

2019 Annual Implementation Plan

for improving student outcomes

Balwyn High School (7550)



Submitted for review by Deborah Harman (School Principal) on 16 November, 2018 at 08:15 AM
Endorsed by Irene Harding (Senior Education Improvement Leader) on 13 December, 2018 at 02:34 PM
Endorsed by Warren Davey (School Council President) on 14 December, 2018 at 01:45 PM

Self-evaluation Summary - 2019

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

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

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

Enter your reflective comments	<p>There has been a continued commitment to building leadership capacity in both staff and students to support the implementation of the key improvement strategies identified in our Strategic Plan to ensure alignment with the school's vision resulting in the continued improvement of student outcomes.</p> <p>Through the Professional Learning Team program (PLTs) and the Instructional Rounds conducted with Mooroolbark College, teaching staff have built their data literacy skills, understanding of highly effective practice, student agency and the relationship between curriculum, pedagogy, assessment and wellbeing. Every teacher has filmed their practice at least twice with the expectation that the footage would be shared with their facilitator and PLT colleagues. This has built self-reflection skills in teachers and provided opportunities for feedback from colleagues to improve consistency and effectiveness across all Learning Areas.</p> <p>The Student Services team has worked proactively with the two subschools to provide a suite of programs and strategies to foster inclusion and prioritise wellbeing and the self-efficacy of students and staff. These programs have been evaluated and refined for 2019.</p> <p>The school continues to seek out opportunities for parent and community involvement to complement the extensive range of Information forums, student performances and presentations. Regular communication informs the school community through a</p>
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	variety of platforms, including student learning progress, wellbeing updates and celebrations of student achievements.
Considerations for 2020	<p>Continued improvement in NAPLAN Relative Growth (Years 7-9) and top 2 Bands in Literacy and Numeracy in light of the increasing EAL student cohort in the school</p> <p>Maintenance of VCE results across all studies</p> <p>Specific support needed for students and staff in a year of a major building project</p> <p>Relevance and timeliness of wellbeing programs and services for the student cohort</p> <p>Alignment of professional learning and the formalised PLT program</p> <p>Continued focus on developing student agency in the classroom through targeted professional learning.</p>
Documents that support this plan	

SSP Goals Targets and KIS

<p>Goal 1</p>	<p>To improve Year 7-12 student learning outcomes.</p>																								
<p>Target 1.1</p>	<p>Teachers assign accurate VicVELS levels based on multiple sources of assessment with at least 45 per cent of judgements to be at A or B level in every core study from Years 7-10.</p> <p>EAL students progress by at least one S-level within a two-year period in the areas of Reading, Writing, Spelling and/or Listening.</p> <p>By 2021, Year 9 NAPLAN results to achieve scaled scores at the 10th, 50th and 90th percentile as follows:</p> <table data-bbox="667 598 1400 837"> <thead> <tr> <th></th> <th>10th</th> <th>50th</th> <th>90th</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>535</td> <td>620</td> <td>700</td> </tr> <tr> <td>Writing</td> <td>505</td> <td>605</td> <td>685</td> </tr> <tr> <td>Spelling</td> <td>525</td> <td>620</td> <td>725</td> </tr> <tr> <td>Grammar</td> <td>520</td> <td>610</td> <td>715</td> </tr> <tr> <td>Numeracy</td> <td>580</td> <td>655</td> <td>750</td> </tr> </tbody> </table> <p>Low relative NAPLAN growth in Year 9 Numeracy to decrease by 3% in the first two years and a further 1% in the following two years.</p> <p>High relative growth in Year 9 Numeracy to increase by 3% in the first two years and a further 1% in the following two years.</p> <p>Low relative growth in Year 9 Reading, Writing, Spelling and Grammar to decrease by 1% each year.</p> <p>High relative growth in Year 9 Reading, Writing, Spelling and Grammar to increase by 1% each year.</p> <p>Maintain a VCE median score of at least 34.</p> <p>No VCE Study with lower than ten per cent of 40s study scores.</p> <p>Maintain school percentage of VCE study scores of 40 and above, at or above 20 per cent.</p>		10th	50th	90th	Reading	535	620	700	Writing	505	605	685	Spelling	525	620	725	Grammar	520	610	715	Numeracy	580	655	750
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Key Improvement Strategy 1.a Building practice excellence	<ul style="list-style-type: none"> Embed a rigorous and differentiated curriculum and explicit teaching to cater for individual learning needs
Key Improvement Strategy 1.b Building practice excellence	<ul style="list-style-type: none"> Build the pedagogical expertise in the areas of personalised learning, cognitive demand and differentiation with emphasis on high achievers and those requiring significant intervention for progress
Goal 2	To develop confident, resilient students equipped to thrive in the contemporary world.
Target 2.1	<p>Attitudes to School Results:</p> <p>Teacher Concern:</p> <p>2017 – 37 per cent positive</p> <p>To improve each year to achieve 55 per cent by the end of 2021</p> <p>Student Voice & Agency:</p> <p>2017 – 48 per cent positive</p> <p>To improve each year to achieve 60 per cent by the end of 2021.</p> <p>Stimulated Learning</p> <p>2017 – 55 per cent positive</p> <p>To improve each year to achieve 65 per cent by the end of 2021.</p> <p>Respect for Diversity</p> <p>2017 – 52 per cent positive</p>

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Key Improvement Strategy 2.a Empowering students and building school pride	<ul style="list-style-type: none"> Embed a positive classroom culture that enables student agency and self-efficacy
Key Improvement Strategy 2.b Empowering students and building school pride	<ul style="list-style-type: none"> Implement schoolwide practices, programs and resources that build a healthy balance of academic, social and emotional capacity

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target																																												
To improve Year 7-12 student learning outcomes.	Yes	<p>Teachers assign accurate VicVELS levels based on multiple sources of assessment with at least 45 per cent of judgements to be at A or B level in every core study from Years 7-10.</p> <p>EAL students progress by at least one S-level within a two-year period in the areas of Reading, Writing, Spelling and/or Listening.</p> <p>By 2021, Year 9 NAPLAN results to achieve scaled scores at the 10th, 50th and 90th percentile as follows:</p> <table border="1" data-bbox="784 829 1456 1069"> <thead> <tr> <th></th> <th>10th</th> <th>50th</th> <th>90th</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>535</td> <td>620</td> <td>700</td> </tr> <tr> <td>Writing</td> <td>505</td> <td>605</td> <td>685</td> </tr> <tr> <td>Spelling</td> <td>525</td> <td>620</td> <td>725</td> </tr> <tr> <td>Grammar</td> <td>520</td> <td>610</td> <td>715</td> </tr> <tr> <td>Numeracy</td> <td>580</td> <td>655</td> <td>750</td> </tr> </tbody> </table> <p>Low relative NAPLAN growth in Year 9 Numeracy to decrease by 3% in the first two years and a further 1% in the following two years.</p> <p>High relative growth in Year 9 Numeracy to increase by 3% in the first two years and a further 1% in the following two years.</p> <p>Low relative growth in Year 9 Reading, Writing, Spelling and Grammar to decrease by 1% each year.</p>		10th	50th	90th	Reading	535	620	700	Writing	505	605	685	Spelling	525	620	725	Grammar	520	610	715	Numeracy	580	655	750	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>At least 35 per cent of judgments to be above standard in every core study from Years 7-10</p> <p>At least 70% of EAL students progress by at least one S-level in the areas of Reading, Writing, Spelling and/or Listening</p> <p>Year 9 NAPLAN results to achieve scaled scores at the 10th, 50th and 90th percentile as follows:</p> <table border="1" data-bbox="1612 861 1904 1149"> <tbody> <tr> <td>Reading</td> <td>530</td> <td>620</td> <td>700</td> </tr> <tr> <td>Writing</td> <td>500</td> <td>595</td> <td>675</td> </tr> <tr> <td>Spelling</td> <td>525</td> <td>620</td> <td>715</td> </tr> <tr> <td>Grammar</td> <td>520</td> <td>610</td> <td>715</td> </tr> <tr> <td>Numeracy</td> <td>575</td> <td>655</td> <td>750</td> </tr> </tbody> </table> <p>Year 9 Numeracy Low Relative Growth to be at 20 per cent or below</p> <p>Year 9 Numeracy High Relative Growth to be at 30 per cent or higher</p>	Reading	530	620	700	Writing	500	595	675	Spelling	525	620	715	Grammar	520	610	715	Numeracy	575	655	750
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<p>To develop confident, resilient students equipped to thrive in the contemporary world.</p>	<p>Yes</p>	<p>Attitudes to School Results:</p> <p>Teacher Concern:</p> <p>2017 – 37 per cent positive</p> <p>To improve each year to achieve 55 per cent by the end of 2021</p> <p>Student Voice & Agency:</p> <p>2017 – 48 per cent positive</p>	<p>ATS Results:</p> <p>Teacher Concern - 40 per cent positive</p> <p>Student Voice & Agency - 50 per cent positive</p> <p>Stimulated Learning - 58 per cent positive</p> <p>Respect for Diversity - 56 per cent positive</p>

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Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Building practice excellence	<ul style="list-style-type: none"> Embed a rigorous and differentiated curriculum and explicit teaching to cater for individual learning needs 	Yes
KIS 2 Building practice excellence	<ul style="list-style-type: none"> Build the pedagogical expertise in the areas of personalised learning, cognitive demand and differentiation with emphasis on high achievers and those requiring significant intervention for progress 	Yes

<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>Balwyn High School continues to attract students of diverse cultural backgrounds and with a range of learning needs. Teachers need to be supported to build their self-efficacy and effectiveness to cater for this diversity. The SEAL program is a specific opportunity for high ability students but every classroom has students achieving in the top two bands. Ongoing professional learning is required to support teaching staff to not only meet the needs of these learners but those at every level, including EAL and low literacy learners. With the emphasis on building student agency specifically in the classroom, teachers need to understand the changing nature of their role (Instructional Core) as knowledge providers, knowledge facilitators and coaches. This requires targeted and ongoing professional learning and opportunities to critically engage with instructional practice with their colleagues. On the basis of the 2018 Attitudes to Schooling Survey results the school needs to focus specifically on the instructional practice (Differentiated Learning Challenge) and the learning environment (Stimulated Learning and Teacher Concern) in all year levels, but specifically in the Middle School.</p>	
<p>Goal 2</p>	<p>To develop confident, resilient students equipped to thrive in the contemporary world.</p>	
<p>12 Month Target 2.1</p>	<p>ATS Results:</p> <p>Teacher Concern - 40 per cent positive</p> <p>Student Voice & Agency - 50 per cent positive</p> <p>Stimulated Learning - 58 per cent positive</p> <p>Respect for Diversity - 56 per cent positive</p>	
<p>Key Improvement Strategies</p>		<p>Is this KIS selected for focus this year?</p>
<p>KIS 1 Empowering students and building school pride</p>	<ul style="list-style-type: none"> Embed a positive classroom culture that enables student agency and self-efficacy 	<p>Yes</p>
<p>KIS 2 Empowering students and building school pride</p>	<ul style="list-style-type: none"> Implement schoolwide practices, programs and resources that build a healthy balance of academic, social and emotional capacity 	<p>Yes</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.

These Key Improvement strategies recognise the importance of student agency, voice and leadership as promoted by DET's Amplify documentation. Clear links have been made between student engagement and wellbeing and their learning outcomes therefore teachers need to be supported with programs and professional learning in this area.

The school recognises that in-class programs can be effectively supported by year level presentations, workshops and speakers and the Student Services Team will continue to liaise with sub schools around specific targeted interventions.

The school has used Equity Funding to supplement the expertise within the Student Services Team to support individual and cohort needs. Regular communication and support to teaching staff must be ongoing to build expertise and confidence with their classroom practice.

Define Actions, Outcomes and Activities

Goal 1	To improve Year 7-12 student learning outcomes.
12 Month Target 1.1	<p>At least 35 per cent of judgments to be above standard in every core study from Years 7-10</p> <p>At least 70% of EAL students progress by at least one S-level in the areas of Reading, Writing, Spelling and/or Listening</p> <p>Year 9 NAPLAN results to achieve scaled scores at the 10th, 50th and 90th percentile as follows:</p> <p>Reading 530 620 700</p> <p>Writing 500 595 675</p> <p>Spelling 525 620 715</p> <p>Grammar 520 610 715</p> <p>Numeracy 575 655 750</p> <p>Year 9 Numeracy Low Relative Growth to be at 20 per cent or below</p> <p>Year 9 Numeracy High Relative Growth to be at 30 per cent or higher</p> <p>Year 9 Reading, Writing, Spelling and Grammar Low Relative Growth to be at 20 per cent or lower</p> <p>Year 9 Reading, Writing, Spelling and Grammar High Relative Growth to be at 30 per cent or higher</p> <p>VCE Median score at 34</p> <p>No VCE Study with lower than ten per cent of 40s study scores.</p> <p>Maintain school percentage of VCE study scores of 40 and above, at or above 20 per cent.</p> <p>ATS Results;</p>

	<p>Stimulated Learning - all year levels to be greater than 55 per cent positive</p> <p>Differentiated Learning Challenge - all year levels to be greater than 65 per cent positive</p>
<p>KIS 1 Building practice excellence</p>	<ul style="list-style-type: none"> Embed a rigorous and differentiated curriculum and explicit teaching to cater for individual learning needs
<p>Actions</p>	<p>Ongoing enhancement of curriculum documentation to support improvements in instructional practice.</p> <p>Continue to embed STEAM as a multidisciplinary approach to curriculum planning assessment and student engagement.</p> <p>Complete a Middle School Assessment Policy complementing the Senior School Policy, with greater commitment to the moderation/cross-marking of assessments to achieve consistency.</p> <p>Explore greater eLearning applications, experiential learning opportunities and learning interventions across the curriculum.</p> <p>Optimise technology to enhance teaching practices and student outcomes and to improve student/teacher/parent engagement.</p> <p>Further embed the BHS Instructional Model for curriculum, instruction and assessment with reference to The Instructional Core</p>
<p>Outcomes</p>	<p>Teachers will:</p> <p>Demonstrate their ability to cater for each students' needs and capabilities through evidence of differentiation in curriculum documentation and assessment tasks</p> <p>Contribute to an effective Middle School Assessment Policy to meet the targets set for VicVELS and NAPLAN results</p> <p>Demonstrate greater opportunities for elearning applications, experiential learning and interventions for student learning as evidenced in curriculum documentation and Learning Lab footage</p> <p>Build confidence and capacity in the e5 Instructional Model and the Instructional Core and act upon collegiate feedback provided to inform future practice</p> <p>Students will:</p> <p>Experience learning success and will understand and be able to articulate why they have been successful</p> <p>Experience an increased and more effective use of computers and technology for their learning and assessment.</p> <p>Be able to articulate the links between the learning activities and the assessment task and how they use feedback to improve their performance.</p>

Success Indicators	Attitudes to Schooling Survey results Staff Opinion Survey results Parent Opinion Survey results NAPLAN and VCE results Feedback from student forums Survey of staff - PLT experiences and impact			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
<p>Formally review progress and development in curriculum delivery and documentation.</p> <p>Embed STEAM as a multidisciplinary approach to curriculum planning assessment and student engagement.</p> <p>Formalise a Middle School Assessment Policy complementing the Senior School Policy, with greater commitment to the moderation/cross-marking of assessments to achieve consistency.</p> <p>Explore greater eLearning applications across the curriculum.</p> <p>Optimise technology to enhance teaching practices and student outcomes and to improve student/teacher/parent engagement.</p> <p>Implement consistently the school model for curriculum, instruction and assessment.</p>	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$60,000.00 <input checked="" type="checkbox"/> Equity funding will be used
KIS 2 Building practice excellence	<ul style="list-style-type: none"> Build the pedagogical expertise in the areas of personalised learning, cognitive demand and differentiation with emphasis on high achievers and those requiring significant intervention for progress 			
Actions	Build the confidence of teaching staff to assign appropriate Victorian Curriculum ratings for all students, which more closely reflect students' achievements on external assessments. Build teacher confidence and effectiveness with strategies to improve literacy skills.			

	<p>Build teacher capacity in addressing the specific needs of EAL learners.</p> <p>Build teacher capacity to develop, resource, monitor and evaluate Individual Education Plans.</p> <p>Embed 21st Century learning and pedagogical skills to strengthen the desired learner profile and achievement of Victorian Curriculum capabilities.</p>			
Outcomes	<p>Teachers will:</p> <p>The 7 Learning Specialists will work with all staff to support their instructional practice through observation, feedback and the PLT process</p> <p>Demonstrate an improved knowledge of Vic Curriculum which is reflected within Assessment Tasks.</p> <p>Teachers will build literacy instruction strategies within their lessons as evidenced within curriculum documentation</p> <p>Demonstrate an ability to simplify language and instruction in order to meet the needs of EAL students.</p> <p>As required teachers will contribute to the development and review of IEPs as evidenced through Compass Insights.</p> <p>Staff will improve their capacity to locate opportunities to incorporate Vic Curriculum Capabilities within specific learning areas and units of work.</p> <p>Students will:</p> <p>Have a more consistent instructional experience across their classes and subjects</p> <p>Be able to articulate a greater connection between their learning and real world application</p> <p>Students will experience increased cognitive engagement which will be reflected in ATTS and through Year Level Offices.</p>			
Success Indicators	<p>Attitudes to Schooling Survey results</p> <p>Staff Opinion Survey results</p> <p>Parent Opinion Survey results</p> <p>NAPLAN and VCE results</p> <p>Feedback from student forums</p> <p>Survey of staff - PLT experiences and impact</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget

<p>The 7 Learning Specialists will work with all staff to support their instructional practice through observation, feedback and the PLT process</p> <p>Build the confidence of teaching staff to assign appropriate Victorian Curriculum ratings for all students, which more closely reflect students' achievements on external assessments.</p> <p>Build teacher confidence and effectiveness with strategies to improve literacy skills.</p> <p>Build teacher capacity in addressing the specific needs of EAL learners.</p> <p>Build teacher capacity to develop, resource, monitor and evaluate Individual Education Plans.</p> <p>Embed 21st Century learning 'soft skills' to strengthen the desired learner profile.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLP Priority 	<p>from: Term 1 to: Term 4</p>	<p>\$40,000.00</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Equity funding will be used
<p>Goal 2</p>	<p>To develop confident, resilient students equipped to thrive in the contemporary world.</p>			
<p>12 Month Target 2.1</p>	<p>ATS Results:</p> <p>Teacher Concern - 40 per cent positive</p> <p>Student Voice & Agency - 50 per cent positive</p> <p>Stimulated Learning - 58 per cent positive</p> <p>Respect for Diversity - 56 per cent positive</p>			
<p>KIS 1 Empowering students and building school pride</p>	<ul style="list-style-type: none"> • Embed a positive classroom culture that enables student agency and self-efficacy 			

Actions	<p>Encourage greater input from students in relation to curriculum planning and assessment practices through a range of feedback forums and opportunities to work with school leadership teams</p> <p>Tutorial Learning goals to be developed for all students reflecting the BHS Graduation Profile and visible to students and teachers</p> <p>Continue to embed the BHS Shared Learning Norms in every classroom</p> <p>Shared professional reading for staff to focus on student agency, self-regulation and self-efficacy as part of the professional learning program</p>			
Outcomes	<p>Teachers will:</p> <p>Use the e5 instructional model to recognise teaching strategies that enable student agency in the classroom</p> <p>Demonstrate greater understanding and effectiveness with the Instructional Core dynamics in the classroom</p> <p>Create individual learning plans for students who may be 12 months ahead/behind level and monitor to see the student achieves a year's progress</p> <p>Students will:</p> <p>Confidently explain the strategies they have used to progress effectively in each classroom</p> <p>Demonstrate the use of the school's shared learning norms in their classroom learning</p> <p>Confidently explain the strategies they have used to progress effectively in each classroom</p>			
Success Indicators	<p>Attitudes to Schooling Survey results</p> <p>Staff Opinion Survey results</p> <p>Parent Opinion Survey results</p> <p>NAPLAN and VCE results</p> <p>Feedback from student forums</p> <p>Compass Insight Learning Goals for students</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Encourage greater input from students in relation to curriculum planning and assessment practices through a range of feedback forums and opportunities to work with school leadership teams	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00

<p>Tutorial Learning goals to be developed for all students reflecting the BHS Graduation Profile and visible to students and teachers</p> <p>Continue to embed the BHS Shared Learning Norms in every classroom</p> <p>Shared professional reading for staff to focus on student agency, self-regulation and self-efficacy as part of the professional learning program</p>	<input checked="" type="checkbox"/> Student Wellbeing Co-ordinator			<input checked="" type="checkbox"/> Equity funding will be used
<p>KIS 2 Empowering students and building school pride</p>	<ul style="list-style-type: none"> Implement schoolwide practices, programs and resources that build a healthy balance of academic, social and emotional capacity 			
<p>Actions</p>	<p>The Student Services and Learning Specialists build staff expertise and practice in agreed approaches to student and staff wellbeing and engagement with particular emphasis on positive psychology.</p> <p>Refined Tutorial Program and other Student Wellbeing initiatives to be provided for students at all year levels to develop resilience, optimism, emotional strength and a global mindset.</p>			
<p>Outcomes</p>	<p>Teachers will: Undertake professional learning opportunities that build expertise in student wellbeing approaches Develop and deliver whole school student wellbeing programs through the Tutorial Program and associated activities Deliver the Tutorial program curriculum displaying topics that promote a healthy balance lifestyle and also resilience</p> <p>Students will: Be encouraged to participate in a wide range of co-curricular activities to complement their classroom learning Participate on whole year level student wellbeing programs and develop soft skills embedded into tutorial program and in whole year level presentations.</p>			
<p>Success Indicators</p>	<p>Attitudes to Schooling Survey results Staff Opinion Survey results Parent Opinion Survey results Curriculum documentation - Staff and Student SharePoint Feedback from student forums Compass Insight Learning Goals for students</p>			

Activities and Milestones	Who	Is this a PL Priority	When	Budget
<p>The Student Services and Learning Specialists build staff expertise and practice in agreed approaches to student and staff wellbeing and engagement with particular emphasis on positive psychology.</p> <p>Refined Tutorial Program and other Student Wellbeing initiatives to be provided for students at all year levels to develop resilience, optimism, emotional strength and a global mindset.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLP Priority 	<p>from: Term 1 to: Term 4</p>	<p>\$20,000.00</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Equity funding will be used

Equity Funding Planner

Equity Spending Totals

Category	Total proposed budget (\$)	Spend (\$)
Equity funding associated with Activities and Milestones	\$140,000.00	\$115,000.00
Additional Equity funding	\$0.00	\$0.00
Grand Total	\$140,000.00	\$115,000.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
<p>Formally review progress and development in curriculum delivery and documentation.</p> <p>Embed STEAM as a multidisciplinary approach to curriculum planning assessment and student engagement.</p> <p>Formalise a Middle School Assessment Policy complementing the Senior School Policy, with greater commitment to the moderation/cross-marking of assessments to achieve consistency.</p> <p>Explore greater eLearning applications across the curriculum.</p> <p>Optimise technology to enhance teaching practices and student outcomes and to improve student/teacher/parent engagement.</p>	<p>from: Term 1 to: Term 4</p>	<p><input checked="" type="checkbox"/> School-based staffing</p> <p><input checked="" type="checkbox"/> Teaching and learning programs and resources</p> <p><input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)</p>	\$60,000.00	\$40,000.00

<p>Implement consistently the school model for curriculum, instruction and assessment.</p>				
<p>The 7 Learning Specialists will work with all staff to support their instructional practice through observation, feedback and the PLT process</p> <p>Build the confidence of teaching staff to assign appropriate Victorian Curriculum ratings for all students, which more closely reflect students' achievements on external assessments.</p> <p>Build teacher confidence and effectiveness with strategies to improve literacy skills.</p> <p>Build teacher capacity in addressing the specific needs of EAL learners.</p> <p>Build teacher capacity to develop, resource, monitor and evaluate Individual Education Plans.</p> <p>Embed 21st Century learning 'soft skills' to strengthen the desired learner profile.</p>	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <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) <input checked="" type="checkbox"/> CRT 	<p>\$40,000.00</p>	<p>\$40,000.00</p>
<p>Encourage greater input from students in relation to curriculum planning and assessment practices through a range of feedback forums and opportunities to work with school leadership teams</p> <p>Tutorial Learning goals to be developed for all students reflecting the BHS Graduation Profile and visible to students and teachers</p> <p>Continue to embed the BHS Shared Learning Norms in every classroom</p>	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <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) 	<p>\$20,000.00</p>	<p>\$20,000.00</p>

Shared professional reading for staff to focus on student agency, self-regulation and self-efficacy as part of the professional learning program				
The Student Services and Learning Specialists build staff expertise and practice in agreed approaches to student and staff wellbeing and engagement with particular emphasis on positive psychology. Refined Tutorial Program and other Student Wellbeing initiatives to be provided for students at all year levels to develop resilience, optimism, emotional strength and a global mindset.	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)	\$20,000.00	\$15,000.00
Totals			\$140,000.00	\$115,000.00

Additional Equity spend

Outline here any additional Equity spend for 2019	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
<p>Formally review progress and development in curriculum delivery and documentation.</p> <p>Embed STEAM as a multidisciplinary approach to curriculum planning assessment and student engagement.</p> <p>Formalise a Middle School Assessment Policy complementing the Senior School Policy, with greater commitment to the moderation/cross-marking of assessments to achieve consistency.</p> <p>Explore greater eLearning applications across the curriculum.</p> <p>Optimise technology to enhance teaching practices and student outcomes and to improve student/teacher/parent engagement.</p> <p>Implement consistently the school model for curriculum,</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Principal 	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Peer observation including feedback and reflection 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Whole School Pupil Free Day <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"/> Area Principal Forums <input checked="" type="checkbox"/> Regional Leadership Conferences 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> VCAA Curriculum Specialist <input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Subject association <input checked="" type="checkbox"/> Bastow program/course <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> External consultants <p>Glen Pearsall Judy Petch Paige Williams</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Departmental resources <p>Amplify HITS VTLM</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site

instruction and assessment.						
<p>The 7 Learning Specialists will work with all staff to support their instructional practice through observation, feedback and the PLT process</p> <p>Build the confidence of teaching staff to assign appropriate Victorian Curriculum ratings for all students, which more closely reflect students' achievements on external assessments.</p> <p>Build teacher confidence and effectiveness with strategies to improve literacy skills.</p> <p>Build teacher capacity in addressing the specific needs of EAL learners.</p> <p>Build teacher capacity to develop, resource, monitor and evaluate Individual Education Plans.</p> <p>Embed 21st Century learning 'soft skills' to strengthen the desired learner profile.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal 	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Peer observation including feedback and reflection 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Whole School Pupil Free Day <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 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> VCAA Curriculum Specialist <input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Subject association <input checked="" type="checkbox"/> Bastow program/course <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> External consultants <p>Glen Pearsall Judy Petch Paige Williams</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Departmental resources <p>HITS Amplify VTLM</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site
<p>Encourage greater input from students in relation to curriculum planning and</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All Staff 	<p>from: Term 1</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Peer observation including feedback and reflection 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Professional Practice Day 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> Internal staff 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site

<p>assessment practices through a range of feedback forums and opportunities to work with school leadership teams</p> <p>Tutorial Learning goals to be developed for all students reflecting the BHS Graduation Profile and visible to students and teachers</p> <p>Continue to embed the BHS Shared Learning Norms in every classroom</p> <p>Shared professional reading for staff to focus on student agency, self-regulation and self-efficacy as part of the professional learning program</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator 	<p>to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Student voice, including input and feedback <input checked="" type="checkbox"/> Demonstration lessons 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Area Principal Forums <input checked="" type="checkbox"/> Regional Leadership Conferences 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> External consultants <p>Paige Williams Greg Garrison (VicPol) Boroondara Youth Services CAMHS Wellbeing Network</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Departmental resources <p>HITS VTLM Amplify Student Engagement and Wellbeing Officers</p>	
<p>The Student Services and Learning Specialists build staff expertise and practice in agreed approaches to student and staff wellbeing and engagement with particular emphasis on positive psychology.</p> <p>Refined Tutorial Program and other Student Wellbeing initiatives to be provided for students at all year levels to develop resilience, optimism, emotional strength and a global mindset.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator 	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Student voice, including input and feedback <input checked="" type="checkbox"/> Demonstration lessons 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Network Professional Learning <input checked="" type="checkbox"/> PLC/PLT Meeting <input checked="" type="checkbox"/> Area Principal Forums <input checked="" type="checkbox"/> Regional Leadership Conferences 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> External consultants <p>Paige Williams Greg Garrison Student Engagement and Wellbeing Officers BEYOU Boroondara Youth Services</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Departmental resources 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site

					VTLM Regional and Central Office staff	
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