

2019 Annual Implementation Plan

for improving student outcomes

Buckley Park College (7670)



BUCKLEY PARK COLLEGE

Submitted for review by Michael Fawcett (School Principal) on 21 December, 2018 at 06:54 PM
Endorsed by Allana Bryant (Senior Education Improvement Leader) on 24 December, 2018 at 12:39 PM
Awaiting endorsement by School Council President

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	Evolving moving towards Embedding
	Curriculum planning and assessment	Evolving
	Evidence-based high-impact teaching strategies	Evolving moving towards Embedding
	Evaluating impact on learning	Evolving moving towards Embedding
Professional leadership	Building leadership teams	Embedding
	Instructional and shared leadership	Embedding
	Strategic resource management	Embedding moving towards Excelling
	Vision, values and culture	Embedding moving towards Excelling
Positive climate for learning	Empowering students and building school pride	Embedding
	Setting expectations and promoting inclusion	Embedding
	Health and wellbeing	Embedding moving towards Excelling
	Intellectual engagement and self-awareness	Embedding moving towards Excelling
Community engagement in learning	Building communities	Embedding
	Global citizenship	Evolving moving towards Embedding
	Networks with schools, services and agencies	Embedding
	Parents and carers as partners	Embedding

Enter your reflective comments

Buckley Park College will commence a new School Strategic Plan period in 2019. The college's School Review, completed during 2018, identified a need for focussed work around developing a documented Guaranteed and Viable Curriculum and a clear focus on developing and implementing effective Student Agency & Voice within the college. Building leadership capacity has also been identified as an area for attention. Changes have been made to the college leadership profile to ensure we are focussed on leading the college in a direction to achieve improvement in these two areas over the course of our new School Strategic Plan.

Considerations for 2019	<ol style="list-style-type: none"> 1. Focused work on the guaranteed and viable curriculum; mapping our Essential Learnings, reworking all unit outlines and formalising a consistent planning approach 2. Improve staff awareness of and understanding of student agency and voice as a key part of college culture - professional learning in 2019 2. Build further on our commitment to PLCs, for every teacher across years 7 to 12 3. Implement and extend our evidence-based approach to literacy & increase interventions 4. Focus teachers on explicit practice improvement goals through our revised approach to professional learning 5. Design and implement our new Positive Education curriculum 6. Systematise our approach to student focus groups more, including review of what's worked and what hasn't in 2018 8. Continue to plan and implement elements of the Respectful Relationships curriculum as a Lead school
Documents that support this plan	

SSP Goals Target and KIS

Goal 1	To improve the learning growth and achievement of every student across the college.
Target 1.1	<ul style="list-style-type: none"> • By 2022, the percentage of students in the high growth category in reading, writing and numeracy from years 7-9 in NAPLAN to increase by at least 5% on 2018 data. • By 2022, the percentage of students in the low growth category in reading, writing and numeracy from years 7-9 in NAPLAN to decrease by at least 5% on 2018 data. • By 2022, the percentage of students in the two top NAPLAN bands in year 9 in reading, writing and numeracy to increase to no less than 60% of cohort. • By 2022, the percentage of students assessed at or above expected levels according to Teacher Judgements against the VELS, to be equal to or exceed the year 7 benchmarks in all areas of English and Mathematics.
Target 1.2	<ul style="list-style-type: none"> • The median VCE study score to increase each year from 31.8 in 2017 to 32 or more by 2022 • The percentage of VCE study scores over 40 to increase to 12% and above each year to 2022 • The percentage of study scores under 30 to decrease each year to less than 20% by 2022. • The percentage of VCE students achieving above their predicted scores against the GAT to be above 70% by 2022 • By 2022 100% of VCAL students achieve satisfactory completion or to be in full time employment or training
Target 1.3	<ul style="list-style-type: none"> • By 2022, the percentage endorsement of Prin/teach staff in the school climate module components in the school staff survey (SSS) of Guaranteed and viable curriculum, academic emphasis, shielding and buffering and collective efficacy to be at or above 75%. • By 2022, the overall percentage endorsement of Prin/teach staff in the teaching and learning module in the school staff survey (SSS) to be at or above 75%. • By 2022, the overall percentage endorsement of Prin/teach staff in the school leadership module in the school staff survey (SSS) to be at or above 75%. • By 2022, increase the Teacher-student relations factors in the Student Attitudes to School Survey (ATOSS) to above the 70th percentile for years 7-12.
Key Improvement Strategy 1.ay Curriculum planning and assessment	Build and document a guaranteed and viable curriculum, including assessment practices and proficiency scales, in all subject areas across the school (CPA).
Key Improvement Strategy 1.by Curriculum planning and assessment	Build teacher capacity in a whole school documented approach to evidence-based instruction, pedagogy and high impact teaching strategies (CPA).
Key Improvement Strategy 1.cy	Build instructional and shared leadership, and a school improvement team, across the college (BLT).

Curriculum planning and assessment	
Goal 2	To improve student voice, agency and leadership in learning for every student in every classroom.
Target 2.1	<ul style="list-style-type: none"> By 2022, the percentage endorsement of Prin/teach staff in the school climate module components in the school staff survey (SSS) of collective responsibility, staff trust in colleagues, teacher collaboration and collective focus on student learning to be at or above 75%.
Target 2.2	<ul style="list-style-type: none"> By 2022, increase the Effective teaching practice for cognitive engagement, Learner characteristics and disposition, and Social engagement factors in the ATOSS to above the 70th percentile for years 7-12. By 2022, increase the percentiles of all elements of the Student cognitive engagement and Student development factors in the Parent Opinion Survey to at or above 80%.
Key Improvement Strategy 2.ay Building practice excellence	Build a whole school approach to data collection, analysis and evaluation, and tracking of student learning growth over time (BPE).
Key Improvement Strategy 2.by Building practice excellence	Build the Professional Learning Community (PLC) collaborative structure across the college (BPE).
Key Improvement Strategy 2.cy Empowering students and building school pride	Build student voice, leadership and agency in learning (ESBSP)
Key Improvement Strategy 2.dy Empowering students and building school pride	Build an inclusive, accountable and positive school culture (ESBSP)

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
<p>To improve the learning growth and achievement of every student across the college.</p>	<p>Yes</p>	<ul style="list-style-type: none"> By 2022, the percentage of students in the high growth category in reading, writing and numeracy from years 7-9 in NAPLAN to increase by at least 5% on 2018 data. By 2022, the percentage of students in the low growth category in reading, writing and numeracy from years 7-9 in NAPLAN to decrease by at least 5% on 2018 data. By 2022, the percentage of students in the two top NAPLAN bands in year 9 in reading, writing and numeracy to increase to no less than 60% of cohort. By 2022, the percentage of students assessed at or above expected levels according to Teacher Judgements against the VELs, to be equal to or exceed the year 7 benchmarks in all areas of English and Mathematics. 	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <ul style="list-style-type: none"> By 2019, the percentage of students in the high growth category in reading, writing and numeracy from years 7-9 in NAPLAN to demonstrate increase on 2018 data. By 2019, the percentage of students in the low growth category in reading, writing and numeracy from years 7-9 in NAPLAN to demonstrate decrease on 2018 data. By 2019, the percentage of students in the two top NAPLAN bands in year 9 in reading, writing and numeracy to increase to no less than 50% of cohort. By 2019, the percentage of students assessed at or above expected levels according to Teacher Judgements against the VELs, to be equal to or exceed the year 7 benchmarks in all areas of English and Mathematics.
		<ul style="list-style-type: none"> The median VCE study score to increase each year from 31.8 in 2017 to 32 or more by 2022 The percentage of VCE study scores over 40 to increase to 12% and above each year to 2022 The percentage of study scores under 30 to decrease each year to less than 20% by 2022. The percentage of VCE students achieving above their predicted scores against the GAT to be above 70% by 2022 By 2022 100% of VCAL students achieve satisfactory completion or to be in full time employment or training 	<ul style="list-style-type: none"> The median VCE study score to increase each year from 31.0 in 2018 to 31.25 or more by 2019 The percentage of VCE study scores over 40 to increase to 10.5% by 2019 The percentage of study scores under 30 to decrease each year to less than 25% by 2019. The percentage of VCE students achieving above their predicted scores against the GAT to be above 60% by 2019 By 2019 95% of VCAL students achieve satisfactory completion or to be in full time employment or training
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To improve student voice, agency and leadership in learning for every student in every classroom.	Yes	<ul style="list-style-type: none"> By 2022, the percentage endorsement of Prin/teach staff in the school climate module components in the school staff survey (SSS) of collective responsibility, staff trust in colleagues, teacher collaboration and collective focus on student learning to be at or above 75%. 	<ul style="list-style-type: none"> By 2019, the percentage endorsement of Prin/teach staff in the school climate module components in the school staff survey (SSS) of collective responsibility, staff trust in colleagues, teacher collaboration and collective focus on student learning to be at or above 65%.
		<ul style="list-style-type: none"> By 2022, increase the Effective teaching practice for cognitive engagement, Learner characteristics and disposition, and Social engagement factors in the ATOSS to above the 70th percentile for years 7-12. By 2022, increase the percentiles of all elements of the Student cognitive engagement and Student development factors in the Parent Opinion Survey to at or above 80%. 	<ul style="list-style-type: none"> By 2019, increase the Effective teaching practice for cognitive engagement, Learner characteristics and disposition, and Social engagement factors in the ATOSS to above the 60th percentile for years 7-12. By 2019, increase the percentiles of all elements of the Student cognitive engagement and Student development factors in the Parent Opinion Survey to at or above 70%.

Goal 1	To improve the learning growth and achievement of every student across the college.	
12 Month Target 1.1	<ul style="list-style-type: none"> By 2019, the percentage of students in the high growth category in reading, writing and numeracy from years 7-9 in NAPLAN to demonstrate increase on 2018 data. By 2019, the percentage of students in the low growth category in reading, writing and numeracy from years 7-9 in NAPLAN to demonstrate decrease on 2018 data. By 2019, the percentage of students in the two top NAPLAN bands in year 9 in reading, writing and numeracy to increase to no less than 50% of cohort. By 2019, the percentage of students assessed at or above expected levels according to Teacher Judgements against the VELs, to be equal to or exceed the year 7 benchmarks in all areas of English and Mathematics. 	
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12 Month Target 1.3	<ul style="list-style-type: none"> By 2019, the percentage endorsement of Prin/teach staff in the school climate module components in the school staff survey (SSS) of Guaranteed and viable curriculum, academic emphasis, shielding and buffering and collective efficacy to be at or above 70%. By 2019, the overall percentage endorsement of Prin/teach staff in the teaching and learning module in the school staff survey (SSS) to be at or above 70%. By 2019, the overall percentage endorsement of Prin/teach staff in the school leadership module in the school staff survey (SSS) to be at or above 70%. By 2019, increase the Teacher-student relations factors in the Student Attitudes to School Survey (ATOSS) to above the 65th percentile for years 7-12. 	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1	Build and document a guaranteed and viable curriculum, including assessment practices and proficiency scales, in all subject areas across the school (CPA).	Yes

Curriculum planning and assessment		
KIS 2 Curriculum planning and assessment	Build teacher capacity in a whole school documented approach to evidence-based instruction, pedagogy and high impact teaching strategies (CPA).	Yes
KIS 3 Curriculum planning and assessment	Build instructional and shared leadership, and a school improvement team, across the college (BLT).	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>Focused work on the guaranteed and viable curriculum; mapping our Essential Learnings, reworking all unit outlines and formalising a consistent planning approach. Significant work is required in this area for 2019. The 2018 School review identified the college did not have a documented curriculum. Since the review, work has already begun to address this with significant time being attributed to the development and completion of documented curriculum within Domains and PLCs.</p> <p>During 2019 all staff and all Domains will consistently work towards the development of our whole school Guaranteed & Viable Curriculum. Consistent templates have been rolled out to all Domains to ensure uniformity of documentation. Staff work time has been quarantined to enable Domains to focus on the completion of this work. The college leadership team has been refocussed on their work to ensure teaching & learning is the priority. Professional learning has been planned for the leadership team to develop and improve our capacity to lead the college successfully.</p>	
Goal 2	To improve student voice, agency and leadership in learning for every student in every classroom.	
12 Month Target 2.1	<ul style="list-style-type: none"> By 2019, the percentage endorsement of Prin/teach staff in the school climate module components in the school staff survey (SSS) of collective responsibility, staff trust in colleagues, teacher collaboration and collective focus on student learning to be at or above 65%. 	
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Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Building practice excellence	Build a whole school approach to data collection, analysis and evaluation, and tracking of student learning growth over time (BPE).	Yes
KIS 2 Building practice excellence	Build the Professional Learning Community (PLC) collaborative structure across the college (BPE).	Yes
KIS 3 Empowering students and building school pride	Build student voice, leadership and agency in learning (ESBSP)	Yes
KIS 4 Empowering students and building school pride	Build an inclusive, accountable and positive school culture (ESBSP)	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.	<p>The college will improve staff awareness of and understanding of student agency and voice as a key part of college culture through professional learning in 2019. Work completed in semester two 2018 identified that, as a whole staff, our understanding of student agency was low, with a focus on 'student choice' rather than agency in their learning. Combined with a lack of a student representative counsel structure our students are not inherently involved in their own curriculum. Our framework for 2019 will be the reintroduction of 'student voice' to our college with a 'Student Voice Leader' being appointed and a refocusing of a leading teacher role to ensure coverage of this area. All staff will undergo professional learning in understanding 'student agency' and pilot projects will be developed in Domains to ensure our practice begins to change to ensure agency is a key part of our curriculum planning and implementation.</p> <p>Further development of our approach to student focus groups and other modes of engaging directly with students perspectives on learning & teaching, including review of what's worked and what hasn't in 2018 will take place throughout semester one 2019.</p> <p>Continue to plan and implement elements of the Respectful Relationships curriculum as a Lead school.</p>	

Define Actions, Outcomes and Activities

Goal 1	To improve the learning growth and achievement of every student across the college.			
12 Month Target 1.1	<ul style="list-style-type: none"> By 2019, the percentage of students in the high growth category in reading, writing and numeracy from years 7-9 in NAPLAN to demonstrate increase on 2018 data. By 2019, the percentage of students in the low growth category in reading, writing and numeracy from years 7-9 in NAPLAN to demonstrate decrease on 2018 data. By 2019, the percentage of students in the two top NAPLAN bands in year 9 in reading, writing and numeracy to increase to no less than 50% of cohort. By 2019, the percentage of students assessed at or above expected levels according to Teacher Judgements against the VELs, to be equal to or exceed the year 7 benchmarks in all areas of English and Mathematics. 			
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KIS 1 Curriculum planning and assessment	Build and document a guaranteed and viable curriculum, including assessment practices and proficiency scales, in all subject areas across the school (CPA).			
Actions	<p>Develop a curriculum map - whole school scope and sequence style document. A school Curriculum starts with a Curriculum Map. The Mapping process ensures that skills and knowledge in courses spread well throughout the curriculum areas and year levels. There is no gap and no overlap of learning expectations. The Curriculum Map also maps the requirements of curriculum areas and year levels in relation to reporting. With a correctly developed curriculum map, the next stage of the process is the development of the finest and most cohesive units at each level.</p> <p>A Yearly Unit Plan outlining where in the year this unit will be taught</p> <p>A Proficiency Scale for the unit, outlining the content descriptors and essential learning standards relevant to this content descriptor/s. A proficiency scale will also outline what knowledge of skills a students is "expected" to come into this unit with and what possible extension to this unit might look like. This will form a basis of use of appropriate common formative assessment throughout the unit for use by teachers throughout the PLC process.</p> <p>Unit Outlines will show the sequence of lessons, including learning goals, resources, and students work expectations. Formative assessment needs to be evident in the unit outline and will form some of the basis for reporting against progression points.</p> <p>A Summative Assessment Task for the unit will be provided; this task will be accompanied by a Rubric (unless it is a test). The summative assessment task will be assessed by a grade from UG to A+ according to the BPC Assessment and Reporting Guidelines. Summative assessment tasks types will be varied for each subject throughout a semester. They do not need to assess all elements of the proficiency scale.</p> <p>All units for year 7-9 are completed and have been reviewed by teams for whole Domain roll out during 2019.</p> <p>Guaranteed and Viable Curriculum and Course Handbook is complete and used by all domains and staff.</p>			
Outcomes	<p>The key outcome will be an identifiable whole school - guaranteed & viable curriculum - both in process and structure.</p> <p>Using our PLC structure and the PLC model enquiry cycle - staff will successfully develop a gvc in each domain.</p> <p>Individual staff will use their gvc documentation as evidence in their Professional Develop Plans</p>			
Success Indicators	<p>All Domains have an identifiable documented curriculum</p> <p>All staff can demonstrate their develop of and use of the college's gvc template in their curriculum development</p> <p>The college's documented curriculum is available to all students, and used by all students, in their respective subject areas</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Build and document a guaranteed and viable curriculum, including assessment practices and proficiency scales, in all subject areas across the school	☑ Assistant Principal	☑ PLP Priority	from: Term 1	\$5,000.00

	<input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s)		to: Term 4	<input type="checkbox"/> Equity funding will be used
KIS 2 Curriculum planning and assessment	Build teacher capacity in a whole school documented approach to evidence-based instruction, pedagogy and high impact teaching strategies (CPA).			
Actions	<p>Introduce and commit to a Guaranteed and Viable Curriculum (7-12)</p> <p>Introduce Consistent templates which include</p> <ul style="list-style-type: none"> • Yearly Unit Plan (per subject/per year level) • Proficiency Scale (per unit) • Unit Outline which includes: <ul style="list-style-type: none"> o Common learning goal o What teacher will do o What students will do/complete o Formative assessment o Summative Assessment • Staff to work in PLC on collection, discussion and action of student learning evidence to ensure students are not left behind. • Develop method for analysis of completion of units • Develop plan for course accreditation • Exams at Yr7 Introduced, Staff PL provided around effective exam practice, writing and data collection, review and action. <p>Baseline data established. Unit completion rates collected and analysed</p>			
Outcomes	<p>The key outcome will be an identifiable whole school - guaranteed & viable curriculum - both in process and structure.</p> <p>Using our PLC structure and the PLC model enquiry cycle - staff will successfully develop a gvc in each domain.</p> <p>Individual staff will use their gvc documentation as evidence in their Professional Develop Plans</p>			
Success Indicators	<p>All Domains have an identifiable documented curriculum</p> <p>All staff can demonstrate their develop of and use of the college's gvc template in their curriculum development</p> <p>The college's documented curriculum is available to all students, and used by all students, in their respective subject areas</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Build and document a guaranteed and viable curriculum, including assessment practices and proficiency scales, in all subject areas across the school	<input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input type="checkbox"/> Equity funding will be used
Participate in the Victorian Professional Learning Community initiative. BPC will participate in SWVRs PLC professional learning program in 2019. The college has previously completed this training but several staff who completed the	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <input type="checkbox"/> Equity funding will be used

training have left and a need exists for more staff to complete the professional learning.				
KIS 3 Curriculum planning and assessment		Build instructional and shared leadership, and a school improvement team, across the college (BLT).		
Actions		During 2019 the Leadership team/School Improvement team will undergo professional learning around building our capacity as a leadership group.		
Outcomes		Closer alignment to the work of leaders to our AIP & SSP The leadership team will improve our capacity to lead our school with a direct line of sight to our AIP & SSP in our daily work with colleagues and each other.		
Success Indicators		Achievement of AIP targets in 2019. Improved data on School Leadership module of Staff Opinion Survey		
Activities and Milestones		Who	Is this a PL Priority	When
Completion of leadership professional learning course by entire leadership team		<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4
				\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Goal 2		To improve student voice, agency and leadership in learning for every student in every classroom.		
12 Month Target 2.1		<ul style="list-style-type: none"> By 2019, the percentage endorsement of Prin/teach staff in the school climate module components in the school staff survey (SSS) of collective responsibility, staff trust in colleagues, teacher collaboration and collective focus on student learning to be at or above 65%. 		
12 Month Target 2.2		<ul style="list-style-type: none"> By 2019, increase the Effective teaching practice for cognitive engagement, Learner characteristics and disposition, and Social engagement factors in the ATOSS to above the 60th percentile for years 7-12. By 2019, increase the percentiles of all elements of the Student cognitive engagement and Student development factors in the Parent Opinion Survey to at or above 70%. 		
KIS 1 Building practice excellence		Build a whole school approach to data collection, analysis and evaluation, and tracking of student learning growth over time (BPE).		
Actions		Realignment of leadership roles - PCO's and Leading Teacher to ensure a process for data collection, analysis and use is successfully practiced at BPC. Maintain data continuums and track student progress across the year, ensuring students at risk are identified and supported through targeted individual learning improvement plans (ILIPs) Meet the needs of the students through targeted curriculum planning/differentiation as a result of assessment and moderation for teaching discussions based on student data.		
Outcomes		Improved leadership level understanding of data and its use within a school Improved staff understanding and use of data to improve student outcomes The college has used data in its work however this use has generally been an 'end of' time usage as opposed to continual and proactive in nature. By improving the college's ability to collect, understand, analyse and then use data within PLCs and other areas we will be better equipped to support our students in their learning.		
Success Indicators		Pre- and post- testing of students to track improvement Naplan & VCE data used more effectively to plan curriculum and differentiation strategies		
Activities and Milestones		Who	Is this a PL Priority	When
Identify Yr8 students who were assessed at top 2 bands at yr7 Naplan in Writing & Numeracy and track progress throughout 2019 using multiple sources of data. This data to reflect sustained high level achievement.		<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4
				\$5,000.00 <input type="checkbox"/> Equity funding will be used

Development of a clear and achievable means of data collection and analysis at BPC that will enable staff to consistently and successfully use data in their planning and teaching.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> PLC Leaders <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
KIS 2 Building practice excellence	Build the Professional Learning Community (PLC) collaborative structure across the college (BPE).			
Actions	The college already has a working PLC structure that was based upon the PLC model rolled out by DET through a professional learning program. The college will again participate in DET-SWVR's PLC professional learning program in 2019. This will be the second time the college has completed the training. A number of the original staff trained as leaders in this PLC model have left the college and a need exists for a new group of staff to undergo the training to lift our expertise in PLCs. Our existing PLC structure will be modified in 2019 to ensure all year levels are involved in the enquiry cycle from Yr7 to Yr12 in 2019. This is a change from Yr7 to Yr9 only in 2018.			
Outcomes	Whole staff involvement & participation in PLCs. A clearer linking of curriculum and student learning understanding from yr7 to Yr12 using the enquiry cycle. All staff participating fully in the PLC process, using data more effectively to plan learning and responding better to students who have not yet learnt concepts.			
Success Indicators	PLCs working across the curriculum from Yr7 to Yr12. Teachers can evidence improvement in their practice and connect this to PLCs, staff professional learning and coaching/mentoring.			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
All teachers who teach a 7-12 class assigned to a relevant PLC to enable close connection with assessment and student learning. Strengthen our whole school approach to the development of PLCs to drive improvement in teacher practice and student learning Implement our framework for PLCs which connects our own approach to the PLC cycle of enquiry with our instructional framework, approach to staff PL and coaching	<input checked="" type="checkbox"/> Leadership Partners (DSSI) <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used
KIS 3 Empowering students and building school pride	Build student voice, leadership and agency in learning (ESBSP)			
Actions	<ul style="list-style-type: none"> • Introduce Student Voice/Leadership Leader special payment role • Introduce SRC & related processes • Realign current roles in Student Voice • Staff PL in 'Student Agency' – What is it? How do we do it? Why should we do it? • Develop plan for implementation of 'student agency' within our curriculum • Develop curriculum/instructional model that incorporates 'student agency' 'care, confer, captivate, consolidate, clarify, challenge, classroom management' • 'pilot' style use of 'student agency' actions in a subject per Domain <p>Baseline data established</p>			
Outcomes	All staff 'trained' (professional learning) and an understanding developed in what student agency is and how we will incorporate this effectively at BPC. The expected changes in knowledge, skills and mindset sit firmly in ensuring our staff acknowledge that it is a student's right to be implicitly involved in their learning and not just the recipients of the teaching.			
Success Indicators	Student Voice Leader position filled Student representative Council re-established and operational			

Activities and Milestones		Who	Is this a PL Priority	When	Budget
Whole school professional learning in student agency is completed Pilot programs run in each Domain in which student agency is a key component of curriculum planning and documentation					
Whole staff professional learning completed with a focus on student agency being incorporated into our curriculum documentation and actions	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Wellbeing Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$7,500.00 <input checked="" type="checkbox"/> Equity funding will be used	

Equity Funding Planner

Equity Spending Totals

Category	Total proposed budget (\$)	Equity Spend (\$)
Equity funding associated with Activities and Milestones	\$22,500.00	\$20,000.00
Additional Equity funding	\$40,000.00	\$20,000.00
Grand Total	\$62,500.00	\$40,000.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Completion of leadership professional learning course by entire leadership team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$5,000.00	\$5,000.00
All teachers who teach a 7-12 class assigned to a relevant PLC to enable close connection with assessment and student learning. Strengthen our whole school approach to the development of PLCs to drive improvement in teacher practice and student learning Implement our framework for PLCs which connects our own approach to the PLC cycle of enquiry with our instructional framework, approach to staff PL and coaching	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources	\$10,000.00	\$7,500.00
Whole staff professional learning completed with a focus on student agency being incorporated into our curriculum documentation and actions	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> Support services	\$7,500.00	\$7,500.00
Totals			\$22,500.00	\$20,000.00

Additional Equity spend

Outline here any additional Equity spend for 2019	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Increase in Well-Being team - additional Es1-3 Counsellor employed, appropriate engagement of wellbeing support personnel through equity funding	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$40,000.00	\$20,000.00
Totals			\$40,000.00	\$20,000.00

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Build and document a guaranteed and viable curriculum, including assessment practices and proficiency scales, in all subject areas across the school	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s) 	from: Term 1 to: Term 4	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> PLC/PLT Meeting 	<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"/> Departmental resources DET documentation & resources	<input checked="" type="checkbox"/> On-site
Participate in the Victorian Professional Learning Community initiative. BPC will participate in SWVRs PLC professional learning program in 2019. The college has previously completed this training but several staff who completed the training have left and a need exists for more staff to complete the professional learning.	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Teacher(s) 	from: Term 1 to: Term 4	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Formalised PLC/PLTs 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> Network Professional Learning <input checked="" type="checkbox"/> PLC/PLT Meeting 	<input checked="" type="checkbox"/> PLC Initiative	<input checked="" type="checkbox"/> Off-site PLC Initiative
Completion of leadership professional learning course by entire leadership team	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leadership Team 	from: Term 1 to: Term 4	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation 	<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"/> Timetabled Planning Day <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"/> Leadership partners <input checked="" type="checkbox"/> Bastow program/course <input checked="" type="checkbox"/> External consultants TBC <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Departmental resources DET resources such as 'Amplify'	<input checked="" type="checkbox"/> Off-site TBC
All teachers who teach a 7-12 class assigned to a relevant PLC to enable close connection with assessment and student learning. Strengthen our whole school approach to the development of PLCs to drive improvement in teacher practice and student learning. Implement our framework for PLCs which connects our own approach to the PLC cycle of enquiry with our instructional framework, approach to staff PL and coaching	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leadership Partners (DSSI) <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> School Improvement Team 	from: Term 1 to: Term 4	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs 	<ul style="list-style-type: none"> <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 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Departmental resources PLC initiative	<input checked="" type="checkbox"/> On-site
Whole staff professional learning completed with a focus on student agency being incorporated into our curriculum documentation and actions	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Leading Teacher(s) 	from: Term 1 to: Term 4	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Student voice, including input and feedback 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Whole School Pupil Free 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"/> Internal staff <input checked="" type="checkbox"/> External consultants 	<input checked="" type="checkbox"/> On-site

	<input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Wellbeing Team				TBC <input checked="" type="checkbox"/> Departmental resources 'Amplify' and associated resources	
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