 5 Writing from 11% to 19%</li> <li>• Year 5 Numeracy from 4% to 18%</li> <li>• Year 9 Reading from 21% to 24%</li> <li>• Year 9 Writing from 18% to 20%</li> <li>• Yera 9 Numeracy from 21% to 25%</li> </ul>
<b>Target 1.2</b>	<p>By 2023 increase the percentage of Year 7 matched cohort students (who attended the Merbein primary area for at least Year 6) achieving above benchmark growth on NAPLAN reading, writing and numeracy:</p> <ul style="list-style-type: none"> <li>• Reading from 24% (2019) to 25%</li> <li>• Writing from 29% (2019) to 30%</li> <li>• Numeracy from 28% (2019) to 31%</li> </ul>
<b>Target 1.3</b>	<p>By 2023 increase the percentage in the top two NAPLAN bands for:</p> <ul style="list-style-type: none"> <li>• Year 3 Reading from 44% (2019) to 46%</li> <li>• Year 3 Writing from 29% (2019) to 40%</li> <li>• Year 3 Numeracy from 37% (2019) to 40%</li> <li>• Year 5 Reading from 11% (2019) to 30%</li> <li>• Year 5 Writing from 3% (2019) to 11%</li> <li>• Year 5 Numeracy from 11% (2019) to 20%</li> </ul>

	<ul style="list-style-type: none"> <li>• Year 9 Reading from 13% (2019) to 18%</li> <li>• Year 9 Writing from 5% (2019) to 9%</li> <li>• Year 9 Numeracy from 15% (2019) to 20%</li> </ul>
<b>Key Improvement Strategy 1.a</b> Evidence-based high-impact teaching strategies	Develop teacher capability to embed agreed literacy strategies across each key learning area
<b>Key Improvement Strategy 1.b</b> Building practice excellence	Build teacher capability to embed the agreed instructional model
<b>Key Improvement Strategy 1.c</b> Evidence-based high-impact teaching strategies	Build data literacy to inform collaborative planning in teams for differentiated teaching and learning
<b>Key Improvement Strategy 1.d</b> Building practice excellence	Action Plan to accelerate improvement
<b>Goal 2</b>	To empower all students to be active learners
<b>Target 2.1</b>	<p>By 2023 improve the percentage of positive responses to the Attitudes to School Survey.</p> <ul style="list-style-type: none"> <li>• Stimulated learning (Years 4-6) from 71% to 85%</li> <li>• Student voice and agency (Years 4-6) from 57% to 80%</li> <li>• Differentiated learning challenge (Years 4-6) from 77% to 85%</li> <li>• Sense of confidence (Years 4-6) from 70% to 85%</li> <li>• Stimulated learning (Years 7-10) from 61% to 70%</li> <li>• Student voice and agency (Years 7-10) from 51% to 65%</li> <li>• Differentiated learning challenge (Years 7-10) from 64% to 70%</li> </ul>

	<ul style="list-style-type: none"> <li>• Sense of confidence (Years 7-10) from 64% to 70%</li> </ul>
<b>Target 2.2</b>	<p>By 2023 improve the percentage of positive responses on the School Staff Survey – Climate module:</p> <ul style="list-style-type: none"> <li>• Academic emphasis from 59.9% (2019) to 65%</li> <li>• Collective efficacy from 66.7% (2019) to 70%</li> <li>• Teacher collaboration from 66.2% (2019) to 70%.</li> </ul>
<b>Key Improvement Strategy 2.a</b> Empowering students and building school pride	Build student voice and agency in their learning
<b>Key Improvement Strategy 2.b</b> Building practice excellence	Develop teacher and student capability to give and receive feedback to improve teaching and learning
<b>Key Improvement Strategy 2.c</b> Empowering students and building school pride	Develop students as leaders
<b>Goal 3</b>	To build a positive and consistent climate for learning
<b>Target 3.1</b>	<p>By 2023 improve the percentage of positive responses to the Attitudes to School Survey:</p> <ul style="list-style-type: none"> <li>• Managing bullying (Years 4-6) from 65% to 80%</li> <li>• Managing bullying (Years 7-10) from 61% to 70%</li> <li>• Effective class behaviour (Years 4-6) from 65% to 80%</li> </ul>

	<ul style="list-style-type: none"> <li>• Effective class behaviour (Years 7-10) from 61% to 70%</li> <li>• Teacher concern (Years 4-6) from 61% to 80%</li> <li>• Teacher concern (Years 7-10) from 50% to 65%</li> <li>• Sense of connectedness (Years 4-6) from 69% to 80%</li> <li>• Sense of connectedness (Years 7-10) from 62% to 70%</li> </ul>
<b>Target 3.2</b>	<p>By 2023 reduce the average absence days per student:</p> <ul style="list-style-type: none"> <li>• F-6 from 18.84 days (2018) to 17 days</li> <li>• Years 7-10 from 23.5 days (2018) to 22 days.</li> </ul>
<b>Key Improvement Strategy 3.a</b> Setting expectations and promoting inclusion	Embed consistent processes to promote high expectations for learning and behaviour
<b>Key Improvement Strategy 3.b</b> Setting expectations and promoting inclusion	Implement attendance processes with rigour and fidelity

## Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
To maximise the learning growth of every student	Yes	<p>By 2023 increase the percentage students achieving above benchmark growth on NAPLAN for:</p> <ul style="list-style-type: none"> <li>• Year 5 Reading from 17% to 24%</li> <li>• Year 5 Writing from 11% to 19%</li> <li>• Year 5 Numeracy from 4% to 18%</li> <li>• Year 9 Reading from 21% to 24%</li> <li>• Year 9 Writing from 18% to 20%</li> <li>• Yera 9 Numeracy from 21% to 25%</li> </ul>	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>By 2021 increase the percentage students achieving above benchmark growth on NAPLAN for:</p> <p>Year 5 Reading from 17% to 18%</p> <p>Year 5 Writing from 11% to 12%</p> <p>Year 5 Numeracy from 4% to 6%</p> <p>Year 9 Reading from 21% to 22%</p> <p>Year 9 Writing from 18% to 19%</p> <p>Year 9 Numeracy from 21% to 22%</p>
		<p>By 2023 increase the percentage of Year 7 matched cohort students (who attended the Merbein primary area for at least Year 6) achieving above benchmark growth on NAPLAN reading, writing and numeracy:</p> <ul style="list-style-type: none"> <li>• Reading from 24% (2019) to 25%</li> <li>• Writing from 29% (2019) to 30%</li> <li>• Numeracy from 28% (2019) to 31%</li> </ul>	<p>By 2021 increase the percentage of Year 7 matched cohort students (who attended the Merbein primary area for at least Year 6) achieving above benchmark growth on NAPLAN reading, writing and numeracy:</p> <p>Reading from 24% (2019) to 25%</p> <p>Writing from 29% (2019) to 30%</p> <p>Numeracy from 28% (2019) to 29%</p>
		<p>By 2023 increase the percentage in the top two NAPLAN bands for:</p>	<p>By 2021 increase the percentage in the top two NAPLAN bands for:</p>



		<ul style="list-style-type: none"> <li>• Year 3 Reading from 44% (2019) to 46%</li> <li>• Year 3 Writing from 29% (2019) to 40%</li> <li>• Year 3 Numeracy from 37% (2019) to 40%</li> <li>• Year 5 Reading from 11% (2019) to 30%</li> <li>• Year 5 Writing from 3% (2019) to 11%</li> <li>• Year 5 Numeracy from 11% (2019) to 20%</li> <li>• Year 9 Reading from 13% (2019) to 18%</li> <li>• Year 9 Writing from 5% (2019) to 9%</li> <li>• Year 9 Numeracy from 15% (2019) to 20%</li> </ul>	<p>Year 3 Reading from 44% (2019) to 45%</p> <p>Year 3 Writing from 29% (2019) to 31%</p> <p>Year 3 Numeracy from 37% (2019) to 38%</p> <p>Year 5 Reading from 11% (2019) to 16%</p> <p>Year 5 Writing from 3% (2019) to 6%</p> <p>Year 5 Numeracy from 11% (2019) to 13%</p> <p>Year 9 Reading from 13% (2019) to 15%</p> <p>Year 9 Writing from 5% (2019) to 7%</p> <p>Year 9 Numeracy from 15% (2019) to 17%</p>
To empower all students to be active learners	Yes	<p>By 2023 improve the percentage of positive responses to the Attitudes to School Survey.</p> <ul style="list-style-type: none"> <li>• Stimulated learning (Years 4-6) from 71% to 85%</li> <li>• Student voice and agency (Years 4-6) from 57% to 80%</li> <li>• Differentiated learning challenge (Years 4-6) from 77% to 85%</li> <li>• Sense of confidence (Years 4-6) from 70% to 85%</li> <li>• Stimulated learning (Years 7-10) from 61% to 70%</li> <li>• Student voice and agency (Years 7-10) from 51% to 65%</li> <li>• Differentiated learning challenge (Years 7-10) from 64% to 70%</li> <li>• Sense of confidence (Years 7-10) from 64% to 70%</li> </ul>	<p>By 2021 improve the percentage of positive responses to the Attitudes to School Survey.</p> <p>Stimulated learning (Years 4-6) from 71% to 75%</p> <p>Student voice and agency (Years 4-6) from 57% to 65%</p> <p>Differentiated learning challenge (Years 4-6) from 77% to 80%</p> <p>Sense of confidence (Years 4-6) from 70% to 75%</p> <p>Stimulated learning (Years 7-10) from 61% to 64%</p> <p>Student voice and agency (Years 7-10) from 51% to 55%</p> <p>Differentiated learning challenge (Years 7-10) from 64% to 66%</p> <p>Sense of confidence (Years 7-10) from 64% to 66%</p>

		<p>By 2023 improve the percentage of positive responses on the School Staff Survey – Climate module:</p> <ul style="list-style-type: none"> <li>• Academic emphasis from 59.9% (2019) to 65%</li> <li>• Collective efficacy from 66.7% (2019) to 70%</li> <li>• Teacher collaboration from 66.2% (2019) to 70%.</li> </ul>	<p>By 2021 improve the percentage of positive responses on the School Staff Survey – Climate module:</p> <p>Academic emphasis from 59.9% (2019) to 62%</p> <p>Collective efficacy from 66.7% (2019) to 68%</p> <p>Teacher collaboration from 66.2% (2019) to 68%.</p>
To build a positive and consistent climate for learning	Yes	<p>By 2023 improve the percentage of positive responses to the Attitudes to School Survey:</p> <ul style="list-style-type: none"> <li>• Managing bullying (Years 4-6) from 65% to 80%</li> <li>• Managing bullying (Years 7-10) from 61% to 70%</li> <li>• Effective class behaviour (Years 4-6) from 65% to 80%</li> <li>• Effective class behaviour (Years 7-10) from 61% to 70%</li> <li>• Teacher concern (Years 4-6) from 61% to 80%</li> <li>• Teacher concern (Years 7-10) from 50% to 65%</li> <li>• Sense of connectedness (Years 4-6) from 69% to 80%</li> <li>• Sense of connectedness (Years 7-10) from 62% to 70%</li> </ul>	<p>By 2021 improve the percentage of positive responses to the Attitudes to School Survey:</p> <p>Managing bullying (Years 4-6) from 65% to 68%</p> <p>Managing bullying (Years 7-10) from 61% to 63%</p> <p>Effective class behaviour (Years 4-6) from 65% to 68%</p> <p>Effective class behaviour (Years 7-10) from 61% to 63%</p> <p>Teacher concern (Years 4-6) from 61% to 65%</p> <p>Teacher concern (Years 7-10) from 50% to 54%</p> <p>Sense of connectedness (Years 4-6) from 69% to 72%</p> <p>Sense of connectedness (Years 7-10) from 62% to 65%</p>
		<p>By 2023 reduce the average absence days per student:</p> <ul style="list-style-type: none"> <li>• F-6 from 18.84 days (2018) to 17 days</li> <li>• Years 7-10 from 23.5 days (2018) to 22 days.</li> </ul>	<p>By 2021 reduce the average absence days per student:</p> <p>F-6 from 18.84 days (2018) to 18 days</p>

			Years 7-10 from 23.5 days (2018) to 23 days.
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<b>Goal 1</b>	To maximise the learning growth of every student		
<b>12 Month Target 1.1</b>	By 2021 increase the percentage students achieving above benchmark growth on NAPLAN for: Year 5 Reading from 17% to 18% Year 5 Writing from 11% to 12% Year 5 Numeracy from 4% to 6% Year 9 Reading from 21% to 22% Year 9 Writing from 18% to 19% Year 9 Numeracy from 21% to 22%		
<b>12 Month Target 1.2</b>	By 2021 increase the percentage of Year 7 matched cohort students (who attended the Merbein primary area for at least Year 6) achieving above benchmark growth on NAPLAN reading, writing and numeracy:  Reading from 24% (2019) to 25% Writing from 29% (2019) to 30% Numeracy from 28% (2019) to 29%		
<b>12 Month Target 1.3</b>	By 2021 increase the percentage in the top two NAPLAN bands for:  Year 3 Reading from 44% (2019) to 45% Year 3 Writing from 29% (2019) to 31% Year 3 Numeracy from 37% (2019) to 38% Year 5 Reading from 11% (2019) to 16% Year 5 Writing from 3% (2019) to 6% Year 5 Numeracy from 11% (2019) to 13% Year 9 Reading from 13% (2019) to 15% Year 9 Writing from 5% (2019) to 7% Year 9 Numeracy from 15% (2019) to 17%		
<b>Key Improvement Strategies</b>			Is this KIS selected for focus this year?

<b>KIS 1</b> Evidence-based high-impact teaching strategies	Develop teacher capability to embed agreed literacy strategies across each key learning area	Yes
<b>KIS 2</b> Building practice excellence	Build teacher capability to embed the agreed instructional model	Yes
<b>KIS 3</b> Evidence-based high-impact teaching strategies	Build data literacy to inform collaborative planning in teams for differentiated teaching and learning	Yes
<b>KIS 4</b> 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.	As per our 2019 school review, the findings from our terms of reference indicated that these Key Improvement Strategies were vital for our college to continue to improve literacy and numeracy outcomes for all students. Whilst much of the desired practice is currently present, there is still evidence of inconsistent application of the instructional model across the college. By focusing our attention in this area we aim to build consistency within our teams to collaboratively analyse and interrogate data, moderate work samples, utilise formative assessment and provide timely feedback.	
<b>Goal 2</b>	To empower all students to be active learners	
<b>12 Month Target 2.1</b>	By 2021 improve the percentage of positive responses to the Attitudes to School Survey.  Stimulated learning (Years 4-6) from 71% to 75% Student voice and agency (Years 4-6) from 57% to 65% Differentiated learning challenge (Years 4-6) from 77% to 80% Sense of confidence (Years 4-6) from 70% to 75% Stimulated learning (Years 7-10) from 61% to 64% Student voice and agency (Years 7-10) from 51% to 55% Differentiated learning challenge (Years 7-10) from 64% to 66% Sense of confidence (Years 7-10) from 64% to 66%	

<b>12 Month Target 2.2</b>	By 2021 improve the percentage of positive responses on the School Staff Survey – Climate module:  Academic emphasis from 59.9% (2019) to 62% Collective efficacy from 66.7% (2019) to 68% Teacher collaboration from 66.2% (2019) to 68%.	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> Empowering students and building school pride	Build student voice and agency in their learning	Yes
<b>KIS 2</b> Building practice excellence	Develop teacher and student capability to give and receive feedback to improve teaching and learning	No
<b>KIS 3</b> Empowering students and building school pride	Develop students as leaders	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.	During the 2019 School Review it was evident that, "Students had opportunities to communicate ideas and opinions and to influence curriculum and change across the college." The use of surveys to gain student feedback had enabled students to have voice in influencing decision making. Students had opportunities to be leaders in a range of roles in both primary and secondary areas." In formulating the current Strategic Plan it is also evident that a focus on building autonomy and power to direct and take responsibility for their own learning can be enhanced through the college instructional model and use of strategies such as goal setting. The rationale for selecting this KIS is to develop teacher understanding and competence to become less teacher directed and increase opportunities for student choice and to follow their interests within the curriculum.	
<b>Goal 3</b>	To build a positive and consistent climate for learning	
<b>12 Month Target 3.1</b>	By 2021 improve the percentage of positive responses to the Attitudes to School Survey:  Managing bullying (Years 4-6) from 65% to 68% Managing bullying (Years 7-10) from 61% to 63% Effective class behaviour (Years 4-6) from 65% to 68%	

	<p>Effective class behaviour (Years 7-10) from 61% to 63%</p> <p>Teacher concern (Years 4-6) from 61% to 65%</p> <p>Teacher concern (Years 7-10) from 50% to 54%</p> <p>Sense of connectedness (Years 4-6) from 69% to 72%</p> <p>Sense of connectedness (Years 7-10) from 62% to 65%</p>	
<b>12 Month Target 3.2</b>	<p>By 2021 reduce the average absence days per student:</p> <p>F-6 from 18.84 days (2018) to 18 days</p> <p>Years 7-10 from 23.5 days (2018) to 23 days.</p>	
<b>Key Improvement Strategies</b>	Is this KIS selected for focus this year?	
<b>KIS 1</b> Setting expectations and promoting inclusion	Embed consistent processes to promote high expectations for learning and behaviour	No
<b>KIS 2</b> Setting expectations and promoting inclusion	Implement attendance processes with rigour and fidelity	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.	<p>Through investigations as part of the 2019 school review the panel found student engagement and achievement of success was impacted by attendance patterns of some students. The college had put in place some strategies to reduce unexplained absences. There was a text message notification sent to parents and parents were able to access the college's learning management tool to record reasons for absences. Strategies had achieved some reduction in unexplained absences in the primary sector but not across secondary year levels (primary 13.4 days in 2015 to 9.7 days in 2018, secondary 14.7 days in 2015 to 15.0 days in 2018). The panel concluded that effective processes for monitoring and responding promptly to non-attendance were not fully in place and provide sound rationale for a focus on this KIS in 2020.</p>	

## Define Actions, Outcomes and Activities

<b>Goal 1</b>	To maximise the learning growth of every student
<b>12 Month Target 1.1</b>	By 2021 increase the percentage students achieving above benchmark growth on NAPLAN for: Year 5 Reading from 17% to 18% Year 5 Writing from 11% to 12% Year 5 Numeracy from 4% to 6% Year 9 Reading from 21% to 22% Year 9 Writing from 18% to 19% Year 9 Numeracy from 21% to 22%
<b>12 Month Target 1.2</b>	By 2021 increase the percentage of Year 7 matched cohort students (who attended the Merbein primary area for at least Year 6) achieving above benchmark growth on NAPLAN reading, writing and numeracy:  Reading from 24% (2019) to 25% Writing from 29% (2019) to 30% Numeracy from 28% (2019) to 29%
<b>12 Month Target 1.3</b>	By 2021 increase the percentage in the top two NAPLAN bands for:  Year 3 Reading from 44% (2019) to 45% Year 3 Writing from 29% (2019) to 31% Year 3 Numeracy from 37% (2019) to 38% Year 5 Reading from 11% (2019) to 16% Year 5 Writing from 3% (2019) to 6% Year 5 Numeracy from 11% (2019) to 13% Year 9 Reading from 13% (2019) to 15% Year 9 Writing from 5% (2019) to 7% Year 9 Numeracy from 15% (2019) to 17%
<b>KIS 1</b> Evidence-based high-impact teaching strategies	Develop teacher capability to embed agreed literacy strategies across each key learning area

<b>Actions</b>	Build staff capacity to identify explicit literacy strategies relevant to their KLA. Increase staff knowledge of the leading literacy strategies to ensure they are being explicitly taught from P-10.			
<b>Outcomes</b>	<p>School Leaders will: use enhanced peer observation template to record observations, feedback and conversations; invite teachers to observe their classes; develop their own peer observation and feedback skills.</p> <p>Teachers will: understand the structure of the instructional model; improve peer observation skills; use the instructional model regularly to plan and deliver lessons, identify targeted academic vocabulary in planning documents and have an increased understanding of Tier 1-3 words and how they are to be used in their planning, class teaching and student work.</p> <p>Students will: be able to describe what the structure of lessons look like at Merbein P-10 College.</p>			
<b>Success Indicators</b>	Staff lesson plans and observation notes; notes from peer observations; notes from learning walks / walkthroughs.			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Provide professional learning to all staff based on leading literacy strategies.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Principal class, in conjunction with literacy leaders to identify areas of need in literacy instruction and provide small group sessions for staff to attend.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$0.00  <input type="checkbox"/> Equity funding will be used
Revise and strengthen tier 1-3 vocabulary across all KLA/unit teams.	<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



<b>KIS 2</b> Building practice excellence	Build teacher capability to embed the agreed instructional model			
<b>Actions</b>	Further enhance the peer observation and feedback process across the college to support consistent implementation of the College instructional model. Develop an induction process to ensure new and returning staff and long term Casual Relief Teachers are trained in the Merbein P-10 instructional model.			
<b>Outcomes</b>	School Leaders will: use enhanced peer observation template to record observations, feedback and conversations; invite teachers to observe their classes; develop their own peer observation and feedback skills.  Teachers will: understand the structure of the instructional model; improve peer observation skills; use the instructional model regularly to plan and deliver lessons  Students will: be able to describe what the structure of lessons look like at Merbein P-10 College.			
<b>Success Indicators</b>	Notes from Learning Centre Leader meetings reflecting on progress; SIT meeting minutes; lesson plans and observation notes; notes from peer observations; notes from learning walks / walkthroughs.			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Review and modify our current Peer Observation document.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00  <input type="checkbox"/> Equity funding will be used
Learning Centre Leaders to implement Peer Observation model with PDP teams as a modelled process.	<input checked="" type="checkbox"/> Leading Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00  <input type="checkbox"/> Equity funding will be used

Provide differentiated professional learning based on the agreed instructional model. Use data from Learning Walks & Walkthroughs to determine need.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
<b>KIS 3</b> Evidence-based high-impact teaching strategies	Build data literacy to inform collaborative planning in teams for differentiated teaching and learning			
<b>Actions</b>	Utilise PLCs and KLA/Unit planning time to build staff knowledge and understanding of data literacy and the way data is used to drive instruction.			
<b>Outcomes</b>	School Leaders will: work weekly to analyse data with teaching teams and reflect on practice.  Teachers will: regularly analyse student data to teach students at their point of need. Use PLC structure to identify an inquiry focus, put in place some actions and then reflect on their effectiveness  Students will: be taught at their point of need.			
<b>Success Indicators</b>	Staff (PLC) planning documents School wide assessment records Lesson plans and observation notes; notes from peer observations; notes from learning walks / walkthroughs. PLC presentations			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Timetable AP to work with teaching teams to provide support in the use of data to drive planning and instruction.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used

Create middle leader teams to lead literacy and numeracy and PL across the college.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$4,000.00  <input type="checkbox"/> Equity funding will be used
Provide PL to support staff to implement the agreed assessment schedule, as well as work directly with relevant KLAs to ensure schedule is understood and implemented fully.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Share the most recent completed PLC inquiries with all staff to illustrate what the Inquiry Cycle looks like and what the possibilities are for future focus.	<input checked="" type="checkbox"/> PLC Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00  <input type="checkbox"/> Equity funding will be used
PLC teams to implement one inquiry cycle in each Semester one and two.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> PLC Leaders	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$0.00  <input type="checkbox"/> Equity funding will be used

<b>KIS 4</b> Building practice excellence	Action Plan to accelerate improvement
<b>Actions</b>	Build the capacity of teachers to develop and implement an engaging and sequential curriculum, within a highly collaborative and reflective professional learning community culture.
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>• The number of students in the top two bands of Reading are, at a minimum, maintained from Year 7 to Year 9 ( matched cohort) in NAPLAN.</li> <li>• Decrease the number of students with low growth from Year 7 to Year 9 in Reading, using NAPLAN as a measure.</li> <li>• Increase the percentage of students achieving the expected stanine or greater in PAT Reading.</li> <li>• Identify students who were in the top two bands for Reading in Year 7</li> <li>• Teachers are able to plan and implement appropriate reading strategies</li> </ul>

	<ul style="list-style-type: none"> <li>Teachers are able to feel confident in taking conferencing notes that are then used to plan for targeted reading strategies.</li> <li>Use the PLC structure to assist in the identification and processes to support the focus on student achievement in reading.</li> </ul>			
<b>Success Indicators</b>	<ul style="list-style-type: none"> <li>On Demand Reading Test Results.</li> <li>PAT reading data</li> <li>Teacher's (PLC) Planners.</li> <li>Teachers anecdotal notes regarding reading conversations.</li> </ul>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Professional Learning on Comprehension strategies planning and implementation – Whole school	<input checked="" type="checkbox"/> Assistant Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00  <input type="checkbox"/> Equity funding will be used
English PLC to use inquiry cycle to analyze NAPLAN and PAT reading data and develop a plan that supports improved student outcome.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00  <input type="checkbox"/> Equity funding will be used
Teachers identify students who were in the top two bands of NAPLAN Reading in Year 7 (2018)	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00  <input type="checkbox"/> Equity funding will be used
Learning Specialist and AP (Teaching and Learning) to work with teachers to increase capacity to implement agreed Literacy Strategies	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00

				<input type="checkbox"/> Equity funding will be used
English staff to investigate best practice when conferencing in reading and develop protocols for implementation. Implementation to be monitored by Learning Specialist and AP	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00  <input type="checkbox"/> Equity funding will be used
<b>Goal 2</b>	To empower all students to be active learners			
<b>12 Month Target 2.1</b>	By 2021 improve the percentage of positive responses to the Attitudes to School Survey.  Stimulated learning (Years 4-6) from 71% to 75% Student voice and agency (Years 4-6) from 57% to 65% Differentiated learning challenge (Years 4-6) from 77% to 80% Sense of confidence (Years 4-6) from 70% to 75% Stimulated learning (Years 7-10) from 61% to 64% Student voice and agency (Years 7-10) from 51% to 55% Differentiated learning challenge (Years 7-10) from 64% to 66% Sense of confidence (Years 7-10) from 64% to 66%			
<b>12 Month Target 2.2</b>	By 2021 improve the percentage of positive responses on the School Staff Survey – Climate module:  Academic emphasis from 59.9% (2019) to 62% Collective efficacy from 66.7% (2019) to 68% Teacher collaboration from 66.2% (2019) to 68%.			
<b>KIS 1</b> Empowering students and building school pride	Build student voice and agency in their learning			
<b>Actions</b>	Develop teacher and student capability to give and receive feedback to improve teaching and learning.			

<b>Outcomes</b>	<p>School Leaders will: act on student feedback and ensure there is clear evidence of change as a result of student feedback across the college.</p> <p>Teachers will: demonstrate clear changes in practice and lesson design as a result of student voice &amp; agency.</p> <p>Students will: be more empowered to provide feedback to teachers and leadership in relation to whole school and class level improvements.</p>			
<b>Success Indicators</b>	<p>Pivot survey data Attitudes to school data SRC executive feedback</p>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Provide professional learning for our SRC Executive	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Student Leadership Coordinator	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$2,000.00  <input type="checkbox"/> Equity funding will be used
Provide opportunities and processes for various student action teams to provide feedback to leadership.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Student Leadership Coordinator	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Dedicate student free day to PL for all staff that focusses on student voice in lesson design.	<input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$3,500.00  <input type="checkbox"/> Equity funding will be used
Embed the processes and practices around the collection of PIVOT survey data	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 2	\$6,000.00

			to: Term 4	<input type="checkbox"/> Equity funding will be used
Support staff to utilise the PIVOT data to drive a change in their practice by providing PL that specifically addresses student feedback.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$0.00  <input type="checkbox"/> Equity funding will be used
<b>Goal 3</b>	To build a positive and consistent climate for learning			
<b>12 Month Target 3.1</b>	By 2021 improve the percentage of positive responses to the Attitudes to School Survey:  Managing bullying (Years 4-6) from 65% to 68% Managing bullying (Years 7-10) from 61% to 63% Effective class behaviour (Years 4-6) from 65% to 68% Effective class behaviour (Years 7-10) from 61% to 63% Teacher concern (Years 4-6) from 61% to 65% Teacher concern (Years 7-10) from 50% to 54% Sense of connectedness (Years 4-6) from 69% to 72% Sense of connectedness (Years 7-10) from 62% to 65%			
<b>12 Month Target 3.2</b>	By 2021 reduce the average absence days per student:  F-6 from 18.84 days (2018) to 18 days Years 7-10 from 23.5 days (2018) to 23 days.			
<b>KIS 1</b> Setting expectations and promoting inclusion	Implement attendance processes with rigour and fidelity			
<b>Actions</b>	We will review current absence response procedures and practice and implement changes to address unapproved absenteeism earlier than it is currently being actioned.			
<b>Outcomes</b>	School Leaders will: provide role clarity for all staff involved in absence follow up.			

	<p>Teachers will: fulfill their specific role as part of the absence response flowchart or Year 9 pilot program.</p> <p>Students will: have an increased awareness of the importance of regular school attendance.</p> <p>Parents/Carers will: ensure that their child returns to school from illness or absence as soon as possible and be proactive in providing a reason for absence.</p>			
<b>Success Indicators</b>	Compass attendance data			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Implement unapproved absence response pilot program for Year 9s.	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00  <input type="checkbox"/> Equity funding will be used
Review absence response flowchart in the primary area to ensure all staff are aware of their role in the process.	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$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	\$0.00	\$0.00
Additional Equity funding	\$0.00	\$0.00
<b>Grand Total</b>	<b>\$0.00</b>	<b>\$0.00</b>

## Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
<b>Totals</b>			\$0.00	\$0.00

## Additional Equity spend

Outline here any additional Equity spend for 2020	When	Category	Total proposed budget (\$)	Equity Spend (\$)
<b>Totals</b>			\$0.00	\$0.00

## Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Provide professional learning to all staff based on leading literacy strategies.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Leader	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <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"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Principal class, in conjunction with literacy leaders to identify areas of need in literacy instruction and provide small group sessions for staff to attend.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Principal	from: Term 2 to: Term 3	<input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
Provide differentiated professional learning based on the agreed instructional model. Use data from Learning Walks & Walkthroughs to determine need.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Principal	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Individualised Reflection <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site

Provide PL to support staff to implement the agreed assessment schedule, as well as work directly with relevant KLAs to ensure schedule is understood and implemented fully.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Principal	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Professional Practice Day <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
Share the most recent completed PLC inquiries with all staff to illustrate what the Inquiry Cycle looks like and what the possibilities are for future focus.	<input checked="" type="checkbox"/> PLC Leaders	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Individualised Reflection <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Professional Learning on Comprehension strategies planning and implementation – Whole school	<input checked="" type="checkbox"/> Assistant Principal	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Professional Practice Day	<input checked="" type="checkbox"/> Literacy expertise	<input checked="" type="checkbox"/> On-site
Learning Specialist and AP (Teaching and Learning) to work with teachers to increase capacity to implement agreed Literacy Strategies	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Professional Practice Day	<input checked="" type="checkbox"/> Literacy expertise	<input checked="" type="checkbox"/> On-site
English staff to investigate best practice when conferencing in reading and develop protocols for implementation. Implementation to be	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Professional Practice Day	<input checked="" type="checkbox"/> Literacy expertise	<input checked="" type="checkbox"/> On-site

monitored by Learning Specialist and AP						
Provide professional learning for our SRC Executive	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Student Leadership Coordinator	from: Term 2 to: Term 3	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Dedicate student free day to PL for all staff that focusses on student voice in lesson design.	<input checked="" type="checkbox"/> Principal	from: Term 2 to: Term 2	<input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> Subject association	<input checked="" type="checkbox"/> On-site
Support staff to utilise the PIVOT data to drive a change in their practice by providing PL that specifically addresses student feedback.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal	from: Term 2 to: Term 3	<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