

2018 Annual Implementation Plan

for improving student outcomes

Swinburne Senior Secondary College (7366)



Submitted for review by Michael O'Brien (School Principal) on 11 December, 2017 at 01:56 PM
Endorsed by Irene Harding (Senior Education Improvement Leader) on 22 December, 2017 at 12:43 PM
Endorsed by Karen Kimber (School Council President) on 13 February, 2018 at 08:09 AM

Self-evaluation Summary - 2018

Swinburne Senior Secondary College (7366)

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

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

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

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| Enter your reflective comments | <p>The self evaluation process, incorporating the FISO Continua of Practice, has been a successful and valuable experience. This year the college received very positive feedback via the ATTS, Staff and Parent surveys with a significant number of targets set for the final year of our strategic plan being achieved this year. There was a particularly strong response from staff regarding School Climate and Professional Learning which is supporting the Key Improvement Strategies and their associated Actions. Comment was made during our self evaluation that the work that had been undertaken over the previous three years was gaining traction. Considerable time has been spent in planning professional development opportunities that are designed to facilitate teachers becoming the best that they can be. There is still concern that teachers believe that they still have much to learn regarding how to best manage the learning needs of the students who choose to finish their secondary education at Swinburne Senior.</p> <p>Significant progress was made in analysing a range of data sets to learn more about our students and, indeed, to put a face on the data. Action research teams were established again this year with the composition of them including at least one leading teacher and professional improvement team leader and seven or eight other teachers from a variety of disciplines. The grouping of staff in this manner provided an opportunity for the professional development process to be managed more</p> |
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| | <p>effectively.</p> <p>The manner in which support for students with wellbeing issues was also improved with a more pro-active approach to provide information for students. Relationships with external providers of support and professional learning were strengthened considerably.</p> |
| Considerations for 2019 | <p>The school will be undertaking its self assessment and review in 2018. Based on this evaluation work will continue and focus on using HITS. Considerable work will be undertaken to unpack information regarding classroom observations as they are yet to be embedded in school culture. Exploration of what skills and resources teachers believe that they require to better educate and support our students needs to be undertaken.</p> |
| Documents that support this plan | <p>School Staff Survey – Summary of Module Percent Endorsement Scores.docx (0.03 MB)</p> |

Annual Implementation Plan - 2018

FISO Improvement Initiatives and Key Improvement Strategies

Swinburne Senior Secondary College (7366)

| Four Year Strategic Goals | Four Year Strategic Targets | Is se for fo thi ye |
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| To improve student achievement throughout | | Ye |

the college, with a particular emphasis on unit completion and value added outcomes

VCE Data Service

Increase the percentage of VCE studies achieving an adjusted score of at least zero, taking into account confidence limits, based on the VCE Data Service Report 10.

Benchmark 2014: 67% (16 of 24 studies)

Increase the percentage of VCE studies achieving a satisfactory completion in Unit 4 of at least 75% based on the VCE Data Service Report 4.

Benchmark 2014: 60% (18 of 30 studies)

School Staff Survey

Increase the percent endorsements for:

School Climate: Collective efficacy

Benchmark 2014: 48% (Principal/Teacher)

Target 2018: at least the 67th percentile (Principal/Teacher)

School Climate: Collective focus on Student Learning

Benchmark 2014: 67% (Principal/Teacher)

Target 2018: at least the 67th percentile (Principal/Teacher)

Professional Learning: Renewal of Knowledge and Skills

Benchmark 2014: 52% (Principal/Teacher)

Target 2018: at least the 67th percentile (Principal/Teacher)

Professional Learning: Applicability of PL

Benchmark 2014: 52% (Parent/Teacher)

Target 2018: at least the 67th percentile (Principal/Teacher)

Professional Learning: Active Participation

Benchmark 2014: 37% (Principal/Teacher)

Target 2018: at least the 67th percentile (Principal/Teacher)

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| <p>To improve students' engagement in their learning.</p> | <p>Increase the <i>Real Retention</i> of students from Year 11 (Feb) to Year 12 (Aug the following year). Benchmark: 2014 70%</p> <p>Decrease <i>Student Absences</i> at both Years 11 and 12 to at least the State mean. Benchmark: 2014 Year 11 20.46 days and Year 12 20.90 days</p> <p>Increase the <i>Exit Destination rate for students who left at the end of Year 12 into continuing education and training</i>. Benchmark: 2014 80%</p> <p>Increase the <i>Student Attitudes to School Survey Factor Mean scores for Motivation and Connectedness to Peers</i>. Benchmarks: 2014 Motivation 3.83 and Connectedness to Peers 3.82</p> <p>Increase the percent endorsement for Staff Survey School Climate: <i>Collective focus on Student Learning</i></p> |

Benchmark 2014: 67% (Principal/Teacher)
Target 2018: at least the 67th percentile (Principal/Teacher)

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| <p>To improve the support for the health, welfare and wellbeing</p> | <p>Increase the <i>Student Attitudes to School Survey Factor Mean score for Learning Confidence, Student Distress, Student Morale and Student Safety</i> Benchmarks: 2014 Learning Confidence 3.46, Student Distress 4.79, Student Morale 4.68 and Student Safety 4.57</p> <p>Staff Survey Staff Safety and Wellbeing: <i>Build resilience and a resilient supportive environment</i> No benchmarks available</p> | <p>Ye</p> |

needs of
students.

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| <p>To develop education provision partnerships with a wide range of education providers.</p> | <p>Increase the percent endorsement for Staff Survey School Climate: <i>Parent and Community Involvement</i> Benchmark 2014: 45% (Principal/Teacher) Target 2018: at least the 67th percentile (Principal/Teacher)</p> <p>Staff Survey School Leadership: <i>Parent and Community Involvement</i> No benchmarks available</p> | <p>Ye</p> |
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Improvement Initiatives Rationale

The school will undertake its self evaluation and review in 2018 and a new strategic plan will be developed. Given the current DET review cycle, the current strategic plan was written before the introduction of FISO. Consequently the goals and KIS of the current strategic plan have not been developed with FISO. It would make sense that the school continues with the current goals as some of the targets for 2018 are yet to be met. Based on the Continua of practice for the two chosen FISO Improvement Strategies that the school has been working on for the past two years, further work needs to be undertaken to meet all of the targets.

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| <p>Goal 1</p> | <p>To improve student achievement throughout the college, with a particular emphasis on unit completion and value added outcomes</p> |
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12 month target 1.1

VCE Data Service

Increase the percentage of VCE studies achieving an adjusted score of at least zero, taking into account confidence limits, based on the VCE Data Service Report 10.

Benchmark 2014: 67% (16 of 24 studies)

2015 target: 70% achieved: 30% (7 of 23)

2016 target: 50% achieved: 31% (8 of 26)

2017 target: 60% achieved: 44% (11 of 25)

2018 target: 67%

Increase the percentage of VCE studies achieving a satisfactory completion in Unit 4 of at least 75% based on the VCE Data Service Report 4.

Benchmark 2014: 60% (18 of 30 studies)

2015 target: 65% achieved: 52% (15 of 29)

2016 target: 60% achieved: 82% (23 of 28)

2017 target: 65% achieved: 82% (22 of 27)

2018 target: 80%

School Staff Survey

Increase the percent endorsements for:

School Climate: Collective efficacy

Benchmark 2014: 48% (Principal/Teacher)

Target 2018: at least the 67th percentile (Principal/Teacher)

2015 result: 49.3%

2016 target: 55%: result 49.5%

2017 target: 55%: result 51%

2018 target: 67%

School Climate: Collective focus on Student Learning

Benchmark 2014: 67% (Principal/Teacher)

Target 2018: at least the 67th percentile (Principal/Teacher)

2015 result: 70.6%

2016 target: 75%: result 66.7%

2017 target: 70%: result 81.1%

2018 target: 85%

Professional Learning: Renewal of Knowledge and Skills

Benchmark 2014: 52% (Principal/Teacher)

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| | <p>Target 2018: at least the 67th percentile (Principal/Teacher) 2015 target: ND 2016 target: 55%: result 53.2% 2017 target: 55%: result 61.9% 2018 target: 67%</p> <p>Professional Learning: Applicability of PL Benchmark 2014: 52% (Parent/Teacher) Target 2018: at least the 67th percentile (Principal/Teacher) 2015 target: ND 2016 target: 55%: result 49.7% 2017 target: 55%: result 66.1% 2018 target: 67%</p> <p>Professional Learning: Active Participation Benchmark 2014: 37% (Principal/Teacher) Target 2018: at least the 67th percentile (Principal/Teacher) 2015 target: ND 2016 target: 40%: result 46% 2017 target: 50%: result 54.9% 2018 target: 67%</p> |
| FISO Initiative | Building practice excellence |
| Key Improvement Strategies | |
| KIS 1 | Build staff capacity to create, promote and engage students and community in a learning environment that seeks continuous improvement. |

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| Goal 2 | To improve students' engagement in their learning. |
| 12 month target 2.1 | <p>Increase the Real Retention of students from Year 11 (Feb) to Year 12 (Aug the following year). Benchmark: 2014 69.2% 2015 result: 63.0% 2016 target: 70%: result 64.5%</p> |

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| | <p>2017 target: 70%: result 66.3% 2018 target: 70%</p> <p>Decrease Student Absences at both Years 11 and 12 to at least the State mean. Benchmark: 2014 Year 11 20.46 days and Year 12 20.90 days 2015 target: Year 11 15.00 days and Year 12 15.00 days achieved: Year 11 18.94 days and Year 12 23.26 days 2016 target: Year 11 17.00 days and Year 12 15.00 days (State means 2015) achieved: Year 11 19.37 and Year 12 20.81 2017 target: Year 11 17.00 days and Year 12 15.00 days (State means 2015) achieved: Year 11 19.26 and Year 12 18.90</p> <p>Increase the Exit Destination rate for students who left at the end of Year 12 into continuing education and training. Benchmark: 2014 80% 2015 target: 83% 2016 target: TBD 2017 target: TBD</p> <p>Increase the Student Attitudes to School Survey Factor Mean scores for Motivation and Connectedness to Peers. Benchmarks: 2014 Motivation 3.83 and Connectedness to Peers 3.82 2015 result: Motivation 3.87 and Connectedness to Peers 3.90 2016 target: Motivation 3.95 and Connectedness to Peers 3.95, results Motivation 4.00 and Connectedness to Peers 3.94 2017 target: Motivation 4.10 and Connectedness to Peers 4.00, results Motivation and Interest 86.1% and Sense of Connectedness 91.3% 2018 target: Motivation and Interest 90% and Sense of Connectedness 95%</p> <p>Increase the percent endorsement for Staff Survey School Climate: Collective focus on Student Learning Benchmark 2014: 67% (Principal/Teacher) Target 2018: at least the 67th percentile (Principal/Teacher) 2015 result: 70.6% 2016 target: 75%: result 66.7% 2017 target: 70%: result 81.1% 2018 target: 85%</p> |
| FISO Initiative | Setting expectations and promoting inclusion |
| Key Improvement Strategies | |
| KIS 1 | Develop and strengthen past and present student engagement with the Swinburne Senior Secondary College community. |

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| Goal 3 | To improve the support for the health, welfare and wellbeing needs of students. |
| 12 month target 3.1 | <p>Increase the Student Attitudes to School Survey Factor Mean score for Learning Confidence, Student Distress, Student Morale and Student Safety Benchmarks: 2014 Learning Confidence 3.46, Student Distress 4.79, Student Morale 4.68 and Student Safety 4.57 2017 results Sense of Confidence 62.1% Resilience 62.1% Motivation and Interest 97.1% Student Safety-Advocate at school 86.9% Student Safety-Managing bullying 95.9% Student Safety-Respect for diversity 98.7%</p> <p>Staff Survey Staff Safety and Wellbeing: Build resilience and a resilient supportive environment No benchmarks available 2017 ND</p> |
| FISO Initiative | Setting expectations and promoting inclusion |
| Key Improvement Strategies | |
| KIS 1 | Build student capacity and resilience through a range of proactive, targeted Wellbeing and Social Emotional Learning programs. |

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| Goal 4 | To develop education provision partnerships with a wide range of education providers. |
| 12 month target 4.1 | <p>Increase the percent endorsement for Staff Survey School Climate: Parent and Community Involvement Benchmark 2014: 45% (Principal/Teacher) Target 2018: at least the 67th percentile (Principal/Teacher) 2015 result: 52.9% 2016 target: 55% (Principal/Teacher), result 39.4% 2017 target: 55% (Principal/Teacher), result 57.6% 2018 target: 67%</p> |
| FISO Initiative | Building communities |

| Key Improvement Strategies | |
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| KIS 1 | Develop a plan to ensure that the physical resources available at the college's two sites meet the requirements of the school community. |

Define Evidence of Impact and Activities and Milestones - 2018

Swinburne Senior Secondary College (7366)

| Goal 1 | To improve student achievement throughout the college, with a particular emphasis on unit completion and value added outcomes |
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| 12 month target 1.1 | <p>VCE Data Service Increase the percentage of VCE studies achieving an adjusted score of at least zero, taking into account confidence limits, based on the VCE Data Service Report 10. Benchmark 2014: 67% (16 of 24 studies) 2015 target: 70% achieved: 30% (7 of 23) 2016 target: 50% achieved: 31% (8 of 26) 2017 target: 60% achieved: 44% (11 of 25) 2018 target: 67%</p> <p>Increase the percentage of VCE studies achieving a satisfactory completion in Unit 4 of at least 75% based on the VCE Data Service Report 4. Benchmark 2014: 60% (18 of 30 studies) 2015 target: 65% achieved: 52% (15 of 29) 2016 target: 60% achieved: 82% (23 of 28) 2017 target: 65% achieved: 82% (22 of 27) 2018 target: 80%</p> <p>School Staff Survey Increase the percent endorsements for: School Climate: Collective efficacy Benchmark 2014: 48% (Principal/Teacher) Target 2018: at least the 67th percentile (Principal/Teacher) 2015 result: 49.3% 2016 target: 55%: result 49.5%</p> |

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| | <p>2017 target: 55%: result 51% 2018 target: 67%</p> <p>School Climate: Collective focus on Student Learning Benchmark 2014: 67% (Principal/Teacher) Target 2018: at least the 67th percentile (Principal/Teacher) 2015 result: 70.6% 2016 target: 75%: result 66.7% 2017 target: 70%: result 81.1% 2018 target: 85%</p> <p>Professional Learning: Renewal of Knowledge and Skills Benchmark 2014: 52% (Principal/Teacher) Target 2018: at least the 67th percentile (Principal/Teacher) 2015 target: ND 2016 target: 55%: result 53.2% 2017 target: 55%: result 61.9% 2018 target: 67%</p> <p>Professional Learning: Applicability of PL Benchmark 2014: 52% (Parent/Teacher) Target 2018: at least the 67th percentile (Principal/Teacher) 2015 target: ND 2016 target: 55%: result 49.7% 2017 target: 55%: result 66.1% 2018 target: 67%</p> <p>Professional Learning: Active Participation Benchmark 2014: 37% (Principal/Teacher) Target 2018: at least the 67th percentile (Principal/Teacher) 2015 target: ND 2016 target: 40%: result 46% 2017 target: 50%: result 54.9% 2018 target: 67%</p> |
| FISO Initiative | Building practice excellence |

| Key Improvement Strategy 1 | Build staff capacity to create, promote and engage students and community in a learning environment that seeks continuous improvement. | | | |
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| Actions | <p>Further develop Action Research Teams, with each formed in response to analysis and reflection of relevant student achievement, engagement and wellbeing data. Each teacher will belong to a team.</p> <p>Develop accountability practices that focus all staff on using data effectively to drive improved student learning. This will include the consistent application of communication of curriculum, assessment and wellbeing matters through Compass School Manager.</p> <p>Establish a program of classroom observations between teachers, within each of the Action Research Teams and, for a small group, with teachers at FISO schools.</p> | | | |
| Evidence of impact | <p>STUDENTS Renewed confidence in their learning should be apparent through the development of teacher practice. Greater clarity regarding their understanding of learning goals, achievement levels and what action is required for improvement.</p> <p>TEACHERS Engagement in a range of observations and evidence based research to improve teaching practice. Reflection on the impact of professional learning on their teaching practice.</p> <p>LEADERS Collaborate with teachers to develop resources, including targeted professional development. Engage with teachers regarding the development, monitoring and assessment of PDPs.</p> | | | |
| Activities and Milestones | Who | Is this a Professional Learning Priority | When | Budget |
| <p>Action Research Teams established. Compass School Manager used to communicate curriculum, assessment and wellbeing matters to designated members of the school community. A plan for classroom observations is established. Classroom observations undertaken with all teachers. Targeted resources, including professional development, provided</p> | Leadership Team | <input checked="" type="checkbox"/> Yes | from: Term 1 to: Term 4 | \$0.00 <input type="checkbox"/> Equity funding will be used |

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| in a timely manner. PDPs successfully managed. | | | | |
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| Goal 2 | To improve students' engagement in their learning. |
| 12 month target 2.1 | <p>Increase the Real Retention of students from Year 11 (Feb) to Year 12 (Aug the following year). Benchmark: 2014 69.2% 2015 result: 63.0% 2016 target: 70%: result 64.5% 2017 target: 70%: result 66.3% 2018 target: 70%</p> <p>Decrease Student Absences at both Years 11 and 12 to at least the State mean. Benchmark: 2014 Year 11 20.46 days and Year 12 20.90 days 2015 target: Year 11 15.00 days and Year 12 15.00 days achieved: Year 11 18.94 days and Year 12 23.26 days 2016 target: Year 11 17.00 days and Year 12 15.00 days (State means 2015) achieved: Year 11 19.37 and Year 12 20.81 2017 target: Year 11 17.00 days and Year 12 15.00 days (State means 2015) achieved: Year 11 19.26 and Year 12 18.90</p> <p>Increase the Exit Destination rate for students who left at the end of Year 12 into continuing education and training. Benchmark: 2014 80% 2015 target: 83% 2016 target: TBD 2017 target: TBD</p> <p>Increase the Student Attitudes to School Survey Factor Mean scores for Motivation and Connectedness to Peers. Benchmarks: 2014 Motivation 3.83 and Connectedness to Peers 3.82 2015 result: Motivation 3.87 and Connectedness to Peers 3.90 2016 target: Motivation 3.95 and Connectedness to Peers 3.95, results Motivation 4.00 and Connectedness to Peers 3.94 2017 target: Motivation 4.10 and Connectedness to Peers 4.00, results Motivation and Interest 86.1% and Sense of Connectedness 91.3% 2018 target: Motivation and Interest 90% and Sense of Connectedness 95%</p> <p>Increase the percent endorsement for Staff Survey School Climate: Collective focus on Student Learning Benchmark 2014: 67% (Principal/Teacher) Target 2018: at least the 67th percentile (Principal/Teacher) 2015 result: 70.6%</p> |

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| | 2016 target: 75%: result 66.7% 2017 target: 70%: result 81.1% 2018 target: 85% | | | |
| FISO Initiative | Setting expectations and promoting inclusion | | | |
| Key Improvement Strategy 1 | Develop and strengthen past and present student engagement with the Swinburne Senior Secondary College community. | | | |
| Actions | <p>Promote student connections with the Swinburne community through SRC involvement, the establishment of clubs, and the provision of special events.</p> <p>Develop teachers' capacity to support student learning efficacy so that students are approaching their studies with respect, responsibility, and commitment.</p> <p>Share and promote Swinburne Senior community values through the mentor program, assemblies, and school displays. Develop a deep and explicit understanding of "respect", "responsibility", "commitment" and "individuality".</p> <p>Embed the college in the broader community by establishing a live database of alumni.</p> | | | |
| Evidence of impact | <p>STUDENTS Decreased rates of students exiting the college throughout the year leading to improved student retention. Greater levels of student motivation and connectedness to their peers and the broader school community. Improved levels of attendance.</p> <p>TEACHERS Consistency of approach to the delivery of a high quality mentor program. Increased connection with the broader school community including alumni.</p> <p>LEADERS Improvement in collective efficacy of teachers and support staff. More effective use of the time that is devoted to supporting the needs of students.</p> | | | |
| Activities and Milestones | Who | Is this a Professional Learning Priority | When | Budget |

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| The SRC develops a calendar of special events for the year and assumes the responsibility for their implementation. | Teacher(s) | <input type="checkbox"/> No | from: Term 1 to: Term 4 | \$4,000.00 <input type="checkbox"/> Equity funding will be used |
| Swinburne Senior community values are promoted in mentor activities, assemblies and other appropriate activities. | All Staff | <input type="checkbox"/> No | from: Term 1 to: Term 4 | \$0.00 <input type="checkbox"/> Equity funding will be used |
| The Swinburne Senior Alumni database is established. Exploration of developing an Alumni Association is undertaken. | Teacher(s) | <input type="checkbox"/> No | from: Term 1 to: Term 4 | \$1,000.00 <input type="checkbox"/> Equity funding will be used |

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| Goal 3 | To improve the support for the health, welfare and wellbeing needs of students. |
| 12 month target 3.1 | <p>Increase the Student Attitudes to School Survey Factor Mean score for Learning Confidence, Student Distress, Student Morale and Student Safety Benchmarks: 2014 Learning Confidence 3.46, Student Distress 4.79, Student Morale 4.68 and Student Safety 4.57 2017 results Sense of Confidence 62.1% Resilience 62.1% Motivation and Interest 97.1% Student Safety-Advocate at school 86.9% Student Safety-Managing bullying 95.9% Student Safety-Respect for diversity 98.7%</p> <p>Staff Survey Staff Safety and Wellbeing: Build resilience and a resilient supportive environment No benchmarks available 2017 ND</p> |
| FISO Initiative | Setting expectations and promoting inclusion |
| Key Improvement Strategy 1 | Build student capacity and resilience through a range of proactive, targeted Wellbeing and Social Emotional Learning programs. |
| Actions | The Wellbeing team will liaise with teachers, students, parents and external agencies to provide a responsive and targeted wellbeing and social emotional learning programs. |

| | <p>An analysis of data of students who have participated in the targeted programs with those that haven't undertaken these programs regarding attendance and completion rates.</p> <p>Early identification of students at risk, with respect to their wellbeing, so that appropriate support can be provided to manage their engagement with their learning programs.</p> | | | |
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| Evidence of impact | <p>STUDENTS Decreased rates of students exiting the college throughout the year leading to improved student retention. Completion rates of VCE units, VCAL modules and VET certificates increased. Improved levels of achievement recorded for academic outcomes. Positive outcomes from wellbeing and social emotional learning programs.</p> <p>TEACHERS Qualitative evidence regarding students improved levels of connectedness to learning activities. Improved levels of student attendance. Improved student accountability with all aspects of their learning programs.</p> <p>LEADERS Increased levels of fulfilment in improving student resilience through the provision of a resilient environment.</p> | | | |
| Activities and Milestones | Who | Is this a Professional Learning Priority | When | Budget |
| Relevant data collected and analysed to inform the development of the wellbeing and social emotional learning programs. Wellbeing and social emotional learning programs established. Analysis of the success of the programs. | Wellbeing Team | <input checked="" type="checkbox"/> Yes | from: Term 1 to: Term 3 | \$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used |
| Establishment of Mentor Meetup. This activity will enable parents, mentors and students to meet early in the school year to discuss and develop relevant goals and to build connectedness to the school. Data will be collected, from the Mentor Meetup, and shared with | Wellbeing Team | <input checked="" type="checkbox"/> Yes | from: Term 1 to: Term 1 | \$1,000.00 <input checked="" type="checkbox"/> Equity funding will be used |

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| relevant school personnel so that appropriate support strategies are developed. | | | | |
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| Goal 4 | To develop education provision partnerships with a wide range of education providers. |
| 12 month target 4.1 | Increase the percent endorsement for Staff Survey School Climate: Parent and Community Involvement Benchmark 2014: 45% (Principal/Teacher) Target 2018: at least the 67th percentile (Principal/Teacher) 2015 result: 52.9% 2016 target: 55% (Principal/Teacher), result 39.4% 2017 target: 55% (Principal/Teacher), result 57.6% 2018 target: 67% |
| FISO Initiative | Building communities |
| Key Improvement Strategy 1 | Develop a plan to ensure that the physical resources available at the college's two sites meet the requirements of the school community. |
| Actions | Liaise with the school community to determine a timeline for the implementation of the plans to re-develop the school library and student services provision. Continue to work with community stakeholders regarding the redevelopment of the Camberwell Road campus with an aim of obtaining adequate funding. |
| Evidence of impact | STUDENTS The SRC will provide opportunities for students to participate in decision making regarding the timing of the proposed redevelopments at the Burwood Road campus. TEACHERS Both teaching and support staff will be consulted regarding the proposed redevelopment to ensure that the timing of the works at the Burwood Road campus are optimized. LEADERS The principal and assistant principal will lead the conversation with the school community regarding the redevelopments at both the Burwood Road and Camberwell Road campuses. |

| Activities and Milestones | Who | Is this a Professional Learning Priority | When | Budget |
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| SRC briefed of proposed building programs at both sites with consequential dialogue ensuing. Following conversations with the school community, a timeline for the proposed works at the Burwood Road campus will be established. | Assistant Principal | <input type="checkbox"/> No | from: Term 1 to: Term 4 | \$0.00 <input type="checkbox"/> Equity funding will be used |
| The feasibility study regarding the redevelopment of the Camberwell Road campus will be presented with subsequent discussion forums being conducted in a timely manner. | Assistant Principal | <input type="checkbox"/> No | from: Term 1 to: Term 4 | \$0.00 <input type="checkbox"/> Equity funding will be used |

Professional Learning and Development Plan - 2018

Swinburne Senior Secondary College (7366)

| Professional Learning Priority | Who | When | Key Professional Learning Strategies | Organisational Structure | Expertise Accessed | Where |
|--|-----------------|----------------------------|---|---|---|---|
| Action Research Teams established. Compass School Manager used to communicate curriculum, assessment and wellbeing matters to designated members of the school community. A plan for classroom observations is established. Classroom observations undertaken with all teachers. Targeted resources, including | Leadership Team | from: Term 1 to: Term 4 | <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Formalised PLC/PLTs | <input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Communities of Practice | <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist | <input checked="" type="checkbox"/> On-site |

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| professional development, provided in a timely manner. PDPs successfully managed. | | | | | | |
| Relevant data collected and analysed to inform the development of the wellbeing and social emotional learning programs. Wellbeing and social emotional learning programs established. Analysis of the success of the programs. | Wellbeing Team | from: Term 1 to: Term 3 | <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team | <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions | <input checked="" type="checkbox"/> Internal staff | <input checked="" type="checkbox"/> On-site |
| Establishment of Mentor Meetup. This activity will enable parents, mentors and students to meet early in the school year to discuss and develop relevant goals and to build connectedness to the school. Data will be collected, from the Mentor Meetup, and shared with relevant school personnel so that appropriate support strategies are developed. | Wellbeing Team | from: Term 1 to: Term 1 | <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation | <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions | <input checked="" type="checkbox"/> Internal staff | <input checked="" type="checkbox"/> On-site |

Documents that support the plan

The school has uploaded the following documents to support the self-evaluation.

Dimension 1

[Classroom Observation Master.docx \(0.03 MB\)](#)

[Meeting Schedule Term 1 2017 draft 3.docx \(0.02 MB\)](#)
[Meeting Schedule Term 2 2017.docx \(0.03 MB\)](#)
[Meeting Schedule Term 3 2017 Draft 5.docx \(0.03 MB\)](#)
[Meeting schedule Term 4 2017 Draft 4.docx \(0.15 MB\)](#)
[Professional Learning Day timetable 2017v4.docx \(0.02 MB\)](#)
[School Staff Survey – Summary of Module Percent Endorsement Scores.docx \(0.03 MB\)](#)
[VCE Data Service Report 10 2016.pdf \(0.34 MB\)](#)
[VCE Data Service Report 4 2016.pdf \(0.52 MB\)](#)

Dimension 9

[Attitudes to School Survey - Percentile by Factor Detail Data Year 11 2017.docx \(0.02 MB\)](#)
[Attitudes to School Survey - Percentile by Factor Detail Data Year 12 2017.docx \(0.02 MB\)](#)

Dimension 10

[2015-16 Cohort Final.xlsx \(0.25 MB\)](#)
[Attitudes to School Survey - Percentile by Factor Detail Data Year 11 2017.docx \(0.02 MB\)](#)
[Attitudes to School Survey - Percentile by Factor Detail Data Year 12 2017.docx \(0.02 MB\)](#)
[School Staff Survey – Summary of Module Percent Endorsement Scores 2017.docx \(0.03 MB\)](#)
[Student Absences - Days Per Full Time Equivalent.docx \(0.02 MB\)](#)

Dimension 13

[Memo - contract 2018 48 fritsch holzer feasibility signed by DCD - 2017-10-27.pdf \(0.19 MB\)](#)

Self-evaluation Summary

[School Staff Survey – Summary of Module Percent Endorsement Scores.docx \(0.03 MB\)](#)