

# 2020 Annual Implementation Plan

## for improving student outcomes

Baden Powell P-9 College (5315)



BADEN POWELL COLLEGE

Submitted for review by Julie Mason (School Principal) on 20 March, 2020 at 01:43 PM  
Endorsed by Brent Richards (Senior Education Improvement Leader) on 23 April, 2020 at 11:36 PM  
Awaiting endorsement by School Council President

## Self-evaluation Summary - 2020

	<b>FISO Improvement Model Dimensions</b> The 6 High-impact Improvement Initiatives are highlighted below in red.	<b>Self-evaluation Level</b>
<b>Excellence in teaching and learning</b>	Building practice excellence	Evolving moving towards Embedding
	Curriculum planning and assessment	Evolving moving towards Embedding
	Evidence-based high-impact teaching strategies	Evolving moving towards Embedding
	Evaluating impact on learning	Embedding
<b>Professional leadership</b>	Building leadership teams	Evolving moving towards Embedding
	Instructional and shared leadership	Evolving moving towards Embedding
	Strategic resource management	Emerging
	Vision, values and culture	Evolving

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

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

<b>Enter your reflective comments</b>	<p>The self-reflection in Term 1 2020 has been left identical as the extensive review at the conclusion of the 2019 school year. The College has rated itself as Evolving moving towards Embedding in five of the six high-impact areas. Some areas for priority moving forward in the 2020 AIP include:</p> <ul style="list-style-type: none"> <li>- Parents and carers as partners (in Goal 3)</li> <li>- Vision, values and culture (in Goals 1 and 2)</li> </ul> <p>The College will look to embed a consistent method to collect this data moving forward, which will be at College Improvement Team meetings. This common method will ensure the self-evaluation is a valuable tool moving forward to collect data and look for areas of improvement.</p>
<b>Considerations for 2020</b>	<p>The College should look to target:</p> <ul style="list-style-type: none"> <li>- Excellence in Teaching and Learning</li> <li>- Professional Leadership</li> </ul>

	<p>Two of the three key strategies for 2020 centre around improvements to teaching and learning frameworks at the school. Regularly, the plan includes specific mention of the need to upskill and support middle leaders to deliver on the initiatives.</p> <p>The College has invested significant time into developing a consistent change model that may be more effective to use in the life of the new School Strategic Plan. Responding to the school review, the College needs to ensure it reduces the number of extra initiatives and focuses on closing the loop when making change.</p>
<b>Documents that support this plan</b>	

## SSP Goals Targets and KIS

<b>Goal 1</b>	To maximise learning growth and achievement for all students
<b>Target 1.1</b>	By 2023 increase the percentage of students above benchmark growth in NAPLAN. Year 5 <ul style="list-style-type: none"> <li>• Reading to increase from 18% (2019) to 30% or above</li> <li>• Writing to increase from 10% (2019) to 21% or above</li> </ul> Year 9 <ul style="list-style-type: none"> <li>• Writing to increase from 12% (2019) to 20% or above</li> <li>• Numeracy to increase from 17% (2019) to 25% or above</li> </ul>
<b>Target 1.2</b>	By 2023 increase the percentage of students achieving in the top two bands in NAPLAN Year 5 <ul style="list-style-type: none"> <li>• Reading from 20% (2019) to 34% or above</li> <li>• Numeracy from 17% (2019) to 31% or above</li> </ul> Year 9 <ul style="list-style-type: none"> <li>• Reading from 13% (2019) to 22% or above</li> <li>• Numeracy from 12% (2019) to 20% or above</li> </ul>
<b>Target 1.3</b>	By 2023 increase the percentage of students across the school ( <b>Prep to Year 6</b> ) achieving above level in teacher judgement.

	<ul style="list-style-type: none"> <li>• Reading from 23% (2019) to 28% or above</li> <li>• Number and algebra 16% (2019) to 20% or above</li> <li>• Writing from 13% (2019) to 17% or above</li> </ul>
<b>Key Improvement Strategy 1.a</b> Building practice excellence	Develop collaborative practices between and across the college to build collective responsibility for improved student outcomes
<b>Key Improvement Strategy 1.b</b> Evaluating impact on learning	Build the capacity of all leaders and teachers to hold themselves and others to account for improved student learning outcomes
<b>Key Improvement Strategy 1.c</b> Evidence-based high-impact teaching strategies	Embed consistent instructional practices across the college
<b>Goal 2</b>	To improve student engagement and learner agency
<b>Target 2.1</b>	<p>By 2023 increase the percentage of positive endorsement in the student AToSS:</p> <ul style="list-style-type: none"> <li>• Student voice and agency (Years 4–6) 61% (2019) to 75% or above</li> <li>• Sense of confidence from (Years 4–6) 72% (2019) to 85% or above</li> <li>• Self–regulation and goal setting from 75% (2019) to 82% or above</li> </ul> <p>By 2023, reduce the percentage of students who are absent for more than 20 days:</p> <ul style="list-style-type: none"> <li>• 36% (2019) to 31% across the College</li> </ul>

<b>Target 2.2</b>	<p>By 2023 increase the percentage of positive endorsement in the POS</p> <ul style="list-style-type: none"> <li>• Teacher communication from 74% (2019) to 80% or above</li> <li>• Stimulating learning environment from 73% (2019) to 80% or above</li> </ul>
<b>Target 2.3</b>	<p>By 2023 increase the percentage of positive endorsement in the SSS.</p> <ul style="list-style-type: none"> <li>• Collective efficacy from 51% (2019) to 75% or above</li> <li>• Academic emphasis from 49% (2019) to 75% or above</li> <li>• Teacher collaboration from 44% (2019) to 70% or above</li> </ul>
<b>Key Improvement Strategy 2.a</b> Building practice excellence	Build teacher capacity to activate student voice and learner agency
<b>Key Improvement Strategy 2.b</b> Intellectual engagement and self-awareness	Enhance learning partnerships so students become independent and self-regulating learners
<b>Key Improvement Strategy 2.c</b> Empowering students and building school pride	Develop students as active and empowered learners
<b>Goal 3</b>	To improve social and emotional wellbeing for all students
<b>Target 3.1</b>	By 2023 increase the percentage of positive endorsement in the student AToSS.

	<ul style="list-style-type: none"> <li>• Managing bullying from 63% (2019) to 76% or above</li> <li>• Teacher concern from 63% (2019) to 72% or above</li> <li>• Resilience from 65% (2019) to 75% or above</li> </ul>
<b>Target 3.2</b>	<p>By 2023 increase the percentage of positive endorsement in the SSS.</p> <ul style="list-style-type: none"> <li>• Parent and community involvement from 53% (2019) to 65% or above</li> <li>• Shielding and buffering from 31% (2019) to 60% or above</li> </ul>
<b>Target 3.3</b>	<p>By 2023 increase the percentage of positive endorsement in the POS.</p> <ul style="list-style-type: none"> <li>• Confidence and resiliency from 78% (2019) to 85% or above</li> <li>• Positive transitions from 77% (2019) to 85% or above</li> </ul>
<b>Key Improvement Strategy 3.a</b> Health and wellbeing	Build staff capacity to support student social and emotional learning needs
<b>Key Improvement Strategy 3.b</b> Curriculum planning and assessment	Integrate social and emotional wellbeing into the college curriculum
<b>Key Improvement Strategy 3.c</b> Parents and carers as partners	Embed a culture of social and emotional wellbeing through the college community



## Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
To maximise learning growth and achievement for all students	Yes	<p>By 2023 increase the percentage of students above benchmark growth in NAPLAN.</p> <p>Year 5</p> <ul style="list-style-type: none"> <li>● Reading to increase from 18% (2019) to 30% or above</li> <li>● Writing to increase from 10% (2019) to 21% or above</li> </ul> <p>Year 9</p> <ul style="list-style-type: none"> <li>● Writing to increase from 12% (2019) to 20% or above</li> <li>● Numeracy to increase from 17% (2019) to 25% or above</li> </ul>	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>The College aims to see increases in the percentage of students achieving above benchmark growth:</p> <p>Year 5 Reading: To move from 18% in 2019 to 21% in 2020.            Year 5 Writing: To move from 10% in 2019 to 13% in 2020.            Year 9 Writing: To move from 12% in 2019 to 14% in 2020.            Year 9 Numeracy: To move from 19% in 2019 to 19% in 2020.</p>
		<p>By 2023 increase the percentage of students achieving in the top two bands in NAPLAN</p> <p>Year 5</p> <ul style="list-style-type: none"> <li>● Reading from 20% (2019) to 34% or above</li> <li>● Numeracy from 17% (2019) to 31% or above</li> </ul> <p>Year 9</p> <ul style="list-style-type: none"> <li>● Reading from 13% (2019) to 22% or above</li> </ul>	<p>The College aims to see increases in the percentage of students who achieve in the top 2 bands in NAPLAN:</p> <p>Year 5 Reading: To move from 20% in 2019 to 23% in 2020.            Year 5 Numeracy: To move from 17% in 2019 to 20% in 2020.            Year 9 Reading: To move from 13% in 2019 to 15% in 2020.            Year 9 Numeracy: To move from 12% in 2019 to 14% in 2020.</p>

		<ul style="list-style-type: none"> <li>Numeracy from 12% (2019) to 20% or above</li> </ul>	
		<p>By 2023 increase the percentage of students across the school (<b>Prep to Year 6</b>) achieving above level in teacher judgement.</p> <ul style="list-style-type: none"> <li>Reading from 23% (2019) to 28% or above</li> <li>Number and algebra 16% (2019) to 20% or above</li> <li>Writing from 13% (2019) to 17% or above</li> </ul>	<p>The College aims to increase the percentage of students achieving above level in teacher judgement (across P-6):</p> <p>Reading: To move from 23% in 2019 to 25% in 2020.  Number &amp; Algebra: To move from 16% in 2019 to 18% in 2020.  Writing: To move from 13% in 2019 to 15% in 2020.</p>
To improve student engagement and learner agency	No	<p>By 2023 increase the percentage of positive endorsement in the student AToSS:</p> <ul style="list-style-type: none"> <li>Student voice and agency (Years 4–6) 61% (2019) to 75% or above</li> <li>Sense of confidence from (Years 4–6) 72% (2019) to 85% or above</li> <li>Self–regulation and goal setting from 75% (2019) to 82% or above</li> </ul> <p>By 2023, reduce the percentage of students who are absent for more than 20 days:</p> <ul style="list-style-type: none"> <li>36% (2019) to 31% across the College</li> </ul>	
		<p>By 2023 increase the percentage of positive endorsement in the POS</p>	

		<ul style="list-style-type: none"> <li>• Teacher communication from 74% (2019) to 80% or above</li> <li>• Stimulating learning environment from 73% (2019) to 80% or above</li> </ul>	
		<p>By 2023 increase the percentage of positive endorsement in the SSS.</p> <ul style="list-style-type: none"> <li>• Collective efficacy from 51% (2019) to 75% or above</li> <li>• Academic emphasis from 49% (2019) to 75% or above</li> <li>• Teacher collaboration from 44% (2019) to 70% or above</li> </ul>	
To improve social and emotional wellbeing for all students	Yes	<p>By 2023 increase the percentage of positive endorsement in the student AToSS.</p> <ul style="list-style-type: none"> <li>• Managing bullying from 63% (2019) to 76% or above</li> <li>• Teacher concern from 63% (2019) to 72% or above</li> <li>• Resilience from 65% (2019) to 75% or above</li> </ul>	<p>The College aims to improve the AToSS data as follows:</p> <p>Managing bullying: To move from 63% in 2019 to 67% in 2020.  Teacher concern: To move from 63% in 2019 to 66% in 2020.  Resilience: To move from 65% in 2019 to 68% in 2020.</p>
		<p>By 2023 increase the percentage of positive endorsement in the SSS.</p> <ul style="list-style-type: none"> <li>• Parent and community involvement from 53% (2019) to 65% or above</li> <li>• Shielding and buffering from 31% (2019) to 60% or above</li> </ul>	<p>The College aims to maintain the data from 2019. The strategies being implemented do not directly aim to improve Staff Opinion Survey data. We would expect to see improvements in our Staff Opinion Survey data when in 2021 when our actions target this area of our</p>

			SSP.
		<p>By 2023 increase the percentage of positive endorsement in the POS.</p> <ul style="list-style-type: none"> <li>• Confidence and resiliency from 78% (2019) to 85% or above</li> <li>• Positive transitions from 77% (2019) to 85% or above</li> </ul>	<p>The College aims to improve the POS data as follows:  Confidence: To move for 78% in 2019 to 80% in 2020.  Positive transitions: To move from 77% in 2019 to 79% in 2020.</p>

<b>Goal 1</b>	To maximise learning growth and achievement for all students
<b>12 Month Target 1.1</b>	<p>The College aims to see increases in the percentage of students achieving above benchmark growth:</p> <p>Year 5 Reading: To move from 18% in 2019 to 21% in 2020.  Year 5 Writing: To move from 10% in 2019 to 13% in 2020.  Year 9 Writing: To move from 12% in 2019 to 14% in 2020.  Year 9 Numeracy: To move from 19% in 2019 to 19% in 2020.</p>
<b>12 Month Target 1.2</b>	<p>The College aims to see increases in the percentage of students who achieve in the top 2 bands in NAPLAN:</p> <p>Year 5 Reading: To move from 20% in 2019 to 23% in 2020.  Year 5 Numeracy: To move from 17% in 2019 to 20% in 2020.  Year 9 Reading: To move from 13% in 2019 to 15% in 2020.  Year 9 Numeracy: To move from 12% in 2019 to 14% in 2020.</p>
<b>12 Month Target 1.3</b>	<p>The College aims to increase the percentage of students achieving above level in teacher judgement (across P-6):</p> <p>Reading: To move from 23% in 2019 to 25% in 2020.  Number &amp; Algebra: To move from 16% in 2019 to 18% in 2020.  Writing: To move from 13% in 2019 to 15% in 2020.</p>

Key Improvement Strategies		Is this KIS selected for focus this year?
<b>KIS 1</b> Building practice excellence	Develop collaborative practices between and across the college to build collective responsibility for improved student outcomes	Yes
<b>KIS 2</b> Evaluating impact on learning	Build the capacity of all leaders and teachers to hold themselves and others to account for improved student learning outcomes	No
<b>KIS 3</b> Evidence-based high-impact teaching strategies	Embed consistent instructional practices across the college	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.	Baden Powell College has long focused on collaborative practises and various Instructional models, however has been challenged in knitting these various approaches into one united strategy. A focus in aligning the past work in these areas would leverage increased student growth across all curriculum subjects, in particular literacy and numeracy.	
<b>Goal 2</b>	To improve social and emotional wellbeing for all students	
<b>12 Month Target 2.1</b>	The College aims to improve the AToSS data as follows:  Managing bullying: To move from 63% in 2019 to 67% in 2020. Teacher concern: To move from 63% in 2019 to 66% in 2020. Resilience: To move from 65% in 2019 to 68% in 2020.	
<b>12 Month Target 2.2</b>	The College aims to maintain the data from 2019. The strategies being implemented do not directly aim to improve Staff Opinion Survey data. We would expect to see improvements in our Staff Opinion Survey data when in 2021 when our actions target this area of our SSP.	

<b>12 Month Target 2.3</b>	The College aims to improve the POS data as follows: Confidence: To move for 78% in 2019 to 80% in 2020. Positive transitions: To move from 77% in 2019 to 79% in 2020.	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?
<b>KIS 1</b> Health and wellbeing	Build staff capacity to support student social and emotional learning needs	Yes
<b>KIS 2</b> Curriculum planning and assessment	Integrate social and emotional wellbeing into the college curriculum	No
<b>KIS 3</b> Parents and carers as partners	Embed a culture of social and emotional wellbeing through the college community	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.	Baden Powell College has previously invested significant time and resources into a number of programs to improve the social and emotional well-being of students and staff. The reason this has been prioritised is because the college has a high collective capacity in this area, and we would like to synergise these approaches into one Baden Powell approach.	

## Define Actions, Outcomes and Activities

<b>Goal 1</b>	To maximise learning growth and achievement for all students
<b>12 Month Target 1.1</b>	The College aims to see increases in the percentage of students achieving above benchmark growth:  Year 5 Reading: To move from 18% in 2019 to 21% in 2020. Year 5 Writing: To move from 10% in 2019 to 13% in 2020. Year 9 Writing: To move from 12% in 2019 to 14% in 2020. Year 9 Numeracy: To move from 19% in 2019 to 19% in 2020.
<b>12 Month Target 1.2</b>	The College aims to see increases in the percentage of students who achieve in the top 2 bands in NAPLAN:  Year 5 Reading: To move from 20% in 2019 to 23% in 2020. Year 5 Numeracy: To move from 17% in 2019 to 20% in 2020. Year 9 Reading: To move from 13% in 2019 to 15% in 2020. Year 9 Numeracy: To move from 12% in 2019 to 14% in 2020.
<b>12 Month Target 1.3</b>	The College aims to increase the percentage of students achieving above level in teacher judgement (across P-6):  Reading: To move from 23% in 2019 to 25% in 2020. Number & Algebra: To move from 16% in 2019 to 18% in 2020. Writing: To move from 13% in 2019 to 15% in 2020.
<b>KIS 1</b> Building practice excellence	Develop collaborative practices between and across the college to build collective responsibility for improved student outcomes
<b>Actions</b>	The College will undertake an extensive review of the collaborative practices that currently exist in the school and look to publish a common process. The College Improvement Team (CIT) will undertake the review and provide oversight. Professional Learning Communities (PLC) will continue at the College and all staff will undertake training in the new common practices.
<b>Outcomes</b>	The College aims to build collective responsibility for improved student outcomes. Improved collaborative practices will lead to improved student outcomes across all curriculum areas.  Students will: - be immersed in an engaging curriculum tailored to their interests and needs

	<ul style="list-style-type: none"> <li>- experience a moment of success and a moment of challenge in every day</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>- work with others between and across the College to moderate and plan for differentiated student learning</li> <li>- work with others between and across the College to co-plan and co-teach sessions (where appropriate)</li> <li>- focus their collaborative time on improving student outcomes</li> <li>- co-design assessments</li> <li>- experience a moment of success and a moment of challenge in every day</li> </ul> <p>Leaders will:</p> <ul style="list-style-type: none"> <li>- provide oversight and develop a strategic approach to consistent collaborative practices</li> <li>- ensure sufficient collaborative time is dedicated to moderating</li> <li>- be present and active members in the co-planning for differentiated student learning</li> <li>- support staff in a transition to a co-teaching approach (where appropriate)</li> <li>- provide structured support for middle leaders to improve collaborative practices</li> <li>- experience a moment of success and a moment of challenge in every day</li> </ul>			
<b>Success Indicators</b>	<p>For students:</p> <ul style="list-style-type: none"> <li>- Student work samples will show vast improvements.</li> <li>- Assessment outcomes/results will improve in line with our target objectives.</li> </ul> <p>For teachers:</p> <ul style="list-style-type: none"> <li>- co-designed planning documents will be agreed, developed and implemented.</li> <li>- minutes from PLC inquiry cycles will demonstrate a relentless focus on student learning.</li> <li>- meeting schedules will demonstrate time provided for collaboration.</li> <li>- assessments that have been co-designed by teams.</li> <li>- student data will improve as per our AIP targets.</li> </ul> <p>For leaders:</p> <ul style="list-style-type: none"> <li>- CIT agenda will demonstrate oversight for collaborative practises.</li> <li>- notes from lesson observations will demonstrate the implementation of collaborative practises.</li> <li>- published documents describing the BPC way will published.</li> </ul>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>

<p>Stage 1 (Collaborative Practices): Engage with what exists in our College CIT provides oversight Gain feedback from the school community.</p>	<input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$1,000.00  <input checked="" type="checkbox"/> Equity funding will be used
<p>Stage 2 (Collaborative Practices): Determine the BPC way to improve collaborative practices Upskill middle leaders in the agreed collaborative practices Communicate this with the College community</p>	<input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 3 to: Term 3	\$2,000.00  <input checked="" type="checkbox"/> Equity funding will be used
<p>Stage 3 (Collaborative Practices): Use the PLC Inquiry Cycle and Meeting Schedules to embed the new collaborative practices. Gain feedback from the school community.</p>	<input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 4 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
<b>KIS 2</b> Evidence-based high-impact teaching strategies	Embed consistent instructional practices across the college			
<b>Actions</b>	The College will undertake an extensive review of the instructional models that currently exist in the school and look to establish common practices. The College Improvement Team (CIT) will undertake the review and provide oversight. The College aims to publish a common approach to instruction by the conclusion of the 2020 school year for implementation in 2021.			
<b>Outcomes</b>	<p>The College aims to ensure that high-level instruction takes places in all classrooms. A research-based, agreed common approach is the first step to reducing between class variability in classroom practice.</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>- become familiar with a lesson structure that engages them at their point of need and interest.</li> <li>- find transitions between subjects, year levels and teachers more successful.</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>- have input into the formation of instructional model/s.</li> <li>- implement common instructional model/s at the beginning of 2021.</li> </ul>			

	<ul style="list-style-type: none"> <li>- seek feedback from school leaders and peers regarding their teaching practice.</li> </ul> <p>Leaders will:</p> <ul style="list-style-type: none"> <li>- provide oversight and develop a strategic approach to consistent instructional model/s</li> <li>- ensure sufficient collaborative time is dedicated to moderating</li> <li>- support staff in a transition to a common instructional model</li> <li>- provide structured support for middle leaders to implement instructional models across all teams.</li> </ul>			
<b>Success Indicators</b>	<p>For students:</p> <ul style="list-style-type: none"> <li>- Student work samples will show vast improvements.</li> <li>- Assessment outcomes/results will improve in line with our target objectives.</li> </ul> <p>For teachers:</p> <ul style="list-style-type: none"> <li>- co-designed planning documents will be produced.</li> <li>- published instructional model/s will be developed and shared with the staff by the end of 2020 and ready for implementation in 2021.</li> <li>- meeting schedules will reflect time and feedback in the development of the instructional models.</li> <li>- student data will improve.</li> </ul> <p>For leaders:</p> <ul style="list-style-type: none"> <li>- CIT agenda will reflect oversight for the development of instructional models.</li> <li>- notes from lesson observations will inform the development of Instructional models.</li> <li>- published "Instructional Models at BPC" will be created by the end of 2020.</li> </ul>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Stage 1 (Instructional Model/s): Engage with what exists in our College CIT provides oversight Gain feedback from staff.	<input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 3 to: Term 3	\$1,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Stage 2 (Instructional Model/s): Determine the BPC way forward with instructional model/s Upskill middle leaders in the agreed instructional model/s Communicate this with the College community	<input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 4	\$2,000.00

			to: Term 4	<input checked="" type="checkbox"/> Equity funding will be used
<b>Goal 2</b>	To improve social and emotional wellbeing for all students			
<b>12 Month Target 2.1</b>	<p>The College aims to improve the AToSS data as follows:</p> <p>Managing bullying: To move from 63% in 2019 to 67% in 2020.  Teacher concern: To move from 63% in 2019 to 66% in 2020.  Resilience: To move from 65% in 2019 to 68% in 2020.</p>			
<b>12 Month Target 2.2</b>	The College aims to maintain the data from 2019. The strategies being implemented do not directly aim to improve Staff Opinion Survey data. We would expect to see improvements in our Staff Opinion Survey data when in 2021 when our actions target this area of our SSP.			
<b>12 Month Target 2.3</b>	<p>The College aims to improve the POS data as follows:</p> <p>Confidence: To move for 78% in 2019 to 80% in 2020.  Positive transitions: To move from 77% in 2019 to 79% in 2020.</p>			
<b>KIS 1</b> Health and wellbeing	Build staff capacity to support student social and emotional learning needs			
<b>Actions</b>	The College will undertake an extensive review of the strategies that currently exist to improve the social and emotional wellbeing for all students. The College Improvement Team (CIT) will undertake the review and provide oversight. Strategies will be implemented in 2021.			
<b>Outcomes</b>	<p>Students will:</p> <ul style="list-style-type: none"> <li>- be at school more often</li> <li>- be aware of the supports available to them in managing their social and emotional wellbeing.</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>- have input into the strategies being used to improve social and emotional wellbeing.</li> </ul> <p>Leaders will:</p> <ul style="list-style-type: none"> <li>- provide oversight and develop a strategic approach in supporting the social and emotional wellbeing of all students..</li> </ul>			

<b>Success Indicators</b>	<p>For leaders:  - CIT agenda will reflect oversight for the strategies that will be implemented in 2021 in developing BPC's social and emotional wellbeing.</p> <p>NB: This strategy is due for focus in Term 4 2020. More success indicators will be appropriate in the 2021 AIP.</p>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
<p>Stage 1 (Social &amp; Emotional Wellbeing):  Engage with what exists in our College  CIT provides oversight  Gain feedback from the College community.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> School Improvement Team</li> <li><input checked="" type="checkbox"/> Wellbeing Team</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> PLP Priority</li> </ul>	<p>from:  Term 1  to:  Term 4</p>	<p>\$1,000.00</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Equity funding will be used</li> </ul>

# Equity Funding Planner

## Equity Spending Totals

Category	Total proposed budget (\$)	Spend (\$)
Equity funding associated with Activities and Milestones	\$7,000.00	\$7,000.00
Additional Equity funding	\$617,660.00	\$617,660.00
<b>Grand Total</b>	<b>\$624,660.00</b>	<b>\$624,660.00</b>

## Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Stage 1 (Collaborative Practices): Engage with what exists in our College CIT provides oversight Gain feedback from the school community.	from: Term 2 to: Term 2	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT	\$1,000.00	\$1,000.00
Stage 2 (Collaborative Practices): Determine the BPC way to improve collaborative practices Upskill middle leaders in the agreed collaborative practices Communicate this with the College community	from: Term 3 to: Term 3	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT	\$2,000.00	\$2,000.00
Stage 1 (Instructional Model/s): Engage with what exists in our College CIT provides oversight Gain feedback from staff.	from: Term 3 to: Term 3	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT	\$1,000.00	\$1,000.00
Stage 2 (Instructional Model/s): Determine the BPC way forward with instructional model/s	from: Term 4	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$2,000.00	\$2,000.00

Upskill middle leaders in the agreed instructional model/s Communicate this with the College community	to: Term 4	<input checked="" type="checkbox"/> CRT		
Stage 1 (Social & Emotional Wellbeing): Engage with what exists in our College CIT provides oversight Gain feedback from the College community.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT	\$1,000.00	\$1,000.00
<b>Totals</b>			\$7,000.00	\$7,000.00

### Additional Equity spend

Outline here any additional Equity spend for 2020	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Student Well Being/Welfare	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Support services	\$80,000.00	\$80,000.00
Intervention Programs such as Literacy and Numeracy Intervention Education Support Staff, Leading Teachers,	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$210,000.00	\$210,000.00
<ul style="list-style-type: none"> <li>•literacy and numeracy programs (e.g. Mathletics)</li> <li>•STEM specialist programs</li> <li>•curriculum resources</li> <li>•learning and development resources and supplies</li> <li>•Assessment kits, tools and programs</li> </ul>	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources	\$327,660.00	\$327,660.00
<b>Totals</b>			\$617,660.00	\$617,660.00

## Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Stage 1 (Collaborative Practices): Engage with what exists in our College CIT provides oversight Gain feedback from the school community.	<input checked="" type="checkbox"/> School Improvement Team	from: Term 2 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<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"/> Numeracy leader	<input checked="" type="checkbox"/> On-site
Stage 2 (Collaborative Practices): Determine the BPC way to improve collaborative practices Upskill middle leaders in the agreed collaborative practices Communicate this with the College community	<input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> School Improvement Team	from: Term 3 to: Term 3	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day	<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"/> Numeracy leader	<input checked="" type="checkbox"/> On-site
Stage 3 (Collaborative Practices): Use the PLC Inquiry Cycle and Meeting Schedules to embed the new collaborative practices. Gain feedback from the school community.	<input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s)	from: Term 4 to: Term 4	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> PLC Initiative <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

					<input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS) <input checked="" type="checkbox"/> Numeracy leader	
Stage 1 (Instructional Model/s): Engage with what exists in our College CIT provides oversight Gain feedback from staff.	<input checked="" type="checkbox"/> School Improvement Team	from: Term 3 to: Term 3	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Maths/Sci Specialist <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> On-site
Stage 2 (Instructional Model/s): Determine the BPC way forward with instructional model/s Upskill middle leaders in the agreed instructional model/s Communicate this with the College community	<input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> School Improvement Team	from: Term 4 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Maths/Sci Specialist <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> Numeracy leader	<input checked="" type="checkbox"/> On-site
Stage 1 (Social & Emotional Wellbeing): Engage with what exists in our College CIT provides oversight Gain feedback from the College community.	<input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

