

2021 Annual Implementation Plan

for improving student outcomes

Canterbury Girls Secondary College (7690)



Submitted for review by Mary Cannon (School Principal) on 25 November, 2020 at 09:28 AM
Endorsed by Eva McMaster (Senior Education Improvement Leader) on 29 December, 2020 at 12:04 PM
Endorsed by Tim Clarke (School Council President) on 02 February, 2021 at 08:31 AM

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

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

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

Enter your reflective comments	<p>The evaluation shows that there is still work to be done:</p> <ul style="list-style-type: none"> To ensure consistent use of all student data to rigorously track student achievement and learning needs including designated time for moderation of student work and tasks To ensure that student feedback is continuously sought in order to create student led learning and to develop self-regulated learning strategies
Considerations for 2021	The 2021 focus will be on implementing the actions for the 2021 Annual Implementation Plan which incorporates the DET Priority Goal and actions as well as the Canterbury Girls' Secondary College Strategic Plan goals and actions.
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	2021 Priorities Goal
Target 1.1	Support for the 2021 Priorities
Key Improvement Strategy 1.a Curriculum planning and assessment	Learning, catch-up and extension priority
Key Improvement Strategy 1.b Health and wellbeing	Happy, active and healthy kids priority
Key Improvement Strategy 1.c Building communities	Connected schools priority
Goal 2	To improve student outcomes and learning growth in literacy
Target 2.1	<p>By 2023 increase the percentage of Year 9 students achieving high relative learning growth on NAPLAN:</p> <ul style="list-style-type: none"> • Reading from 24% (2018) to 32% • Writing from 23% (2018) to 32%.
Target 2.2	<p>By 2023 increase the percentage in the top two NAPLAN bands at Year 9:</p> <ul style="list-style-type: none"> • Reading from 40% (2018) to 43% • Writing from 19% (2018) to 30%.

Target 2.3	By 2023 improve the VCE All studies mean score from 31.68 (2018) to 32.5
Target 2.4	By 2023 improve the percentage of English study group scores of 37 or more from 21% in 2018 to 25%
Key Improvement Strategy 2.a Building practice excellence	Develop, implement and embed a research-based shared approach to teaching literacy across the curriculum
Key Improvement Strategy 2.b Curriculum planning and assessment	Develop capability of PLTs to collaboratively design, use and moderate formative and summative assessment for differentiated learning
Key Improvement Strategy 2.c Building practice excellence	Embed regular processes for modelling, feedback and professional learning to build excellence in literacy teaching
Goal 3	To improve student outcomes and learning growth in numeracy and Mathematics
Target 3.1	By 2023 increase the percentage of Year 9 students achieving high relative learning growth on NAPLAN numeracy from 21% (2018) to 30%
Target 3.2	By 2023 increase the percentage in the top two NAPLAN bands at Year 9 for numeracy from 43% (2018) to 45%
Target 3.3	By 2023 all Mathematics adjusted study scores to improve and be above the GAT predicted score
Key Improvement Strategy 3.a	Implement and continuously evaluate data-informed sequential skills and concepts-based Mathematical planning

Evaluating impact on learning	
Key Improvement Strategy 3.b Curriculum planning and assessment	Develop capability for professional learning teams (PLTs) to collaboratively design, use and moderate formative and summative assessment for differentiated learning.
Key Improvement Strategy 3.c Building practice excellence	Embed regular processes for modelling, feedback and professional learning to build excellence in Mathematics teaching
Key Improvement Strategy 3.d Evaluating impact on learning	Action Plan to accelerate improvement
Goal 4	To build students as empowered learners, engaged and active in their learning
Target 4.1	<p>By 2023 improve the percentage of positive responses to the Attitudes to School Survey:</p> <p>Stimulated Learning</p> <ul style="list-style-type: none"> • Year 7-9 from 61% (2018) to 75% (2023) • Year 10-12 from 55% (2018) to 70% (2023) <p>Student voice and agency</p> <ul style="list-style-type: none"> • Year 7-9 from 55% (2018) to 70% (2023) • Year 10-12 from 53% (2018) to 70% (2023) <p>Differentiated learning challenge</p> <ul style="list-style-type: none"> • Year 7-9 from 54% (2018) to 70% (2023) • Year 10-12 from 52% (2018) to 70% (2023)

Target 4.2	By 2023 improve the percentage of positive responses on the School Staff Survey – Climate module for teacher collaboration from 56% (2018) to 70%
Target 4.3	<p>By 2023 improve the percentage of positive responses on the School Staff Survey - Teaching and Learning modules for the following factors:</p> <ul style="list-style-type: none"> ● Plan differentiated learning activities 60.5% (2018) to 70% ● Monitor effectiveness using data 59% (2018) to 70% ● Understand how to analyse data 50% (2018) to 70%
Key Improvement Strategy 4.a Empowering students and building school pride	Develop, implement and embed a research-based shared approach to enhance student voice and agency in learning
Key Improvement Strategy 4.b Intellectual engagement and self-awareness	Design challenging learning that involves deep understanding, discipline-rich inquiry, problem solving and collaboration
Key Improvement Strategy 4.c Intellectual engagement and self-awareness	Embed the agreed teaching and learning model and high impact teaching strategies to activate student agency

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	By the end of 2021, to increase the results on student learning confidence from the start of 2021.
To improve student outcomes and learning growth in literacy	Yes	By 2023 increase the percentage of Year 9 students achieving high relative learning growth on NAPLAN: <ul style="list-style-type: none"> • Reading from 24% (2018) to 32% • Writing from 23% (2018) to 32%. 	By the end of 2021 increase the percentage of Year 9 students achieving high relative learning growth on NAPLAN: <ul style="list-style-type: none"> •Reading to 25% •Writing to 34%
		By 2023 increase the percentage in the top two NAPLAN bands at Year 9: <ul style="list-style-type: none"> • Reading from 40% (2018) to 43% • Writing from 19% (2018) to 30%. 	By the end of 2021 increase the percentage in the top two NAPLAN bands at Year 9: <ul style="list-style-type: none"> •Reading to 41% •Writing to 34%
		By 2023 improve the VCE All studies mean score from 31.68 (2018) to 32.5	By the end of 2021 improve the VCE All studies mean score to 31.9

		By 2023 improve the percentage of English study group scores of 37 or more from 21% in 2018 to 25%	By the end of 2021 improve the percentage of English study group scores to 22%
To improve student outcomes and learning growth in numeracy and Mathematics	Yes	By 2023 increase the percentage of Year 9 students achieving high relative learning growth on NAPLAN numeracy from 21% (2018) to 30%	By the end of 2021 increase the percentage of Year 9 students achieving high relative learning growth on NAPLAN numeracy to 21%
		By 2023 increase the percentage in the top two NAPLAN bands at Year 9 for numeracy from 43% (2018) to 45%	By the end of 2021 increase the percentage in the top two NAPLAN bands at Year 9 for numeracy to 43%
		By 2023 all Mathematics adjusted study scores to improve and be above the GAT predicted score	By the end of 2021 all Mathematics adjusted study scores to improve and be above the GAT predicted score
To build students as empowered learners, engaged and active in their learning	Yes	<p>By 2023 improve the percentage of positive responses to the Attitudes to School Survey:</p> <p>Stimulated Learning</p> <ul style="list-style-type: none"> • Year 7-9 from 61% (2018) to 75% (2023) • Year 10-12 from 55% (2018) to 70% (2023) <p>Student voice and agency</p> <ul style="list-style-type: none"> • Year 7-9 from 55% (2018) to 70% (2023) • Year 10-12 from 53% (2018) to 70% (2023) 	<p>By the end of 2021 improve the percentage of positive responses to the Attitudes to School Survey:</p> <p>Stimulated Learning</p> <ul style="list-style-type: none"> •Year 7-9 to 68% •Year 10-12 to 56% <p>Student voice and agency</p> <ul style="list-style-type: none"> •Year 7-9 to 58% •Year 10-12 from 54% <p>Differentiated learning challenge</p> <ul style="list-style-type: none"> •Year 7-9 to 63%

		<p>Differentiated learning challenge</p> <ul style="list-style-type: none"> • Year 7-9 from 54% (2018) to 70% (2023) • Year 10-12 from 52% (2018) to 70% (2023) 	<ul style="list-style-type: none"> •Year 10-12 to 53%
		<p>By 2023 improve the percentage of positive responses on the School Staff Survey – Climate module for teacher collaboration from 56% (2018) to 70%</p>	<p>By the end of 2021 improve the percentage of positive responses on the School Staff Survey – Climate module for teacher collaboration to 63%</p>
		<p>By 2023 improve the percentage of positive responses on the School Staff Survey - Teaching and Learning modules for the following factors:</p> <ul style="list-style-type: none"> • Plan differentiated learning activities 60.5% (2018) to 70% • Monitor effectiveness using data 59% (2018) to 70% • Understand how to analyse data 50% (2018) to 70% 	<p>By the end of 2021 improve the percentage of positive responses on the School Staff Survey - Teaching and Learning modules for the following factors:</p> <ul style="list-style-type: none"> •Plan differentiated learning activities to 62% •Monitor effectiveness using data to 65% •Understand how to analyse data to 55%

Goal 1	2021 Priorities Goal	
12 Month Target 1.1	By the end of 2021, to increase the results on student learning confidence from the start of 2021.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Curriculum planning and assessment	Learning, catch-up and extension priority	Yes

KIS 2 Health and wellbeing	Happy, active and healthy kids priority	Yes
KIS 3 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.	
Goal 2	To improve student outcomes and learning growth in literacy	
12 Month Target 2.1	By the end of 2021 increase the percentage of Year 9 students achieving high relative learning growth on NAPLAN: •Reading to 25% •Writing to 34%	
12 Month Target 2.2	By the end of 2021 increase the percentage in the top two NAPLAN bands at Year 9: •Reading to 41% •Writing to 34%	
12 Month Target 2.3	By the end of 2021 improve the VCE All studies mean score to 31.9	
12 Month Target 2.4	By the end of 2021 improve the percentage of English study group scores to 22%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Building practice excellence	Develop, implement and embed a research-based shared approach to teaching literacy across the curriculum	No

KIS 2 Curriculum planning and assessment	Develop capability of PLTs to collaboratively design, use and moderate formative and summative assessment for differentiated learning	No
KIS 3 Building practice excellence	Embed regular processes for modelling, feedback and professional learning to build excellence in literacy teaching	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 Literacy team has finalised a literacy strategy focussing on five key strategies in the teaching of literacy. In 2021, the focus will be on embedding these into all curriculum programs across the school.	
Goal 3	To improve student outcomes and learning growth in numeracy and Mathematics	
12 Month Target 3.1	By the end of 2021 increase the percentage of Year 9 students achieving high relative learning growth on NAPLAN numeracy to 21%	
12 Month Target 3.2	By the end of 2021 increase the percentage in the top two NAPLAN bands at Year 9 for numeracy to 43%	
12 Month Target 3.3	By the end of 2021 all Mathematics adjusted study scores to improve and be above the GAT predicted score	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Evaluating impact on learning	Implement and continuously evaluate data-informed sequential skills and concepts-based Mathematical planning	No
KIS 2 Curriculum planning and assessment	Develop capability for professional learning teams (PLTs) to collaboratively design, use and moderate formative and summative assessment for differentiated learning.	Yes
KIS 3 Building practice excellence	Embed regular processes for modelling, feedback and professional learning to build excellence in Mathematics teaching	No

KIS 4 Evaluating impact on learning	Action Plan to accelerate improvement	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.	During remote learning in 2020, PLT teams developed a range of formative assessment strategies and tasks to monitor student learning. In 2021, the focus will be on developing the capacity of teachers to use more formative assessments to track student progress and to analyse the data received from these tasks to make decisions about the next stage of learning for all students.	
Goal 4	To build students as empowered learners, engaged and active in their learning	
12 Month Target 4.1	By the end of 2021 improve the percentage of positive responses to the Attitudes to School Survey: Stimulated Learning <ul style="list-style-type: none"> •Year 7-9 to 68% •Year 10-12 to 56% Student voice and agency <ul style="list-style-type: none"> •Year 7-9 to 58% •Year 10-12 from 54% Differentiated learning challenge <ul style="list-style-type: none"> •Year 7-9 to 63% •Year 10-12 to 53% 	
12 Month Target 4.2	By the end of 2021 improve the percentage of positive responses on the School Staff Survey – Climate module for teacher collaboration to 63%	
12 Month Target 4.3	By the end of 2021 improve the percentage of positive responses on the School Staff Survey - Teaching and Learning modules for the following factors: <ul style="list-style-type: none"> •Plan differentiated learning activities to 62% •Monitor effectiveness using data to 65% 	

	•Understand how to analyse data to 55%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Empowering students and building school pride	Develop, implement and embed a research-based shared approach to enhance student voice and agency in learning	Yes
KIS 2 Intellectual engagement and self-awareness	Design challenging learning that involves deep understanding, discipline-rich inquiry, problem solving and collaboration	No
KIS 3 Intellectual engagement and self-awareness	Embed the agreed teaching and learning model and high impact teaching strategies to activate student agency	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.	During remoteteaching and learning, the work on student agency stopped. However, student and teacher input had been gathered prior to remote learning. In 2021, the focus will be on translating this into curriculum programs and planning, involving students and teachers.	

Define Actions, Outcomes and Activities

Goal 1	2021 Priorities Goal
12 Month Target 1.1	By the end of 2021, to increase the results on student learning confidence from the start of 2021.
KIS 1 Curriculum planning and assessment	Learning, catch-up and extension priority
Actions	In 2021, Canterbury Girls' Secondary College has chosen the following Actions for the 2021 Priorities Goal: <ul style="list-style-type: none"> • Implement the 2021 Canterbury Girls' Secondary College support programs with a focus in Semester 1 on the Small Group Tutoring Initiative • Implement a team teaching program using the support staff available in 2021 • Develop and implement a whole school assessment framework
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> • Know how lessons are structured and how this supports their learning <p>Teachers will:</p> <ul style="list-style-type: none"> • Confidently and accurately identify student learning needs for the students they teach • Effectively use the additional support staff to support the learning needs of students • Effectively implement the whole school assessment framework <p>Leaders will:</p> <ul style="list-style-type: none"> • Prioritise time for appropriate professional learning
Success Indicators	<p>For students:</p> <ul style="list-style-type: none"> • Achievement data <p>For teachers:</p> <ul style="list-style-type: none"> • Notes from PLT meetings • Developed assessments <p>For leaders:</p>

	<ul style="list-style-type: none"> Notes from Leadership Team meetings <p>Data sets:</p> <ul style="list-style-type: none"> Teacher judgment data NAPLAN results Formative assessment data 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Professional learning in effective use of support staff	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLT Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
Completion and implementation of a whole school assessment framework	<input checked="" type="checkbox"/> All Staff <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
KIS 2 Health and wellbeing	Happy, active and healthy kids priority			
Actions	<ul style="list-style-type: none"> Refine the development and implementation of Individual Education Plans Re-engage students into the co-curricular program at the school Continue to support all students through the HOSSW wellbeing program 			
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> At-risk students will continue to receive individualised support Families of at-risk students will continue to receive regular communication and support from the school Participate in the co-curricular programs <p>Teachers will:</p> <ul style="list-style-type: none"> Effectively implement IEPs 			

	<ul style="list-style-type: none"> Use the school processes to communicate concerns regarding students <p>Leaders will:</p> <ul style="list-style-type: none"> Provide time to Sub school staff to support students Implement the Mental Health Practitioner Program in Semester 2 			
Success Indicators	<p>For students:</p> <ul style="list-style-type: none"> Consistent participation in co-curricular programs Effective wellbeing support <p>For teachers:</p> <ul style="list-style-type: none"> Effective implementation of IEPs Effective use of student referral processes <p>For leaders:</p> <ul style="list-style-type: none"> Provide resources for co-curricular program Provide resources for student wellbeing program <p>Data sets:</p> <ul style="list-style-type: none"> HOSSW referrals Participation records for co-curricular activities Sub-school notes 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Monitor and refine if needed the student referral process related to wellbeing across the school	<input checked="" type="checkbox"/> Allied Health <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Sub School Leader/s	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Implement the Mental Health Practitioners program - DET funding provided and amount to be confirmed in Term 2 2021	<input checked="" type="checkbox"/> Allied Health	<input type="checkbox"/> PLP Priority	from: Term 3	\$80,000.00

	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal		to: Term 4	<input type="checkbox"/> Equity funding will be used
KIS 3 Building communities	Connected schools priority			
Actions	<ul style="list-style-type: none"> Strengthen and further embed the school-wide communication with Parents and Guardians Plan to further develop school facilities and grounds work so the school continues to be a great place to learn 			
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> Have strong relationships to the school and have positive attitudes to attendance <p>Staff will:</p> <ul style="list-style-type: none"> Have strong relationships with students, parents, and guardians <p>Parents will:</p> <ul style="list-style-type: none"> Feel connected to the school <p>Leaders will:</p> <ul style="list-style-type: none"> Provide structures and avenues for communication with parents, guardians and students Communicate regularly with parents on whole school matters 			
Success Indicators	<p>For students:</p> <ul style="list-style-type: none"> Consistent and regular attendance <p>For teachers:</p> <ul style="list-style-type: none"> Consistent and regular attendance at school events with parents including parent teacher interviews <p>For Parents:</p> <ul style="list-style-type: none"> Regular attendance at school events <p>For Leaders:</p> <ul style="list-style-type: none"> Regular communication with parents 			

	<ul style="list-style-type: none"> Time provided to Sub school staff to meet with and communicate with parents and guardians <p>Data sets:</p> <ul style="list-style-type: none"> Newsletters Compass emails Sub school staff notes Attitudes to school survey data Parent survey data 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Review and strengthen communication with parents and guardians	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Goal 2	To improve student outcomes and learning growth in literacy			
12 Month Target 2.1	By the end of 2021 increase the percentage of Year 9 students achieving high relative learning growth on NAPLAN: •Reading to 25% •Writing to 34%			
12 Month Target 2.2	By the end of 2021 increase the percentage in the top two NAPLAN bands at Year 9: •Reading to 41% •Writing to 34%			
12 Month Target 2.3	By the end of 2021 improve the VCE All studies mean score to 31.9			
12 Month Target 2.4	By the end of 2021 improve the percentage of English study group scores to 22%			
KIS 1 Building practice excellence	Embed regular processes for modelling, feedback and professional learning to build excellence in literacy teaching			

Actions	<p>In 2020, the Literacy Team developed a document detailing five key strategies for developing literacy skills across the curriculum. Professional learning was undertaken within the English PLT facilitated by the Learning Specialist: Literacy and members of the Literacy team.</p> <p>In 2021, Canterbury Girls' Secondary College has chosen the following Action for the second year of the Strategic Plan in order to implement improved student outcomes and learning growth in literacy:</p> <ul style="list-style-type: none"> • Undertake a school wide professional learning program to embed the literacy strategies in the teaching and learning program across the school • Incorporate the literacy strategies into the teaching and learning model
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> • Demonstrate an increased understanding of literacy skills <p>Teachers will:</p> <ul style="list-style-type: none"> • Undertake professional learning related to teaching literacy skills drawing on the identified strategies • Scope and sequence the teaching of literacy across the school • Use data collaboratively to meet the point of learning for students <p>Leaders will:</p> <ul style="list-style-type: none"> • Prioritise time for literacy professional learning • Facilitate professional learning related to the effective teaching of literacy skills • Provide staff with feedback on observations undertaken by Learning Specialists • Facilitate NAPLAN Practice for identification of misconceptions, skills development and familiarization of NAPLAN questions • Provide time for data analysis with the Learning Specialist: Data Coach
Success Indicators	<p>For students:</p> <ul style="list-style-type: none"> • Notes of comments from students on observation visits • Improvements in NAPLAN data in Literacy <p>For teachers:</p> <ul style="list-style-type: none"> • Notes from observations on their teaching of literacy • Reflection on a literacy goal in their PDPs • Notes from PLT meetings • Increased use of literacy strategies in their pedagogical practices

	For leaders: <ul style="list-style-type: none"> Notes on observations from feedback program Notes from Leadership Team meetings Data sets: <ul style="list-style-type: none"> VCE results NAPLAN results Teacher judgements 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Provide professional learning to whole staff on effective literacy strategies for all curriculum areas, focussing on PLT based professional learning so it is tailored to subject areas	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLT Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Monitor and provide feedback on teacher practice in implementing literacy strategies	<input checked="" type="checkbox"/> All Staff <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
Provide literacy support through the Before school literacy program	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> PLT Leaders	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$12,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Goal 3	To improve student outcomes and learning growth in numeracy and Mathematics			
12 Month Target 3.1	By the end of 2021 increase the percentage of Year 9 students achieving high relative learning growth on NAPLAN numeracy to 21%			

12 Month Target 3.2	By the end of 2021 increase the percentage in the top two NAPLAN bands at Year 9 for numeracy to 43%
12 Month Target 3.3	By the end of 2021 all Mathematics adjusted study scores to improve and be above the GAT predicted score
KIS 1 Curriculum planning and assessment	Develop capability for professional learning teams (PLTs) to collaboratively design, use and moderate formative and summative assessment for differentiated learning.
Actions	<p>In 2020, during remote learning, teachers developed a range of new ways of monitoring student progress. Much of this relied on on-going formative assessments using the tools available through MS Teams. Teachers shared their assessments within PLT teams and moderated student work.</p> <p>In 2021, Canterbury Girls' Secondary College has chosen the following Actions for the second year of the Strategic Plan in order to develop the capability of PLTs to collaboratively design, use and moderate formative and summative assessment for differentiated learning in Mathematics and the wider school:</p> <ul style="list-style-type: none"> • All PLT teams will develop formative assessments for each unit of work which are to be written into curriculum documents and shared with colleagues drawing on their experiences during remote learning • Under the leadership of the Learning Specialist: Data Coach, the school will develop an assessment framework which details assessment processes across the College
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> • Engage in learning that caters to their individual learning needs to ensure growth • Reflect on and review their own outcomes and goals • Be able to identify their next point of learning based on success criteria • Implement NAPLAN Practice in class and identify misconceptions and use this to develop relevant skills and present NAPLAN style questions <p>Teachers will:</p> <ul style="list-style-type: none"> • Embed formative assessment strategies into their teaching to guide student improvement • Moderate Years 7 to 10 student work to guide further differentiation and improvement • Use student data (NAPLAN, On Demand) to identify point of need learning in order to guide next steps in learning • Design curriculum that can be accessed at different levels by all students so they are stretched in their learning • Use formative assessment, identify students point of learning need and use the analysis in collaborative planning for teaching practice • Build data literacy skills and use this to identify student learning needs and adapt teaching practice for improved learning

	<p>Leaders will:</p> <ul style="list-style-type: none"> • Provide time for staff to moderate learning tasks and formative assessments so they can provide feedback to students • Target specific data that teachers should use on a regular basis to ensure improvement for students • Provide structured professional learning regarding developing and using formative assesses for differentiated learning • Provide PL in formative assessment and opportunities for analysis of formative assessment strategies to identify students' individual learning needs and using this to inform teaching practice through collaborative planning, moderation, shared teaching practices. 			
<p>Success Indicators</p>	<p>For students:</p> <ul style="list-style-type: none"> • Notes of comments from students on observation visits • Comments from students in focus groups <p>For teachers:</p> <ul style="list-style-type: none"> • Notes from observations • Notes from PLT meetings • Examples of units of work showing formative assessment strategies <p>For leaders:</p> <ul style="list-style-type: none"> • Notes on observations from feedback program • Notes from Leadership Team meetings <p>Data sets:</p> <ul style="list-style-type: none"> • VCE results • NAPLAN results 			
<p>Activities and Milestones</p>	<p>Who</p>	<p>Is this a PL Priority</p>	<p>When</p>	<p>Budget</p>
<p>Formative assessments developed, included into curriculum documents and uploaded to Moodle</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> PLT Leaders 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLP Priority 	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p> <p><input type="checkbox"/> Equity funding will be used</p>

Completion and implementation of a whole school assessment framework	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
Provide numeracy support through the Before school and in class numeracy support program	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> PLT Leaders	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$12,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Goal 4	To build students as empowered learners, engaged and active in their learning			
12 Month Target 4.1	By the end of 2021 improve the percentage of positive responses to the Attitudes to School Survey: Stimulated Learning •Year 7-9 to 68% •Year 10-12 to 56% Student voice and agency •Year 7-9 to 58% •Year 10-12 from 54% Differentiated learning challenge •Year 7-9 to 63% •Year 10-12 to 53%			
12 Month Target 4.2	By the end of 2021 improve the percentage of positive responses on the School Staff Survey – Climate module for teacher collaboration to 63%			
12 Month Target 4.3	By the end of 2021 improve the percentage of positive responses on the School Staff Survey - Teaching and Learning modules for the following factors: •Plan differentiated learning activities to 62% •Monitor effectiveness using data to 65%			

	<ul style="list-style-type: none"> • Understand how to analyse data to 55%
KIS 1 Empowering students and building school pride	Develop, implement and embed a research-based shared approach to enhance student voice and agency in learning
Actions	<p>In 2020, Canterbury Girls' Secondary College was unable to progress fully with this KIS and actions due to COVID: 19 restrictions. Work started on developing a statement regarding student agency in the classroom. A team worked with the University of Melbourne on implementing student agency in the classroom. However, remote learning did not enable this to progress.</p> <p>In 2021, Canterbury Girls' Secondary College has chosen the following Actions for the second year of the Strategic Plan in order develop finalise and embed a research-based approach to enhance student voice and agency in learning:</p> <ul style="list-style-type: none"> • incorporate student voice and agency opportunities into curriculum documents • Implement the strategies into classroom practice
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> • Be able to articulate what student voice and agency means in their learning • Respond positively to opportunities for regulating their own learning <p>Teachers will:</p> <ul style="list-style-type: none"> • Implement the aspects of student voice and agency into the instructional model • Use a common language in PLT meetings and in the classroom regarding student voice and agency • Participate in professional learning to enhance their knowledge <p>Leaders will:</p> <ul style="list-style-type: none"> • Provide time in PLTs to oversee the implementation of student voice and agency strategies into the instructional model • Provide professional learning to enhance teacher knowledge
Success Indicators	<p>For students:</p> <ul style="list-style-type: none"> • Notes of comments from students on observation visits <p>For teachers:</p> <ul style="list-style-type: none"> • Notes from observations

	<ul style="list-style-type: none"> Notes from PLT meetings showing understanding of student voice and agency <p>For leaders:</p> <ul style="list-style-type: none"> Rewritten instructional model documents Notes from Leadership Team meetings 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Sharing of teacher classroom practices that ensure student agency	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> PLT Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Curriculum documents to include student agency based activities	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> PLT Leaders	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <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	\$24,000.00	\$50,000.00
Additional Equity funding	\$10,000.00	\$10,000.00
Grand Total	\$34,000.00	\$60,000.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Provide literacy support through the Before school literacy program	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources	\$12,000.00	\$25,000.00
Provide numeracy support through the Before school and in class numeracy support program	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources	\$12,000.00	\$25,000.00
Totals			\$24,000.00	\$50,000.00

Additional Equity spend

Outline here any additional Equity spend for 2021	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Additional funds from SRP staffing budget to fund in class numeracy support	from: Term 1	<input checked="" type="checkbox"/> School-based staffing	\$10,000.00	\$10,000.00

	to: Term 4			
Totals			\$10,000.00	\$10,000.00

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Professional learning in effective use of support staff	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLT Leaders	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Demonstration lessons	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Pedagogical Model	<input checked="" type="checkbox"/> On-site
Provide professional learning to whole staff on effective literacy strategies for all curriculum areas, focussing on PLT based professional learning so it is tailored to subject areas	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLT Leaders	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Pedagogical Model	<input checked="" type="checkbox"/> On-site
Formative assessments developed, included into curriculum documents and uploaded to Moodle	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> PLT Leaders	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Pedagogical Model	<input checked="" type="checkbox"/> On-site
Sharing of teacher classroom practices that ensure student agency	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development	<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"/> Practice Principles for Excellence in Teaching and Learning	<input checked="" type="checkbox"/> On-site

	<input checked="" type="checkbox"/> PLT Leaders		<input checked="" type="checkbox"/> Student voice, including input and feedback		<input checked="" type="checkbox"/> Pedagogical Model	
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