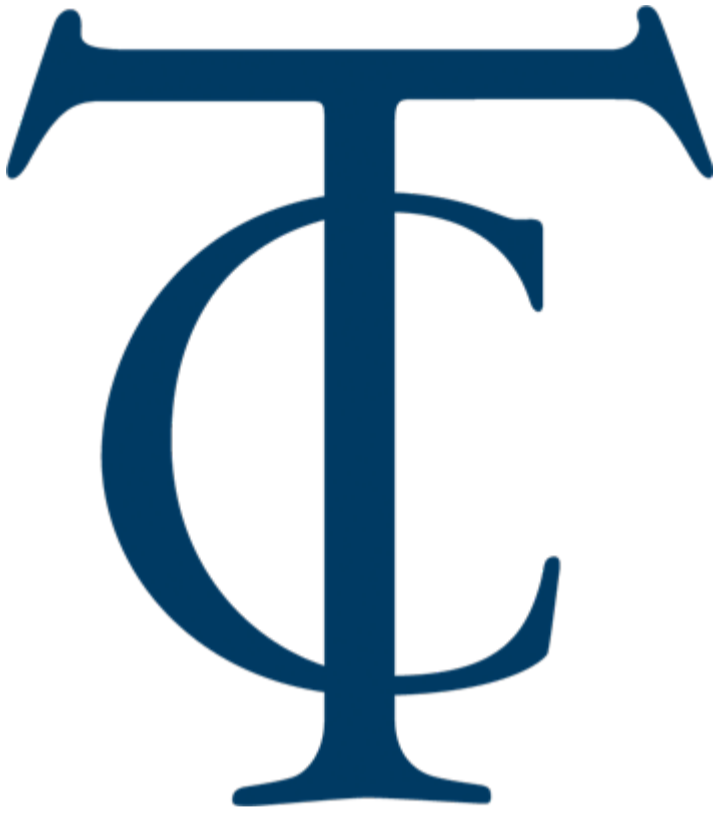


2021 Annual Implementation Plan

for improving student outcomes

Templestowe College (8823)



Submitted for review by Peter Ellis (School Principal) on 14 December, 2020 at 05:47 PM
Endorsed by Eva McMaster (Senior Education Improvement Leader) on 30 December, 2020 at 09:31 AM
Awaiting endorsement by School Council President

Self-evaluation Summary - 2021

	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
	Curriculum planning and assessment	Embedding moving towards Excelling
	Evidence-based high-impact teaching strategies	Evolving
	Evaluating impact on learning	Excelling
Professional leadership	Building leadership teams	Excelling
	Instructional and shared leadership	Embedding
	Strategic resource management	Excelling
	Vision, values and culture	Excelling
Positive climate for learning	Empowering students and building school pride	Excelling
	Setting expectations and promoting inclusion	Embedding moving towards Excelling
	Health and wellbeing	Excelling
	Intellectual engagement and self-awareness	Embedding moving towards Excelling
Community engagement in learning	Building communities	Embedding
	Global citizenship	Embedding
	Networks with schools, services and agencies	Excelling
	Parents and carers as partners	Excelling
Enter your reflective comments	Despite COVID19 TC has undertaken large developments, especially in the relationship between parents/carers and staff. New avenues have also been used to build student opportunities for connectedness through the use of online platforms.	
Considerations for 2021	TC will be see a consistent level of enrolments for 2021. There will also be very few new members of staff joining the school meaning that the focus for staff PD can focus on the further development of staff skills, rather than the induction process.	

	<p>TC will also be undertaking a Strategic Plan review in 2021 ahead of a new Strategic Plan for 2022- 2025. New leadership structures have been put in place for the Learning teams within the school with the employment of additional Learning Specialists who will provide greater support to staff to develop their skillset, and also investigate opportunities for cross curricular learning.</p>
Documents that support this plan	

SSP Goals Target and KIS

Goal 1	2021 Priorities Goal
Target 1.1	Support for the 2021 Priorities
Key Improvement Strategy 1.ay Evaluating impact on learning	Learning, catch-up and extension priority
Key Improvement Strategy 1.by Health and wellbeing	Happy, active and healthy kids priority
Key Improvement Strategy 1.cy Empowering students and building school pride	Connected schools priority
Goal 2	To Increase opportunities for collaborative learning
Target 2.1	Each ILP includes at least one collaborative learning task, aligned with the Victorian Curriculum General Capabilities, to be completed each year. Ensure all student programs include at least one assessable collaborative learning strategy.
Key Improvement Strategy 2.ay Building practice excellence	Implement a program in which wellbeing and development of the general capabilities are a combined experience, with a focus on students working collaboratively.
Key Improvement Strategy 2.by Evaluating impact on learning	Prioritise the close analysis of student achievement data, particularly where current outcomes are below expected levels of achievement and growth, and take action in areas where trends become evident over time.
Key Improvement Strategy 2.cy Evidence-based high-impact teaching strategies	Research best practice in collaborative learning practice and share with the community
Key Improvement Strategy 2.dy Evidence-based high-impact teaching strategies	Whole school professional learning focusing on high impact learning strategies
Goal 3	Support students for their next stages of learning.
Target 3.1	All student development to be assessed using a newly developed set of tools beyond the current literacy, numeracy and VCE study scores. These will be recorded in each students ILPs. Increase the percentage of students with a VCE English study score above 37 by 5% (from the 2016 baseline); Increase the average VCE study score from 26 to 28; Increase the relative growth at NAPLAN
Key Improvement Strategy 3.ay Building practice excellence	Investigate and implement annual targets measures for student academic and wellbeing growth beyond NAPLAN and VCE. These will be based around the development of the Templestowe College "expanded measures of success".

Key Improvement Strategy 3.by Networks with schools, services and agencies	Expand the range of tertiary partnerships;
Key Improvement Strategy 3.cy Empowering students and building school pride	Strengthen the monitoring process for the review and adjustment of ILPs, supported by building staff data literacy skills and understanding;
Key Improvement Strategy 3.dy Building practice excellence	Enhance teacher collaboration in examining student work to identify the next stage of learning.
Key Improvement Strategy 3.ey Vision, values and culture	Produce annotated examples of student work to support the induction of new staff, and minimise variability within and across faculties
Goal 4	Increase the opportunities for connectedness at a range of levels within the school and wider community.
Target 4.1	Maintain the ATSS variable measure for School Connectedness at or above the region and state mean scores and the Templestowe College 2016 score. Increase the ATSS variable measure for Connectedness to Peers to at or above the region mean Increase the ATSS variable measure for Student Motivation to at or above the region mean Maintain Parent and Community satisfaction as measured by Parent Opinion Survey, at the 2016 measure of 89%.
Key Improvement Strategy 4.ay Building communities	Investigate and implement opportunities for connectedness within students' projects with the wider community.
Key Improvement Strategy 4.by Vision, values and culture	Expand SSP measures of success to ensure that improvement effort in relation to Templestowe College Goals can be effectively monitored and evaluated
Key Improvement Strategy 4.cy Vision, values and culture	Review and redesign of the school induction program
Key Improvement Strategy 4.dy Evidence-based high-impact teaching strategies	Link the Victorian Curriculum General Capabilities to ILP collaborative learning assessment tasks in order to strategically support improved levels of student and community connectedness.

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	The 12 month target is an incremental step towards meeting the 4-year target, using the same data set. Use of TC produced data as a comparison. Base data will be collected from all students in the key areas, with a target of an increase in this data.
To Increase opportunities for collaborative learning	Yes	Each ILP includes at least one collaborative learning task, aligned with the Victorian Curriculum General Capabilities, to be completed each year. Ensure all student programs include at least one assessable collaborative learning strategy.	Time to share pedagogical content knowledge increases from 2020 levels in DET Staff Survey. Currently 61% positive. "Whole school learning around literacy and numeracy" increases from 2020 levels in DET Staff survey. Currently 63% positive.
Support students for their next stages of learning.	Yes	All student development to be assessed using a newly developed set of tools beyond the current literacy, numeracy and VCE study scores. These will be recorded in each students ILPs. Increase the percentage of students with a VCE English study score above 37 by 5% (from the 2016 baseline); Increase the average VCE study score from 26 to 28; Increase the relative growth at NAPLAN	Use of pedagogical model increases in from 2020 level in DET Staff Survey. Currently 59% positive. Increase seen throughout 2021 in PAT levels for those students identified in the TLP. Use data for curriculum planning increases from 2020 level in DET Staff survey. Currently 65% positive. PIVOT - the teacher pushes me to set challenging learning goals to increase throughout the year from the baseline set in the first assessment cycle of 2021. VCE Study Score increase from its 2020 value.
Increase the opportunities for connectedness at a range of levels within the school and wider community.	Yes	Maintain the ATSS variable measure for School Connectedness at or above the region and state mean scores and the Templestowe College 2016 score. Increase the ATSS variable measure for Connectedness to Peers to at or above the region mean Increase the ATSS variable measure for Student Motivation to at or above the region mean Maintain Parent and Community satisfaction as measured by Parent Opinion Survey, at the 2016 measure of 89%.	Parent general satisfaction increases from 2020 level in DET Parent Survey. Currently 90% positive. Staff trust in students and parents increases from 2020 Level in DET Staff Survey. Currently 72% positive. ATOSS Connectedness to Peers to increase from 2019 levels Collective efficacy of staff to increase in DET Staff Survey. Currently 71% positive.

Goal 1	2021 Priorities Goal		
12 Month Target 1.1	Use of TC produced data as a comparison. Base data will be collected from all students in the key areas, with a target of an increase in this data.		
Key Improvement Strategies			Is this KIS selected for focus this year?
KIS 1	Learning, catch-up and extension priority		Yes

Evaluating impact on learning		
KIS 2 Health and wellbeing	Happy, active and healthy kids priority	Yes
KIS 3 Empowering students and building school pride	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.	
Goal 2	To Increase opportunities for collaborative learning	
12 Month Target 2.1	Time to share pedagogical content knowledge increases from 2020 levels in DET Staff Survey. Currently 61% positive. "Whole school learning around literacy and numeracy" increases from 2020 levels in DET Staff survey. Currently 63% positive.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Building practice excellence	Implement a program in which wellbeing and development of the general capabilities are a combined experience, with a focus on students working collaboratively.	No
KIS 2 Evaluating impact on learning	Prioritise the close analysis of student achievement data, particularly where current outcomes are below expected levels of achievement and growth, and take action in areas where trends become evident over time.	No
KIS 3 Evidence-based high-impact teaching strategies	Research best practice in collaborative learning practice and share with the community	No
KIS 4 Evidence-based high-impact teaching strategies	Whole school professional learning focusing on high impact learning strategies	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.	The school has recently committed to the DET PLC program for 2021. It is hoped that staff will work in teams to develop their practice as part of the PLC program, self selecting from four different areas.	
Goal 3	Support students for their next stages of learning.	
12 Month Target 3.1	Use of pedagogical model increases in from 2020 level in DET Staff Survey. Currently 59% positive. Increase seen throughout 2021 in PAT levels for those students identified in the TLP. Use data for curriculum planning increases from 2020 level in DET Staff survey. Currently 65% positive. PIVOT - the teacher pushes me to set challenging learning goals to increase throughout the year from the baseline set in the first assessment cycle of 2021. VCE Study Score increase from its 2020 value.	

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Building practice excellence	Investigate and implement annual targets measures for student academic and wellbeing growth beyond NAPLAN and VCE. These will be based around the development of the Templestowe College "expanded measures of success".	Yes
KIS 2 Networks with schools, services and agencies	Expand the range of tertiary partnerships;	No
KIS 3 Empowering students and building school pride	Strengthen the monitoring process for the review and adjustment of ILPs, supported by building staff data literacy skills and understanding;	No
KIS 4 Building practice excellence	Enhance teacher collaboration in examining student work to identify the next stage of learning.	No
KIS 5 Vision, values and culture	Produce annotated examples of student work to support the induction of new staff, and minimise variability within and across faculties	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.	TC has been undertaking deep work in the use of Developmental Rubrics. It has been identified that staff will use these to help co-construct learning with students based upon the needs of students.	
Goal 4	Increase the opportunities for connectedness at a range of levels within the school and wider community.	
12 Month Target 4.1	Parent general satisfaction increases from 2020 level in DET Parent Survey. Currently 90% positive. Staff trust in students and parents increases from 2020 Level in DET Staff Survey. Currently 72% positive. ATOSS Connectedness to Peers to increase from 2019 levels Collective efficacy of staff to increase in DET Staff Survey. Currently 71% positive.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Building communities	Investigate and implement opportunities for connectedness within students' projects with the wider community.	Yes
KIS 2 Vision, values and culture	Expand SSP measures of success to ensure that improvement effort in relation to Templestowe College Goals can be effectively monitored and evaluated	No
KIS 3 Vision, values and culture	Review and redesign of the school induction program	No
KIS 4 Evidence-based high-impact teaching strategies	Link the Victorian Curriculum General Capabilities to ILP collaborative learning assessment tasks in order to strategically support improved levels of student and community connectedness.	No
Explain why the school has selected this KIS as a focus for this year. Please make	The school would like to build on the strengthening relationship between the school and families that was fostered through remote learning. The school has also identified that improvements would like to be made to the student leadership model.	

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.

Define Actions, Outcomes and Activities

Goal 1	2021 Priorities Goal			
12 Month Target 1.1	Use of TC produced data as a comparison. Base data will be collected from all students in the key areas, with a target of an increase in this data.			
KIS 1 Evaluating impact on learning	Learning, catch-up and extension priority			
Actions	<p>Establish/embed/maintain PLCs/PLTs structures to support teacher collaboration and reflection of strengthen teaching practice</p> <p>Develop data literacy of teachers and education support staff to inform understanding of student needs and progress, and identify students requiring additional support</p> <p>Plan whole school professional learning on identified core-curriculum priority areas throughout the year</p> <p>Plan whole school professional learning on differentiation</p> <p>Developing out of class on-site learning opportunities and study collaboration initiatives</p> <p>Maintaining a connection and involvement in the High Ability and Gifted Students Program</p> <p>Working with Wellbeing team through SSG and differentiating student workloads</p> <p>Developing whole-school approach to maximise success of tutoring program (DET Funded program)</p>			
Outcomes	<p>More knowledgeable staff on the needs of the students and actions available to maximise student output</p> <p>More opportunities to work with students collaboratively onsite actively engaging in learning</p> <p>Enhanced curriculum support for students who are in need of additional support</p> <p>Greater degree of student agency in learning</p> <p>Observable improvements in student time management</p>			
Success Indicators	<p>Improvement in VCE outcomes relative to past performance</p> <p>Reduction of 'At risk of receiving an N'</p> <p>Demonstrated uptake of after school sessions and consistent patterns of attendance throughout year</p> <p>Use of survey for student feedback and success indicators</p> <p>Use of PIVOT Data to assess improvement to student attitude to learning</p> <p>Improvement in Staff Survey data in relation to student learning</p> <p>Student participation within the DET Tutor Program.</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Employment of Tutors in the DET TLP	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
<p>To support all members of the leadership team to carry out their activities</p> <p>To work with staff, understanding their PDP goals and support them to meet these targets.</p> <p>To ensure that sufficient opportunities exist for staff Professional development in this space.</p> <p>To provide rationale and purpose for focus and link to existing processes.</p> <p>Articulate to staff changes in practice to be observed.</p>	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Undertake training in knowing which students are being targeted as part of the TLP	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$0.00 <input type="checkbox"/> Equity funding will be used
Attendance at PLCs	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			to: Term 4	<input type="checkbox"/> Equity funding will be used
Facilitation of PLCs	<input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Production of Goal 0 Measures using current methodologies as a guide	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Students to have carried out initial "survey" to determine base levels for Goal 0 measures	<input checked="" type="checkbox"/> Student(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Students to carry out regular feedback as part of the Goal 0 Measures	<input checked="" type="checkbox"/> Student(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Students to have carried out PIVOT surveys 3 times	<input checked="" type="checkbox"/> Student(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Continuation of Spelling mastery program as an additional program for targeted students.	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$8,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Use of tutors identified by school to support students in addition to the TLP.	<input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Tutors as part of the TLP undertaking professional development and sharing learnings with other staff.	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
KIS 2 Health and wellbeing	Happy, active and healthy kids priority			
Actions	<ul style="list-style-type: none"> Continue to implement a whole-school approach to wellbeing to consider actions at the leadership, teacher, and student levels Establish a whole school approach to belonging and engagement Strengthen school within a school structure via the new Connect program. Ensure all students can re-engage in all forms of the arts and physical education. Strengthening a wellbeing program implemented throughout Connect. Including regular check in's. Continue to build an understanding of the whole school approach to monitoring and responding to student wellbeing concerns Build staff capacity to collect, analyse, monitor, and respond to student engagement from PIVOT data, whilst working in PLC's 			

	<ul style="list-style-type: none"> Using the student's ILP's to work alongside the Community and Wellbeing teams to address student's needs. Through Connect provide mentoring sessions from positive role models focused on self-awareness, self-management, problem-solving and social skills Strengthen relationships and engage with families of at-risk students through Connect sessions Ensure all students know there is someone who cares about them through the use of Connect, Community and Wellbeing Teams <p>Employment of a mental health practitioner in term 3 under the DET MHP Program.</p>
Outcomes	<ul style="list-style-type: none"> Teachers will model and are consistent in agreed routines Teachers, leaders and the school community will share a common understanding of the whole school approach to wellbeing Leaders will strengthen engagement with regional and external support agencies Teachers and leaders will attempt to integrate social-emotional learning into school practice, policies, and programs Teachers and leaders will continue to use Compass to monitor student progress both socially and academically Students will feel supported and engaged in the Connect program and contribute to a strong classroom culture Students will have strong relationships with peers Students with identified needs will receive individualised support with regular monitoring and student support group meetings (with parents) where appropriate Families of at-risk students will receive regular communication and support from the school Students will experience more connectedness in classes
Success Indicators	<ul style="list-style-type: none"> Classroom and peer observations Observations of changes to classroom practices Documentation of frameworks, policies or programs Shared PL goals documented in staff PDPs Students engagement in wellbeing programs (feedback, participation, classroom observations) Samples of student work Documentation of referrals and communication processes regarding monitoring and escalating wellbeing concerns Documentation of strategies students will use in classes and at school Student engagement and assessment data from Attitudes to School Survey

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Employment of a MHP under the DET MHP Program	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 3	\$0.00 <input type="checkbox"/> Equity funding will be used
To support all members of the leadership team to carry out their activities. Support all members of the teaching staff to carry out their classroom duties. To ensure that sufficient opportunities exist for staff Professional Development in knowing their students and needs. To work with staff, understanding their PDP goals and support them to meet and improve on their targets.	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Support all members of the teaching staff to carry out their classroom duties	<input checked="" type="checkbox"/> Leading Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
To ensure that sufficient opportunities exist for staff Professional Development in knowing their students and needs.	<input checked="" type="checkbox"/> Assistant Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
To work with staff, understanding their PDP goals and support them to meet and improve on their targets.	<input checked="" type="checkbox"/> Assistant Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			to: Term 4	<input type="checkbox"/> Equity funding will be used
Employment of Educational Psychologist for additional time for term 1 and 2 in order to work with students and support staff	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$16,000.00 <input checked="" type="checkbox"/> Equity funding will be used
KIS 3 Empowering students and building school pride	Connected schools priority			
Actions	<p>Strengthen the school-wide approach to communication with parents/carers, incorporating the new ways in which schools connected during remote and flexible learning (including documentation of such communication)</p> <p>Strengthen and adapt the school-wide approach to digital learning and policies regarding digital access and devices</p> <p>Build staff capability to integrate digital learning</p> <p>Plan for school facilities and grounds works that will mean every school is a great place to learn</p> <p>Engage in PLCs/PLTs to foster collaboration, build collective efficacy and build digital learning pedagogy</p>			
Outcomes	<p>Leaders will prioritise time for staff to communicate and build relationships with parents/carers/kin</p> <p>Teachers will have strong relationships with students and parents/carers/kin</p> <p>Teachers will be confident in integrating digital learning pedagogy</p> <p>Students will feel connected to their school and have positive attitudes to attendance</p> <p>All students will be connected to resources and learning opportunities</p> <p>Teachers can regularly connect with the parents/carers/kin of all students</p>			
Success Indicators	<p>Observations and learning walks demonstrate use of digital learning</p> <p>Frequency of communication between staff and students/parents/carers</p> <p>Increased student use of Teams pages (e.g. Community pages)</p> <p>Whole school and parent surveys</p> <p>Attendance data</p> <p>Student engagement data (PIVOT)</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Plan for on-going professional development on integrating digital learning	<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
To support all members of the leadership team to carry out their activities To work with staff, understanding their PDP goals and support them to meet these targets. To ensure that sufficient opportunities exist for staff Professional development in this space. To provide rationale and purpose for focus and link to existing processes. Articulate to staff changes in practice to be observed.	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Further develop school-based Koori community events including Reconciliation Week and NAIDOC Week	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Expand community access to school newsletters, social media, and information sessions	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Integrate opportunities for students to learn from the community across the curriculum through guest speakers, excursions and events where possible	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Strengthen and communicate processes for identifying and referring students and parents/carers/kin to external support agencies or community organisations	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Goal 2	To Increase opportunities for collaborative learning			
12 Month Target 2.1	Time to share pedagogical content knowledge increases from 2020 levels in DET Staff Survey. Currently 61% positive. "Whole school learning around literacy and numeracy" increases from 2020 levels in DET Staff survey. Currently 63% positive.			
KIS 1 Evidence-based high-impact teaching strategies	Whole school professional learning focusing on high impact learning strategies			
Actions	<p>Students Will:</p> <ul style="list-style-type: none"> Be aware of their current level of learning and where to next. Be working with identified supports through the MYLNS or DET Tutoring program to ensure learning growth Set learning goals with support from their mentors, teachers and support staff Have access to the High Ability program Provide feedback on teacher effectiveness Participate in Professional Learning for staff to provide insight into classroom practice <p>Staff Will:</p> <ul style="list-style-type: none"> Be members of a PLC based on their interest Set personal learning goals based on PLC around improving practice Meet regularly in their PLC to examine student learning and teacher practice Collaborate with members of staff within and outside of their Learning Areas Attend Professional Learning relevant to their understanding of their area of interest Use Data as evidence of student learning Use of leaning walks as a means of collecting data from classes to support PLCs & to foster collaboration between different teams across the school <p>Leaders Will:</p> <ul style="list-style-type: none"> Create a PLCs process that is relevant and caters to the needs of TC staff Identify areas of focus for PLCs in 2021, being - Teaching at point of need, VCE active teaching, Literacy, Numeracy Ensure that time is built into the meeting and collaboration schedule for staff to conduct PLCs Provide and facilitate professional learning that is in line with teacher need and school priorities LS following up with staff not engaging with the process and help them develop an understanding of the learning vision Model and support the 'open door policy', Provide opportunities for exemplar lessons - anyone can walk in and observe 			
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> Be able to access the curriculum at their level Be able to write for a variety purposes Access numeracy tasks outside of the maths classroom Have more opportunity for active learning in their VCE classes 			

	<p>Staff will: Have a greater level of understanding in their chosen professional learning field Be able to use data to track student learning and plan for interventions Develop professional relationships across the school Be able to conduct a cycle of inquiry</p> <p>Leaders will: Have a greater understanding of the detailed student data Be able to support staff with targeted professional learning Develop leadership skills of the middle leaders in the school</p>
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Success Indicators	<p>Success of the PLCs will be measured in a variety of ways.</p> <p>Student data that will be collected includes: Teacher judgment and Rubrics Personal learning goals and reflections Maths Pathways levels NAPLAN Writing scores (2021 - 2022) DAL testing results for identified students VCE v GAT score</p> <p>Staff data that will be collected includes: Staff survey results - collaboration and collective efficacy PIVOT survey results Review of the PLC process at the end of 2021</p>
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Activities and Milestones	Who	Is this a PL Priority	When	Budget
PLC launch to staff	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Staff select their area of interest for PLC 2021	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
First PLC meeting run	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Using Data in PLC training conducted	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
First Learning Walks completed	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 2	\$0.00

			to: Term 2	<input type="checkbox"/> Equity funding will be used
Cycle of inquiry completed	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 3	\$0.00 <input type="checkbox"/> Equity funding will be used
PLC showcase	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 3	\$0.00 <input type="checkbox"/> Equity funding will be used
PLC review and planning for 2022	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 4 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
To support all members of the leadership team to carry out their activities To work with staff, understanding their PDP goals and support them to meet these targets. To ensure that sufficient opportunities exist for staff Professional development in this space. To provide rationale and purpose for focus and link to existing processes. Articulate to staff changes in practice to be observed.	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Pivot Survey completed by students	<input checked="" type="checkbox"/> Student(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Goal 3	Support students for their next stages of learning.			
12 Month Target 3.1	Use of pedagogical model increases in from 2020 level in DET Staff Survey. Currently 59% positive. Increase seen throughout 2021 in PAT levels for those students identified in the TLP. Use data for curriculum planning increases from 2020 level in DET Staff survey. Currently 65% positive. PIVOT - the teacher pushes me to set challenging learning goals to increase throughout the year from the baseline set in the first assessment cycle of 2021. VCE Study Score increase from its 2020 value.			
KIS 1 Building practice excellence	Investigate and implement annual targets measures for student academic and wellbeing growth beyond NAPLAN and VCE. These will be based around the development of the Templestowe College "expanded measures of success".			
Actions	Create developmental rubric templates Train staff in use of developmental rubrics Train students how to interpret developmental rubrics Leaders will provide time for professional learning around developmental rubrics leaders Creation of PLC teams for creating Developmental rubrics			
Outcomes	Students will see growth based on their proximal development Students will be able to identify their next level of growth and undertake tasks to meet their growth points Students will set learning goals for themselves in order to gain knowledge for future learning Teachers will create classroom activities with multiple entry and exit points reporting based on student growth and not expected levels			

Success Indicators	<p>students will be able to see visible growth on developmental rubrics a repository of developmental rubrics attached to learning tasks increase measurable student growth all staff will be using developmental rubrics Students will be referring to their developmental rubrics</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
<p>To support all members of the leadership team to carry out their activities To work with staff, understanding their PDP goals and support them to meet these targets. To ensure that sufficient opportunities exist for staff Professional development in this space. To provide rationale and purpose for focus and link to existing processes. Articulate to staff changes in practice to be observed.</p>	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Created developmental rubric templates	<input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Staff development of developmental rubrics	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Staff reporting growth on developmental rubrics	<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
Students using developmental rubrics to determine their next stages of learning	<input checked="" type="checkbox"/> Student(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Goal 4	Increase the opportunities for connectedness at a range of levels within the school and wider community.			
12 Month Target 4.1	<p>Parent general satisfaction increases from 2020 level in DET Parent Survey. Currently 90% positive. Staff trust in students and parents increases from 2020 Level in DET Staff Survey. Currently 72% positive. ATOSS Connectedness to Peers to increase from 2019 levels Collective efficacy of staff to increase in DET Staff Survey. Currently 71% positive.</p>			
KIS 1 Building communities	Investigate and implement opportunities for connectedness within students' projects with the wider community.			
Actions	<ul style="list-style-type: none"> • Introduction of new student leadership model. • Build on the understanding formed of the relationship between school and family fostered during Remote learning. • Connect in a new format <p>Establish an agreed approach to monitoring and responding to student wellbeing concerns? Strengthen in-class relationships through peer and group learning activities? Conduct regular check-ins/conferencing with students in homegroup pastoral care programs</p> <ul style="list-style-type: none"> • More cross-curricular projects taking place through the introduction of the SDP Coordinator role. <p>Creating more student work that is relevant to enhancing the learning environment. Pride in the school environment - more students projects on display</p>			

Outcomes	<p>Increased and improved opportunities for student agency and empowerment. Students will feel supported and engaged in Connect and Community Groups and contribute to wider school culture. Students will support students to have strong relationships with peers - through the development of Community and whole school events. Students will feel connected to their school and have positive attitudes to attendance Teachers and leaders will integrate social-emotional learning into school practice, policies and programs Teachers will have strong relationships with students and parents/carers/kin</p>			
Success Indicators	<p>Students engagement in Connect and Community events (feedback, participation, classroom observations) Students engagement and attendance in the Student Development Program Coordinator run events Samples of student work Documentation of resources for SDP and wellbeing programs</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
<p>To support all members of the leadership team to carry out their activities To work with staff, understanding their PDP goals and support them to meet these targets.</p>	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$0.00 <input type="checkbox"/> Equity funding will be used</p>
<p>Art mural program for students run with Art Therapist during Semester 1.</p>	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 2</p>	<p>\$0.00 <input type="checkbox"/> Equity funding will be used</p>
<p>Articulate to staff changes in practice to be observed.</p>	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$0.00 <input type="checkbox"/> Equity funding will be used</p>
<p>Undertake research and development around best practice for student engagement connectedness.</p>	<input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	<input type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$0.00 <input type="checkbox"/> Equity funding will be used</p>
<p>Facilitate opportunities for sharing of best practice and professional development regarding the school Connect program.</p>	<input checked="" type="checkbox"/> Team Leader(s)	<input checked="" type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$0.00 <input type="checkbox"/> Equity funding will be used</p>
<p>To ensure that sufficient opportunities exist for staff Professional development in this space.</p>	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$0.00 <input type="checkbox"/> Equity funding will be used</p>
<p>To provide rationale and purpose for focus and link to existing processes.</p>	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$0.00 <input type="checkbox"/> Equity funding will be used</p>

Equity Funding Planner

Equity Spending Totals

Category	Total proposed budget (\$)	Equity Spend (\$)
Equity funding associated with Activities and Milestones	\$34,000.00	\$34,000.00
Additional Equity funding	\$4,000.00	\$4,000.00
Grand Total	\$38,000.00	\$38,000.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Continuation of Spelling mastery program as an additional program for targeted students.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources	\$8,000.00	\$8,000.00
Use of tutors identified by school to support students in addition to the TLP.	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Other Use of senior students in paid roles to support others throughout the school	\$10,000.00	\$10,000.00
Employment of Educational Psychologist for additional time for term 1 and 2 in order to work with students and support staff	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> School-based staffing	\$16,000.00	\$16,000.00
Totals			\$34,000.00	\$34,000.00

Additional Equity spend

Outline here any additional Equity spend for 2021	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Professional development for staff. This will include training in areas such as working with school refusers and supporting students with dyslexia.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$4,000.00	\$4,000.00
Totals			\$4,000.00	\$4,000.00

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Tutors as part of the TLP undertaking professional development and sharing learnings with other staff.	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Network Professional Learning	<input checked="" type="checkbox"/> Departmental resources TLP Training	<input checked="" type="checkbox"/> On-site
To ensure that sufficient opportunities exist for staff Professional Development in knowing their students and needs.	<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"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Bastow program/course <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
To work with staff, understanding their PDP goals and support them to meet and improve on their targets.	<input checked="" type="checkbox"/> Assistant Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Plan for on-going professional development on integrating digital learning	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Staff select their area of interest for PLC 2021	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 1	<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"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Using Data in PLC training conducted	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Staff development of developmental rubrics	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Facilitate opportunities for sharing of best practice and professional development regarding the school Connect program.	<input checked="" type="checkbox"/> Team Leader(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site