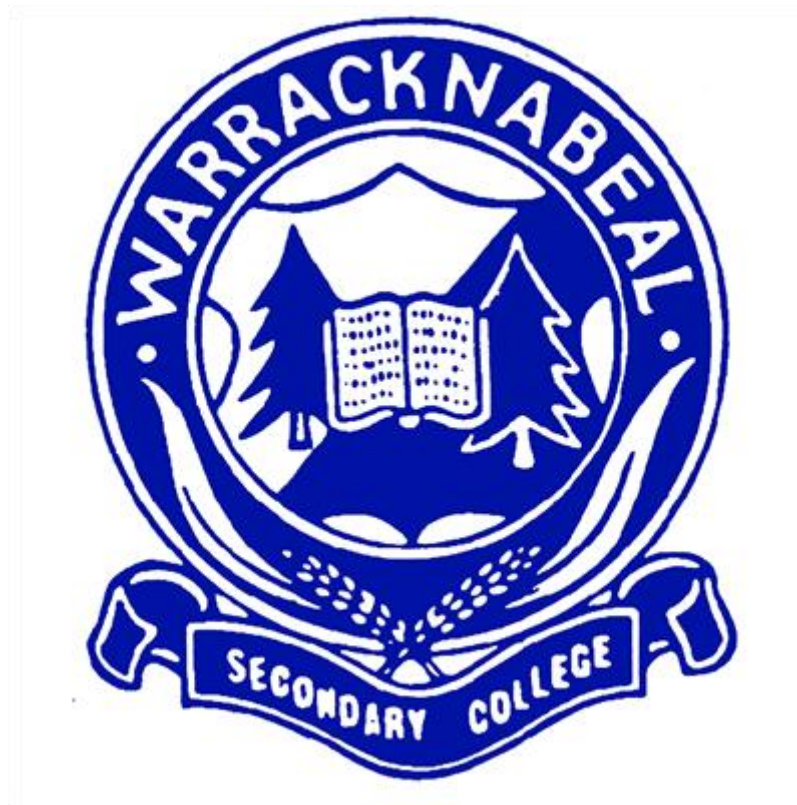


# 2020 Annual Implementation Plan

## for improving student outcomes

Warracknabeal Secondary College (8430)



Submitted for review by Therese Allen (School Principal) on 28 November, 2019 at 05:53 PM  
Endorsed by Brendan Ryan (Senior Education Improvement Leader) on 04 December, 2019 at 04:27 PM  
Endorsed by Kylie Zanker (School Council President) on 08 December, 2019 at 04:41 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	Evolving moving towards Embedding
	Curriculum planning and assessment	Evolving moving towards Embedding
	Evidence-based high-impact teaching strategies	Evolving moving towards Embedding
	Evaluating impact on learning	Embedding
<b>Professional leadership</b>	Building leadership teams	Evolving moving towards Embedding
	Instructional and shared leadership	Embedding
	Strategic resource management	Evolving
	Vision, values and culture	Evolving

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

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

<b>Enter your reflective comments</b>	<p>Overall, we have made progress towards meeting our targets, Having a 'clear line of sight' has enabled us to make focused improvement in 2019. The appointment of a Literacy Specialist has proven instrumental in achieving our 2019 Literacy KIS. The professional leadership provided by this leader has assisted develop a shared understanding of the importance of having a whole school approach to the teaching of Writing. Maintaining consistency of practice and a unified approach to Literacy teaching is of paramount importance if we are going to make whole school improvement. We still have work to do in this area if we are going to see more of our students achieve High growth, an increase in the number of year 9 students performing in the top 2 bands and a decrease in the number of students performing in the bottom 2 bands. Overall, our Student survey results were a significant improvement on our 2018 results with the biggest areas for improvement being: Effective Teaching time-91.4%, High Expectations-91.1% and Teacher concern-90.8%. We have met and exceeded our 2020 targets. Our Parent Opinion results indicate improvement can still be made in a number of areas. The survey response rates for 2019 were disappointing with only a 42.5% response rate. This outcome means only 13% of our parents' opinions are represented in the data,</p>
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<p><b>Considerations for 2020</b></p>	<p>In 2020 the SIT will focus their attentions, along with the staff and wider school community in participating in the School review process. this will involve, the creation of a PRSE that reflects an analysis of the school's progress towards meeting the goals and targets of the previous Strategic plan, a FISO audit, VRQA and Child safe compliance audit, and the creation of a new Strategic plan. The school will be continuing its focus on the creation of a whole school approach to Writing across domains, with a focus on Writing to Learn and the documentation of our approach. The school will be participating in the Focus schools Community of Practice and the English domain will have a particular focus on Reading in 2020. Alongside this focus, will be embedding the next phase of the SWPB program and to continue providing professional support to staff and students to ensure that the school remains a safe and engaging place to work and learn.</p>
<p><b>Documents that support this plan</b></p>	<p>2019 Staff opinion survey- initial observation.docx (0.04 MB)          AToSS - Summary report- all schools (TA observations).docx (0.04 MB)          GOAL 1- unpacked final.docx (0.04 MB)          GOAL 2- unpacked final.docx (0.04 MB)          Natascha Eckermann ILP Term 4 2019.docx (0.03 MB)          Natascha's Timetable Term 4.docx (0.02 MB)          Sch_Prfr_Rpt_20198430.pdf (2.23 MB)          T4W2.pptx (42.28 MB)</p>

## SSP Goals Targets and KIS

<b>Goal 1</b>	To create a high quality student centered learning environment which allows all students to optimise their development and achievement
<b>Target 1.1</b>	NAPLAN relative growth to have 80% in High/Medium category Medium and High Growth to be over 75% in the top bands from Year 7 to 9. 95% of students improve according to the PAT test PIVOT – Standard 5 – 4.0 or above (Assess, Provide Feedback and Report on Student Learning) VCE study score at or above GAT predictions (50% of classes at or above) Increased VCE Median All Study score All Study Median from 30.5 to 31 English from 28.33 to 30
<b>Key Improvement Strategy 1.a</b> Curriculum planning and assessment	Restructure and renew our teaching and learning program across the school to improve student outcomes and engagement
<b>Key Improvement Strategy 1.b</b> Evaluating impact on learning	Develop and Implement a whole school approach to the teaching of writing across all domains and year levels.
<b>Goal 2</b>	To promote high levels of student engagement and agency in learning and connectedness with each other, their teachers, school and community.
<b>Target 2.1</b>	PIVOT Q3, 10 and 19 to be 4.0 or above Q3 – Boredom from 3.6 to 4.0 Q10 – Interesting from 3.8 to 4.0 Q19 – Use of time from 3.6 to 4.0 Absence data to be no more than average 19 days per year over the life of the SP. (22.18 in 2015) Attitude to School Survey variables to improve from current baseline data to at least to the top 50% of government schools. Learning Confidence from bottom 25% to at least top 50% Student Motivation from bottom 20% to at least top 50% School Connectedness from bottom 14% to at least top 50%
<b>Key Improvement Strategy 2.a</b> Setting expectations and promoting inclusion	Emphasise Academic Expectations including a major focus on attendance
<b>Goal 3</b>	To build authentic and positive relationships based on the College vision and values.

<b>Target 3.1</b>	PIVOT standard 4 to 4.0 or above (Create and Maintain Safe and Supportive Learning Environments) Attitude to School Survey variables to improve from current baseline data to at least to the top 50% of government schools Student Distress from bottom 20% to at least top 50% Student Morale from bottom 35% to at least top 50% Student Safety from bottom 34% to at least top 50%
<b>Key Improvement Strategy 3.a</b> Setting expectations and promoting inclusion	Engage staff, students and the broader community in the Respectful Relationships initiative to build greater respect for diversity.
<b>Key Improvement Strategy 3.b</b> Empowering students and building school pride	Student engagement with a focus on stimulated learning, improving student confidence and building a safer school for all members.
<b>Goal 4</b>	To ensure the efficient and effective allocation of resources to achieve the goals and targets set out in the SP 2017 – 2020.
<b>Target 4.1</b>	Staff Opinion Survey: School Climate aspects and Leadership module to have improved with regards to percentage endorsement (principal and teacher) Collective Efficacy from 40% to 60% Teacher Collaboration from 70.4% to 70% Collective Focus on Student Learning from 62% to 70% Guaranteed and Viable Curriculum from 49% to 60% Shielding/Buffering from 44% to 60% Academic Emphasis from 35% to 60% Leadership module from 57% to 60% Parent Opinion Survey: Participation to improve to be at least 75% (30 surveys) and general satisfaction to be 75% endorsement
<b>Key Improvement Strategy 4.a</b> Building practice excellence	Continue to invest in leadership development and staff professional learning as a priority.

## Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
To create a high quality student centered learning environment which allows all students to optimise their development and achievement	Yes	NAPLAN relative growth to have 80% in High/Medium category Medium and High Growth to be over 75% in the top bands from Year 7 to 9. 95% of students improve according to the PAT test PIVOT – Standard 5 – 4.0 or above (Assess, Provide Feedback and Report on Student Learning) VCE study score at or above GAT predictions (50% of classes at or above) Increased VCE Median All Study score All Study Median from 30.5 to 31 English from 28.33 to 30	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>NAPLAN relative growth from Yr.7-9 to demonstrate improvement from 2019 results.            Reading: M:58.3 H:25.0=83.3%            Writing: M:55 H:25=80%            Numeracy: M:65 H:20=85%            Spelling: M:33 H:14.3=47.3%            Grammar &amp; Punctuation: M:57.1 H:9.5=66.6%</p> <p>The percentage of students performing in the NAPLAN top 2 bands in Yr. 9 to demonstrate improvement from 2019 results.            Reading:7%            Writing: 4%            Numeracy: 10%            Spelling:0%            Grammar &amp; Punctuation: 4%</p>
To promote high levels of student engagement and agency in learning and connectedness with each other, their teachers, school and community.	No	PIVOT Q3, 10 and 19 to be 4.0 or above Q3 – Boredom from 3.6 to 4.0 Q10 – Interesting from 3.8 to 4.0 Q19 – Use of time from 3.6 to 4.0 Absence data to be no more than average 19 days per year over the life of the SP. (22.18 in 2015) Attitude to School Survey variables to improve from current baseline	

		<p>data to at least to the top 50% of government schools.  Learning Confidence from bottom 25% to at least top 50%  Student Motivation from bottom 20% to at least top 50%  School Connectedness from bottom 14% to at least top 50%</p>	
<p>To build authentic and positive relationships based on the College vision and values.</p>	No	<p>PIVOT standard 4 to 4.0 or above (Create and Maintain Safe and Supportive Learning Environments) Attitude to School Survey variables to improve from current baseline data to at least to the top 50% of government schools Student Distress from bottom 20% to at least top 50% Student Morale from bottom 35% to at least top 50% Student Safety from bottom 34% to at least top 50%</p>	
<p>To ensure the efficient and effective allocation of resources to achieve the goals and targets set out in the SP 2017 – 2020.</p>	Yes	<p>Staff Opinion Survey: School Climate aspects and Leadership module to have improved with regards to percentage endorsement (principal and teacher) Collective Efficacy from 40% to 60% Teacher Collaboration from 70.4% to 70% Collective Focus on Student Learning from 62% to 70% Guaranteed and Viable Curriculum from 49% to 60% Shielding/Buffering from 44% to 60% Academic Emphasis from 35% to 60% Leadership module from 57% to 60% Parent Opinion Survey: Participation to improve to be at least 75% (30 surveys) and general satisfaction to be 75% endorsement</p>	<p>All targets to demonstrate improvement from 2019 results:  Staff Opinion survey:  2019-Collective Efficacy:57.7%  2019- Teacher collaboration: 59%  2019 Collective focus on student learning: 84.5%  2019-Guaranteed and Viable Curriculum: 59.5%  2019-Shielding/Buffering:  2019-Academic emphasis:36.9%  2019- Leadership module: 36.9%  Parent Opinion survey:  2019- Participation rate: 42.4%  2019 General satisfaction: 32.9%</p> <p>By term 4 2020 Warracknabeal Secondary College has an endorsed 2020-2024 Strategic plan.</p>



<b>Goal 1</b>	To create a high quality student centered learning environment which allows all students to optimise their development and achievement	
<b>12 Month Target 1.1</b>	<p>NAPLAN relative growth from Yr.7-9 to demonstrate improvement from 2019 results.  Reading: M:58.3 H:25.0=83.3%  Writing: M:55 H:25=80%  Numeracy: M:65 H:20=85%  Spelling: M:33 H:14.3=47.3%  Grammar &amp; Punctuation: M:57.1 H:9.5=66.6%</p> <p>The percentage of students performing in the NAPLAN top 2 bands in Yr. 9 to demonstrate improvement from 2019 results.  Reading:7%  Writing: 4%  Numeracy: 10%  Spelling:0%  Grammar &amp; Punctuation: 4%</p>	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> Curriculum planning and assessment	Restructure and renew our teaching and learning program across the school to improve student outcomes and engagement	Yes
<b>KIS 2</b> Evaluating impact on learning	Develop and Implement a whole school approach to the teaching of writing across all domains and year levels.	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.	WSC has selected the KIS to develop and implement a whole school approach to the teaching of Writing across all domains and year levels for the second year in a row. The first year the actions related to the explicit teaching of text types in all domains. However, the participation in the BASTOW Leading Literacy (Secondary) course highlighted the advantage of embedding Writing to Learn (WTL) in all domains, so students across the whole school have frequent opportunities to participate in 'low stake' writing activities. Due to our status as a RENEW school in our 2019 Panorama report, and the subsequent identification of WSC as a Focus school within in the West Grampians network a focused analysis of the teaching of Reading at WSC and engagement in the Network Focus schools' COP will be necessary.	
<b>Goal 2</b>	To ensure the efficient and effective allocation of resources to achieve the goals and targets set out in the SP 2017 – 2020.	

<p><b>12 Month Target 2.1</b></p>	<p>All targets to demonstrate improvement from 2019 results:  Staff Opinion survey:  2019-Collective Efficacy:57.7%  2019- Teacher collaboration: 59%  2019 Collective focus on student learning: 84.5%  2019-Guaranteed and Viable Curriculum: 59.5%  2019-Shielding/Buffering:  2019-Academic emphasis:36.9%  2019- Leadership module: 36.9%  Parent Opinion survey:  2019- Participation rate: 42.4%  2019 General satisfaction: 32.9%</p> <p>By term 4 2020 Warracknabeal Secondary College has an endorsed 2020-2024 Strategic plan.</p>	
<p><b>Key Improvement Strategies</b></p>	<p>Is this KIS selected for focus this year?</p>	
<p><b>KIS 1</b> Building practice excellence</p>	<p>Continue to invest in leadership development and staff professional learning as a priority.</p> <p>Yes</p>	
<p>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>	<p>In 2020, we will be participating in the School review process and have chosen to include this because it requires the engagement of all key stakeholders. It will identify the progress we have made towards meeting our goals (the enablers and barriers) and set the future direction for the school. It will require the staff to engage in ongoing professional learning related to key elements and aspects of the review process. In particular, the analysis of key school data sets. The tracking of the Strategic plan goals and targets hadn't existed prior to 2019, and staff still require particular guidance and support when data is analysed.</p>	

## Define Actions, Outcomes and Activities

<b>Goal 1</b>	To create a high quality student centered learning environment which allows all students to optimise their development and achievement
<b>12 Month Target 1.1</b>	<p>NAPLAN relative growth from Yr.7-9 to demonstrate improvement from 2019 results.          Reading: M:58.3 H:25.0=83.3%          Writing: M:55 H:25=80%          Numeracy: M:65 H:20=85%          Spelling: M:33 H:14.3=47.3%          Grammar &amp; Punctuation: M:57.1 H:9.5=66.6%</p> <p>The percentage of students performing in the NAPLAN top 2 bands in Yr. 9 to demonstrate improvement from 2019 results.          Reading:7%          Writing: 4%          Numeracy: 10%          Spelling:0%          Grammar &amp; Punctuation: 4%</p>
<b>KIS 1</b> Curriculum planning and assessment	Restructure and renew our teaching and learning program across the school to improve student outcomes and engagement
<b>Actions</b>	<ol style="list-style-type: none"> <li>1. Maintain the Literacy SIT led by the Literacy Learning Specialist.</li> <li>2. Ensure coherence across AIP, Literacy Action plan and English Domain P&amp;D plans.</li> <li>3. Engagement of English Domain to focus on Reading improvement.</li> <li>4. Participation in the Network's Focus schools' Community of Practice.</li> </ol>
<b>Outcomes</b>	<p>The school expects to see the following Outcomes (changes in knowledge, skill or behaviours)</p> <p>Leaders will: use multiple sources of evidence and opportunities to lead the English Domain/Literacy SIT through the analysis of Reading data and delivery at WSC, and the identification of possible evidence-based improvement strategies.</p> <p>Teachers (English Domain/Literacy SIT) will: understand, and be able to communicate the need for a whole school approach to Reading at WSC based on evidence and best practice. At least two staff have undertaken the Leading Literacy course, and</p>

	<p>participated in the Reading elective component.</p> <p>Students will: have the opportunity to provide feedback to teachers (English domain) on their teaching of Reading, and on the students' feelings and progress about reading.</p>			
<b>Success Indicators</b>	<p>Leaders will: use multiple sources of evidence and opportunities to lead the English Domain/Literacy SIT through the analysis of Reading at WSC and the identification of possible improvement strategies. Success indicators could include: NAPLAN Reading data- Top 2 bands. Relative and Benchmark growth, Progress reports submitted during the Network Focus schools' COP program, Staff PDP documentation.</p> <p>Teachers (English Domain/Literacy SIT) will: understand, and be able to communicate the need for a whole school approach to Reading at WSC based on evidence and best practice. At least two staff have undertaken the Leading Literacy course, and participated in the Reading elective component. Success indicators could include: Staff PDP documentation- mid and end cycle comments, Meeting agenda minutes, School visitation reflections, NAPLAN Reading data- Top 2 bands Relative and Benchmark growth, unit planning documentation- evidence of differentiation and student goal setting, evidence of student data tracking, 2020 Literacy action plan progress reflections and 2021 draft Literacy action plan.</p> <p>Students will: have the opportunity to provide feedback to teachers (English domain) on their teaching of Reading, and on the students' feelings and progress about reading. Success indicators could include: student survey results, student goal setting, student Literacy reflections, student unit assessment.</p>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Identified staff attend Leading Literacy course within the Network	<input checked="" type="checkbox"/> Literacy Leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Participation in Focus schools' COP.	<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	\$0.00

	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)		to: Term 4	<input type="checkbox"/> Equity funding will be used
All English Domain staff to participate in School visitation program-Reading focus.	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 3 to: Term 3	\$2,500.00  <input checked="" type="checkbox"/> Equity funding will be used
All English Domain staff to have a Reading PDP goal.	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Reading intervention and extension opportunities provided within the English curriculum	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Development and implementation of student feedback 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
Use of Assessment and Data analysis schedule to explore Reading data.	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00  <input type="checkbox"/> Equity funding will be used

Modification to Meeting schedule to allow for the adoption of a 30-50-10 (Professional learning-Domain exploration-Reflection) model in staff meetings.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Implementation, monitoring and completion of a 2020 whole school Literacy plan	<input checked="" type="checkbox"/> Learning Specialist(s) <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
SIT and English domain to focus on Reading improvement at WSC.	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Design, deliver or provide access to professional learning, with a focus on Reading to identified staff.	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$3,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Literacy Specialist, Literacy leader and Principal to meet on a monthly basis to identify progress and/or issues to inform the next Domain professional learning cycle	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Support <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
<b>KIS 2</b> Evaluating impact on learning	Develop and Implement a whole school approach to the teaching of writing across all domains and year levels.			
<b>Actions</b>	1. Maintain the Literacy SIT led by by Literacy Learning Specialist 2. Ensure coherence across AIP, Literacy Action plan and P&D plans			

	<p>3. Identify and action the professional learning needs of the teachers and ES staff within a whole school professional learning plan</p> <p>4. Strengthen the curriculum documentation to ensure it reflects a Whole school approach to Writing at WSC.</p>
<p><b>Outcomes</b></p>	<p>The school expects to see the following Outcomes (changes in knowledge, skill or behaviours):</p> <p>Leaders will: use multiple sources of evidence and opportunities to lead the staff through the analysis of Writing data and delivery at WSC. Oversee the consistent implementation of the Writing to Learn (WTL) approach. Ensure all curriculum documentation across Domains reflects a whole school approach to Writing based on our professional learning, analysis of data and reflects best practice.</p> <p>Staff will: understand, and be able to communicate the need for and implement a whole school approach to Writing at WSC based on evidence and best practice.</p> <p>Students will: have the opportunity to provide feedback to teachers on their teaching of Writing, and on the students' feelings about Writing and their progress. Develop a repertoire of WTL strategies they can effectively use across Domains.</p>
<p><b>Success Indicators</b></p>	<p>Leaders will: use multiple sources of evidence and opportunities to lead the staff through the analysis of Writing data and delivery at WSC. Oversee the consistent implementation of the Writing to Learn (WTL) approach. And, ensure all curriculum documentation across the Domains reflects a whole school approach to Writing based on our professional learning, analysis of data and reflects best practice.</p> <p>Success indicators could include: unit/lesson plans, observation notes, PDP mid and end cycle reflection and discussion. meeting agenda notes, NAPLAN Writing data: Top 2 bands. Relative and Benchmark growth, Whole school Writing documentation- WTL scope and sequence (Explicit teaching across Domains), Writing handbook, Each domain explicitly teaches at least one text type in 2020, all staff participated in Writing Professional development.</p> <p>Staff will: understand, and be able to communicate the need for and implement a whole school approach to Writing at WSC based on evidence and best practice.</p> <p>Success indicators could include: unit/lesson plans include Literacy focus (e.g. text type, AV, WTL, literacy strategy foci), observation and Coaching notes, PDP mid and end cycle reflection and discussion. meeting agenda notes, NAPLAN Writing data: Top 2 bands. Relative and Benchmark growth, evidence of student data tracking. Each teacher explicitly teaches at least one text type in 2020 in each of their Domain areas, all staff participated in Writing Professional development.</p> <p>Students will: have the opportunity to provide feedback to teachers on their teaching of Writing, and on the students' feelings and progress about Writing. Develop a repertoire of WTL strategies they can use across Domains.</p> <p>Success indicators could include: the student use of WTL strategies, examples of student writing based on the explicit teaching of a text type in each domain, student goal setting for Writing, and student feedback surveys and reflections.</p>

Activities and Milestones	Who	Is this a PL Priority	When	Budget
All English Domain staff to participate in School visitation program-Writing focus.	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 3 to: Term 3	\$2,500.00  <input checked="" type="checkbox"/> Equity funding will be used
Implementation, monitoring and completion of a 2020 whole school school Literacy plan	<input checked="" type="checkbox"/> Learning Specialist(s) <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
All staff to have a Literacy PDP goal.	<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
Design, deliver and/or provide access to professional learning, with a focus on Writing to Learn (WTL) to ES (student support role) and teaching staff.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00  <input type="checkbox"/> Equity funding will be used
Appointment of Literacy Specialist in 2020	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$45,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Literacy intervention delivered to identified students	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1	\$30,000.00



	<input checked="" type="checkbox"/> Literacy Improvement Teacher <input checked="" type="checkbox"/> Literacy Support <input checked="" type="checkbox"/> Student(s)		to: Term 4	<input checked="" type="checkbox"/> Equity funding will be used
Development and implementation of surveys, goal setting and reflection tools to enhance student voice in Literacy	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
All curriculum documentation across the Domains reflects a whole school approach to Writing based on our professional learning, analysis of data and reflects best practice.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
<b>Goal 2</b>	To ensure the efficient and effective allocation of resources to achieve the goals and targets set out in the SP 2017 – 2020.			
<b>12 Month Target 2.1</b>	All targets to demonstrate improvement from 2019 results: Staff Opinion survey: 2019-Collective Efficacy:57.7% 2019- Teacher collaboration: 59% 2019 Collective focus on student learning: 84.5% 2019-Guaranteed and Viable Curriculum: 59.5% 2019-Shielding/Buffering: 2019-Academic emphasis:36.9% 2019- Leadership module: 36.9% Parent Opinion survey:			

	<p>2019- Participation rate: 42.4%</p> <p>2019 General satisfaction: 32.9%</p> <p>By term 4 2020 Warracknabeal Secondary College has an endorsed 2020-2024 Strategic plan.</p>
<b>KIS 1</b> Building practice excellence	Continue to invest in leadership development and staff professional learning as a priority.
<b>Actions</b>	<ol style="list-style-type: none"> <li>1. Create a draft self-evaluation in readiness for the 2020 Warracknabeal Secondary College review that reflects key stakeholder consultation.</li> <li>2. Ensure that key stakeholders have received the opportunity to be involved in the Review process.</li> <li>3. Construct and implement a methodology statement and timeline of events.</li> <li>4. Construction of tools and resources to facilitate key stakeholder engagement, awareness and input.</li> <li>5. Engage in DET provided Strategic planning professional learning for school leaders.</li> <li>6. Develop a whole school community understanding of the Framework for Improving Student (FISO) outcomes and the review process.</li> <li>7. Participate and engage in the Validation process and other nominated Strategic planning days as determined in collaboration with DET representatives and School reviewer.</li> <li>8. Create a 2021-2024 WSC Strategic plan.</li> </ol>
<b>Outcomes</b>	<p>The school expects to see the following Outcomes (changes in knowledge, skill or behaviours):</p> <p>Leaders will: fully engage with the review process and lead their team members to develop an understanding of the process and oversee their team's compliance with the VRQA standards and the provision of required evidence. Fully engage and support staff through the development of the strategic plan.</p> <p>Staff will: fully engage with the review and have contributed evidence for use in the PRSE and to meet VRQA minimum standards. Through their engagement in the Review process staff will understand the selection behind the Strategic plan's goals and targets.</p> <p>Students will: provide feedback during the review process, and input into the development of the Strategic plan.</p> <p>Community will: contribute to the review process and develop an awareness of why the 2021- 2024 Strategic plan's goals and targets have been selected.</p>

<b>Success Indicators</b>	Success indicators could include: the methodology statement and timeline of activities reflect community engagement, staff participation in relevant Review professional development, completed PRSE including: FISO continuum audit, VRQA and Childsafe minimum standards, the participation and engagement of key stakeholders in the Validation process and other nominated Strategic planning days as determined in collaboration with DET representatives and School reviewer, and the creation of the 2021-2024 WSC strategic plan.			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
To create a draft self-evaluation in readiness for the 2019 Warracknabeal Secondary College review that reflects key stakeholder consultation	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00  <input type="checkbox"/> Equity funding will be used
Ensure that key stakeholders have received the opportunity to be involved in the Review process.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Leadership Team <input checked="" type="checkbox"/> Student(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Construction and implementation of methodology statement and timeline of events.	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00  <input type="checkbox"/> Equity funding will be used
Construction of tools and resources to facilitate key stakeholder engagement, awareness and input.	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00  <input type="checkbox"/> Equity funding will be used

Engagement in DET provided Strategic planning professional learning for school leaders.	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$200.00  <input type="checkbox"/> Equity funding will be used
Develop a whole school community understanding of the Framework for Improving Student (FISO) outcomes and the review process.	<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
Participation and engagement in the Validation process and other nominated Strategic planning days as determined in collaboration with DET representatives and School reviewer	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Student(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$0.00  <input type="checkbox"/> Equity funding will be used
Creation of 2021-2024 WSC strategic plan	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Student(s)	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used

## Equity Funding Planner

### Equity Spending Totals

Category	Total proposed budget (\$)	Spend (\$)
Equity funding associated with Activities and Milestones	\$84,000.00	\$84,000.00
Additional Equity funding	\$83,000.00	\$83,000.00
<b>Grand Total</b>	<b>\$167,000.00</b>	<b>\$167,000.00</b>

### Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Identified staff attend Leading Literacy course within the Network	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$1,000.00	\$1,000.00
All English Domain staff to participate in School visitation program- Reading focus.	from: Term 3 to: Term 3	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> Other Potential accommodation and transport costs	\$2,500.00	\$2,500.00
Design, deliver or provide access to professional learning, with a focus on Reading to identified staff.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$3,000.00	\$3,000.00
All English Domain staff to participate in School visitation program- Writing focus.	from: Term 3	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> Other	\$2,500.00	\$2,500.00

	to: Term 3	Possible transport and accommodation costs		
Appointment of Literacy Specialist in 2020	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$45,000.00	\$45,000.00
Literacy intervention delivered to identified students	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$30,000.00	\$30,000.00
<b>Totals</b>			\$84,000.00	\$84,000.00

### Additional Equity spend

Outline here any additional Equity spend for 2020	When	Category	Total proposed budget (\$)	Equity Spend (\$)
0.8 ES support person- Student Engagement and Wellbeing	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$43,000.00	\$43,000.00
0.2 Leading teacher- Student Engagement and Wellbeing	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$30,000.00	\$30,000.00
0.2 ES support person-HOL	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$10,000.00	\$10,000.00
<b>Totals</b>			\$83,000.00	\$83,000.00

## Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Identified staff attend Leading Literacy course within the Network	<input checked="" type="checkbox"/> Literacy Leader	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Network Professional Learning <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Bastow program/course <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> Off-site Bastow course
Participation in Focus schools' COP.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Network Professional Learning <input checked="" type="checkbox"/> Communities of Practice <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> MYLNS initiative professional learning <input checked="" type="checkbox"/> MYLYNS Improvement teacher	<input checked="" type="checkbox"/> On-site
All English Domain staff to participate in School visitation program- Reading focus.	<input checked="" type="checkbox"/> All Staff	from: Term 3 to: Term 3	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resources Other schools <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> Off-site Selected schools

<p>Modification to Meeting schedule to allow for the adoption of a 30-50-10 (Professional learning-Domain exploration-Reflection) model in staff meetings.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Leadership Team</li> <li><input checked="" type="checkbox"/> Principal</li> </ul>	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Planning</li> <li><input checked="" type="checkbox"/> Formalised PLC/PLTs</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Internal staff</li> <li><input checked="" type="checkbox"/> Learning Specialist</li> <li><input checked="" type="checkbox"/> Literacy Leaders</li> <li><input checked="" type="checkbox"/> Departmental resources</li> </ul> <p>Literacy and Numeracy portal</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Pedagogical Model</li> <li><input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)</li> <li><input checked="" type="checkbox"/> Numeracy leader</li> <li><input checked="" type="checkbox"/> MYLYNS Improvement teacher</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> On-site</li> </ul>
<p>Design, deliver or provide access to professional learning, with a focus on Reading to identified staff.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> All Staff</li> </ul>	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Planning</li> <li><input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team</li> <li><input checked="" type="checkbox"/> Formalised PLC/PLTs</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Professional Practice Day</li> <li><input checked="" type="checkbox"/> Network Professional Learning</li> <li><input checked="" type="checkbox"/> PLC/PLT Meeting</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Literacy expertise</li> <li><input checked="" type="checkbox"/> Bastow program/course</li> <li><input checked="" type="checkbox"/> Learning Specialist</li> <li><input checked="" type="checkbox"/> Literacy Leaders</li> <li><input checked="" type="checkbox"/> External consultants</li> </ul> <p>Quicksmart</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> MYLNS initiative professional learning</li> <li><input checked="" type="checkbox"/> MYLYNS Improvement teacher</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Off-site</li> </ul> <p>To be confirmed.</p>



All English Domain staff to participate in School visitation program- Writing focus.	<input checked="" type="checkbox"/> All Staff	from: Term 3 to: Term 3	<input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> Departmental resources other schools	<input checked="" type="checkbox"/> Off-site Various selected schools.
Design, deliver and/or provide access to professional learning, with a focus on Writing to Learn (WTL) to ES (student support role) and teaching staff.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> External consultants WTL <input checked="" type="checkbox"/> MYLYNS Improvement teacher	<input checked="" type="checkbox"/> On-site
Engagement in DET provided Strategic planning professional learning for school leaders.	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> Bastow program/course	<input checked="" type="checkbox"/> Off-site Bastow delivered-local school.