

2019 Annual Implementation Plan

for improving student outcomes

Swinburne Senior Secondary College (7366)



Submitted for review by Michael O'Brien (School Principal) on 19 December, 2018 at 03:25 PM
Endorsed by Irene Harding (Senior Education Improvement Leader) on 20 December, 2018 at 10:22 AM
Endorsed by Craig Hickman (School Council President) on 20 December, 2018 at 11:24 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	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	

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

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

Enter your reflective comments	As we are undertaking our review in term 1 2019 the college has undertaken a comprehensive evaluation of all 19 FISO elements. The comments for the evaluation against all 16 FISO elements in incorporated into our 2015-2018 PRSE.
Considerations for 2020	We are conducting our review in term 1 2019. A new strategic plan will follow detailing considerations for the remainder of 2019.
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	To improve student achievement throughout the college, with a particular emphasis on unit completion and value added outcomes
Target 1.1	<p><u>VCE Data Service</u> 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)</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)</p> <p><u>School Staff Survey</u> Increase the percent endorsements for: <i>School Climate: Collective efficacy</i> Benchmark 2014: 48% (Principal/Teacher) Target 2019: at least the 67th percentile (Principal/Teacher)</p> <p><i>School Climate: Collective focus on Student Learning</i> Benchmark 2014: 67% (Principal/Teacher) Target 2019: at least the 67th percentile (Principal/Teacher)</p> <p><i>Professional Learning: Renewal of Knowledge and Skills</i> Benchmark 2014: 52% (Principal/Teacher) Target 2019: at least the 67th percentile (Principal/Teacher)</p> <p><i>Professional Learning: Applicability of PL</i> Benchmark 2014: 52% (Parent/Teacher) Target 2019: at least the 67th percentile (Principal/Teacher)</p> <p><i>Professional Learning: Active Participation</i> Benchmark 2014: 37% (Principal/Teacher) Target 2019: at least the 67th percentile (Principal/Teacher)</p>

Key Improvement Strategy 1.a Building practice excellence	Build staff capacity to create, promote and engage students and community in a learning environment that seeks continuous improvement.
Goal 2	To improve students' engagement in their learning.
Target 2.1	<p>Increase the <i>Real Retention</i> of students from Year 11 (Feb) to Year 12 (Aug the following year). Benchmark: 2018 72%</p> <p>Decrease <i>Student Absences</i> at both Years 11 and 12 to at least the State mean. Benchmark: 2017 Year 11 19.26 days and Year 12 18.90 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 Interest and Sense of Connectedness</i>. Benchmarks: 2017 Motivation and Interest 97.1% and Sense of Connectedness 91.3% (combined Year 11 and 12)</p> <p>Increase the percent endorsement for Staff Survey School Climate: <i>Collective focus on Student Learning</i> Benchmark 2017: 81.1% (Principal/Teacher) Target 2019: at least 81.1% (Principal/Teacher)</p> <p>Increase the Staff Survey percent endorsement (Principal/Teacher) for <i>Parent and Community Involvement, Engagement and Outreach</i> Benchmark 2018: 82.2%</p>

Key Improvement Strategy 2.a Setting expectations and promoting inclusion	Develop and strengthen past and present student engagement with the Swinburne Senior Secondary College community.
Goal 3	To improve the support for the health, welfare and wellbeing needs of students.
Target 3.1	<p> Increase the <i>Student Attitudes to School Survey Factor Mean score for:</i> <i>Sense of Confidence (Benchmark 2017: 62.1% combined)</i> <i>Resilience (Benchmark 2017: 62.1% combined)</i> <i>Motivation and Interest (Benchmark 2017: 97.1% combined)</i> <i>Student Safety-Advocate as School (Benchmark: 2017: 86.9% combined)</i> <i>Student Safety-Managing Bullying (Benchmark 2017: 95.9% combined)</i> <i>Student Safety-Respect for Diversity (Benchmark 2017: 98.7% combined)</i> </p> <p> Increase Staff Survey Staff Safety and Wellbeing: <i>Build resilience and a resilient supportive environment</i> Benchmark: 2018 49.3% </p>
Key Improvement Strategy 3.a Setting expectations and	Build student capacity and resilience through a range of proactive, targeted Wellbeing and Social Emotional Learning programs.

promoting inclusion	
Goal 4	To develop education provision partnerships with a range of education and health/wellbeing providers and/or agencies.
Target 4.1	<p>Increase the percent endorsement for Staff Survey School Climate: <i>Parent and Community Involvement</i> Benchmark 2018: 60.2% (Principal/Teacher) Target 2018: at least 60.2% (Principal/Teacher)</p> <p>Increase the percent endorsement for Staff Survey-School Leadership: <i>Parent and Community Involvement, Engagement and Outreach</i> Benchmark 2018: 82.2%</p>
Key Improvement Strategy 4.a Building communities	Develop a plan to ensure that the physical resources available at the college's two sites meet the requirements of the school community.
Key Improvement Strategy 4.b Networks with schools, services and agencies	Actively seek partnerships with support agencies, education providers and the college's alumni so that students are able to be connected with them as required.

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets
To improve student achievement throughout the college, with a particular emphasis on unit completion and value added outcomes	Yes	<p><u>VCE Data Service</u> 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</p> <p>Benchmark 2014: 67% (16 of 24 studies)</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.</p> <p>Benchmark 2014: 60% (18 of 30 studies)</p> <p><u>School Staff Survey</u> Increase the percent endorsements for: <i>School Climate: Collective efficacy</i> Benchmark 2014: 48% (Principal/Teacher) Target 2019: at least the 67th percentile (Principal/Teacher)</p> <p><i>School Climate: Collective focus on Student Learning</i> Benchmark 2014: 67% (Principal/Teacher) Target 2019: at least the 67th percentile (Principal/Teacher)</p> <p><i>Professional Learning: Renewal of Knowledge and Skills</i> Benchmark 2014: 52% (Principal/Teacher) Target 2019: at least the 67th percentile (Principal/Teacher)</p> <p><i>Professional Learning: Applicability of PL</i> Benchmark 2014: 52% (Parent/Teacher) Target 2019: at least the 67th percentile (Principal/Teacher)</p>

Professional Learning: Active Participation
Benchmark 2014: 37% (Principal/Teacher)
Target 2019: at least the 67th percentile (Principal/Teacher)

To improve students' engagement in their learning.	Yes	<p>Increase the <i>Real Retention</i> of students from Year 11 (Feb) to Year 12 (Aug the following year). Benchmark: 2018 72%</p> <p>Decrease <i>Student Absences</i> at both Years 11 and 12 to at least the State mean. Benchmark: 2017 Year 11 19.26 days and Year 12 18.90 days</p> <p>Increase the <i>Exit Destination</i> rate for students who left at the end of Year 12 into continuing education and training. Benchmark: 2014 80%</p>

Increase the *Student Attitudes to School Survey Factor Mean scores for Motivation and Interest and Sense of Connectedness*.
Benchmarks: 2017 Motivation and Interest 97.1% and Sense of Connectedness 91.3% (combined Year 11 and 12)

Increase the percent endorsement for Staff Survey School Climate: *Collective focus on Student Learning*
Benchmark 2017: 81.1% (Principal/Teacher)
Target 2019: at least 81.1% (Principal/Teacher)

Increase the Staff Survey percent endorsement (Principal/Teacher) for *Parent and Community Involvement, Engagement and Outreach*
Benchmark 2018: 82.2%

To improve the support for the health, welfare and wellbeing needs of students.	Yes	<p>Increase the <i>Student Attitudes to School Survey Factor Mean score</i> for:</p> <ul style="list-style-type: none"> <i>Sense of Confidence (Benchmark 2017: 62.1% combined)</i> <i>Resilience (Benchmark 2017: 62.1% combined)</i> <i>Motivation and Interest (Benchmark 2017: 97.1% combined)</i> <i>Student Safety-Advocate as School (Benchmark: 2017: 86.9% combined)</i> <i>Student Safety-Managing Bullying (Benchmark 2017: 95.9% combined)</i> <i>Student Safety-Respect for Diversity (Benchmark 2017: 98.7% combined)</i>

		<p>Increase Staff Survey Staff Safety and Wellbeing: <i>Build resilience and a resilient supportive environment</i> Benchmark: 2018 49.3%</p>
<p>To develop education provision partnerships with a range of</p>	<p>No</p>	<p>Increase the percent endorsement for Staff Survey School Climate: <i>Parent and Community Involvement</i> Benchmark 2018: 60.2% (Principal/Teacher) Target 2018: at least 60.2% (Principal/Teacher)</p> <p>Increase the percent endorsement for Staff Survey-School Leadership: <i>Parent and Community Involvement, Engagement and Outreach</i></p>

education and health/wellbeing providers and/or agencies.		Benchmark 2018: 82.2%
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Goal 1	To improve student achievement throughout the college, with a particular emphasis on unit completion and value added outcomes
12 Month Target 1.1	<p>VCE Data Service</p> <p>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)</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)</p> <p>School Staff Survey Increase the percent endorsements for: School Climate: Collective efficacy Benchmark 2014: 48% (Principal/Teacher) Target 2019: at least the 67th percentile (Principal/Teacher)</p> <p>School Climate: Collective focus on Student Learning Benchmark 2014: 67% (Principal/Teacher) Target 2019: at least the 67th percentile (Principal/Teacher)</p> <p>Professional Learning: Renewal of Knowledge and Skills Benchmark 2014: 52% (Principal/Teacher)</p>

	<p>Target 2019: at least the 67th percentile (Principal/Teacher)</p> <p>Professional Learning: Applicability of PL Benchmark 2014: 52% (Parent/Teacher) Target 2019: at least the 67th percentile (Principal/Teacher)</p> <p>Professional Learning: Active Participation Benchmark 2014: 37% (Principal/Teacher) Target 2019: at least the 67th percentile (Principal/Teacher)</p>	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Building practice excellence	Build staff capacity to create, promote and engage students and community in a learning environment that seeks continuous improvement.	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>As we are conducting our review in term 1 2019, this goal has carried over from the 2014-18 School Strategic Plan. It is anticipated that this goal or one similar, will be included in the new SSP. We have assessed the FISO Dimension-Building practice excellence as Embedding. To move towards Excelling we need to</p> <p>*improve the systematic collection, analysis and evaluation of teaching practices and student achievement data</p> <p>*integrate student learning data with teacher professional development and strategic planning. This will involve the alignment of teachers' individual learning needs with school priorities, goals for student learning and AIPs.</p>	
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: 2018 72%</p> <p>Decrease Student Absences at both Years 11 and 12 to at least the State mean. Benchmark: 2017 Year 11 19.26 days and Year 12 18.90 days</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%</p>	

	<p>Increase the Student Attitudes to School Survey Factor Mean scores for Motivation and Interest and Sense of Connectedness. Benchmarks: 2017 Motivation and Interest 97.1% and Sense of Connectedness 91.3% (combined Year 11 and 12)</p> <p>Increase the percent endorsement for Staff Survey School Climate: Collective focus on Student Learning Benchmark 2017: 81.1% (Principal/Teacher) Target 2019: at least 81.1% (Principal/Teacher)</p> <p>Increase the Staff Survey percent endorsement (Principal/Teacher) for Parent and Community Involvement, Engagement and Outreach Benchmark 2018: 82.2%</p>	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Setting expectations and promoting inclusion	Develop and strengthen past and present student engagement with the Swinburne Senior Secondary College 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.	<p>As we are conducting our review in term 1 2019, this goal has carried over from the 2014-18 School Strategic Plan. It is anticipated that this goal or one similar, will be included in the new SSP. We have assessed the FISO Dimension-Intellectual engagement and self-awareness as Evolving moving towards Embedding. To do this we need :</p> <ul style="list-style-type: none"> *Teachers to give students a choice of learning activities based on agreed goals *Teachers to encourage students to reflect critically on the strategies they have used to complete the task and to articulate which learning strategies are most effective for them *Teachers to support students to actively engage with their learning goals, to plan, monitor and evaluate their own learning *Students to trial different strategies to enhance their thinking and learning 	
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:</p> <p>Sense of Confidence (Benchmark 2017: 62.1% combined) Resilience (Benchmark 2017: 62.1% combined) Motivation and Interest (Benchmark 2017: 97.1% combined)</p>	

	<p>Student Safety-Advocate as School (Benchmark: 2017: 86.9% combined) Student Safety-Managing Bullying (Benchmark 2017: 95.9% combined) Student Safety-Respect for Diversity (Benchmark 2017: 98.7% combined)</p> <p>Increase Staff Survey Staff Safety and Wellbeing: Build resilience and a resilient supportive environment Benchmark: 2018 49.3%</p>	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Setting expectations and promoting inclusion	Build student capacity and resilience through a range of proactive, targeted Wellbeing and Social Emotional Learning programs.	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>As we are conducting our review in term 1 2019, this goal has carried over from the 2014-18 School Strategic Plan. It is anticipated that this goal or one similar, will be included in the new SSP. We have assessed the FISO Dimension-Health and wellbeing as Embedding moving towards Excelling. To do this we need :</p> <p>*To demonstrate a whole-school approach to addressing student physical health. This will be reflected in the curriculum plan, programs, facilities and interactions between students and staff</p> <p>*The school to actively engage with community health organisations and specialists in planning and delivering the physical health curriculum and supporting individual student's needs</p>	

Define Actions, Outcomes and Activities

Goal 1	To improve student achievement throughout the college, with a particular emphasis on unit completion and value added outcomes
12 Month Target 1.1	<p>VCE Data Service</p> <p>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)</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)</p> <p>School Staff Survey Increase the percent endorsements for: School Climate: Collective efficacy Benchmark 2014: 48% (Principal/Teacher) Target 2019: at least the 67th percentile (Principal/Teacher)</p> <p>School Climate: Collective focus on Student Learning Benchmark 2014: 67% (Principal/Teacher) Target 2019: at least the 67th percentile (Principal/Teacher)</p> <p>Professional Learning: Renewal of Knowledge and Skills Benchmark 2014: 52% (Principal/Teacher) Target 2019: at least the 67th percentile (Principal/Teacher)</p> <p>Professional Learning: Applicability of PL Benchmark 2014: 52% (Parent/Teacher) Target 2019: at least the 67th percentile (Principal/Teacher)</p> <p>Professional Learning: Active Participation Benchmark 2014: 37% (Principal/Teacher) Target 2019: at least the 67th percentile (Principal/Teacher)</p>

KIS 1 Building practice excellence	Build staff capacity to create, promote and engage students and community in a learning environment that seeks continuous improvement.
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 include Learning Specialists to be used strategically with individuals and small groups.</p>
Outcomes	<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 Leaders, including Learning Specialists, collaborate with teachers to develop resources, including targeted professional development. Engage with teachers regarding the development, monitoring and assessment of PDPs and provide strategic advice to improve teachers' capacity.</p>
Success Indicators	<p>Meet all of the one year targets listed above.</p> <p>Increased frequency of classroom observations for every teacher. Improved attendance for all students, especially in semester two.</p> <p>Improved visibility of Learning Specialists through their work with individuals and small groups of teachers.</p>

Activities and Milestones	Who	Is this a PL 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 in a timely manner. PDPs successfully managed.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) 	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$30,000.00 <input type="checkbox"/> Equity funding will be used
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: 2018 72%</p> <p>Decrease Student Absences at both Years 11 and 12 to at least the State mean. Benchmark: 2017 Year 11 19.26 days and Year 12 18.90 days</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%</p> <p>Increase the Student Attitudes to School Survey Factor Mean scores for Motivation and Interest and Sense of Connectedness. Benchmarks: 2017 Motivation and Interest 97.1% and Sense of Connectedness 91.3% (combined Year 11 and 12)</p> <p>Increase the percent endorsement for Staff Survey School Climate: Collective focus on Student Learning Benchmark 2017: 81.1% (Principal/Teacher) Target 2019: at least 81.1% (Principal/Teacher)</p> <p>Increase the Staff Survey percent endorsement (Principal/Teacher) for Parent and Community Involvement, Engagement and Outreach Benchmark 2018: 82.2%</p>			

KIS 1 Setting expectations and promoting inclusion	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 and invite alumni to participate in targeted school events. This will lead to the establishment of an Alumni Association.</p>
Outcomes	<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. Greater sense of connection to the college through increased activation of student voice. Improved connection with the college through the promotion of an Alumni Association.</p> <p>TEACHERS Consistency of approach to the delivery of a high quality mentor program. Increased understanding of the power of student activation through student voice. Increased connection with the broader school community including our 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. Develop the role of the newly established Student Inclusion Manager and provide enhanced support for the SRC Manager (Student Voice).</p>
Success Indicators	<p>Meet all of the one year targets listed above. Establish a database of alumni. Invite selected alumni to specific school events e.g. Work Ready Week.</p>

Activities and Milestones	Who	Is this a PL Priority	When	Budget
The SRC develops a calendar of special events for the year and assumes the responsibility for their implementation.	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	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.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
The Swinburne Senior Alumni database is established. Exploration of developing an Alumni Association is undertaken. Alumni invited to targeted school events.	<input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00 <input type="checkbox"/> Equity funding will be used
Establishment of Student Inclusion Manager	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$7,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Goal 3	To improve the support for the health, welfare and wellbeing needs of students.			
12 Month Target 3.1	Increase the Student Attitudes to School Survey Factor Mean score for: Sense of Confidence (Benchmark 2017: 62.1% combined) Resilience (Benchmark 2017: 62.1% combined) Motivation and Interest (Benchmark 2017: 97.1% combined) Student Safety-Advocate as School (Benchmark: 2017: 86.9% combined) Student Safety-Managing Bullying (Benchmark 2017: 95.9% combined) Student Safety-Respect for Diversity (Benchmark 2017: 98.7% combined)			

	Increase Staff Survey Staff Safety and Wellbeing: Build resilience and a resilient supportive environment Benchmark: 2018 49.3%
KIS 1 Setting expectations and promoting inclusion	Build student capacity and resilience through a range of proactive, targeted Wellbeing and Social Emotional Learning programs.
Actions	<p>The Wellbeing team will liaise with teachers, students, parents and external agencies to provide responsive and targeted wellbeing and social emotional learning programs.</p> <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>
Outcomes	<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>
Success Indicators	<p>Meet all of the one year targets listed above.</p> <p>Specific programs to support the health and wellbeing of students established. This will include rolling out the Berry Street Educational Model for student engagement and management.</p>

Activities and Milestones	Who	Is this a PL Priority	When	Budget
<p>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.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Wellbeing Team 	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used
<p>Embed Mentor Meetup in the school calendar of events in term one. 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.</p> <p>Data will be collected, from the Mentor Meetup, and shared with relevant school personnel so that appropriate support strategies are developed.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Year Level Co-ordinator(s) 	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$1,000.00 <input checked="" type="checkbox"/> Equity funding will be used
<p>Train staff in the Berry Street Education Model and then use a train the trainer model to roll out within the school.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Wellbeing Team 	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used

Equity Funding Planner

Equity Spending Totals

Category	Total proposed budget (\$)	Spend (\$)
Equity funding associated with Activities and Milestones	\$18,000.00	\$18,000.00
Additional Equity funding	\$0.00	\$0.00
Grand Total	\$18,000.00	\$18,000.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Establishment of Student Inclusion Manager	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources	\$7,000.00	\$7,000.00
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.	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)	\$5,000.00	\$5,000.00
Embed Mentor Meetup in the school calendar of events in term one. 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	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Support services	\$1,000.00	\$1,000.00

shared with relevant school personnel so that appropriate support strategies are developed.				
Train staff in the Berry Street Education Model and then use a train the trainer model to roll out within the school.	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> CRT	\$5,000.00	\$5,000.00
Totals			\$18,000.00	\$18,000.00

Additional Equity spend

Outline here any additional Equity spend for 2019	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Totals			\$0.00	\$0.00

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
<p>Action Research Teams established.</p> <p>Compass School Manager used to communicate curriculum, assessment and wellbeing matters to designated members of the school community.</p> <p>A plan for classroom observations is established.</p> <p>Classroom observations undertaken with all teachers.</p> <p>Targeted resources, including professional development, provided in a timely manner.</p> <p>PDPs successfully managed.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) 	<p>from: Term 1</p> <p>to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Individualised Reflection 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site
<p>Relevant data collected and analysed to inform the development of the wellbeing and social emotional learning programs.</p> <p>Wellbeing and social emotional learning programs established.</p> <p>Analysis of the success of the programs.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Wellbeing Team 	<p>from: Term 1</p> <p>to: Term 2</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Internal staff 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site
<p>Train staff in the Berry Street Education Model and then</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Wellbeing Team 	<p>from: Term 1</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Professional Practice Day 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Off-site

use a train the trainer model to roll out within the school.		to: Term 2	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	Berry Street Educational Model consultants and facilitators.	Berry Street Consultants
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