

# 2021 Annual Implementation Plan

## for improving student outcomes

Frankston High School (7850)



Submitted for review by John Albiston (School Principal) on 14 December, 2020 at 04:45 PM  
Endorsed by Angela Pollard (Senior Education Improvement Leader) on 12 February, 2021 at 10:54 AM  
Endorsed by Mark Rickinson (School Council President) on 14 February, 2021 at 11:29 AM

# Self-evaluation Summary - 2021

Frankston High School (7850)

	<b>FISO Improvement Model Dimensions</b> The 6 High-impact Improvement Initiatives are highlighted below in red.	<b>Self-evaluation Level</b>	<b>Evidence and Analysis</b>
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<b>Excellence in teaching and learning</b>	Building practice excellence	Evolving moving towards Embedding	Our PDP program is linked to whole school priorities with respect to teaching and learning, with teachers being required to provide evidence of high quality practice re: these priorities, both in a meeting and through being observed in the classroom. All teachers are required to visit at least 3 classrooms and observe practice, but this strategy needs to be further refined in order for meaningful discussion and feedback to feature more consistently. PLT/PLC and curriculum days are built around the school's instructional model and goals established in the Strategic Plan.
	Curriculum planning and assessment	Embedding moving towards Excelling	There is a consistent, high quality approach to curriculum planning across the school (Understanding by Design). High Impact teaching strategies such as formative assessment practices are documented within these plans in Stage 3. The school is beginning to document the HIT of goal setting (learning intentions and success criteria) within these plans. Teachers in many faculties are collecting data from pre testing and formative assessment to modify their curriculum design and delivery. PAT data is used with all staff to identify common year level gaps in learning. The most recent gap identified across Year 7-10 in Reading and Numeracy is the ability of students in using the high order critical and creative thinking skill of Synthesis. Teachers will consider how they teach this skill and assess this skill in relation to curriculum planning and delivery.

	Evidence-based high-impact teaching strategies	Evolving	PLCs/PLTs are beginning to discuss and share their teaching practices rather than merely just have a focus on curriculum planning. Curriculum planning will become a focus of faculty meetings whereas PLTs will have a greater PLC focus where teachers will spend more time using data to share with their team in an effort to analyse and improve their own practice. In 2021 there will be an emphasis on analysing student data in relation to the HIT of goal setting whilst measuring levels of learner agency in relation to this HIT.
	Evaluating impact on learning	Embedding	The curriculum planning model (UbD) embeds formative, summative and metacognitive strategies. Teachers are beginning to collaborate in teams to plan their curriculum design and delivery responses to data. This happens very consistently in the teaching of VCE and in Mathematics and English across all year levels.

<b>Professional leadership</b>		Building leadership teams	Excelling	A strong SIT team has been in operation for many years at Frankston High School. They have a shared in depth understanding and commitment to the school's goals and priorities in relation to teaching and learning. This team has a shared approach to consult and influence the community in harnessing their support for teaching and learning initiatives.
		Instructional and shared leadership	Evolving	All Leaders are active participants in PLT/PLCs facilitating staff discussions and understandings regarding data and best practice in relation to teaching and learning. They initiate challenging discussions in relation to the DET reform initiatives. They are able to sustain a culture of mutual respect whilst gaining staff ownership and support for teaching and learning initiatives.
		Strategic resource management	Embedding moving towards Excelling	A priority of the leadership team is to recruit highly talented staff. These staff undergo a thorough induction program throughout the year where a major part is developing their understanding and support for the school's teaching and learning priorities. Challenging roles have recently been developed for more experienced teachers, with the creation of 4 additional learning specialist roles that will all concentrate on best practice in goal setting and it's link to learner agency. Leaders have been involved with Frankston Network schools in a CoP in relation to goal setting and learner agency. Also the Frankston Federation of schools have begun to analyse Reading data across the schools in an approach to share best practice.

	Vision, values and culture	Excelling	Leaders have worked with the wider community to develop their understanding of the school's priorities in teaching and learning as was evident with the production of the school's values and mission statement. Leaders regularly sought feedback throughout remote learning periods from students and their parents both formally and informally to assess the quality of this program and modified it accordingly.
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Positive climate for learning	Empowering students and building school pride	Embedding moving towards Excelling	Student Leadership is a priority at Frankston High School with well over 100 students in formal leadership roles across the school with a designated Leading Teacher responsible for this program. Student leaders regularly celebrate student achievement in many areas throughout the year. Student leaders provide input and give feedback on various aspects of teaching and learning having used the structure of the 'Teach the Teacher' program. Student voice is clearly heard in staff meetings, curriculum days and at School Council. A goal for 2021 is to involve our student leaders in consulting with the student body to gather data regarding levels of learner agency across the school.
	Setting expectations and promoting inclusion	Excelling	Teachers are very aware of the importance of setting high expectations with regards to teaching and learning. At the same time they use their skills to build positive relationships with students. Consequently, Frankston High School is renowned for having a very safe and orderly environment resulting in strong attendance and high levels of student engagement and connection to school.
	Health and wellbeing	Excelling	An exceptional wellbeing team of staff provide a range of wellbeing initiatives and programs to cater for the diverse range of student needs. Strong networks have been developed with outside agencies to secure specialist services for students and their families. Wellbeing staff liaise closely with subschool teams and teachers to cater for wellbeing needs of students. The Student Leadership Council has a focus on student wellbeing where they are consistently advocating for student needs in this area.

	Intellectual engagement and self-awareness	Evolving	Teachers are very aware of the need to differentiate the learning environment and are able to provide evidence that this is occurring via PDP. Teachers are beginning to discuss goal setting with students. A focus of the PLC/PLT program through 2020 and 2021 has been and will continue to be involving students in goal setting.
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<b>Community engagement in learning</b>	Building communities	Embedding	Leaders ensure that inclusive school policies, programs and practices are monitored and evaluated for their effectiveness. Leaders and teachers work closely with community members and groups to harness their involvement in enhancing learning outcomes for all students.
	Global citizenship	Evolving moving towards Embedding	Leaders embed intercultural capabilities as relevant within their curriculum planning and delivery. Across the school all students are exposed and involved in understanding the impact of globalisation.
	Networks with schools, services and agencies	Embedding	We are members of the network CoP team with a focus on student agency and goal setting. Alliances have been established with other schools ie, Outdoor Education alliance with Rosebud SC & EMC in sharing facilities and resources. Our swimming pool is utilised by local primary schools and community groups. The Frankston Federation of schools meet regularly to focus on shared understandings and best practice in teaching and learning.
	Parents and carers as partners	Excelling	Parents and families are able to attend a variety of forums and meetings annually to share their concerns and celebrate successes. Parents as is evident from recent Parent Opinon survey data, are very positive about the school and regularly promote and celebrate its achievements as is evident by their comments on school related social media sites.

<b>Enter your reflective comments</b>	Overall despite the challenges of remote learning, some progress has still been made with regards to teaching and learning priorities. Furthermore staff have identified additional best practices in the remote learning periods ie; Teams technologies, the need for differentiated learning was further enhanced, greater emphasis was placed on the gathering of evidence to
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	inform student learning progress via ongoing formative assessment techniques, and the importance of promoting and maintaining student wellbeing.
<b>Considerations for 2021</b>	Our data indicates that our 2020 Year 7 cohort had the most significant gap with student learning achievement with other year levels appearing to perform as expected. In 2021 a focus will be particularly on identifying gaps in learning in our year 8 cohort and modifying curriculum planning and delivery to address these gaps. Staff understandings of goal setting will be consolidated and extended with a particular emphasis on learner agency in 2021.
<b>Documents that support this plan</b>	

## SSP Goals Targets and KIS

<b>Goal 1</b>	2021 Priorities Goal
<b>Target 1.1</b>	Support for the 2021 Priorities
<b>Key Improvement Strategy 1.a</b> Curriculum planning and assessment	Learning, catch-up and extension priority
<b>Key Improvement Strategy 1.b</b> Health and wellbeing	Happy, active and healthy kids priority
<b>Key Improvement Strategy 1.c</b> Building communities	Connected schools priority
<b>Goal 2</b>	To improve student learning growth in literacy and numeracy across the curriculum.
<b>Target 2.1</b>	<p>By 2022 improve relative high growth on Naplan from Year 7 to 9:</p> <ul style="list-style-type: none"> <li>• Improve the average percentage achieving relative high growth from Year 7 to 9 in reading (from 22% to 30%), writing (from 30% to 35%) and numeracy (from 33% to 38%).</li> </ul>
<b>Target 2.2</b>	<p>By 2022 decrease the relative low growth in Naplan from Year 7 to 9:</p> <ul style="list-style-type: none"> <li>• Decrease the percentage of relative low growth in reading (from 26% to 15%), writing (from 19% to 15%) and numeracy (from 19% to 15%).</li> </ul>

<b>Target 2.3</b>	<p>By 2022 improve the percentage of positive responses on the Staff Opinion Survey- Teaching and Learning module (implementation and evaluation) in the following components from the 2018 benchmarks:</p> <ul style="list-style-type: none"> <li>• Moderate assessment tasks together from 75/6% to 80%</li> <li>• Knowledge of High Impact Strategies from 71.7% to 80%</li> <li>• Skills to measure impact from 73.3% to 80%</li> <li>• Use student feedback to improve practice from 86.7% to 90%</li> <li>• Monitor effectiveness using data from 73.3% to 80%</li> <li>• Understand how to analyse data from 55.6% to 80%</li> </ul>
<b>Target 2.4</b>	<p>By 2022 improve the percentage of positive responses on the School Staff Opinion Survey - School Climate module for the following components from 2018 benchmarks:</p> <ul style="list-style-type: none"> <li>• Collective efficacy from 75.5% to 80%</li> </ul>
<b>Key Improvement Strategy 2.a</b> Curriculum planning and assessment	<p>Build the capability of every teacher to understand and utilise data and a range of assessment strategies to teach to a student's point of learning (CPA) (EIL)</p>
<b>Key Improvement Strategy 2.b</b> Curriculum planning and assessment	<p>Build and document a whole school approach to literacy and numeracy that promote high quality teaching and learning (CPA).</p>
<b>Goal 3</b>	<p>To improve student learning growth and achievement across the school 7-12.</p>
<b>Target 3.1</b>	<p>By 2022 maintain the percentage of students in the top two bands in all Naplan areas.</p>

<b>Target 3.2</b>	By 2022 improve VCE All Study median score from 31 to 33
<b>Target 3.3</b>	By 2022 increase the percentage of students achieving a score of 40+ from 8% to 15%
<b>Key Improvement Strategy 3.a</b> Curriculum planning and assessment	Build a whole school approach to consistency of high quality teacher practice – curriculum, instruction, assessment (CPA)
<b>Key Improvement Strategy 3.b</b> Building practice excellence	Build teacher capacity for collaboration and the professional learning teams (PLT's) (BPE)
<b>Key Improvement Strategy 3.c</b> Instructional and shared leadership	Build the leadership team for instructional and shared leadership across the school (ISL)
<b>Goal 4</b>	To improve student agency and voice in learning and teaching 7-12
<b>Target 4.1</b>	<p>By 2022 improve the percentage of positive responses in the Attitudes to School Survey for the following factors:</p> <p><u>Year 7 - 12 % of positive responses</u></p> <p>Differentiated learning challenge from 69.8% (2018) to 80% (2022)</p> <p>Stimulated learning from 71.3% (2018) to 80% (2022)</p> <p>Student voice and agency from 49.5% (2018) to 70% (2022)</p> <p>Self-regulation and goal setting from 73.8% (2018) to 80% (2022)</p>

<p><b>Target 4.2</b></p>	<p>By 2022 improve the percentage of positive responses on the School Staff Survey – School Climate module for the following components:</p> <ul style="list-style-type: none"> <li>• academic emphasis from 69.4% to 80%</li> <li>• teacher collaboration from 44.9% to 80%</li> <li>• Guaranteed and viable curriculum from 65.6% to 80%</li> </ul> <p>Teaching and Learning module for the following components:</p> <ul style="list-style-type: none"> <li>• Promote student ownership of learning goals (from 75.6% in 2018 to 80% in 2022),</li> <li>• Use student feedback to inform teaching practice (from 49% in 2018 to 70% in 2022).</li> </ul>
<p><b>Key Improvement Strategy 4.a</b> Empowering students and building school pride</p>	<p>Build student voice and agency in learning (ESBSP)</p>
<p><b>Key Improvement Strategy 4.b</b> Intellectual engagement and self-awareness</p>	<p>Embed critical and creative thinking across the curriculum (IESA)</p>

## Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
2021 Priorities Goal	Yes	Support for the 2021 Priorities	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>Key Improvement Strategy 1a:</p> <p>By the end of 2021 the difference between NAPLAN means from year 7 to 9 as a measure of growth will be:            Reading- 35 points            Writing- 35 points            Numeracy- 50 point</p> <p>By the end of 2021 relative low growth from Year 7-9 on NAPLAN will be:            Reading: 23%            Numeracy: 15%</p> <p>By the end of 2021 % of students in the top two bands of NAPLAN to be:            Numeracy- 40%            Reading- 35%            Writing- 20%</p> <p>Within each 5 week block, students in the tutoring program will demonstrate growth in their literacy/numeracy skills as identified from their ongoing assessments.</p> <p>By the end of each semester, all students</p>

			<p>in Years 7 to 10 will demonstrate growth in their PAT assessments.</p> <p>Staff Opinion Survey:  Monitor effectiveness using data- 74%  Understand how to analyse data- 56%</p> <p>Key Improvement Strategy 1b:</p> <p>Attendance data across all year levels to improve when compared to 2020 and the percentage of students with 20+ absent days to reduce to equivalent of similar schools.</p> <p>By the end of 2021 the percentage of positive responses in the Attitudes to School Survey will be as follows:  Sense of connectedness - 75%  School stage transitions (all) - 70%</p> <p>Student focus groups to run each term to gain more frequent feedback from them.</p> <p>Key Improvement Strategy 1c:</p> <p>By the end of 2021 positive responses on the School Staff Survey will be as follows:  Moderate assessment tasks- 76%  Knowledge of HITS- 73%  Skills to measure impact- 75%  Collective efficacy- 77%  Teacher collaboration- 47%  Use student feedback - 70%</p> <p>By the end of 2021 the percentage of positive responses in the Attitudes to</p>
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			<p>School Survey will be as follows:  Student voice and agency- 55%  Self-regulation - 74%  Promote student ownership of learning goals- 77%</p> <p>Student focus groups to run each term to gain more frequent feedback from them.</p>
To improve student learning growth in literacy and numeracy across the curriculum.	No	<p>By 2022 improve relative high growth on Naplan from Year 7 to 9:</p> <ul style="list-style-type: none"> <li>• Improve the average percentage achieving relative high growth from Year 7 to 9 in reading (from 22% to 30%), writing (from 30% to 35%) and numeracy (from 33% to 38%).</li> </ul>	
		<p>By 2022 decrease the relative low growth in Naplan from Year 7 to 9:</p> <ul style="list-style-type: none"> <li>• Decrease the percentage of relative low growth in reading (from 26% to 15%), writing (from 19% to 15%) and numeracy (from 19% to 15%).</li> </ul>	
		<p>By 2022 improve the percentage of positive responses on the Staff Opinion Survey- Teaching and Learning module (implementation and evaluation) in the following components from the 2018 benchmarks:</p>	

		<ul style="list-style-type: none"> <li>• Moderate assessment tasks together from 75/6% to 80%</li> <li>• Knowledge of High Impact Strategies from 71.7% to 80%</li> <li>• Skills to measure impact from 73.3% to 80%</li> <li>• Use student feedback to improve practice from 86.7% to 90%</li> <li>• Monitor effectiveness using data from 73.3% to 80%</li> <li>• Understand how to analyse data from 55.6% to 80%</li> </ul>	
		<p>By 2022 improve the percentage of positive responses on the School Staff Opinion Survey - School Climate module for the following components from 2018 benchmarks:</p> <ul style="list-style-type: none"> <li>• Collective efficacy from 75.5% to 80%</li> </ul>	
<p>To improve student learning growth and achievement across the school 7-12.</p>	<p>No</p>	<p>By 2022 maintain the percentage of students in the top two bands in all Naplan areas.</p>	
		<p>By 2022 improve VCE All Study median score from 31 to 33</p>	
		<p>By 2022 increase the percentage of students achieving a score of 40+ from 8% to 15%</p>	

<p>To improve student agency and voice in learning and teaching 7-12</p>	<p>No</p>	<p>By 2022 improve the percentage of positive responses in the Attitudes to School Survey for the following factors:</p> <p><u>Year 7 - 12 % of positive responses</u></p> <p>Differentiated learning challenge from 69.8% (2018) to 80% (2022)</p> <p>Stimulated learning from 71.3% (2018) to 80% (2022)</p> <p>Student voice and agency from 49.5% (2018) to 70% (2022)</p> <p>Self-regulation and goal setting from 73.8% (2018) to 80% (2022)</p>	
		<p>By 2022 improve the percentage of positive responses on the School Staff Survey – School Climate module for the following components:</p> <ul style="list-style-type: none"> <li>• academic emphasis from 69.4% to 80%</li> <li>• teacher collaboration from 44.9% to 80%</li> <li>• Guaranteed and viable curriculum from 65.6% to 80%</li> </ul> <p>Teaching and Learning module for the following components:</p> <ul style="list-style-type: none"> <li>• Promote student ownership of learning goals (from 75.6% in 2018 to 80% in 2022),</li> <li>• Use student feedback to inform teaching practice (from 49% in 2018 to 70% in 2022).</li> </ul>	

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<b>Goal 1</b>	2021 Priorities Goal
<b>12 Month Target 1.1</b>	<p>Key Improvement Strategy 1a:</p> <p>By the end of 2021 the difference between NAPLAN means from year 7 to 9 as a measure of growth will be:  Reading- 35 points  Writing- 35 points  Numeracy- 50 point</p> <p>By the end of 2021 relative low growth from Year 7-9 on NAPLAN will be:  Reading: 23%  Numeracy: 15%</p> <p>By the end of 2021 % of students in the top two bands of NAPLAN to be:  Numeracy- 40%  Reading- 35%  Writing- 20%</p> <p>Within each 5 week block, students in the tutoring program will demonstrate growth in their literacy/numeracy skills as identified from their ongoing assessments.</p> <p>By the end of each semester, all students in Years 7 to 10 will demonstrate growth in their PAT assessments.</p> <p>Staff Opinion Survey:  Monitor effectiveness using data- 74%  Understand how to analyse data- 56%</p> <p>Key Improvement Strategy 1b:</p> <p>Attendance data across all year levels to improve when compared to 2020 and the percentage of students with 20+ absent days to reduce to equivalent of similar schools.</p>

	<p>By the end of 2021 the percentage of positive responses in the Attitudes to School Survey will be as follows:  Sense of connectedness - 75%  School stage transitions (all) - 70%</p> <p>Student focus groups to run each term to gain more frequent feedback from them.</p> <p>Key Improvement Strategy 1c:</p> <p>By the end of 2021 positive responses on the School Staff Survey will be as follows:  Moderate assessment tasks- 76%  Knowledge of HITS- 73%  Skills to measure impact- 75%  Collective efficacy- 77%  Teacher collaboration- 47%  Use student feedback - 70%</p> <p>By the end of 2021 the percentage of positive responses in the Attitudes to School Survey will be as follows:  Student voice and agency- 55%  Self-regulation - 74%  Promote student ownership of learning goals- 77%</p> <p>Student focus groups to run each term to gain more frequent feedback from them.</p>	
<b>Key Improvement Strategies</b>	Is this KIS selected for focus this year?	
<b>KIS 1</b> Curriculum planning and assessment	Learning, catch-up and extension priority	Yes
<b>KIS 2</b> Health and wellbeing	Happy, active and healthy kids priority	Yes
<b>KIS 3</b> Building communities	Connected schools priority	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.

Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2021.

# Define Actions, Outcomes and Activities

<p><b>Goal 1</b></p>	<p>2021 Priorities Goal</p>
<p><b>12 Month Target 1.1</b></p>	<p>Key Improvement Strategy 1a:</p> <p>By the end of 2021 the difference between NAPLAN means from year 7 to 9 as a measure of growth will be:            Reading- 35 points            Writing- 35 points            Numeracy- 50 point</p> <p>By the end of 2021 relative low growth from Year 7-9 on NAPLAN will be:            Reading: 23%            Numeracy: 15%</p> <p>By the end of 2021 % of students in the top two bands of NAPLAN to be:            Numeracy- 40%            Reading- 35%            Writing- 20%</p> <p>Within each 5 week block, students in the tutoring program will demonstrate growth in their literacy/numeracy skills as identified from their ongoing assessments.</p> <p>By the end of each semester, all students in Years 7 to 10 will demonstrate growth in their PAT assessments.</p> <p>Staff Opinion Survey:            Monitor effectiveness using data- 74%            Understand how to analyse data- 56%</p> <p>Key Improvement Strategy 1b:</p> <p>Attendance data across all year levels to improve when compared to 2020 and the percentage of students with 20+ absent days to reduce to equivalent of similar schools.</p> <p>By the end of 2021 the percentage of positive responses in the Attitudes to School Survey will be as follows:            Sense of connectedness - 75%</p>

	<p>School stage transitions (all) - 70%</p> <p>Student focus groups to run each term to gain more frequent feedback from them.</p> <p>Key Improvement Strategy 1c:</p> <p>By the end of 2021 positive responses on the School Staff Survey will be as follows:  Moderate assessment tasks- 76%  Knowledge of HITS- 73%  Skills to measure impact- 75%  Collective efficacy- 77%  Teacher collaboration- 47%  Use student feedback - 70%</p> <p>By the end of 2021 the percentage of positive responses in the Attitudes to School Survey will be as follows:  Student voice and agency- 55%  Self-regulation - 74%  Promote student ownership of learning goals- 77%</p> <p>Student focus groups to run each term to gain more frequent feedback from them.</p>
<b>KIS 1</b> Curriculum planning and assessment	Learning, catch-up and extension priority
<b>Actions</b>	Build teacher capability to use a broad range of data sources to tailor teaching and learning to every students' point of need.
<b>Outcomes</b>	<p>Leaders will have led the modification of existing curriculum to ensure teacher practice addresses essential gaps in knowledge and skills.</p> <p>Teachers will review curriculum planning and delivery with a focus on addressing gaps in learning without overwhelming students with content.</p> <p>Students will improve their knowledge and skills in the areas identified as gaps in their learning.</p>
<b>Success Indicators</b>	Curriculum audit data from across the school indicates changes have been made to address essential gaps in knowledge and skills as appropriate.

PAT data, MYLNS data, and teacher judgments, both within the school and across the Frankston Federation of Schools, will be used to measure the success in addressing gaps in learning.

Activities and Milestones	Who	Is this a PL Priority	When	Budget
LLI reading program for below benchmark Year 7 and 8 students including equity funded students.	<input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$150,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Structured Reading Program for all Year 7 and 8 students including equity funded students.	<input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$65,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Numeracy Support Program: structured withdrawal program for students below benchmark in Numeracy in years 7 and 8.	<input checked="" type="checkbox"/> Numeracy Improvement Teacher	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$75,000.00  <input type="checkbox"/> Equity funding will be used
MYLNS Program to assist students who have been identified as at risk in the areas of Numeracy and Literacy.	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00  <input type="checkbox"/> Equity funding will be used
Tutor Learning Initiative implementation including for equity funded students, including for both capable and equity funded students.	<input checked="" type="checkbox"/> Assistant Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$200,000.00  <input type="checkbox"/> Equity funding will be used

Implementation of the Victorian High Ability Program to extend our students.	<input checked="" type="checkbox"/> Assistant Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00  <input type="checkbox"/> Equity funding will be used
Develop teacher capacity to analyse Reading and Numeracy data using PAT, NAPLAN and VCE data. Through targeted professional learning teachers will collaborate to respond to this data.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
<b>KIS 2</b> Health and wellbeing	Happy, active and healthy kids priority			
<b>Actions</b>	Continue and extend the broad range of programs that support student wellbeing.			
<b>Outcomes</b>	<p>Leaders will monitor student attendance and use student surveys to regularly assess improvements in student wellbeing.</p> <p>Teachers will monitor student behaviour and embed improved processes &amp; programs to improve student wellbeing when appropriate.</p> <p>Students will engage in activities to improve wellbeing and connectedness to the school.</p>			
<b>Success Indicators</b>	Improvement in the areas of student wellbeing and connectedness as measured on the Student Attitudes to School Survey. Improvement in attendance data at all year levels.			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
DET grant used to extend provision of breakfast club to our students.	<input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used

Develop new facilities and approaches to support student wellbeing.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$50,000.00  <input type="checkbox"/> Equity funding will be used
Extend resilience project to the middle school.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$2,000.00  <input type="checkbox"/> Equity funding will be used
<b>KIS 3</b> Building communities	Connected schools priority			
<b>Actions</b>	Develop a range of approaches to increase student agency across the school.			
<b>Outcomes</b>	<p>Leaders will become experts in using goal setting to promote student agency through engagement with regional and network communities of practice.</p> <p>Teachers will be supported by leaders to become experts in writing learning intentions and success criteria to enhance student agency.</p> <p>Students will have a greater understanding of the purpose of their learning.</p>			
<b>Success Indicators</b>	<p>School, regional and network Attitudes to School Survey data used to measure student agency has improved.</p> <p>Increased use of Learning Intentions and Success Criteria evident in UBDs and in discussions with students during learning walks.</p>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Revisit the Connect phase of the Frankston High School instructional model with a focus on goal setting as a means of promoting student agency.	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00  <input type="checkbox"/> Equity funding will be used

Learning Specialists will support teachers to improve their knowledge, skills and effectiveness in the use of student goal setting.	<input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$40,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Develop a PLC culture as a result of participation in the DET Professional Learning Communities initiative.	<input checked="" type="checkbox"/> School Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00  <input type="checkbox"/> Equity funding will be used
Attend regional and network CoP forums to share data and discuss best practice regarding student agency.	<input checked="" type="checkbox"/> Assistant Principal <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

# Equity Funding Planner

## Equity Spending Totals

Category	Total proposed budget (\$)	Spend (\$)
Equity funding associated with Activities and Milestones	\$255,000.00	\$255,000.00
Additional Equity funding	\$0.00	\$0.00
<b>Grand Total</b>	<b>\$255,000.00</b>	<b>\$255,000.00</b>

## Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
LLI reading program for below benchmark Year 7 and 8 students including equity funded students.	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)	\$150,000.00	\$150,000.00
Structured Reading Program for all Year 7 and 8 students including equity funded students.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$65,000.00	\$65,000.00
Learning Specialists will support teachers to improve their knowledge, skills and effectiveness in the use of student goal setting.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$40,000.00	\$40,000.00
<b>Totals</b>			<b>\$255,000.00</b>	<b>\$255,000.00</b>

## Additional Equity spend

Outline here any additional Equity spend for 2021	When	Category	Total proposed budget (\$)	Equity Spend (\$)
<b>Totals</b>			\$0.00	\$0.00

## Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Tutor Learning Initiative implementation including for equity funded students, including for both capable and equity funded students.	<input checked="" type="checkbox"/> Assistant Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> Regional Leadership Conferences	<input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Maths/Sci Specialist <input checked="" type="checkbox"/> Departmental resources DET guides etc.	<input checked="" type="checkbox"/> On-site
Implementation of the Victorian High Ability Program to extend our students.	<input checked="" type="checkbox"/> Assistant Principal	from: Term 1 to: Term 4	<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"/> Internal staff	<input checked="" type="checkbox"/> On-site
Develop teacher capacity to analyse Reading and Numeracy data using PAT, NAPLAN and VCE data. Through targeted professional learning teachers will collaborate to respond to this data.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Maths/Sci Specialist	<input checked="" type="checkbox"/> On-site
Revisit the Connect phase of the Frankston High School	<input checked="" type="checkbox"/> All Staff	from: Term 1	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> PLC Initiative	<input checked="" type="checkbox"/> On-site

<p>instructional model with a focus on goal setting as a means of promoting student agency.</p>		<p>to: Term 4</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Student voice, including input and feedback</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Professional Practice Day</li> <li><input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions</li> <li><input checked="" type="checkbox"/> Network Professional Learning</li> <li><input checked="" type="checkbox"/> Communities of Practice</li> <li><input checked="" type="checkbox"/> PLC/PLT Meeting</li> <li><input checked="" type="checkbox"/> Area Principal Forums</li> <li><input checked="" type="checkbox"/> Regional Leadership Conferences</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> School improvement partnerships</li> <li><input checked="" type="checkbox"/> Internal staff</li> <li><input checked="" type="checkbox"/> Bastow program/course</li> <li><input checked="" type="checkbox"/> Learning Specialist</li> <li><input checked="" type="checkbox"/> Pedagogical Model</li> <li><input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)</li> </ul>	
<p>Learning Specialists will support teachers to improve their knowledge, skills and effectiveness in the use of student goal setting.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Learning Specialist(s)</li> </ul>	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Preparation</li> <li><input checked="" type="checkbox"/> Formalised PLC/PLTs</li> <li><input checked="" type="checkbox"/> Student voice, including input and feedback</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Whole School Pupil Free Day</li> <li><input checked="" type="checkbox"/> Professional Practice Day</li> <li><input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions</li> <li><input checked="" type="checkbox"/> Network Professional Learning</li> <li><input checked="" type="checkbox"/> Communities of Practice</li> <li><input checked="" type="checkbox"/> PLC/PLT Meeting</li> <li><input checked="" type="checkbox"/> Area Principal Forums</li> <li><input checked="" type="checkbox"/> Regional Leadership Conferences</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> SEIL</li> <li><input checked="" type="checkbox"/> PLC Initiative</li> <li><input checked="" type="checkbox"/> School improvement partnerships</li> <li><input checked="" type="checkbox"/> Internal staff</li> <li><input checked="" type="checkbox"/> Bastow program/course</li> <li><input checked="" type="checkbox"/> Learning Specialist</li> <li><input checked="" type="checkbox"/> Pedagogical Model</li> <li><input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> On-site</li> </ul>

<p>Develop a PLC culture as a result of participation in the DET Professional Learning Communities initiative.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> School Leadership Team</li> </ul>	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Preparation</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"/> Formal School Meeting / Internal Professional Learning Sessions</li> <li><input checked="" type="checkbox"/> Communities of Practice</li> <li><input checked="" type="checkbox"/> PLC/PLT Meeting</li> <li><input checked="" type="checkbox"/> Area Principal Forums</li> <li><input checked="" type="checkbox"/> Regional Leadership Conferences</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> SEIL</li> <li><input checked="" type="checkbox"/> Internal staff</li> <li><input checked="" type="checkbox"/> Learning Specialist</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> On-site</li> </ul>
<p>Attend regional and network CoP forums to share data and discuss best practice regarding student agency.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assistant Principal</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"/> Preparation</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"/> Formal School Meeting / Internal Professional Learning Sessions</li> <li><input checked="" type="checkbox"/> Communities of Practice</li> <li><input checked="" type="checkbox"/> PLC/PLT Meeting</li> <li><input checked="" type="checkbox"/> Area Principal Forums</li> <li><input checked="" type="checkbox"/> Regional Leadership Conferences</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> SEIL</li> <li><input checked="" type="checkbox"/> Internal staff</li> <li><input checked="" type="checkbox"/> Learning Specialist</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> On-site</li> </ul>