

2019 Annual Implementation Plan

for improving student outcomes

Pascoe Vale Girls Secondary College (8227)



Submitted for review by Kay Peddle (School Principal) on 20 December, 2018 at 02:37 PM
Endorsed by Jason Coningsby (Senior Education Improvement Leader) on 23 January, 2019 at 09:24 AM
Endorsed by Julia Davies (School Council President) on 15 February, 2019 at 11:05 AM

Self-evaluation Summary - 2019

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

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

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

Enter your reflective comments	2018 has been a year of significant development and improvement within the college with the development and implementation in some areas of policy and programs aligned with SSP and AIP goals. Significant progress has been made against SSP and AIP goals as evidenced in the 2018 AIP document.
Considerations for 2019	<p>2019 will see the consolidation of policies, programs and systems developed in 2017/18 to lead improvement and build a professional learning culture at the College. Progress was made as expected within in the 2019 AIP and we have exceeded our expectations in certain elements of the AIP. The following SSP targets still require time to be met:</p> <p>Achievement:</p> <ul style="list-style-type: none"> - Increase the percentage of students achieving above the expected level in assessments by 5% (teacher judgments against Victorian Curriculum, Year 9 NAPLAN). - Increase the percentage achieving high growth and decrease the percentage achieving low growth by 5% on NAPLAN relative growth assessments Year 7 to 9. - Improve VCE scores (e.g. All Study, Mathematical Methods, Chemistry) <p>Engagement:</p>

	<ul style="list-style-type: none"> - Improve student attendance (Years 8 & 9) - Wellbeing: - Improve Attitudes to School survey data related to connectedness to school - Improve Staff survey data related to school climate variables: parent and community involvement, trust in students and parents - Improve Parent Opinion survey data related to parent input, student behaviour, student safety - Productivity: - Improved Staff opinion of parental and community involvement - Improvement in Student achievement data linked to resourcing priorities - Improve collective responsibility for learning <p>The SSP is still current and provides a valuable framework for 2019 goals and strategies. The college is scheduled for review in 2019.</p>
<p>Documents that support this plan</p>	<p>Pascoe Vale Girls Secondary College (8227) - 2018 - Monitoring and Self-assessment Semester 1 and Semester 2.docx (0.27 MB)</p>

SSP Goals Targets and KIS

Goal 1	<p>Achievement To develop aspiring learners who achieve at or above predicted levels of growth. To have more students excelling in the VCE. To promote VCAL as a viable pathway for senior students. To have more students achieve satisfactory completion of VCAL</p>
Target 1.1	<p>Achievement:</p> <ul style="list-style-type: none"> • Increase the percentage of students achieving above the expected level in assessments by 5% (teacher judgments against Victorian Curriculum, Year 9 NAPLAN). • Increase the percentage achieving high growth and decrease the percentage achieving low growth by 5% on NAPLAN relative growth assessments Year 7 to 9. • Improve VCE scores (e.g. All Study, Mathematical Methods, Physics, Chemistry)
Key Improvement Strategy 1.a Curriculum planning and assessment	Develop and implement a set of evidence-based protocols for learning and teaching
Key Improvement Strategy 1.b Curriculum planning and assessment	Provide intervention strategies to support learning growth
Key Improvement Strategy 1.c Curriculum planning and assessment	Refine and implement transition and pathway programs
Key Improvement Strategy 1.d Curriculum planning and assessment	Align professional learning with school priorities/goals and implement a rigorous Performance and Development program
Goal 2	<p>Engagement To strengthen student voice in their learning and develop creative, curious and motivated learners.</p>

Target 2.1	<ul style="list-style-type: none"> • Improve Attitudes to School survey data in relation to teaching and learning variables (student motivation, stimulating learning, learning confidence, teacher effectiveness) • Improve student attendance (Years 8 & 9) • Increase the proportion transitioning to further education and training.
Key Improvement Strategy 2.a Evidence-based high-impact teaching strategies	Promote greater opportunities for students to give and receive feedback, to set individual goals, to reflect, to evaluate and take ownership of their learning
Key Improvement Strategy 2.b Evidence-based high-impact teaching strategies	Grow instructional leadership and teacher capacity within a professional learning community
Goal 3	Wellbeing To build student resilience and develop positive, confident and competent learners.
Target 3.1	<ul style="list-style-type: none"> • Improve Attitudes to School survey data related to connectedness to school • Improve Staff survey data related to school climate variables: parent and community involvement, trust in students and parents • Improve Parent Opinion survey data related to parent input, student behaviour, student safety
Key Improvement Strategy 3.a Building leadership teams	Develop and embed school values that reflect community expectations and provide a framework for relationships and actions within the school community.
Key Improvement Strategy 3.b Building leadership teams	Further develop and embed school programs to enhance student wellbeing

Goal 4	Productivity To maximise school resources (human, financial, time, space and materials) to enable optimum implementation of school goals and priorities.
Target 4.1	<ul style="list-style-type: none"> • Improved Staff opinion of professional learning with 5% increase in endorsement • Improved Parent opinion of school improvement • Improved Staff opinion of parental and community involvement • Improvement in Student achievement data linked to resourcing priorities • Improve collective responsibility for learning
Key Improvement Strategy 4.a Building leadership teams	Build a professional learning culture within the school

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
<p>Achievement To develop aspiring learners who achieve at or above predicted levels of growth. To have more students excelling in the VCE. To promote VCAL as a viable pathway for senior students. To have more students achieve satisfactory completion of VCAL</p>	Yes	<p>Achievement:</p> <ul style="list-style-type: none"> • Increase the percentage of students achieving above the expected level in assessments by 5% (teacher judgments against Victorian Curriculum, Year 9 NAPLAN). • Increase the percentage achieving high growth and decrease the percentage achieving low growth by 5% on NAPLAN relative growth assessments Year 7 to 9. • Improve VCE scores (e.g. All Study, Mathematical Methods, Physics, Chemistry) 	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>Increase the percentage achieving high growth and decrease the percentage achieving low growth by 2% on NAPLAN relative growth assessments year 7 to 9. Improve School study score mean (2016 School study score mean: 27.66, 2017: 27.3, 2018: 26.7), VCE study scores in Mathematical Methods (2016 Mean study score 24.60, 2017 25.80, 2018 25.3), Further Mathematics (2016 Mean study score 25.15, 2017 25.00 2018 25.1) and Chemistry (2016 Mean study score 23.06, 2017 26.6 2018 25.6)</p>
<p>Engagement To strengthen student voice in their learning and develop creative, curious and motivated learners.</p>	Yes	<ul style="list-style-type: none"> • Improve Attitudes to School survey data in relation to teaching and learning variables (student motivation, stimulating learning, learning confidence, teacher effectiveness) • Improve student attendance (Years 8 & 9) • Increase the proportion transitioning to further education and training. 	<p>Improve student survey data in relation to Stimulated learning (2017 42% positive, 2018 46%) and Effective teaching time (2017 51% positive, 2018 51%)</p>

<p>Wellbeing To build student resilience and develop positive, confident and competent learners.</p>	<p>Yes</p>	<ul style="list-style-type: none"> • Improve Attitudes to School survey data related to connectedness to school • Improve Staff survey data related to school climate variables: parent and community involvement, trust in students and parents • Improve Parent Opinion survey data related to parent input, student behaviour, student safety 	<p>Improve student survey data in relation to school connectedness (2017 40% positive, 2018 43%)</p>
<p>Productivity To maximise school resources (human, financial, time, space and materials) to enable optimum implementation of school goals and priorities.</p>	<p>No</p>	<ul style="list-style-type: none"> • Improved Staff opinion of professional learning with 5% increase in endorsement • Improved Parent opinion of school improvement • Improved Staff opinion of parental and community involvement • Improvement in Student achievement data linked to resourcing priorities • Improve collective responsibility for learning 	

<p>Goal 1</p>	<p>Achievement To develop aspiring learners who achieve at or above predicted levels of growth. To have more students excelling in the VCE. To promote VCAL as a viable pathway for senior students. To have more students achieve satisfactory completion of VCAL</p>
<p>12 Month Target 1.1</p>	<p>Increase the percentage achieving high growth and decrease the percentage achieving low growth by 2% on NAPLAN relative growth assessments year 7 to 9. Improve School study score mean (2016 School study score mean: 27.66, 2017: 27.3, 2018: 26.7), VCE study scores in</p>

	Mathematical Methods (2016 Mean study score 24.60, 2017 25.80, 2018 25.3), Further Mathematics (2016 Mean study score 25.15, 2017 25.00 2018 25.1) and Chemistry (2016 Mean study score 23.06, 2017 26.6 2018 25.6)	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Curriculum planning and assessment	Develop and implement a set of evidence-based protocols for learning and teaching	Yes
KIS 2 Curriculum planning and assessment	Provide intervention strategies to support learning growth	Yes
KIS 3 Curriculum planning and assessment	Refine and implement transition and pathway programs	No
KIS 4 Curriculum planning and assessment	Align professional learning with school priorities/goals and implement a rigorous Performance and Development program	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.	<p>Curriculum planning and assessment was rated as Evolving in the Self-evaluation summary. The college learning model in association with new assessment and reporting policy and practices was implemented in 2018. Consolidation is required in 2019. An evaluation of school data and practice indicates a need to focus on developing a differentiated curriculum that is documented within a scope and sequence to enable students to demonstrate learning growth. Numeracy and literacy programs are crucial to support learning growth. A Literacy Improvement teacher will build the capability of other teachers as well as providing targeted support to students who are behind in literacy. The NAPLAN school mean for Year 7 and Year 9 Numeracy has been below state mean for 5 years. NAPLAN reading data shows the school was below state mean at Year 7 for 3 years and at Year 9 for 2 years.</p> <p>Opportunities for students to give and receive feedback, to set individual goals, to reflect, to evaluate and take ownership of their learning was identified as an area to address in the SSP. Development of school programs to enhance student transition, pathways and wellbeing were identified as SSP targets and is a DET priority for Year 9 in 2019, thus the focus for 2019. The appointment of Learning Specialists for 2019 will support curriculum planning and assessment through modelling excellence in teaching and learning through demonstration lessons, provision of professional learning and mentoring of teachers to improve practice</p> <p>Participation in the UNMOS program will create a platform to build teacher collaboration and efficacy in Numeracy through partnership with network schools and The University of Melbourne. To further support Numeracy development, the college will</p>	

	join a network of schools in 2019 to further develop best practice in numeracy teaching.	
Goal 2	Engagement To strengthen student voice in their learning and develop creative, curious and motivated learners.	
12 Month Target 2.1	Improve student survey data in relation to Stimulated learning (2017 42% positive, 2018 46%) and Effective teaching time (2017 51% positive, 2018 51%)	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Evidence-based high-impact teaching strategies	Promote greater opportunities for students to give and receive feedback, to set individual goals, to reflect, to evaluate and take ownership of their learning	Yes
KIS 2 Evidence-based high-impact teaching strategies	Grow instructional leadership and teacher capacity within a professional learning community	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.	Building practice excellence was evaluated as Emerging moving towards Evolving. Evidence based high-impact teaching strategies reliably increase student learning wherever they are applied. This was evaluated at Emerging moving towards Evolving. Such instructional practices will provide teachers at the college with a framework for a whole of practice focus which supports the College Learning model. Evaluating teacher impact on learning was rated as Evolving moving towards Embedding. Empowering students and building school pride was rated as Emerging moving towards Evolving. Student voice was identified in the SSP as a priority with a focus in 2019 on providing students with opportunities to give and receive feedback, to set individual goals, to reflect, to evaluate and take ownership of their learning	
Goal 3	Wellbeing To build student resilience and develop positive, confident and competent learners.	

12 Month Target 3.1	Improve student survey data in relation to school connectedness (2017 40% positive, 2018 43%)	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Building leadership teams	Develop and embed school values that reflect community expectations and provide a framework for relationships and actions within the school community.	No
KIS 2 Building leadership teams	Further develop and embed school programs to enhance student wellbeing	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.	A positive climate for learning and Setting expectations and promoting inclusion were evaluated as Emerging moving towards Evolving. The development of school programs to enhance wellbeing was identified in the SSP. A need has been identified to provide a framework to create a positive climate for learning, thus the focus on KIS 2. The college is implementing SWPBS in 2019 to enhance students social competence and academic achievement through a climate that supports positive student and staff behaviour and decision making.	

Define Actions, Outcomes and Activities

Goal 1	<p>Achievement To develop aspiring learners who achieve at or above predicted levels of growth. To have more students excelling in the VCE. To promote VCAL as a viable pathway for senior students. To have more students achieve satisfactory completion of VCAL</p>
12 Month Target 1.1	<p>Increase the percentage achieving high growth and decrease the percentage achieving low growth by 2% on NAPLAN relative growth assessments year 7 to 9. Improve School study score mean (2016 School study score mean: 27.66, 2017: 27.3, 2018: 26.7), VCE study scores in Mathematical Methods (2016 Mean study score 24.60, 2017 25.80, 2018 25.3), Further Mathematics (2016 Mean study score 25.15, 2017 25.00 2018 25.1) and Chemistry (2016 Mean study score 23.06, 2017 26.6 2018 25.6)</p>
KIS 1 Curriculum planning and assessment	<p>Develop and implement a set of evidence-based protocols for learning and teaching</p>
Actions	<p>Embed the College Learning Model through increased Learning Area time for collaboration and moderation, professional learning, the continuation of PLTs and implementation of high impact teaching strategies. Staff who teach in more than one LA will attend both LA meetings in order to collaborate with others teaching the same subject/year level, leading to positive and productive collegial discussions. Review college VCE assessment policies and procedures</p>
Outcomes	<p>Students will</p> <ul style="list-style-type: none"> - Engage in learning through the College Learning model and contribute to influencing curriculum and assessment, provide feedback to teachers, respect and value one another's views and understand their role and responsibility within each stage of the learning model. - Be aware of and communicate the expected classroom routines in terms of the College Learning Model. <p>Teachers will</p> <ul style="list-style-type: none"> - Show high level of commitment towards teaching and learning with consistent application of the College Learning Model leading to student learning growth across LAs. - Apply the model consistently with confidence and clarity. - Be more willing to provide positive feedback about classroom practice to their peers. <p>Leaders will</p> <ul style="list-style-type: none"> - Support staff to collaborate in implementing the Learning Model within their classroom.

	<ul style="list-style-type: none"> - Lead PLT focus groups and promote and encourage open classrooms. - Facilitate learning for staff to reflect and improve teaching practice - Develop Quality Teaching Rounds and establish a peer observation culture in order to embed the School's Learning Model and improve teaching practice.
Success Indicators	<p>Data: student and staff feedback to measure effectiveness of implementation of College learning model</p> <p>Data: data will be collected through Quality Teaching Rounds program</p> <p>Evidence: LA meeting minutes, student and staff feedback, PLT staff feedback, records from peer observation program trialled in 2019</p> <p>Evidence: consistency of practice regarding the implementation of CATs and Learning tasks</p>

Activities and Milestones	Who	Is this a PL Priority	When
College Learning model embedded within teaching and learning framework of the school. Students and staff engage with the model and understand their respective roles in implementation of the model.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leading Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4
Revised Assessment and Reporting policy and practices implemented	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4
All LAs will include the reporting of Victorian Curriculum Capabilities through Common Assessment Tasks	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> KLA Leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4
HITS PL day for staff	<input checked="" type="checkbox"/> Leading Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 2
Establish VCE working party to review college assessment policy and procedures	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1

	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Sub School Leader/s <input checked="" type="checkbox"/> Teacher(s)		to: Term 4
KIS 2 Curriculum planning and assessment	Provide intervention strategies to support learning growth		
Actions	Implement Numeracy and Literacy programs at Years 7 - 10 Implement team teaching program in Year 7 Literacy Provide professional learning for teachers centred on numeracy strategies and high impact learning strategies Learning Specialists to model excellence in teaching and learning through demonstration lessons, provision of professional learning and mentoring of teachers to improve practice Develop strategies for differentiation of student learning Access PL for UMNOS Success coordinator and associated staff Establish PLTs to improve teacher practice in Literacy and Numeracy Moderation sessions scheduled for LAs each term		
Outcomes	Students will: - Show increased growth in numeracy and literacy levels in Years 7 - 10 through engagement in tasks to develop critical thinking in numeracy and literacy. Teachers will: - Understand the importance of teaching literacy and numeracy across all LAs as being integral to enabling all students to show learning growth and higher levels of literacy - Focus on improving teaching and learning regarding the use and sharing of literacy and numeracy strategies and reflect on impact on student learning growth - Use summative assessment and teacher judgements to assess improvement in student outcomes Leaders will: - Develop and provide whole school professional learning based on college priorities and identified focus areas to improve teacher practice		

Success Indicators	Data: Student learning data from Learning tasks and Progress reports reflecting growth in numeracy and literacy levels. Data: NAPLAN data to provide a baseline for evaluation purposes Evidence: records of staff PL, PLTs and LA meeting minutes		
Activities and Milestones	Who	Is this a PL Priority	When
Numeracy program implemented Years 7 - 10	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4
Participate in UMNOS program for the purposes of whole school numeracy	<input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4
Literacy for Learning PD delivered PD to all staff over next two years	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4
Learning Specialists work with individual teachers and LA teams to develop skills in the use of student learning data and to continue to enhance numeracy and literacy teaching strategies	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4
Numeracy PL day for staff	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Numeracy Leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 3

Literacy Improvement teacher to work with staff and selected students at Year 10	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4
Establish Numeracy SIT	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Numeracy Leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4

KIS 3 Curriculum planning and assessment	Align professional learning with school priorities/goals and implement a rigorous Performance and Development program
Actions	Staff will review professional practice and identify areas for development / enhancement or intervention to improve student-learning outcomes
Outcomes	<p>Students will –</p> <ul style="list-style-type: none"> - Experience learning success through engagement in the learning process, providing and receiving feedback and the building of learner agency. <p>Teachers will –</p> <ul style="list-style-type: none"> - Focus on improving teacher knowledge, practice and engagement to deliver positive student learning outcomes through collaboration, collegiality and reflection. - Identify areas of need on continua of practice for High Impact Teaching Strategies with their Performance and Development Program leader. <p>Leaders will –</p> <ul style="list-style-type: none"> - Lead PL to improve student-learning outcomes through PLT's and Performance and Development team.
Success Indicators	<p>Evidence: Performance and Development plans will include a focus on the use of student learning data to inform changes in teacher practice</p> <p>Data: Feedback between teachers and students will indicate positive student engagement in learning</p> <p>Evidence: Collaboration between Learning Specialists and teachers focused on improving practice</p>

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Performance and Development program implemented with refinements from 2018	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	
Feedback Week will be built into the calendar. Conversations through Compass will be further encouraged as part of the teaching and assessment cycle.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leading Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	
Establish teacher collaborative Learning centre within the college	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	
Goal 2	Engagement To strengthen student voice in their learning and develop creative, curious and motivated learners.			
12 Month Target 2.1	Improve student survey data in relation to Stimulated learning (2017 42% positive, 2018 46%) and Effective teaching time (2017 51% positive, 2018 51%)			
KIS 1 Evidence-based high-impact teaching strategies	Promote greater opportunities for students to give and receive feedback, to set individual goals, to reflect, to evaluate and take ownership of their learning			
Actions	Develop learner agency and student voice through a new student leadership model Establish a PLT for student voice and trial a student feedback survey Consolidate the implementation of Common Assessment tasks, Learning Tasks and the reporting system.			
Outcomes	Students will: - Develop an understanding that their behaviour and their approach to learning will make a difference for them in their learning context - Develop an understanding that they are responsible for their learning			

	<ul style="list-style-type: none"> - Be provided with opportunities to give and receive feedback, to reflect, to evaluate and take ownership of their learning <p>Teachers will:</p> <ul style="list-style-type: none"> - Develop an understanding and philosophy developed regarding importance of feedback between teachers and students and impact on student outcomes <p>Leaders will:</p> <ul style="list-style-type: none"> - Understand the importance of feedback between teachers and students and impact on student outcomes and facilitate student voice within the College 		
Success Indicators	<p>Evidence: student leadership model in place to support student voice within the college. Student feedback survey trialled, reviewed and implemented across the college Consistent application of college assessment policy and practices</p>		
Activities and Milestones	Who	Is this a PL Priority	When
Establish House System within college	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4
Trial student feedback survey for full implementation in semester 2	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4
Provide LA time for consistent application of college assessment and reporting practices	<input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Leading Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4
KIS 2 Evidence-based high-impact teaching strategies	Grow instructional leadership and teacher capacity within a professional learning community		

Actions	To continue to develop building a professional learning culture in the college through Professional Learning Teams Build teacher practice through extended moderation sessions held throughout the year.
Outcomes	Students will – <ul style="list-style-type: none"> - Engage in curriculum that is responsive to their learning needs and act on feedback to understand what they need to do to improve. Teachers will – <ul style="list-style-type: none"> - Engage in Professional Learning Teams to development practice excellence through evaluation of impact of teaching on student learning, collaboration and ongoing professional learning to enhance pedagogy. - Consistently use Learning Intentions and Success Criteria within their classes - Share their expectations and understanding of standards with each other in order to improve the consistency of their decisions about student learning Leaders will – <ul style="list-style-type: none"> - Enhance the leadership capacity of staff through PLT structure. - Model and support exemplary practice.
Success Indicators	Data: staff feedback surveys regarding purpose, effectiveness, development of new skills and strategies, opportunity for collaboration and reflection through PLTs. Evidence: consistent process used in moderation which is documented and implemented by all staff

Activities and Milestones	Who	Is this a PL Priority	When
<ul style="list-style-type: none"> - Establish Professional Learning Teams (PLTs) based on SSP and AIP priorities - Establish effective PLT structures within the College using a consistent and structured cycle of improvement - Allocate time for teachers to collaborate and work in PLTs •Appoint Leadership team members and teacher leaders to lead PLTs 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team 	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4
<ul style="list-style-type: none"> Provide PL for LA Leaders regarding moderation Provide PL for all staff regarding moderation Provide time in LAs for extended moderation sessions 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team 	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4

Goal 3	Wellbeing To build student resilience and develop positive, confident and competent learners.		
12 Month Target 3.1	Improve student survey data in relation to school connectedness (2017 40% positive, 2018 43%)		
KIS 1 Building leadership teams	Further develop and embed school programs to enhance student wellbeing		
Actions	Implement SWPBS as the framework to build a positive climate for learning. Establish House system to build student connectedness Create a Wellbeing hub within the college to enhance student wellbeing		
Outcomes	Students will: - Understand and commit to the core values of Respect, Diversity and Achievement through their actions, language and learning as evidenced in the College matrix of Expectations via the SWPBS framework Teachers will: - Understand and commit to the core values of Respect, Diversity and Achievement through and act as role models to demonstrate the core values and behaviours - Develop a positive climate for learning through the SWPBS framework Leaders will: - Ensure College values are embedded with a common language present, visible representation throughout the college within the role of students and staff and the development of new policies and processes to reflect the use of the College values as a framework for relationships and actions within the school community.		
Success Indicators	Key milestones met for SWPBS implementation Students actively engaged in House program Student attitudes to school data shows increased levels of student connectedness Wellbeing hub established and operational		
Activities and Milestones	Who	Is this a PL Priority	When
Work with Regional SWPBS coach to implement SWPBS	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1

	<input checked="" type="checkbox"/> Sub School Leader/s		to: Term 4
Establish a House system within the college	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4

