

# 2019 Annual Implementation Plan

## for improving student outcomes

Wellington Secondary College (8462)



Submitted for review by Edward Blaikie (School Principal) on 30 November, 2018 at 12:05 PM  
Endorsed by Allen McAuliffe (Senior Education Improvement Leader) on 12 December, 2018 at 09:42 AM  
Endorsed by Alex Kubsch (School Council President) on 18 December, 2018 at 05:47 PM

## Self-evaluation Summary - 2019

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

Positive climate for learning	Empowering students and building school pride	Evolving
	Setting expectations and promoting inclusion	Embedding
	Health and wellbeing	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	Embedding
	Parents and carers as partners	Embedding

<b>Enter your reflective comments</b>	The 2018 School Review was a great opportunity to evaluate our performance against the FISO framework. The receipt of feedback and future goal setting conversations were as a result of the empowerment of the Review.
<b>Considerations for 2020</b>	As outlined above: Student empowerment in their learning for every student. Student learning growth and achievement for every student. Formative Assessment Processes and Consistency of practice.
<b>Documents that support this plan</b>	

## Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
To optimise learning growth and achievement for every student	Yes	By 2022 the percentages of high relative growth years 7-9 in reading will increase (from 24% to 30%), writing (from 24% to 30%), and numeracy (from 31% to 35%). (This to be cross-referenced with teacher judgements - to be finalised.)	NAPLAN Year 7-9 Reading High Growth - 28% NAPLAN Year 7-9 Numeracy High Growth - 25%, (from 21% in 2018.)
		By 2022 the percentages of 37+ VCE study scores will increase from 13% to 14%.	VCE 37+ - 13.5%
		By 2022 the percentages of positive responses in the staff survey will increase for collective efficacy (from 55% to 65%), and academic emphasis (from 57% to 65%). To be finalised.	Staff Opinion Collective Efficacy - 57%
		By 2022 the percentages of positive responses for years 7-9 in the AtSS effective teaching practice domain will increase for differentiated learning challenge (from 52% to 60%), stimulated learning (from 55% to 65%), and teacher concern (from 36% to 50%), and for learning confidence (from 64% to 70%). For years 10-12 the percentages of positive responses will increase for differentiated learning challenge (from 58% to 65%), stimulated learning (from 58% to 65%), and teacher concern (from 38% to	ATSS Year 7-9 Differentiated Learning Challenge - 55% ATSS Year 7-9 Stimulating Learning - 57% ATSS Year 7-9 Teacher Concern - 40% ATSS Year 7-9 Learning Confidence - 66% ATSS Year 10-12 Differentiated Learning

		50%), and for learning confidence (from 61% to 70%). To be finalised.	Challenge - 62% ATSS Year 10-12 Stimulating Learning - 62% ATSS Year 10-12 Teacher Concern - 43% ATSS Year 10-12 Learning Confidence - 65%
		By 2022 the percentages of positive responses in the staff survey will increase for teacher collaboration (from 45% to 50%), staff trust in colleagues (from 57% to 65%), and parent and community involvement (43% to 50%). To be finalised.	Staff Opinion - Teacher Collaboration - 46% Staff Opinion - Trust in Colleagues - 59% Staff Opinion - Parent Involvement - 42%
		By 2022 the percentages of positive responses in the parent survey will increase for parent participation and involvement (from 65% to 70%), student motivation and support (from 61% to 70%) and for student agency and voice (from 75% to 80%) To be finalised.	Parent Opinion - Parent Participation 70% Parent Opinion - Student Motivation and Support - 65% Parent Opinion - Student Agency and Voice - 78%

<b>Goal 1</b>	To optimise learning growth and achievement for every student	
<b>12 Month Target 1.1</b>	NAPLAN Year 7-9 Reading High Growth - 28% NAPLAN Year 7-9 Numeracy High Growth - 25%, (from 21% in 2018.)	
<b>12 Month Target 1.2</b>	VCE 37+ - 13.5%	
<b>12 Month Target 1.3</b>	Staff Opinion Collective Efficacy - 57%	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?

<b>KIS 1</b> Building practice excellence	Develop evidence-based practice excellence for all staff	Yes
<b>KIS 2</b> Curriculum planning and assessment	Build teacher capacity to utilise data and a range of assessment strategies to teach to each student's point of need	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.	If the College further embeds it's Instructional Model, combined with consistently implemented High Impact Teaching Strategies and the Practice Principles to facilitate the effective use and understanding of evidence about learning, then student outcomes will improve. (Based on Review Report page 18)	
<b>Goal 2</b>	To empower every student to take ownership for their learning as 21st century global citizens	
<b>12 Month Target 2.1</b>	ATSS Year 7-9 Differentiated Learning Challenge - 55% ATSS Year 7-9 Stimulating Learning - 57% ATSS Year 7-9 Teacher Concern - 40% ATSS Year 7-9 Learning Confidence - 66% ATSS Year 10-12 Differentiated Learning Challenge - 62% ATSS Year 10-12 Stimulating Learning - 62% ATSS Year 10-12 Teacher Concern - 43% ATSS Year 10-12 Learning Confidence - 65%	
<b>12 Month Target 2.2</b>	Staff Opinion - Teacher Collaboration - 46% Staff Opinion - Trust in Colleagues - 59% Staff Opinion - Parent Involvement - 42%	
<b>12 Month Target 2.3</b>	Parent Opinion - Parent Participation 70% Parent Opinion - Student Motivation and Support - 65% Parent Opinion - Student Agency and Voice - 78%	
<b>Key Improvement Strategies</b>		Is this KIS selected for focus this year?

<b>KIS 1</b> Empowering students and building school pride	Build student understanding of themselves as interdependent learners	Yes
<b>KIS 2</b> Intellectual engagement and self-awareness	Articulate and implement 21st century learning and skills	Yes
<b>KIS 3</b> Empowering students and building school pride	Build an engaged, whole school community of learners	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.	If the College develops and embeds a greater understanding of empowering students as learners, then student agency and learning outcomes will improve. (Based on Review Report page 18).	

## Define Actions, Outcomes and Activities

<b>Goal 1</b>	To optimise learning growth and achievement for every student			
<b>12 Month Target 1.1</b>	NAPLAN Year 7-9 Reading High Growth - 28% NAPLAN Year 7-9 Numeracy High Growth - 25%, (from 21% in 2018.)			
<b>12 Month Target 1.2</b>	VCE 37+ - 13.5%			
<b>12 Month Target 1.3</b>	Staff Opinion Collective Efficacy - 57%			
<b>KIS 1</b> Building practice excellence	Develop evidence-based practice excellence for all staff			
<b>Actions</b>	<p>We will embed our Collaboration, Peer Observation and Feedback protocols, by establishing structured Learning Walks for leaders and teachers across the whole school, team teaching opportunities and a restructured meeting schedule.</p> <p>Practice Principles 7. Peer Observation - A Guide For Principals/Teachers</p>			
<b>Outcomes</b>	<p>Leaders and Teachers: Will co-create documented Learning Walk protocols.</p> <p>Leaders and Teachers: Will conduct regular Learning Walks sponsored by Leadership team to build increased leadership visibility and teacher understanding of HITS and the Wellington Instructional Model.</p> <p>Teachers: Will have increased the opportunities to observe each other's practice in order to build trust in each other.</p> <p>Leaders, Teachers and Students: Will have increased opportunities to observe and measure consistency of practice which enhance student outcomes.</p>			
<b>Success Indicators</b>	<p>Teacher Judgement data will improve. This will lead to increased evidence of a minimum of 12 month growth for all students, especially in NAPLAN Growth and in VCE 37+ results.</p> <p>Staff Opinion Survey: Collective Efficacy, Trust, Collaboration, Visibility will improve.</p> <p>Student Attitude To School Survey: Stimulating Learning, Learning Confidence, Differentiated Learning Challenge and Teacher Concern will improve.</p>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>



Develop Learning Walks Protocols - In term 1 the Leadership Team will develop protocols and incorporate these into our PDP/PGT processes.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$1,000.00  <input type="checkbox"/> Equity funding will be used
Realign our Meeting Schedule to provide opportunities for PGT/Group C and Learning Specialist driven Professional Learning for all Staff.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00  <input type="checkbox"/> Equity funding will be used
Introduce Learning Walks - These will be undertaken across the whole school, involving all leaders and all teachers in terms 2-4.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$14,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Introduce Team Teaching - As part of the Year 7 Maths Pathways project we will trial a select number of classes to undertake team teaching at various times throughout the year. Similarly, the Year 9 Global Citizenship classes will also be part of this trial.	<input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Create increased opportunity for all Staff to participate in PGT/Group C and Learning Specialist driven Professional Learning.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$30,000.00  <input checked="" type="checkbox"/> Equity funding will be used
<b>KIS 2</b>	Build teacher capacity to utilise data and a range of assessment strategies to teach to each student's point of need			

Curriculum planning and assessment				
<b>Actions</b>	<p>We will introduce formal Moderation protocols and processes across the school in order to build teacher practice excellence to improve the consistency and accuracy of teacher judgements regarding real student growth across all Curriculum Learning Areas.</p> <p>We will implement the next phase of our Literacy Action Plan, to continue to build practice excellence in delivering a coherent whole school approach to Literacy and Numeracy. This will incorporate the recent changes to the Middle Years Literacy and Numeracy Policy.</p> <p>HITS 10. Practice Principles 6.</p>			
<b>Outcomes</b>	<p>Leaders: Will align and document moderation protocols with processes and expectations within the Wellington Instructional Model and Assessment and Reporting Policy.</p> <p>Leaders and Teachers; Will identify and support students "below minimum standards" in Literacy and Numeracy as part of the Middle Years Literacy/Numeracy policy.</p> <p>Teachers in Year 7: Will deliver the mathematics curriculum according to the Maths Pathways Program.</p> <p>Teachers: Will moderate Year 9 and 10 assessments in key Learning Areas in each semester.</p> <p>Teachers: Will have greater opportunities to build trust and collaboration between each other during the moderation process.</p> <p>Leaders and Teachers: Will build collaboration with our Partner Schools - Wodonga and Albany Rise in assessing and moderating student work.</p> <p>Teachers, Students and Parents: Will incorporate and enhance moderation conversations as evidenced through COMPASS and in 3 Way Conversations between parents, students and teachers.</p>			
<b>Success Indicators</b>	<p>Teachers will have built capacity to collaborate and moderate student work so that Teacher Judgement data will improve. This will lead to increased evidence of a minimum of 12 month growth for all students, especially in NAPLAN Growth and in VCE 37+ results.</p> <p>Staff Opinion Survey: Collective Efficacy, Trust and Collaboration will improve.</p> <p>Student Attitude To School Survey: Stimulating Learning, Learning Confidence, Differentiated Learning Challenge and Teacher Concern will improve.</p> <p>Parent Survey: Student Motivation and Support will improve.</p>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Introduce a trial Moderation of Learning Tasks (one key piece of work in Semester 1 and 2) across a range of Year 9 and 10 subjects.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Curriculum Co-ordinator (s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$100,000.00

	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)		to: Term 4	<input type="checkbox"/> Equity funding will be used
Implement the next phase (2019) of our Literacy and EAL Action Plan - with a focus on whole school Reading, Writing and the needs of our EAL cohort.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$300,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Enact the new VCE Literacy and Numeracy Policy (Middle Years Literacy Support Program) - In 2019 we will identify students at risk in Year 10 and directly respond to the needs of these student in preparation for the changes to the GAT in 2021.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$50,000.00  <input type="checkbox"/> Equity funding will be used
Introduce the Maths Pathways Program at Year 7 - This will trial a new differentiated approach to the delivery of the Maths Curriculum.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Numeracy Leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$100,000.00

	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s)		to: Term 4	<input checked="" type="checkbox"/> Equity funding will be used
Expand the Wodonga Partnership - We will provide opportunities to share and collaborate in building Literacy and Student Agency and 21st century learning across partnership schools.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$100,000.00  <input type="checkbox"/> Equity funding will be used
Develop a whole of College Moderation Policy.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$5,000.00  <input type="checkbox"/> Equity funding will be used
<b>Goal 2</b>	To empower every student to take ownership for their learning as 21st century global citizens			
<b>12 Month Target 2.1</b>	ATSS Year 7-9 Differentiated Learning Challenge - 55% ATSS Year 7-9 Stimulating Learning - 57% ATSS Year 7-9 Teacher Concern - 40% ATSS Year 7-9 Learning Confidence - 66% ATSS Year 10-12 Differentiated Learning Challenge - 62% ATSS Year 10-12 Stimulating Learning - 62% ATSS Year 10-12 Teacher Concern - 43% ATSS Year 10-12 Learning Confidence - 65%			

<b>12 Month Target 2.2</b>	Staff Opinion - Teacher Collaboration - 46% Staff Opinion - Trust in Colleagues - 59% Staff Opinion - Parent Involvement - 42%			
<b>12 Month Target 2.3</b>	Parent Opinion - Parent Participation 70% Parent Opinion - Student Motivation and Support - 65% Parent Opinion - Student Agency and Voice - 78%			
<b>KIS 1</b> Empowering students and building school pride	Build student understanding of themselves as interdependent learners			
<b>Actions</b>	We will develop and implement an Amplify Action Plan, to build student voice, agency and leadership in their learning for all students.  Amplify page 12, HITS 1,2,3, 5,7,8, 9,10. Practice Principles 1,2,3.			
<b>Outcomes</b>	Leaders and Students: Will develop a documented and visible Action Plan. Staff and Students: Will co-create protocols that encourage an increase in student learning confidence and meaningful feedback between students and staff in all classes across the school. Staff and Students: Will collaboratively co-create Learning Goals in Year 7 that will become part of conversations at 3 Way Conferences each semester Students: Will have an increased opportunities and visibility in an increasing number of decision making processes and activities across the whole school.			
<b>Success Indicators</b>	Student Attitude To School Survey: Stimulating Learning, Learning Confidence, Student Voice and Teacher Concern will improve,. Staff Opinion Survey: Collective Efficacy, Student Voice, Parent Involvement will improve. Parent Opinion Survey: Student Motivation and Support, Student Agency and Voice will improve.			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Create, document and implement an AMPLIFY Action Plan. This will document the WSC Vision for Learning, and the systems that will support the implementation of AMPLIFY.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$5,000.00

		<input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Student(s)			<input checked="" type="checkbox"/> Equity funding will be used
Identify and enact key opportunities for Student Voice Action Teams in 2019 - For example - Peer and Staff Feedback Protocols, ATTS participation and evaluation, Realignment of Wellington Way/Student and Community Codes of Conduct, Participation in Action Groups supporting Sustainability, Stand Up and the SRC.		<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$250,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Utilize the Key Teachers to introduce learning and wellbeing goals for Year 7 in 2019.		<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$45,000.00  <input checked="" type="checkbox"/> Equity funding will be used
<b>KIS 2</b> Intellectual engagement and self-awareness	Articulate and implement 21st century learning and skills				
<b>Actions</b>	We will develop new, and enhance our current student centred curriculum, so that students will experience engaging, deep and real world 21st century learning experiences.  HITS 5,6,7. Practice Principles 5,8,9.				

<b>Outcomes</b>	<p>Leaders, Teachers and Students: Will co-design the architectural design of the newly funded part of the school Master Plan.</p> <p>Teachers and Students: Will have increased access to 21st Century learning spaces in the new building and through the development of designated Maker Spaces throughout the school.</p> <p>Learning Specialist: Will provide support to teachers in building Design Thinking pedagogy as part of the Wellington Instructional Model</p> <p>Teachers and Students: Will have increased opportunity to build Design Thinking capacity through the utilization of the Monash Tech School and targeted Professional Learning.</p> <p>Teachers and Students: Will have increased opportunity to build Intercultural Global capacity through participation in the Wodonga Partnership, the VYLC Program, and the Indigenous Exchange Program.</p>			
<b>Success Indicators</b>	<p>Student Attitude To School Survey: Stimulating Learning, Learning Confidence, Differentiated Learning Challenge, Student Voice and Teacher Concern will improve.</p> <p>Staff Opinion Survey: Collective Efficacy, Teacher Trust and Collaboration and Student Voice will improve.</p> <p>Parent Opinion Survey: Student Motivation and Support, Student Agency and Voice will improve.</p>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Facilitate Year 7 - 9 students spending 3 days at Monash Tech School.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Year Level Co-ordinator(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$60,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Facilitate the Year 7 -9 End of Year Design Thinking Challenge Program.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Student(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 4 to: Term 4	\$10,000.00  <input checked="" type="checkbox"/> Equity funding will be used

Develop community connection through the Produce Garden Project, the A9 Creativity Hub and the new building.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Student(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$70,000.00  <input type="checkbox"/> Equity funding will be used
Enhance Global Intercultural experiences which deepen students' understanding of the world and their place in it. This would incorporate the Year 12 Indigenous Exchange Program, VYLC and New Caledonia student immersion programs.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$75,000.00  <input checked="" type="checkbox"/> Equity funding will be used
<b>KIS 3</b> Empowering students and building school pride	Build an engaged, whole school community of learners			
<b>Actions</b>	We will build an engaged, whole school community of learners by aligning a coherent and consistent understanding of the "Wellington Way" for all members of our 21st century Learning Community.			
<b>Outcomes</b>	Leaders, Teachers and Students: Will audit and co-create an updated version of the "Wellington Way". Leaders: Will engage the various stakeholders in our community to support an enhanced understanding of the obligations embedded in the "Wellington Way" for students, teachers, parents and community members - in the transition to the new building and across the rest of the school. Students: Will be able to access genuine Student Voice and Agency through the auditing and understanding of the new "Wellington Way". Teachers, Students and Community: Will build understanding of behaviours that support the sustainability and resource management protocols of the school to reduce our carbon footprint.			



Success Indicators	<p>Student Attitude To School Survey: Stimulating Learning, Learning Confidence, Differentiated Learning Challenge, Student Voice and Teacher Concern will improve.  Staff Opinion Survey: Collective Efficacy, Teacher Trust and Collaboration and Student Voice will improve.  Parent Opinion Survey: Student Motivation and Support, Student Agency and Voice will improve.</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Review the Wellington Way Student management, expectations and protocols.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Student(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$50,000.00  <input type="checkbox"/> Equity funding will be used
Induct the various College stakeholders - Students, Teachers, Parents and Community members in the new Wellington Way protocols.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Student(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$50,000.00  <input type="checkbox"/> Equity funding will be used
Introduce a sustainability component to the Wellington Way - with the use of resources around the school - To reduce our Carbon Footprint.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Student(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$50,000.00  <input type="checkbox"/> Equity funding will be used

<p>Introduce 21st Century protocols in the transition to the new building.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assistant Principal</li> <li><input checked="" type="checkbox"/> Principal</li> <li><input checked="" type="checkbox"/> Student(s)</li> <li><input checked="" type="checkbox"/> Team Leader(s)</li> </ul>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 2</p>	<p>\$5,000.00</p> <p><input type="checkbox"/> Equity funding will be used</p>
<p>Continue to embed the current Student Wellbeing Practices in all aspects of the Wellington Way (Doctors In Schools, RRRRs)</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assistant Principal</li> <li><input checked="" type="checkbox"/> Education Support</li> <li><input checked="" type="checkbox"/> Principal</li> <li><input checked="" type="checkbox"/> Student Wellbeing Co-ordinator</li> </ul>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$100,000.00</p> <p><input checked="" type="checkbox"/> Equity funding will be used</p>

## Equity Funding Planner

### Equity Spending Totals

Category	Total proposed budget (\$)	Spend (\$)
Equity funding associated with Activities and Milestones	\$994,000.00	\$994,000.00
Additional Equity funding	\$1,123,169.00	\$1,123,169.00
<b>Grand Total</b>	<b>\$2,117,169.00</b>	<b>\$2,117,169.00</b>

### Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Introduce Learning Walks - These will be undertaken across the whole school, involving all leaders and all teachers in terms 2-4.	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> CRT	\$14,000.00	\$14,000.00
Introduce Team Teaching - As part of the Year 7 Maths Pathways project we will trial a select number of classes to undertake team teaching at various times throughout the year. Similarly, the Year 9 Global Citizenship classes will also be part of this trial.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT	\$5,000.00	\$5,000.00
Create increased opportunity for all Staff to participate in PGT/Group C and Learning Specialist driven Professional Learning.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$30,000.00	\$30,000.00

		<input checked="" type="checkbox"/> Support services		
Implement the next phase (2019) of our Literacy and EAL Action Plan - with a focus on whole school Reading, Writing and the needs of our EAL cohort.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT <input checked="" type="checkbox"/> Support services	\$300,000.00	\$300,000.00
Introduce the Maths Pathways Program at Year 7 - This will trial a new differentiated approach to the delivery of the Maths Curriculum.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT <input checked="" type="checkbox"/> Support services	\$100,000.00	\$100,000.00
Create, document and implement an AMPLIFY Action Plan. This will document the WSC Vision for Learning, and the systems that will support the implementation of AMPLIFY.	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT <input checked="" type="checkbox"/> Support services	\$5,000.00	\$5,000.00
Identify and enact key opportunities for Student Voice Action Teams in 2019 - For example - Peer and Staff Feedback Protocols, ATTS participation and evaluation, Realignment of Wellington Way/Student and Community Codes of Conduct, Participation in	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT	\$250,000.00	\$250,000.00

Action Groups supporting Sustainability, Stand Up and the SRC.		<input checked="" type="checkbox"/> Support services		
Utilize the Key Teachers to introduce learning and wellbeing goals for Year 7 in 2019.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT	\$45,000.00	\$45,000.00
Facilitate Year 7 - 9 students spending 3 days at Monash Tech School.	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT <input checked="" type="checkbox"/> Support services	\$60,000.00	\$60,000.00
Facilitate the Year 7 -9 End of Year Design Thinking Challenge Program.	from: Term 4 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT <input checked="" type="checkbox"/> Support services	\$10,000.00	\$10,000.00
Enhance Global Intercultural experiences which deepen students' understanding of the world and their place in it. This would incorporate the Year 12 Indigenous Exchange Program, VYLC and New Caledonia student immersion programs.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$75,000.00	\$75,000.00

		<input checked="" type="checkbox"/> CRT <input checked="" type="checkbox"/> Support services		
Continue to embed the current Student Wellbeing Practices in all aspects of the Wellington Way (Doctors In Schools, RRRRs)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT <input checked="" type="checkbox"/> Support services	\$100,000.00	\$100,000.00
<b>Totals</b>			\$994,000.00	\$994,000.00

### Additional Equity spend

Outline here any additional Equity spend for 2019	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Time release for Consultation, Collaboration, Reflection and Observation Transform teaching and learning programs	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT <input checked="" type="checkbox"/> Support services	\$533,169.00	\$533,169.00
Students - Outcomes, Engagement, Wellbeing and Agency	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Support services <input checked="" type="checkbox"/> Assets	\$590,000.00	\$590,000.00
<b>Totals</b>			\$1,123,169.00	\$1,123,169.00

## Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Develop Learning Walks Protocols - In term 1 the Leadership Team will develop protocols and incorporate these into our PDP/PGT processes.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Introduce Learning Walks - These will be undertaken across the whole school, involving all leaders and all teachers in terms 2-4.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Individualised 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"/> School improvement partnerships <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Introduce Team Teaching - As part of the Year 7 Maths Pathways project we will trial a select number of classes to undertake team teaching at various times throughout the year. Similarly, the Year 9 Global Citizenship classes will also be part of this trial.	<input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <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"/> On-site

<p>Create increased opportunity for all Staff to participate in PGT/Group C and Learning Specialist driven Professional Learning.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> All Staff</li> <li><input checked="" type="checkbox"/> Assistant Principal</li> <li><input checked="" type="checkbox"/> Principal</li> </ul>	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Moderated assessment of student learning</li> <li><input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team</li> <li><input checked="" type="checkbox"/> Curriculum development</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> School improvement partnerships</li> <li><input checked="" type="checkbox"/> Internal staff</li> <li><input checked="" type="checkbox"/> Learning Specialist</li> <li><input checked="" type="checkbox"/> Literacy Leaders</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> On-site</li> </ul>
<p>Introduce a trial Moderation of Learning Tasks (one key piece of work in Semester 1 and 2) across a range of Year 9 and 10 subjects.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assistant Principal</li> <li><input checked="" type="checkbox"/> Curriculum Co-ordinator (s)</li> <li><input checked="" type="checkbox"/> Learning Specialist(s)</li> <li><input checked="" type="checkbox"/> Principal</li> <li><input checked="" type="checkbox"/> Teacher(s)</li> </ul>	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Planning</li> <li><input checked="" type="checkbox"/> Preparation</li> <li><input checked="" type="checkbox"/> Moderated assessment of student learning</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> School improvement partnerships</li> <li><input checked="" type="checkbox"/> Internal staff</li> <li><input checked="" type="checkbox"/> Learning Specialist</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> On-site</li> </ul>
<p>Implement the next phase (2019) of our Literacy and EAL Action Plan - with a focus on whole school Reading, Writing and the needs of our EAL cohort.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assistant Principal</li> <li><input checked="" type="checkbox"/> Curriculum Co-ordinator (s)</li> <li><input checked="" type="checkbox"/> Leadership Team</li> <li><input checked="" type="checkbox"/> Learning Specialist(s)</li> <li><input checked="" type="checkbox"/> Literacy Leader</li> <li><input checked="" type="checkbox"/> Principal</li> </ul>	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Design of formative assessments</li> <li><input checked="" type="checkbox"/> Curriculum development</li> <li><input checked="" type="checkbox"/> Demonstration lessons</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> School improvement partnerships</li> <li><input checked="" type="checkbox"/> Internal staff</li> <li><input checked="" type="checkbox"/> Learning Specialist</li> <li><input checked="" type="checkbox"/> Literacy Leaders</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> On-site</li> </ul>



	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Teacher(s)</li> </ul>					
<p>Enact the new VCE Literacy and Numeracy Policy (Middle Years Literacy Support Program) - In 2019 we will identify students at risk in Year 10 and directly respond to the needs of these student in preparation for the changes to the GAT in 2021.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assistant Principal</li> <li><input checked="" type="checkbox"/> Learning Specialist(s)</li> <li><input checked="" type="checkbox"/> Literacy Leader</li> <li><input checked="" type="checkbox"/> Numeracy Leader</li> <li><input checked="" type="checkbox"/> Principal</li> <li><input checked="" type="checkbox"/> Student(s)</li> <li><input checked="" type="checkbox"/> Teacher(s)</li> </ul>	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Preparation</li> <li><input checked="" type="checkbox"/> Design of formative assessments</li> <li><input checked="" type="checkbox"/> Curriculum development</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> School improvement partnerships</li> <li><input checked="" type="checkbox"/> Internal staff</li> <li><input checked="" type="checkbox"/> Learning Specialist</li> <li><input checked="" type="checkbox"/> Literacy Leaders</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> On-site</li> </ul>
<p>Introduce the Maths Pathways Program at Year 7 - This will trial a new differentiated approach to the delivery of the Maths Curriculum.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assistant Principal</li> <li><input checked="" type="checkbox"/> Numeracy Leader</li> <li><input checked="" type="checkbox"/> Principal</li> <li><input checked="" type="checkbox"/> School Improvement Team</li> <li><input checked="" type="checkbox"/> Teacher(s)</li> </ul>	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Preparation</li> <li><input checked="" type="checkbox"/> Design of formative assessments</li> <li><input checked="" type="checkbox"/> Curriculum development</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Professional Practice Day</li> <li><input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Internal staff</li> <li><input checked="" type="checkbox"/> Learning Specialist</li> <li><input checked="" type="checkbox"/> Maths/Sci Specialist</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> On-site</li> </ul>

<p>Expand the Wodonga Partnership - We will provide opportunities to share and collaborate in building Literacy and Student Agency and 21st century learning across partnership schools.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assistant Principal</li> <li><input checked="" type="checkbox"/> Learning Specialist(s)</li> <li><input checked="" type="checkbox"/> Principal</li> <li><input checked="" type="checkbox"/> School Improvement Team</li> </ul>	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team</li> <li><input checked="" type="checkbox"/> Peer observation including feedback and reflection</li> <li><input checked="" type="checkbox"/> Student voice, including input and feedback</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Professional Practice Day</li> <li><input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions</li> <li><input checked="" type="checkbox"/> Communities of Practice</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> School improvement partnerships</li> <li><input checked="" type="checkbox"/> Learning Specialist</li> <li><input checked="" type="checkbox"/> Literacy Leaders</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Off-site We will share with our Wodonga SIP partners</li> </ul>
<p>Develop a whole of College Moderation Policy.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assistant Principal</li> <li><input checked="" type="checkbox"/> Curriculum Co-ordinator (s)</li> <li><input checked="" type="checkbox"/> Principal</li> <li><input checked="" type="checkbox"/> School Improvement Team</li> </ul>	<p>from: Term 1 to: Term 1</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Planning</li> <li><input checked="" type="checkbox"/> Preparation</li> <li><input checked="" type="checkbox"/> Moderated assessment of student learning</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Internal staff</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> On-site</li> </ul>
<p>Create, document and implement an AMPLIFY Action Plan. This will document the WSC Vision for Learning, and the systems that will support the implementation of AMPLIFY.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assistant Principal</li> <li><input checked="" type="checkbox"/> Leading Teacher(s)</li> <li><input checked="" type="checkbox"/> Principal</li> <li><input checked="" type="checkbox"/> School Improvement Team</li> <li><input checked="" type="checkbox"/> Student(s)</li> </ul>	<p>from: Term 1 to: Term 2</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Planning</li> <li><input checked="" type="checkbox"/> Preparation</li> <li><input checked="" type="checkbox"/> Student voice, including input and feedback</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Internal staff</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> On-site</li> </ul>

<p>Identify and enact key opportunities for Student Voice Action Teams in 2019 - For example - Peer and Staff Feedback Protocols, ATTS participation and evaluation, Realignment of Wellington Way/Student and Community Codes of Conduct, Participation in Action Groups supporting Sustainability, Stand Up and the SRC.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> All Staff</li> <li><input checked="" type="checkbox"/> Assistant Principal</li> <li><input checked="" type="checkbox"/> Leading Teacher(s)</li> <li><input checked="" type="checkbox"/> Principal</li> <li><input checked="" type="checkbox"/> School Improvement Team</li> <li><input checked="" type="checkbox"/> Student(s)</li> <li><input checked="" type="checkbox"/> Teacher(s)</li> </ul>	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Peer observation including feedback and reflection</li> <li><input checked="" type="checkbox"/> Student voice, including input and feedback</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Whole School Pupil Free Day</li> <li><input checked="" type="checkbox"/> Professional Practice Day</li> <li><input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> School improvement partnerships</li> <li><input checked="" type="checkbox"/> Internal staff</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> On-site</li> </ul>
<p>Utilize the Key Teachers to introduce learning and wellbeing goals for Year 7 in 2019.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assistant Principal</li> <li><input checked="" type="checkbox"/> Principal</li> <li><input checked="" type="checkbox"/> School Improvement Team</li> <li><input checked="" type="checkbox"/> Teacher(s)</li> </ul>	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Planning</li> <li><input checked="" type="checkbox"/> Preparation</li> <li><input checked="" type="checkbox"/> Student voice, including input and feedback</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> School improvement partnerships</li> <li><input checked="" type="checkbox"/> Internal staff</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> On-site</li> </ul>
<p>Facilitate Year 7 - 9 students spending 3 days at Monash Tech School.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assistant Principal</li> <li><input checked="" type="checkbox"/> Curriculum Co-ordinator (s)</li> </ul>	<p>from: Term 2 to: Term 4</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team</li> <li><input checked="" type="checkbox"/> Curriculum development</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Internal staff</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> On-site</li> </ul>

	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Year Level Co-ordinator(s)		<input checked="" type="checkbox"/> Student voice, including input and feedback			
Facilitate the Year 7 -9 End of Year Design Thinking Challenge Program.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Student(s)	from: Term 4 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development <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
Develop community connection through the Produce Garden Project, the A9 Creativity Hub and the new building.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Student(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <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"/> School improvement partnerships <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

<p>Enhance Global Intercultural experiences which deepen students' understanding of the world and their place in it. This would incorporate the Year 12 Indigenous Exchange Program, VYLC and New Caledonia student immersion programs.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assistant Principal</li> <li><input checked="" type="checkbox"/> Principal</li> <li><input checked="" type="checkbox"/> Student Wellbeing Co-ordinator</li> <li><input checked="" type="checkbox"/> Student(s)</li> <li><input checked="" type="checkbox"/> Teacher(s)</li> </ul>	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team</li> <li><input checked="" type="checkbox"/> Curriculum development</li> <li><input checked="" type="checkbox"/> Student voice, including input and feedback</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Professional Practice Day</li> <li><input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions</li> <li><input checked="" type="checkbox"/> Communities of Practice</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> School improvement partnerships</li> <li><input checked="" type="checkbox"/> Internal staff</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> On-site</li> </ul>
<p>Review the Wellington Way Student management, expectations and protocols.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assistant Principal</li> <li><input checked="" type="checkbox"/> Principal</li> <li><input checked="" type="checkbox"/> School Improvement Team</li> <li><input checked="" type="checkbox"/> Student Wellbeing Co-ordinator</li> <li><input checked="" type="checkbox"/> Student(s)</li> </ul>	<p>from: Term 1 to: Term 2</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Planning</li> <li><input checked="" type="checkbox"/> Preparation</li> <li><input checked="" type="checkbox"/> Student voice, including input and feedback</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Whole School Pupil Free Day</li> <li><input checked="" type="checkbox"/> Professional Practice Day</li> <li><input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> School improvement partnerships</li> <li><input checked="" type="checkbox"/> Internal staff</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> On-site</li> </ul>
<p>Induct the various College stakeholders - Students, Teachers, Parents and Community members in the new Wellington Way protocols.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assistant Principal</li> <li><input checked="" type="checkbox"/> Principal</li> <li><input checked="" type="checkbox"/> School Improvement Team</li> <li><input checked="" type="checkbox"/> Student(s)</li> </ul>	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Preparation</li> <li><input checked="" type="checkbox"/> Student voice, including input and feedback</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Internal staff</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> On-site</li> </ul>

<p>Introduce a sustainability component to the Wellington Way - with the use of resources around the school - To reduce our Carbon Footprint.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> All Staff</li> <li><input checked="" type="checkbox"/> Assistant Principal</li> <li><input checked="" type="checkbox"/> Principal</li> <li><input checked="" type="checkbox"/> Student(s)</li> </ul>	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Preparation</li> <li><input checked="" type="checkbox"/> Curriculum development</li> <li><input checked="" type="checkbox"/> Student voice, including input and feedback</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Whole School Pupil Free Day</li> <li><input checked="" type="checkbox"/> Professional Practice Day</li> <li><input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Internal staff</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> On-site</li> </ul>
<p>Introduce 21st Century protocols in the transition to the new building.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assistant Principal</li> <li><input checked="" type="checkbox"/> Principal</li> <li><input checked="" type="checkbox"/> Student(s)</li> <li><input checked="" type="checkbox"/> Team Leader(s)</li> </ul>	<p>from: Term 1 to: Term 2</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Planning</li> <li><input checked="" type="checkbox"/> Preparation</li> <li><input checked="" type="checkbox"/> Individualised Reflection</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions</li> <li><input checked="" type="checkbox"/> Timetabled Planning Day</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Internal staff</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> On-site</li> </ul>
<p>Continue to embed the current Student Wellbeing Practices in all aspects of the Wellington Way (Doctors In Schools, RRRRs)</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assistant Principal</li> <li><input checked="" type="checkbox"/> Education Support</li> <li><input checked="" type="checkbox"/> Principal</li> <li><input checked="" type="checkbox"/> Student Wellbeing Co-ordinator</li> </ul>	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team</li> <li><input checked="" type="checkbox"/> Curriculum development</li> <li><input checked="" type="checkbox"/> Student voice, including input and feedback</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Whole School Pupil Free Day</li> <li><input checked="" type="checkbox"/> Professional Practice Day</li> <li><input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions</li> <li><input checked="" type="checkbox"/> Network Professional Learning</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Teaching partners</li> <li><input checked="" type="checkbox"/> School improvement partnerships</li> <li><input checked="" type="checkbox"/> Internal staff</li> <li><input checked="" type="checkbox"/> External consultants</li> <li>RRRRs</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> On-site</li> </ul>