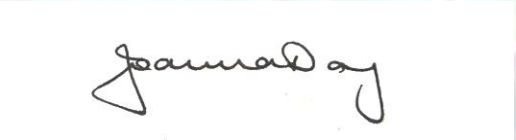


2016 Annual Implementation Plan: for Improving Student Outcomes

Casterton Secondary College: 7695

Based on Strategic Plan 2016 - 2019

Endorsements

| | |
|------------------------------------|---|
| Endorsement by School Principal | Signed..... Name: Meredith Walker Date..... |
| Endorsement by School Council | Signed..... Name: Sue Robinson Date..... |
| Endorsement by Senior Advisor | Signed  Name Joanna Day Date 15.3.16 |

| Priorities | Initiatives | |
|-------------------------------------|---|---|
| Excellence in teaching and learning | Building practice excellence | ✓ |
| | Curriculum planning and assessment | |
| Professional leadership | Building leadership teams | ✓ |
| Positive climate for learning | Empowering students and building school pride | |
| | Setting expectations and promoting inclusion | |
| Community engagement in learning | Building communities | |

| Initiatives Rationale: | |
|--|--|
| <p>Explain why the school, in consultation with the SEIL, has selected this initiative/s. Please make reference to the evaluation of school data, the progress against SSP targets, and the diagnosis of issues requiring particular attention.</p> <p>As part of a Peer Review this year our self-evaluation of performance and practice indicated improvement in the learning growth over the strategic period in related areas of staff, student and parent opinion data. Parent opinion survey data saw the mean factor score between 2013 and 2015 improve in school connectedness (4.87 – 5.37), transitions (5.29 – 5.72) and connectedness to peers (5.78 – 6.05). Student attitudes to school data saw the mean factor score between 2013 and 2015 improve in student distress (5.47 – 5.48), student connectedness (3.61 – 3.67) and remain at a similar level in student motivation (4.28 – 4.26) and learning confidence (3.81 – 3.81). It was agreed that the provision of personalised attention to student engagement and student relationships with peers; staff and the wider school community have had a positive impact on the school climate.</p> <p>Student attitude to school data, since 2012, has consistently remained above or similar to State and Region and parent opinion data has indicated a steady improvement in general satisfaction, since 2012.</p> <p>Staff opinion survey (school climate) data saw the percentage endorsement between 2014 and 2015 improve in collective efficacy (51.7% - 58.3%), teacher collaboration (40% - 47.5%), academic emphasis (43.3% - 53.9%) and guaranteed and viable curriculum (50% - 51.6%).</p> <p>Staff opinion survey (school leadership) data saw percentage endorsement between 2014 and 2015 above the percentage endorsement for all secondary schools in intellectual stimulation (58.3%; 57.2%) and instructional leadership (47.5%; 43.9%).</p> <p>However our percentage endorsement was lower than all secondary schools in leading change (42.7%), leaders' support for change (48.1%) and cultural leadership (45.5%).</p> <p>It was agreed that the data indicated a lack of collaboration between staff about teaching and learning. Discussions at mid-cycle reviews highlighted the disparity between where teachers are at in terms of their own learning and the use of effective teaching strategies.</p> <p>It was felt that we need to develop the capacity of staff to facilitate student growth across all areas of the curriculum through a shared, consistent and targeted approach. Staff will be empowered to develop as educational leaders and members of the leadership team will build their capacity to lead change.</p> | |
| Key Improvement Strategies (KIS) | |
| <p>List the KIS that are linked to this initiative/s and will be scaled up. This could include existing KIS from your SSP or new ones identified through the evaluation of student outcomes against SSP targets and the diagnosis of issues requiring particular attention. KIS may be specific to one outcome area or applicable across several areas.</p> | |
| Initiative: | KIS |
| Building practice excellence | Develop an agreed whole school literacy program with a focus on improving teaching strategies which is implemented across all classrooms. |
| Building leadership teams | Participate in Building Better Schools program (Roger Dingle) Create a School Improvement Team to lead this work |

| ACHIEVEMENT | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|---|--|---|--------------------------------------|--|--------|------------------|------------------|------------------------------------|--|--|--------|------|------|--------|------|------|------------------------------------|--|--|--------|------|------|--------|------|------|-------------------------------------|--|--|--------|------|------|--------|------|------|
| Goals | By the end of 2019 we will build the capacity of staff and parental engagement so that all students achieve appropriate learning growth (12 months growth in every 12 month period) in numeracy and literacy. | Targets | All students without assessed learning difficulties will achieve a minimum of the expected AusVELS learning growth (one level) annually across all domains and capabilities based on 2014 data used for self-evaluation. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | 12 month targets | 80% of students without assessed learning difficulties will achieve a minimum of the expected AusVELS learning growth (one level) annually across all domains and capabilities based on 2014 data used for self-evaluation. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | <p>NAPLAN</p> <table border="1"> <thead> <tr> <th>Domain</th> <th>2015 Results (%)</th> <th>2016 Targets (%)</th> </tr> </thead> <tbody> <tr> <td colspan="3">Reading: medium/high growth</td> </tr> <tr> <td>Year 7</td> <td>40.9</td> <td>45.0</td> </tr> <tr> <td>Year 9</td> <td>89.4</td> <td>90.0</td> </tr> <tr> <td colspan="3">Writing: medium/high growth</td> </tr> <tr> <td>Year 7</td> <td>56.5</td> <td>58.0</td> </tr> <tr> <td>Year 9</td> <td>57.2</td> <td>60.0</td> </tr> <tr> <td colspan="3">Numeracy: medium/high growth</td> </tr> <tr> <td>Year 7</td> <td>92.0</td> <td>93.0</td> </tr> <tr> <td>Year 9</td> <td>80.9</td> <td>82.0</td> </tr> </tbody> </table> <p>VCE: to increase the school mean in all study from 28.16 in 2014 to at least 29 in 2015</p> <p>All study score at state level for all schools over the period of the Strategic Plan, 2016 – 2019. In 2014 was 28.16; State was 28.73</p> <p>Staff Opinion Survey percentage endorsement to show improvement in:</p> <p>School Climate – Collective efficacy from 58.3% in 2015 to 59% in 2016</p> <p>School Climate – Collective responsibility 74.2% in 2015 to 75% in 2016</p> <p>School Climate – Guaranteed and viable curriculum from 51.6% in 2015 to 53% in 2016</p> | | | Domain | 2015 Results (%) | 2016 Targets (%) | Reading: medium/high growth | | | Year 7 | 40.9 | 45.0 | Year 9 | 89.4 | 90.0 | Writing: medium/high growth | | | Year 7 | 56.5 | 58.0 | Year 9 | 57.2 | 60.0 | Numeracy: medium/high growth | | | Year 7 | 92.0 | 93.0 | Year 9 | 80.9 | 82.0 |
| Domain | 2015 Results (%) | 2016 Targets (%) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Reading: medium/high growth | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year 7 | 40.9 | 45.0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year 9 | 89.4 | 90.0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Writing: medium/high growth | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year 7 | 56.5 | 58.0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year 9 | 57.2 | 60.0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Numeracy: medium/high growth | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year 7 | 92.0 | 93.0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Year 9 | 80.9 | 82.0 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| KIS | ACTIONS: what the school will do | HOW: the school will do it (including financial and human resources) | WHO has responsibility | WHEN: timeframe for completion | SUCCESS CRITERIA: Markers of success reflecting observable changes in practice, behaviour, and measures of progress | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Build teacher capacity through ongoing and targeted professional learning to adhere to an agreed and documented instructional model. | Whole staff participation in evidence-based program “Building Better Schools” program with Roger Dingle – School Improvement Team established | A School Improvement Team will be formed with the support and guidance of Roger Dingle in the Building Better Schools program. (\$30 000 – SD) Professional learning, support materials and staff release (\$5 000 - SD) Regular meeting time provided to SIT | Principal SIT | End of February End of Term 4 | School Improvement Team formed. Protocols and role statements agreed and documented. SIT lead staff professional learning, through Action Teams at regular meetings. Staff Opinion Survey improves as per 12 month targets; staff PDPs reflects change in practice. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Develop and implement a whole school literacy program – linked to | Create a 3-year plan for the development and implementation of a whole school literacy program – linked to Literacy Policy | Draft plan developed through Curriculum Committee and time release for individual staff. | Curriculum Committee | End of Term 3 | Development and implementation plans are available for a whole school literacy program – linked to Literacy Policy Teacher documentation reflects CSC approach (agreed model) to literacy and professional learning | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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| <p>CSC Literacy Policy - with a focus on improving teaching strategies and building teacher capacity.</p> | | | | | |
| <p>Develop a consistent whole school approach for teachers to work collaboratively on planning, assessment, monitoring student progress and the provision of timely intervention around student learning.</p> <p>Ensure there is a guaranteed and viable curriculum.</p> | <p>Scope and Sequence and detailed course outlines includes the explicit teaching of literacy and differentiated instruction</p> <p>Incorporate regular student data and the moderation cycle in the school meeting cycle</p> <p>Implement reading/literacy Intervention strategies for Years 7 – 9. Read and Write Gold program implemented to support student learning outcomes in reading 7-10</p> <p>Peer observation triad structure and collegiate conversations based on CSC Instructional Model. Teacher and student feedback used to improve/inform practice.</p> <p>Professional learning for staff in a variety of forums on quality feedback Years 7-10, VCAL, VCE</p> | <p>All teachers are using student performance data to inform their teaching.</p> <p>At KLA meetings all teachers share best assessment and feedback practice and moderate student work for AusVELS standards.</p> <p>Course outlines reflect a consistent approach to writing and include examples of explicitly teaching comprehension.</p> <p>Employment of intervention staff to implement reading/intervention strategies. (\$18 000 - CU) All teachers will use Read and Write Gold program to support students identified below NMS: Reading (Grade 5 NAPLAN) (R&WG program \$3 543, PAT testing \$870 - CU). Professional learning, time release and support materials (\$3 000 - CU)</p> <p>Use of staff and KLA meetings to develop a common and consistent approach to teacher effectiveness through collegiate observations and discussions. Triads given regular meeting time x2/term (\$4 000 –SD – time release)</p> | <p>Principal</p> <p>Leadership KLA Leaders</p> <p>Leadership KLA Leaders</p> <p>Principal Assistant Principal</p> <p>Leadership Team</p> | <p>End of Term 2</p> <p>Mid- Term 4</p> <p>Term 1</p> <p>Term 2</p> | <p>All KLA teams will have evidence of ongoing literacy and data conversations, strategies and analyses; embedded in performance and development process.</p> <p>Lesson plans reflect a consistent approach to writing and include examples of explicitly teaching comprehension.</p> <p>Staff PDPs reflect change in practice.</p> <p>All students in year’s 7 - 9 identified as 6 -12 months behind in reading participate in in-class intervention and withdrawal intervention. Data sets show average growth of 1.0 in Reading for students 7 – 10 at the end of Term 4</p> <p>All teachers have participated in observation triads and a reflection process; identified through notes and performance review process. Staff have evidence of feedback given and received and the subsequent change of practice.</p> |

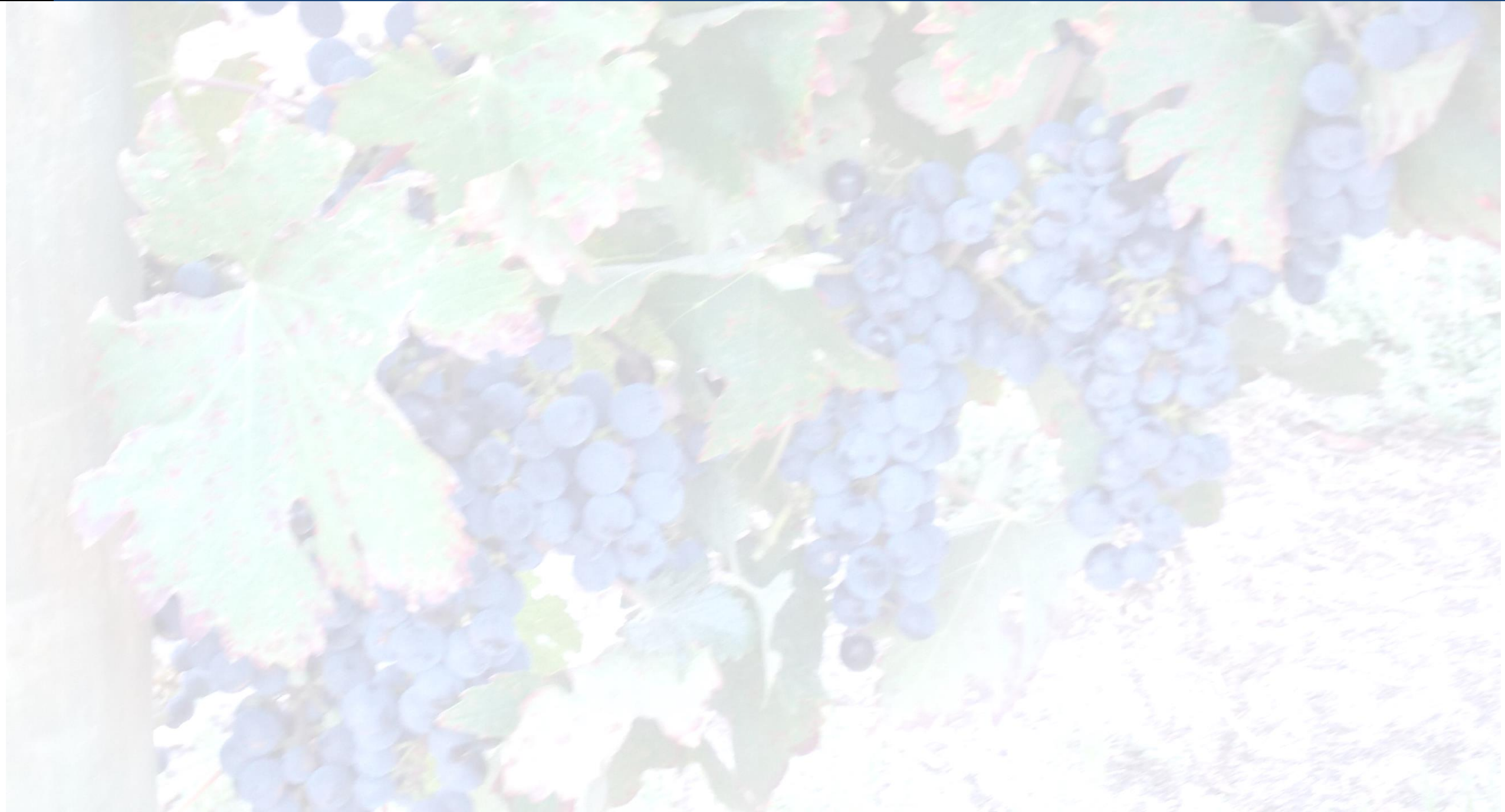
| ENGAGEMENT | | | | | | | | | | | | | | | | | | | | |
|---|---|---|--|-------------------------------------|--|--------------|------------------|------|------|----------------------|------|-----|--------------------|------|-----|---------------------|------|-----|--|--|
| Goals | By the end of 2019 we will strengthen college and community engagement so that Opinion Survey factors focussed on Teaching and Learning and Student Relationships in the Attitude to School Survey demonstrate a sustained level of attainment and improvement. | Targets | In the Attitudes to School Survey 7-12 maintain Student Distress, School Connectedness, Student Motivation and Learning Confidence above State and Regional means throughout the 2016 – 2019 Strategic Plan. Parent Opinion Survey to show improvement in – School Connectedness from 80% in 2015 to 82% by 2019. | | | | | | | | | | | | | | | | | |
| | | 12 month targets | In the Attitudes to School Survey 7-12 Student Distress, School Connectedness, Student Motivation and Learning Confidence are above State and Regional means. | | | | | | | | | | | | | | | | | |
| | | | <table border="1"> <thead> <tr> <th>Factor</th> <th>2015 Results</th> <th>2016 Targets</th> </tr> </thead> <tbody> <tr> <td>Student Distress</td> <td>5.35</td> <td>5.40</td> </tr> <tr> <td>School Connectedness</td> <td>3.66</td> <td>3.8</td> </tr> <tr> <td>Student Motivation</td> <td>4.36</td> <td>4.5</td> </tr> <tr> <td>Learning Confidence</td> <td>3.78</td> <td>4.0</td> </tr> </tbody> </table> | Factor | 2015 Results | 2016 Targets | Student Distress | 5.35 | 5.40 | School Connectedness | 3.66 | 3.8 | Student Motivation | 4.36 | 4.5 | Learning Confidence | 3.78 | 4.0 | | |
| Factor | 2015 Results | 2016 Targets | | | | | | | | | | | | | | | | | | |
| Student Distress | 5.35 | 5.40 | | | | | | | | | | | | | | | | | | |
| School Connectedness | 3.66 | 3.8 | | | | | | | | | | | | | | | | | | |
| Student Motivation | 4.36 | 4.5 | | | | | | | | | | | | | | | | | | |
| Learning Confidence | 3.78 | 4.0 | | | | | | | | | | | | | | | | | | |
| | | | Parent Opinion Survey to show improvement in – School Connectedness from 80% in 2015 to 80.5% in 2016. | | | | | | | | | | | | | | | | | |
| KIS | ACTIONS: what the school will do | HOW: the school will do it | WHO: has responsibility | WHEN: timeframe for completion | SUCCESS CRITERIA: Markers of success reflecting observable changes in practice, behaviour, and measures of progress | | | | | | | | | | | | | | | |
| Develop greater student capacity to articulate and form future aspirations to guide them through their transition into further education or employment. | All teachers incorporate opportunities for vocational learning and real world connections in their teaching | Representatives from tertiary education providers, local and wider community, business and industry invited to speak to students. Curriculum documents updated to include links between learning and real life situations and employment pathways. Enable all students to have access to and participate in a careers program. Hold regular parent meetings and community forums. Engage students with community groups | Educational Leader: SS Careers Coordinator | Term 1 January End of Term 4 | Improvement in Attitudes to School and Parent Opinion surveys End of year report to parents includes participation in a Careers program Parent evenings occur regularly to disseminate information. Open days, tours, community forums, morning teas, special events etc. are available to all community members from term 1. | | | | | | | | | | | | | | | |
| Strengthen school and community engagement to collectively encourage students' learning and improve student outcomes. | Individual student profiles developed for all students to support the development of the "whole" child and manage students at risk. Enhance transition program to include Year 4 students from Feeder PSs throughout the year. Introduce regular meetings of secondary and primary school teachers | Welfare Team and all staff to complete profiles during meetings. Ensure information relating to RP, the Student Engagement Policy and Grievance Procedures is communicated regularly to staff, students and parents Transition plan developed in collaboration with PSs and college staff; to include shared staff meetings | Assistant Principal Leadership Business Manager Educational Leader Principal | End of Term 1 Term 1 - 4 | Staff have access to individual student profiles. Individual student profiles completed. Newsletters include regular snapshots of school policy and procedures. Website regularly updated Year 4 – 6 students from feeder primary schools have participated in classes at the college from Term 2 Shared meeting protocols developed for Primary and secondary teachers | | | | | | | | | | | | | | | |

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| <p>Create a whole school culture of high expectations based on the college values of respect, accountability and persistence.</p> | <p>Introduce a staggered start for all year levels to optimise student readiness for school</p> | <p>Senior school team organise and hold meetings with Year 12 students and their parents</p> | <p>Senior School leader Assistant Principal Careers Coordinator</p> | <p>Term 1, January</p> | <p>Meetings held with Year 12 students and parents/carers at start of 2016</p> |
| | <p>Parents/carers involved in discussions with Year 11/12 students at start of year.</p> | | | | |
| | <p>STEM focus introduced at year 7; Science, maths, engineering and technology (IT, Product Design)</p> | <p>Timetable supports STEM Professional learning, time release and support materials for teachers (\$20 000 - SD) Participation in Secondary STEM catalysts initiative</p> | <p>Principal</p> | <p>Term 1 - 4</p> | <p>Year 7 students participate in STEM Challenge days at least twice</p> |
| | <p>Focus on improving engagement through: increasing student challenge, increasing level of responsibility students take for their learning; innovative pedagogy</p> | <p>Use digital resources including eBooks, ClickView and Edrolo programs to support teaching and learning.</p> | <p>Leadership Team ICT Coordinator</p> | <p>End of Term 4</p> | <p>Improvement in Attitudes to School and Parent Opinion surveys. Detailed course outlines include the use of digital resources.</p> |
| | <p>Increase opportunities for Student Voice to develop leadership skills</p> | <p>Provide opportunities for Student Voice to attend leadership camps etc.</p> | <p>Student Voice Coordinators</p> | <p>Term 1 - 4</p> | <p>Student Voice representatives have promoted student learning through a variety of mediums throughout the year.</p> |
| | <p>Individual Improvement Plans (IIP) developed in English and Maths for students 7 – 10</p> | <p>Maths/English teachers 7-10 develop IIP in consultation with students</p> | <p>KLA leaders</p> | <p>End Sem 2</p> | <p>All year 7 – 10 students have demonstrated 1-year's growth in Maths and English</p> |
| <p>Investigate 3-year VCE course starting at Year 10</p> | <p>Time release for a team to investigate other schools which are running a VCE program from Year 10 (\$1 500 - SD for professional learning, time release, support materials for teachers, travel etc.)</p> | <p>Principal</p> | <p>End of Term 2</p> | <p>Initial timetabling supports the introduction of VCE courses in year 10</p> | |



| WELLBEING | | | | | |
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| Goals | By the end of 2019 we will embed the core values of Respect, Accountability and Persistence into the fabric of college life so that student pathways and transitions into, through and beyond college are enhanced. | Targets | <p>To improve Parent Opinion Survey – Transitions from 86.8% in 2015 to 88% by 2019.</p> <p>To increase the Year 7 - 12 Real Retention rate from 62.9% in 2014 to 65% by 2019.</p> <p>Improve Student Attitudes to School Survey – Connectedness from 3.66 in 2015 to 4.0 by 2019.</p> <p>Year 7 – 12 Student absence rate is reduced from 18.6 days in 2015 to 15 days by 2019</p> | | |
| | | 12 month targets | <p>To improve Parent Opinion Survey – Transitions from 86.8% in 2015 to 87% in 2016.</p> <p>To increase the Year 7 - 12 Real Retention rate from 62.9% in 2014 to 64% in 2016.</p> <p>Improve Student Attitudes to School Survey – Connectedness from 3.66 in 2015 to 3.7 in 2016.</p> <p>Year 7 – 12 Student absence rate is reduced from 18.6 days in 2015 to 17 days in 2016</p> | | |
| KIS | ACTIONS: what the school will do | HOW: the school will do it (including financial and human resources) | WHO has responsibility | WHEN timeframe for completion | SUCCESS CRITERIA: Markers of success reflecting observable changes in practice, behaviour, and measures of progress |
| Develop and further embed, communication and reporting strategies so that transition into through and beyond the school is seen as a positive part of school culture. Increase positive recognition strategies to better articulate and convey college values and expectations to students, parents and the broader community | Continue whole school approach to issues of student attendance and lateness through: prompt follow-up of absences and minimise “unexplained” absences; “Every Day Counts” focus | Develop Attendance Improvement Plans for students at risk in collaboration with parent/carer | Principal Assistant Principal | Term1 –Term4 | School-wide absentee protocols published and register of regular absentees established |
| | Whole school approach to embed college values in daily practice | Ensure values are communicated regularly to parents; and staff refer to them and re-enforce them with students. | Leadership Team | Term1- Term4 | College values and vision communicated regularly through newsletters, website, assemblies and classrooms |
| | Develop a Year 6 – 7 Transition Plan | Establish “partnership” program with all feeder primary schools and communicate the timetable to the community. | Educational Leader | Term 1 | Transition plan documented and emailed to primary schools. Primary school students have attended partnership days at the college from Term 1 |
| Develop careers initiatives to elevate awareness and understanding among parents, carers and the community of the value and importance of education in the future employment and further study options. | Process to review reporting structures and communication with school community | Meeting time to conduct review and discuss findings | Assistant Principal | Term 4 | Recommendations from report/communication review reported to school community |
| | Investigate local and wider business/community groups to form partnership with College. | Develop a register of business/community groups | Educational Leader: Senior School | Term 2 | Register of business/community partnerships completed |
| | Whole school careers action plan reviewed and implemented | Process developed to review Careers Action Plan | Careers Coordinator | Term 4 | Documentation indicates students have participated in careers programs and activities Feedback collected from students on programs and activities. |

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| <p>Improve tracking of student pathways through the college and for a year beyond schooling to develop a better understanding of the options and opportunities student's take as they progress through their learning pathway within and immediately beyond college.</p> | <p>Develop and implement a process to track students who have left school</p> | <p>Regularly update data to ensure all students who exit the school are consistently tracked.</p> | <p>Educational Leader: Senior School Careers Coordinator</p> | <p>Term 3</p> | <p>Comprehensive database of student pathways through and beyond the college</p> |
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| PRODUCTIVITY | | | | | |
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| Goals | By effectively utilising the annual Student Resource Package (SRP), locally raised funds and community we will achieve our strategic plan goals and targets so that there are improved outcomes for all students. | Targets | To maintain a surplus SRP environment each year of the strategic plan; 2016 – 2019. Ensure college finances and human resources effectively support identified programs. Staff Opinion Survey percentage endorsement to show improvement in: School Climate – Teacher collaboration from 47.5% in 2015 to 50% by 2019 School Leadership – Instructional leadership from 41.5% in 2015 to 50% by 2019 | | |
| | | 12 month targets | To maintain a surplus SRP environment in 2016 Staff Opinion Survey percentage endorsement to show improvement in: School Climate – Teacher collaboration from 47.5% in 2015 to 49% in 2016 School Leadership – Instructional leadership from 41.5% in 2015 to 43% in 2016 | | |
| KIS | ACTIONS: what the school will do | HOW: the school will do it (including financial and human resources) | WHO has responsibility | WHEN timeframe for completion | SUCCESS CRITERIA: Markers of success reflecting observable changes in practice, behaviour, and measures of progress |
| Ensure effective allocation of resources to maximise student learning and outcomes. | Resources allocated to support whole staff participation in evidence-based program “Building Better Schools” program with Roger Dingle. | The School Improvement team will be formed with the support and guidance of Roger Dingle in the Building Better Schools program. | Principal | Term 1 | Leadership and School Improvement Teams complete 2-day workshops with Roger Dingle. Whole staff workshops held. |
| Increase the productivity and sustainability of the farm through the marketing and promotion of the school in the local and wider community. | Introduce a Small Business Management course to market and promote school farm and associated applied science programs. Grounds master plan developed | Year 12 VCAL Small Business Management course supports enterprise activities related to school farm and applied science programs Grounds committee develops draft master plan in consultation with all relevant stakeholders and for improvements allocated. | Educational Leader: Senior School VCAL Teacher Business Manager | Term 1 Term 2 | Production of farm produce, oenology and aquaculture supports the continuation of the programs School improvements: external painting, new furniture, construction of dam completed |
| Build teacher capacity through the development and implementation of whole school professional learning underpinned by the CSC Instructional Model. | Develop a 3-year, whole school Professional Learning program linked to school priorities Review current committee structures and roles | Leadership team develops Professional Learning Plan based on DET Professional Learning in Effective School Process developed to review committee roles. Meeting time allocated. | Principal Leadership Team | From Term 1 From Term 2 | Whole school Professional Learning program documented. Whole school PL program implemented. Leadership and committee structure developed |

| ACHIEVEMENT | | | | | |
|--------------|---|----------|--|----------|------------------|
| Actions: | 6 month progress against success criteria and /or targets | | 12 month progress against success criteria and /or targets | | Budget |
| | Status ● | Evidence | Status ● | Evidence | Spending to date |
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| ENGAGEMENT | | | | | |
| Actions: | 6 month progress against success criteria and /or targets | | 12 month progress against success criteria and /or targets | | Budget |
| | Status ● | Evidence | Status ● | Evidence | Spending to date |
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| WELLBEING | | | | | |
| Actions: | 6 month progress against success criteria and /or targets | | 12 month progress against success criteria and /or targets | | Budget |
| | Status ● | Evidence | Status ● | Evidence | Spending to date |
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| PRODUCTIVITY | | | | | |
| Actions: | 6 month progress against success criteria and /or targets | | 12 month progress against success criteria and /or targets | | Budget |
| | Status ● | Evidence | Status ● | Evidence | Spending to date |
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Education State Funding (Catch Up \$25 400; Social Disadvantage \$60 203):

| Catch Up | Amount (\$) | Social Disadvantage | Amount (\$) |
|--|-----------------|--|-----------------|
| *Read & Write Gold program | \$3 543 | *Building Better Schools program Professional learning, support materials and staff release | \$35 000 |
| *Professional learning, time release and support materials | \$3 000 | *Peer observation triad teams given regular meeting time x2/term | \$4 000 |
| *PAT testing | \$870 | *Investigate 3-year VCE course starting at Year 10; professional learning, time release, support materials for teachers, travel etc. | \$1 500 |
| *Employment of intervention staff | \$18 000 | *STEM focus introduced at year 7 - professional learning, time release and support materials for teachers | \$20 000 |
| TOTAL | \$25 413 | TOTAL | \$60 500 |