2020 Annual Implementation Plan

for improving student outcomes

Swinburne Senior Secondary College (7366)

Submitted for review by Michael O'Brien (School Principal) on 09 December, 2019 at 04:30 PM
Endorsed by Irene Harding (Senior Education Improvement Leader) on 18 December, 2019 at 09:09 AM
Endorsed by Craig Hickman (School Council President) on 18 December, 2019 at 03:46 PM

Self-evaluation Summary - 2020

	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 moving towards Excelling
	Curriculum planning and assessment	Embedding
	Evidence-based high-impact teaching strategies	Evolving moving towards Embedding
	Evaluating impact on learning	Embedding

Professional leadership	Building leadership teams	Evolving moving towards Embedding
	Instructional and shared leadership	Embedding
	Strategic resource management	Embedding
	Vision, values and culture	Embedding moving towards Excelling

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	Embedding moving towards Excelling
	Intellectual engagement and self-awareness	Evolving moving towards Embedding

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

Enter your reflective comments	The College undertook its School Review in Term 1 2019.
	School Culture
	The Panel found that a key school highlight was the school culture, which was inclusive, supportive and maximised students' academic achievement. This was evidence by:
	• The calm and orderly learning environment, and the culture of inclusivity, which was evident during review fieldwork, including observations and focus groups with students.
	• On enrolment, and throughout students' initial transition to the College, a range of processes was in place to ensure students were supported with a comprehensive induction.
	• A range of wellbeing supports was available and the Panel found that it was widely accessed and valued.
	• Strong relationships between teachers and students was noted by the Panel as evident during observations and discussions with school leaders, teachers and students.
	• Mentor groups were a feature of the school calendar and were noted particularly by the Year 11 students as supporting them to transition to the College quickly, and for them to achieve their best academically.

	Wholistic approach to supporting student learning The Panel found that a key school highlight was a wholistic approach to supporting student learning, evidenced by: • Student focus groups, where students articulated that the College was supporting them both academically as well as supporting them emotionally, where required. This was a consensus articulated at both focus groups with students from Year 11 and Year 12. • Classroom observations illustrated that there was an academic focus during lessons, with students explaining during fieldwork discussions that disruption and distractions to learning were not tolerated. • Students were observed studying independently and in groups in break-out spaces and in the school library during the review fieldwork. • Visible displays at the College promoted inclusivity and identified where supports were available and how they could be accessed.
Considerations for 2020	The FISO dimensions that have been identified as a focus throughout the next School Strategic Plan 2019-22 are: Excellence in teaching and learning - Building practice excellence - Evidence based high-impact teaching strategies Professional leadership - Vision, values and culture Positive climate for learning - Empowering students and building school pride - Setting expectations and promoting inclusion - Health and wellbeing - Intellectual engagement and self-awareness
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	Improve student learning outcomes.
Target 1.1	**VASS VCE Data Service** For 60 per cent of students in each class in all VCE studies to achieve at or above their predicted result (as measured by VASS VCE Data Service Report 17) by 2022.
Target 1.2	**School Information Portal - Achievement - Senior Secondary Education Summary Yearly Comparison** Achieve completion rates of 98 per cent or higher in VCE and VCAL each year. Benchmark 2018: VCE 97%, VCAL Senior 92%
Target 1.3	**School Information Portal - Engagement and Wellbeing - Exit Destination of Students in Year 12 Trend Analysis** Exit Destination rate for students who left at the end of Year 12, into continuing education and training, to be at least 75% each year. Benchmark 2018: 73%
Target 1.4	**Staff Opinion Survey** *Teacher Collaboration* (Percent Endorsement Prin/Teach) to be at least 80% by 2022. Benchmark 2018: 71%
Key Improvement Strategy 1.a	Build teacher capacity to implement a range of high-impact teaching strategies.

Evidence-based high-impact teaching strategies	
Key Improvement Strategy 1.b Building practice excellence	Implement and evaluate a consistent approach to instructional practice.
Key Improvement Strategy 1.c Building practice excellence	Develop and implement professional learning opportunities that are collaborative and involve reflection and feedback.
Goal 2	Promote student engagement in learning.
Target 2.1	**Attitudes to School - Summary Report (Factor Percentiles relative to all Victorian Secondary Schools)** *High Expectations for Success* to be at least 85% by 2022. Benchmark 2018: 62% *Sense of Confidence* to be at least 75% by 2022. Benchmark 2018: 52% *Student Voice and Agency* to be at least 95% by 2022. Benchmark 2018: 93%
Target 2.2	**School Information Portal - Engagement and Wellbeing** *Student Absences*, per Full Time Equivalent student, to be no more than 15 days at Year 11 and Year 12 by 2022. Benchmark 2018: Year 11 25 days, Year 12 19 days.
Target 2.3	**School Information Portal - Engagement and Wellbeing** *Year 11 to Year 12 Real Retention* to be at least 80% by 2022. Benchmark 2018: 72%

Key Improvement Strategy 2.a Setting expectations and promoting inclusion	Strengthen the culture of high expectations for all students, parents and staff.
Key Improvement Strategy 2.b Intellectual engagement and self-awareness	Enhance the approaches to induction for all members of the school community, so that they are ongoing and sustainable.
Key Improvement Strategy 2.c Empowering students and building school pride	Empower student voice and agency to enhance student engagement.
Goal 3	Enhance student wellbeing to empower all students.
Target 3.1	**Attitudes to School - Summary Report (Factor Percentiles relative to all Victorian Secondary Schools)** *Advocate at school* to be at least 80% by 2022. Benchmark 2018: 70% *Sense of connectedness* to be at least 95% by 2022. Benchmark 2018: 93% *Self-regulation and goal setting* to be at least 75% by 2022. Benchmark 2018: 58% *Resilience* to be at least 70% by 2022. Benchmark 2018: 46%
Target 3.2	**Staff Opinion Survey (Percent Endorsement Prin/Teach)** *Collective Efficacy* to be at least 75% by 2022. Benchmark 2018: 51%
Target 3.3	**Panorama Supplementary School Level Report**

	The percentage of students with 20 or more days of absence to be at or below 22% by 2022. Benchmark 2018: 31%
Key Improvement Strategy 3.a Health and wellbeing	Enhance the whole school approach to pastoral care and advocacy to support student wellbeing and connectedness.
Key Improvement Strategy 3.b Health and wellbeing	Establish, implement and evaluate a whole school approach to the health and wellbeing of all members of the school community.
Key Improvement Strategy 3.c Vision, values and culture	Develop and nurture the College culture, vision and values.

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.
Improve student learning outcomes.	Yes	**VASS VCE Data Service** For 60 per cent of students in each class in all VCE studies to achieve at or above their predicted result (as measured by VASS VCE Data Service Report 17) by 2022.	VASS VCE Data Service For 50 per cent of students in each class in all VCE studies to achieve at or above their predicted result (as measured by VASS VCE Data Service Report 17) by 2022.
		School Information Portal - Achievement - Senior Secondary Education Summary Yearly Comparison Achieve completion rates of 98 per cent or higher in VCE and VCAL each year. Benchmark 2018: VCE 97%, VCAL Senior 92%	School Information Portal - Achievement - Senior Secondary Education Summary Yearly Comparison Achieve completion rates of 98 per cent or higher in VCE and VCAL each year. Benchmark 2018: VCE 97%, VCAL Senior 92%
		School Information Portal - Engagement and Wellbeing - Exit Destination of Students in Year 12 Trend Analysis Exit Destination rate for students who left at the end of Year 12, into continuing education and training, to be at least 75% each year. Benchmark 2018: 73%	School Information Portal - Engagement and Wellbeing - Exit Destination of Students in Year 12 Trend Analysis Exit Destination rate for students who left at the end of Year 12, into continuing education and training, to be at least 75% each year. Benchmark 2018: 73%

		Staff Opinion Survey	Staff Opinion Survey
		Teacher Collaboration (Percent Endorsement Prin/Teach) to be at least 80% by 2022. Benchmark 2018: 71%	Teacher Collaboration (Percent Endorsement Prin/Teach) to be at least 75% Benchmark 2018: 71%
Promote student engagement in learning.	Yes	**Attitudes to School - Summary Report (Factor Percentiles relative to all Victorian Secondary Schools)** *High Expectations for Success* to be at least 85% by 2022. Benchmark 2018: 62% *Sense of Confidence* to be at least 75% by 2022. Benchmark 2018: 52% *Student Voice and Agency* to be at least 95% by 2022. Benchmark 2018: 93%	Attitudes to School - Summary Report (Factor Percentiles relative to all Victorian Secondary Schools) High Expectations for Success to be at least 65% Benchmark 2018: 62% Sense of Confidence to be at least 55% Benchmark 2018: 52% Student Voice and Agency to be at least 95% Benchmark 2018: 93%
		School Information Portal - Engagement and Wellbeing *Student Absences*, per Full Time Equivalent student, to be no more than 15 days at Year 11 and Year 12 by 2022. Benchmark 2018: Year 11 25 days, Year 12 19 days.	School Information Portal - Engagement and Wellbeing Student Absences, per Full-Time Equivalent student, to be no more than 20 days at Year 11 and 15 days Year 12. Benchmark 2018: Year 11 25 days, Year 12 19 days.
		School Information Portal - Engagement and Wellbeing *Year 11 to Year 12 Real Retention* to be at least 80% by 2022. Benchmark 2018: 72%	School Information Portal - Engagement and Wellbeing Year 11 to Year 12 Real Retention to be at least 75% Benchmark 2018: 72%

Enhance student wellbeing to empower all students.	Yes	**Attitudes to School - Summary Report (Factor Percentiles relative to all Victorian Secondary Schools)** *Advocate at school* to be at least 80% by 2022. Benchmark 2018: 70% *Sense of connectedness* to be at least 95% by 2022. Benchmark 2018: 93% *Self-regulation and goal setting* to be at least 75% by 2022. Benchmark 2018: 58% *Resilience* to be at least 70% by 2022. Benchmark 2018: 46%	Attitudes to School - Summary Report (Factor Percentiles relative to all Victorian Secondary Schools) Advocate at school to be at least 75% Benchmark 2018: 70% Sense of connectedness to be at least 95% Benchmark 2018: 93% Self-regulation and goal setting to be at least 63% Benchmark 2018: 58% Resilience to be at least 55% Benchmark 2018: 46%
		Staff Opinion Survey (Percent Endorsement Prin/Teach) *Collective Efficacy* to be at least 75% by 2022. Benchmark 2018: 51%	Staff Opinion Survey (Percent Endorsement Prin/Teach) Collective Efficacy to be at least 55% Benchmark 2018: 51%
		Panorama Supplementary School Level Report The percentage of students with 20 or more days of absence to be at or below 22% by 2022. Benchmark 2018: 31%	Panorama Supplementary School Level Report The percentage of students with 20 or more days of absence to be at or below 25% Benchmark 2018: 31%

Goal 1	Improve student learning outcomes.

12 Month Target 1.1	VASS VCE Data Service For 50 per cent of students in each class in all VCE studies to achieve at or above their predicted result (as measured by VASS VCE Data Service Report 17) by 2022.	
12 Month Target 1.2	School Information Portal - Achievement - Senior Secondary Education Summary Yearly Comparison Achieve completion rates of 98 per cent or higher in VCE and VCAL each year. Benchmark 2018: VCE 97%, VCAL Senior 92%	
12 Month Target 1.3	School Information Portal - Engagement and Wellbeing - Exit Destination of Students in Year 12 Trend Analysis Exit Destination rate for students who left at the end of Year 12, into continuing education and training, to be at least 75% each year. Benchmark 2018: 73%	
12 Month Target 1.4	Staff Opinion Survey Teacher Collaboration (Percent Endorsement Prin/Teach) to be at least 75% Benchmark 2018: 71%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Evidence-based high-impact teaching strategies	Build teacher capacity to implement a range of high-impact teaching strategies.	Yes
KIS 2 Building practice excellence	Implement and evaluate a consistent approach to instructional practice.	Yes
KIS 3 Building practice excellence	Develop and implement professional learning opportunities that are collaborative and involve reflection and feedback.	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.	The School Review Panel (Term 1 2019) agreed that the data considered at Validation Day had potential for further improvement, and in particular outcomes in the VCE against predicted results, completion rates at both VCE and VCAL and improved percentages of positive exit destinations. We have assessed the FISO Dimensions-Building practice excellence as Embedding and Evidence-based high-impact teaching strategies as Evolving. To move to the next level for these dimensions we need to: Building practice excellence *improve the systematic collection, analysis and evaluation of teaching practices and student achievement data *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. Evidence-based high-impact teaching strategies *Establish the DET's Pedagogical Model as that followed by all teachers *Ensure that the College's Leadership Team allocates sufficient time and resources to support teachers in implementing consistent strategies across the college *Teachers evaluate the impact of their teaching by analysing data, are open to having their teaching reviewed and are welcoming and responsive to thoughtful and constructive feedback.
Goal 2	Promote student engagement in learning.
12 Month Target 2.1	Attitudes to School - Summary Report (Factor Percentiles relative to all Victorian Secondary Schools) High Expectations for Success to be at least 65% Benchmark 2018: 62% Sense of Confidence to be at least 55% Benchmark 2018: 52% Student Voice and Agency to be at least 95% Benchmark 2018: 93%
12 Month Target 2.2	School Information Portal - Engagement and Wellbeing Student Absences, per Full-Time Equivalent student, to be no more than 20 days at Year 11 and 15 days Year 12. Benchmark 2018: Year 11 25 days, Year 12 19 days.
12 Month Target 2.3	School Information Portal - Engagement and Wellbeing Year 11 to Year 12 Real Retention to be at least 75% Benchmark 2018: 72%

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Setting expectations and promoting inclusion	Strengthen the culture of high expectations for all students, parents and staff.	Yes
KIS 2 Intellectual engagement and self-awareness	Enhance the approaches to induction for all members of the school community, so that they are ongoing and sustainable.	No
KIS 3 Empowering students and building school pride	Empower student voice and agency to enhance student engagement.	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.	The School Review Panel (Term 1 2019) highlighted that student engagement improvement could be achieved to support student outcomes. The Panel indicated that a focus on student absence rates, real retention and student attitudes to school data would support this improvement. We have assessed the FISO Dimensions-Setting expectations and promoting inclusion as Embedding, Health and wellbeing as Embedding and Intellectual engagement and self-awareness as Evolving. To move to the next level for these dimensions we need: Setting expectations and promoting inclusion *To gain whole school community commitment to the College's vision, values and high expectations supporting a learning environment that maximises success for all students *Students to set aspirational learning goals and monitor and evaluate their progress independently Health and wellbeing *The College to demonstrate a whole-school approach to addressing student physical health. This would be reflected in the curriculum plan, programs, facilities and interactions between students and staff *The College to actively engage with community health organisations and specialists in planning an delivering the physical health curriculum and supporting individual student's needs Intellectual engagement and self-awareness *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	Enhance student wellbeing to empower all students.
12 Month Target 3.1	Attitudes to School - Summary Report (Factor Percentiles relative to all Victorian Secondary Schools) Advocate at school to be at least 75% Benchmark 2018: 70% Sense of connectedness to be at least 95% Benchmark 2018: 93% Self-regulation and goal setting to be at least 63% Benchmark 2018: 58% Resilience to be at least 55% Benchmark 2018: 46%
12 Month Target 3.2	Staff Opinion Survey (Percent Endorsement Prin/Teach) Collective Efficacy to be at least 55% Benchmark 2018: 51%
12 Month Target 3.3	Panorama Supplementary School Level Report The percentage of students with 20 or more days of absence to be at or below 25% Benchmark 2018: 31%

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Health and wellbeing	Enhance the whole school approach to pastoral care and advocacy to support student wellbeing and connectedness.	Yes

KIS 2 Health and wellbeing	Establish, implement and evaluate a whole school approach to the health and wellbeing of all members of the school community.	Yes
KIS 3 Vision, values and culture	Develop and nurture the College culture, vision and values.	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.	The final improvement area developed by the School Review Panel (Term 1 2019) was a focus on student wellbeing, and empowering students to achieve their best learning outcomes. The Panel agreed that this focus would be supported by re-developing and nurturing the College's culture, vision and values. We have assessed the FISO Dimensions-Health and wellbeing as Embedding and Vision, values and culture as Embedding. To move to the next level for these dimensions we need: Health and wellbeing *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 *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. Vision, values and culture *The College's values to be strongly embedded in everyday practices of the school *Explicit targets in student outcomes to focus the whole-school's attention on core learning priorities *Leaders, staff and students to co-design clear, short and long term goals for the AIP, aligned to the vision, values and culture of the school.

Define Actions, Outcomes and Activities

Goal 1	Improve student learning outcomes.
12 Month Target 1.1	VASS VCE Data Service For 50 per cent of students in each class in all VCE studies to achieve at or above their predicted result (as measured by VASS VCE Data Service Report 17) by 2022.
12 Month Target 1.2	School Information Portal - Achievement - Senior Secondary Education Summary Yearly Comparison Achieve completion rates of 98 per cent or higher in VCE and VCAL each year. Benchmark 2018: VCE 97%, VCAL Senior 92%
12 Month Target 1.3	School Information Portal - Engagement and Wellbeing - Exit Destination of Students in Year 12 Trend Analysis Exit Destination rate for students who left at the end of Year 12, into continuing education and training, to be at least 75% each year. Benchmark 2018: 73%
12 Month Target 1.4	Staff Opinion Survey Teacher Collaboration (Percent Endorsement Prin/Teach) to be at least 75% Benchmark 2018: 71%
KIS 1 Evidence-based high-impact teaching strategies	Build teacher capacity to implement a range of high-impact teaching strategies.
Actions	Further develop Action Research Teams (ART) with each formed in response to analysis and reflection of relevant student achievement, engagement and well-being data. In 2020 each team will focus on a High Impact Teaching Strategy (HITS) that will be determined early in Term 1 through a consultative process with staff. Teams will be established through staff consensus and each teacher will belong to a team of their choice. A schedule of classroom observations in Terms Two and Three between teachers within each of the Action Research Teams will be followed. This, in conjunction with observations made by Learning Specialists and PDP reviewers, will be used strategically with individuals and small groups. Each ART group will present to the whole staff during the end of year professional learning season with an aim to follow up these projects in 2021. Research from the 2020 teams can inform the future development and implementation of ART groups.

Outcomes	Teachers:
	The proposed strategy will enable teachers to improve their ability and capacity to:
	- link multiple exposures to the learning goals
	- plan units of work that clearly identify new knowledge and skills that will benefit from multiple exposures
	- use a variety of learning and assessment tasks that vary students' interactions with the knowledge and/or skills, and support transfer of learning
	- target questions, or responses to answers, in ways that acknowledge individual needs and potential contributions
	- ask questions that probe student thinking and prompt them to justify their responses
	- provide students with specific strategies to set goals, and monitor and evaluate their learning progress
	- use a variety of learning and assessment strategies to scaffold and personalise the learning process
	- set high expectations for all students
	- rely on formative assessment to monitor student learning progress toward and beyond learning goals
	
	Students will:
	- Benefit from the improvement in teachers' classroom strategies as a result of the proposed actions
	- Develop strategies to set learning goals, and monitor and evaluate their progress
	- Be able to work at the appropriate level and pace through the use of open-ended tasks
	- Benefit from a more personalised and differentiated approach from their teachers
	- Develop into more autonomous, independent and self motivated learners.
	
	Leaders:
	- the leadership team, including our Learning Specialists, will continue to build a culture that supports high quality teaching across the College. The team will
	  further their work with teachers to assist them to evaluate the effectiveness of HITS to develop their pedagogy and plan for further improvement. This will be evidenced through increased observations, successful
	  presentation and analysis of targeted interventions and strategies.

Success Indicators	12 month targets, 1.1 to 1.4 achieved. Increased frequency of classroom observations for every teacher. Improved attendance for all students, especially in Semester Two. Improved visibility of Learning Specialists through their work with individuals and small groups of teachers.

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Action Research Teams established and meet regularly throughout each term. Presentations at the end of the year Professional Learning Season. A plan for classroom observations is established and classroom observations undertaken by all teachers. Targeted resources, including professional development, provided in a timely manner. PDPs successfully managed.	☑ Leadership Team ☑ Leading Teacher(s) ☑ Learning Specialist(s)	☑ PLP Priority	from: Term 1 to: Term 4	$1,000.00 ☐ Equity funding will be used

KIS 2 Building practice excellence	Implement and evaluate a consistent approach to instructional practice.
Actions	Teachers will continue to explore DET's Victorian Teaching and Learning Model (VTLM) through a series of workshops during the year. There will be a specific focus to gain understanding of the links between FISO dimensions, the Practice Principles, the Pedagogical Model and HITS. Resources will be developed to support teachers to implement consistent teaching strategies, based on HITS, across Year 11 and 12. Through these workshops, individual teachers and teams will further develop their skills to critically evaluate their practice in a culture of trust and with a strong sense of collective efficacy - a belief that teachers are jointly responsible for ensuring the success of all students. Classroom observations will incorporate feedback regarding the use of the VTLM against the respective Continua of Practice to establish individual benchmarks. Individual staff PDP reviews will also contribute to the feedback process.

Outcomes	Teachers:
	- will demonstrate the confidence and skills to engage in conversations about quality teaching evidenced through observation/presentation notes including data
	  analyses
	- will continue to question their impact through analysing data, having their own teaching reviewed and welcoming and responding to constructive feedback
	  evidenced in the successful management of the PDP process and
	  increased observations.

	Leaders:
	- the leadership team, including our Learning Specialists, will continue to build a culture that supports high quality teaching across the College. The team will further their work with teachers to assist them to evaluate the effectiveness of HITS to develop their pedagogy and plan for further improvement. This will be evidenced through increased observations, successful presentation and analysis of targeted interventions and strategies. Students: - as a consequence of the actions undertaken, students will benefit from the improvement in teachers' classroom strategies and will be evidenced in a range of data sets, including results, attendance and destination data.
Success Indicators	12 month targets, 1.1 to 1.4 achieved. Workshops throughout the year completed. Benchmarks for the Pedagogical Model using the respective Continua of Practice established for individual teachers and reviewed annually. Classroom observations include a judgement of where individual teachers lie on the Continua of Practice.

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Pedagogical Model workshops completed.	☑ All Staff	☑ PLP Priority	from: Term 1 to: Term 4	$1,000.00 ☐ Equity funding will be used
Pedagogical Model Continua of Practice determinations revised by individual teachers.	☑ All Staff	☑ PLP Priority	from: Term 4 to: Term 4	$0.00 ☐ Equity funding will be used

Classroom observations incorporate a judgement of where in the individual teacher lie on the Pedagogical Model Continua of Practice.	☑ All Staff ☑ Leading Teacher(s) ☑ Learning Specialist(s)	☑ PLP Priority	from: Term 1 to: Term 4	$1,000.00 ☐ Equity funding will be used

KIS 3 Building practice excellence	Develop and implement professional learning opportunities that are collaborative and involve reflection and feedback.
Actions	Continuous reporting systems and processes will be further developed for VCE Unit 1 and 2 studies. Teachers will work collaboratively to develop consistent feedback for students on SACs using the Compass Learning Tasks module. This will be evaluated and reviewed at the end of 2020 with a view to implement at the whole school level in 2021.
Outcomes	Refer to KIS 1 Outcomes. Leaders (refer to KIS 2 Outcomes): - will use their developing expertise to guide instructional practice at the College. They will prioritise evidence-based, high impact strategies and support all teachers to use them consistently - will develop Communities of Practice with Riversdale Inner East Network schools Teachers: - will continue to develop confidence in school leaders as instructional experts who use their pedagogical knowledge and skills to coach and develop others - will work in teams that are dedicated to challenging and improving each other's practice - seek feedback routinely from students to inform school improvement - actively participate in collaborative professional learning which is used to build collective responsibility for improving student outcomes - will contribute to improving College processes to monitor and minimise the risk of student disengagement. Students: - will benefit from a consistent approach to teachers providing feedback through the Compass Learning Tasks module. Parents: - will benefit from having a consistent level of feedback being reported on a regular basis - will have access to feedback from teachers that will enable them to have productive dialogue with their child regarding their school

	work.
Success Indicators	12 month targets 1.1 to 1.4 achieved. Participation in professional learning opportunities through Communities of Practice with the Riversdale Inner East Network schools. "Continuous Reporting" via Compass School Manager is developed with all VCE Unit 1 and 2 studies. Parent, student and teacher feedback is sought regarding the impact of "Continuous Reporting" on the student's progress. Questions will explore the impact of all stakeholders' involvement in the students' education through this reporting process.

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Leaders and key members of staff will engage in Communities of Practice with Riversdale Inner East Network schools.	☑ Leadership Team	☐ PLP Priority	from: Term 1 to: Term 4	$1,000.00 ☑ Equity funding will be used
"Continuous Reporting" via Compass School Manager is developed with all VCE Unit 1 and 2 studies.	☑ KLA Leader ☑ Leadership Team ☑ Learning Specialist(s)	☑ PLP Priority	from: Term 1 to: Term 4	$3,000.00 ☑ Equity funding will be used

Goal 2	Promote student engagement in learning.
12 Month Target 2.1	Attitudes to School - Summary Report (Factor Percentiles relative to all Victorian Secondary Schools) High Expectations for Success to be at least 65% Benchmark 2018: 62% Sense of Confidence to be at least 55% Benchmark 2018: 52% Student Voice and Agency to be at least 95% Benchmark 2018: 93%

12 Month Target 2.2	School Information Portal - Engagement and Wellbeing
	Student Absences, per Full-Time Equivalent student, to be no more than 20 days at Year 11 and 15 days Year 12. Benchmark 2018: Year 11 25 days, Year 12 19 days.
12 Month Target 2.3	School Information Portal - Engagement and Wellbeing
	Year 11 to Year 12 Real Retention to be at least 75% Benchmark 2018: 72%
KIS 1 Setting expectations and promoting inclusion	Strengthen the culture of high expectations for all students, parents and staff.
Actions	Opportunities are sought to integrate the College into the broader community. In the first instance this will involve creating a range of opportunities for parents/carers to learn more about the senior education certificates on offer at the College in the form of workshops and forums. Learning Specialists investigate growth mindset becoming embedded in each classroom and building a common language that staff routinely use. Student success expectations focus more on Effort than Outcome. Using a case management approach (such as support meetings, enrolment interviews, Meet the Mentor, etc.), teachers and leaders will consult with parents/carers and students to develop guidelines and expectations around learning and work habits to plan support for individual needs. Promote extension opportunities in the broader community and celebrate success through performance nights and showcase concerts (e.g. Variety show, Celebration Day assembly, music nights, school play, drama nights etc.), inter-school competitions (e.g. debating, public speaking competitions, MUNA) and other student opportunities. Publicise these through social media, school publications (newsletter, magazine), staff briefings and assemblies. Through focus groups in the Mentor program, strategies are sought and developed to support students, parents/carers and the broader community to maintain a safe, respectful and inclusive learning environment that values diversity.
Outcomes	Teachers: - will have a greater understanding of the specific educational requirements of the students that they teach through the development of positive relationships with parents/carers - will use qualitative data collected by students to inform teaching strategies

	- will provide targeted feedback to their students and share this information with the respective parent/carer to assist them to engage in their child's education - will be supported in their day to day work by the continuing development of the school's culture of providing a safe, respectful and inclusive learning environment - will begin developing an understanding of growth mindset strategies, and how to implement them in their classrooms. Students: - relationships with the broader community enrich student understanding and experience and lead to community activities that celebrate and value diversity - will be provided with opportunities to engage with their teachers and parents about aspects of their schoolwork on a more regular basis - will have greater clarity regarding the high expectations that are held for all elements of their day to day schoolwork - will be supported in their day to day work by the continuing development of the school's culture of providing a safe, respectful and inclusive learning environment - will become more business and work ready for life after school. Parents: - will gain a better understanding of the senior certificates on offer at the College; Victorian Certificate of Education (VCE), Victorian Certificate of Applied Learning (VCAL) and Vocational Education and Training in Schools (VETis) - will be provided with opportunities to provide feedback at strategic times throughout the year with respect to key operations and events of the College - will become more involved in their child's education by engaging with them regarding their schoolwork.
Success Indicators	12 month targets 2.1 to 2.3 achieved. Workshops and forums provided for parents/carers throughout the year. Support Group meetings are provided for students who have been identified as requiring a specific and individual educational plan. Student focus groups are established.

Activities and Milestones	Who	Is this a PL Priority	When	Budget

Workshops/Forums for parents/carers are provided on a range of topics relevant to their child's senior education and work readiness.	☑ Leadership Team	☐ PLP Priority	from: Term 1 to: Term 3	$1,000.00 ☐ Equity funding will be used
Support Group meetings are convened and conducted for students with specific learning needs.	☑ Team Leader(s)	☑ PLP Priority	from: Term 1 to: Term 4	$3,000.00 ☑ Equity funding will be used
Focus groups are established and conducted to develop clear strategies to maintain a safe, respectful and inclusive learning environment that values diversity.	☑ Team Leader(s)	☑ PLP Priority	from: Term 1 to: Term 2	$1,000.00 ☐ Equity funding will be used

KIS 2 Empowering students and building school pride	Empower student voice and agency to enhance student engagement.
Actions	The School Leadership team will ensure that all teachers, including those new or recently arrived, have a shared understanding of why and how FISO initiatives for improvement will be implemented and how these will relate to and support the College's culture, vision and values. This will also include the consistent implementation of the College's induction process for all staff. The School Leadership team will ensure that teachers are provided with a range of opportunities to learn about the inter-connectedness between the School Strategic Plan, the Annual Implementation Plan, FISO initiatives and school improvement. The induction programs and processes for staff and students are reviewed and revised. Workshops are conducted to explore strategies that will enable teachers to provide differentiated learning activities, based on agreed goals, that support students to reflect critically on the strategies that they have used to determine the extent of their effectiveness. Student voice is amplified in the classroom through the SRC and Mentor-session focus groups, supported by the Student Voice and Agency Manager, including exploring student-led teach-the-teacher activities where students are empowered to share their learning

	experiences and needs directly with teachers. With support from the Student Voice and Agency Manager, student focus groups will be provided with opportunities to provide qualitative data to teachers to inform teaching strategies inside and outside the classroom.
Outcomes	Leaders: - will plan specific workshops designed to ensure that there is a deeper understanding of the inter-connectedness between the School Strategic Plan, the Annual Implementation Plan, FISO initiatives and school improvement - take responsibility for the review of the College's induction programs and processes for staff and students - will plan and deliver workshops to explore strategies to enable teachers to provide differentiated learning activities for their students. Teachers: - will have a deeper understanding of the inter-connectedness between the School Strategic Plan, the Annual Implementation Plan, FISO initiatives and school improvement - will have an opportunity to provide feedback and suggestions for improvement for the induction programs and processes for staff and students - will be better informed and equipped to provide differentiated learning activities for their students. Students: - will benefit through teachers having greater clarity of purpose and improved efficacy - have access to an induction program that is designed around their specific educational, emotional and social requirements - will be supported by their teachers to actively engage with their learning goals, to plan, monitor and evaluate their own learning. Parents: - a revised "Meet the Mentor" program is developed for implementation in February 2020.
Success Indicators	12 month targets 2.1 to 2.3 achieved. All teachers have attended workshops that provide opportunities to discuss and feedback information relating to their understanding of the inter-connectedness between the School Strategic Plan, the Annual Implementation Plan, FISO initiatives and school improvement. Induction for new and recently arrived staff implemented in a consistent manner. Induction for students reviewed and revised.

	Workshops on differentiated learning activities conducted.				
Activities and Milestones		**Who**	**Is this a PL Priority**	**When**	**Budget**
Workshops for staff on the inter-connectedness between the School Strategic Plan, the Annual Implementation Plan, FISO initiatives and school improvement.		☑ School Improvement Team	☑ PLP Priority	from: Term 1 to: Term 4	$1,000.00 ☐ Equity funding will be used
Induction for new and recently arrived staff implemented in a consistent manner.		☑ Leadership Team	☑ PLP Priority	from: Term 1 to: Term 4	$2,000.00 ☐ Equity funding will be used
Induction program for students, including Transition Program from Year 11 to Year 12 and the Orientation Program for all students (February), reviewed.		☑ Leadership Team	☐ PLP Priority	from: Term 1 to: Term 1	$0.00 ☐ Equity funding will be used
Workshops for staff on developing strategies that will enable teachers to provide differentiated learning activities for their students are conducted.		☑ Leadership Team	☑ PLP Priority	from: Term 1 to: Term 4	$2,000.00 ☐ Equity funding will be used
Goal 3	Enhance student wellbeing to empower all students.				
12 Month Target 3.1	Attitudes to School - Summary Report (Factor Percentiles relative to all Victorian Secondary Schools) Advocate at school to be at least 75% Benchmark 2018: 70%				

	Sense of connectedness to be at least 95% Benchmark 2018: 93%
	Self-regulation and goal setting to be at least 63% Benchmark 2018: 58%
	Resilience to be at least 55% Benchmark 2018: 46%
12 Month Target 3.2	Staff Opinion Survey (Percent Endorsement Prin/Teach)
	Collective Efficacy to be at least 55% Benchmark 2018: 51%
12 Month Target 3.3	Panorama Supplementary School Level Report
	The percentage of students with 20 or more days of absence to be at or below 25% Benchmark 2018: 31%
KIS 1 Health and wellbeing	Enhance the whole school approach to pastoral care and advocacy to support student wellbeing and connectedness.
Actions	Methodology is developed to review the College's pastoral care program, Mentor. This will be done in conjunction with the implementation of the Berry Street Education Model across the College.
Outcomes	Leaders: - engage teachers and students to explore and collect information regarding the methodology and scope for the review of the Mentor program. Teachers: - participate in discussion and research with colleagues regarding the review of the Mentor program. Students: - student agency is activated as an authentic partnership and is fostered and developed with their peers and teachers - feedback sought from students regarding the design and delivery of the Mentor program.
Success Indicators	12 month targets 3.1 to 3.3 achieved. Discussion of the Mentor program undertaken, documented feedback from students used to inform changes/improvements.

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Discussion regarding the review of the Mentor program initiated in Term 1 by Year Level Managers in conjunction with the Well-being Team. Discussion will include investigating the feasibility of a second Mentor session during the week. This could focus on readiness to learn, goal setting, self-regulation and well-being.	☑ Leadership Team ☑ Student Wellbeing Co-ordinator	☐ PLP Priority	from: Term 1 to: Term 4	$500.00 ☐ Equity funding will be used

KIS 2 Health and wellbeing	Establish, implement and evaluate a whole school approach to the health and wellbeing of all members of the school community.
Actions	A target group of teachers and school leaders have undertaken the training for the Berry Street Education Model in 2019. By undertaking this training, these teachers and school leaders have developed an implementation plan that will enable a whole school implementation of the program over the life of the strategic plan. The aim of this plan is to ultimately provide teachers with skills that will enable them to increase engagement with students and successfully improve all students' self-regulation, growth and academic achievement. The Berry Street Education Model will be progressively introduced beginning in Term 1 2020. Workshops to develop an implementation plan for a whole-school approach to addressing student physical health are conducted. These workshops will also investigate how the College can actively engage community health organisations and specialists to support students' needs.
Outcomes	Refer to KIS 1 Outcomes. Leaders: - will guide and inform staff on the appropriateness of the Berry Street Education Model for the College - will develop an implementation plan for the whole school in 2020 that will guide subsequent AIPs - will be better informed to make strategic decisions around its support for students as a result of key staff undertaking professional learning for the Berry Street Education Model - will lead staff workshops on the whole-school approach to addressing student physical health and exploring strategies to actively engage community health organisations and specialists. Teachers: - will continue to develop confidence in school leaders as instructional experts who use their pedagogical knowledge and skills to

	coach and develop others - will liaise with wellbeing / year level management to identify strategies to support the management of students - feedback is routinely sought from students and informs school improvement - actively participate in collaborative professional learning which is used to build collective responsibility for improving student outcomes - will enable teachers to contribute to improving College processes to monitor and minimise the risk of student disengagement - will actively participate in workshops that will enable them to develop a plan to implement a whole-school approach to addressing student physical health. Students: - the Berry Street Model will enhance and develop the capacity of students to self-regulate and manage their wellbeing, resulting in them being intrinsically motivated to maximise their learning time. - will be consulted about their individual physical health requirements.
Success Indicators	12 month targets 3.1 to 3.3 achieved. A whole-school plan for addressing students' physical health is developed.

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Consultation phase and development of 'Whole-School BSEM' Implementation Strategy and identify 'Implementation Team' including a Leading Teacher/Learning Specialist.	☑ All Staff ☑ Leadership Team	☑ PLP Priority	from: Term 1 to: Term 1	$0.00 ☐ Equity funding will be used
Conduct phased training beginning with Day 1 end 2019, with Day 2,3 in 2020 and Day 4 in 2021.	☑ All Staff	☑ PLP Priority	from: Term 1 to: Term 4	$20,000.00 ☑ Equity funding will be used
Staged implementation of identified BSEM strategies in the classroom.	☑ All Staff	☐ PLP Priority	from: Term 1	$0.00

					to: Term 4		☐ Equity funding will be used
Review and evaluation of BSEM		☑ All Staff ☑ Leadership Team		☐ PLP Priority	from: Term 4 to: Term 4		$0.00 ☐ Equity funding will be used

KIS 3 Vision, values and culture	Develop and nurture the College culture, vision and values.
Actions	Explore and develop opportunities for the College's values of Respect, Responsibility and Commitment to be routinely used to support student engagement, wellbeing and academic performance. Leaders, staff and students use collaborative practices to ensure that the AIP is aligned to the culture, vision and values of the College.
Outcomes	Leaders: - clearly articulate the College's vision and values and their importance in guiding all school related work - work with teachers to review and develop school policies, where appropriate, that reflect the College's vision, values and AIP targets. Teachers: - work in collaboration to embed the College's culture, vision and values in everyday practices of the school and create a learning environment that enables every student to focus on their learning priorities. Students: - experience a wide range of benefits by working in an environment with a highly regarded and acknowledged culture underpinned by the College's vision and values.
Success Indicators	12 month targets 3.1 to 3.3 achieved.

	AIP 2020 reflects the College's culture, vision and values.

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Opportunities are actively sought to clearly articulate the College's vision and values: - Year 12 Transition workshop to embed the College's culture and values is presented - develop explicit Mentor sessions to consolidate the College's culture and values - create and/or update visual reminders of the College's culture and values to display around school - leaders and teachers actively participate in PD opportunities to incorporate culture and values teaching into their classroom practice and policies.	☑ All Staff ☑ Leadership Team	☐ PLP Priority	from: Term 1 to: Term 4	$1,000.00 ☐ Equity funding will be used
AIP 2020 written, published and monitored.	☑ Leadership Team	☐ PLP Priority	from: Term 1 to: Term 4	$500.00 ☐ Equity funding will be used

Equity Funding Planner

Equity Spending Totals

Category	Total proposed budget ($)	Spend ($)
Equity funding associated with Activities and Milestones	$27,000.00	0.00
Additional Equity funding	$60,000.00	$14,751.18
Grand Total	$87,000.00	$14,751.18

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget ($)	Equity Spend ($)
Leaders and key members of staff will engage in Communities of Practice with Riversdale Inner East Network schools.	from: Term 1 to: Term 4	☑ Professional development (excluding CRT costs and new FTE) ☑ CRT	$1,000.00	
"Continuous Reporting" via Compass School Manager is developed with all VCE Unit 1 and 2 studies.	from: Term 1 to: Term 4	☑ Professional development (excluding CRT costs and new FTE) ☑ Support services	$3,000.00	
Support Group meetings are convened and conducted for students with specific learning needs.	from: Term 1 to: Term 4	☑ School-based staffing ☑ Support services	$3,000.00	$3,000.00
Conduct phased training beginning with Day 1 end 2019, with Day 2,3 in 2020 and Day 4 in 2021.	from: Term 1 to: Term 4		$20,000.00	$17,831.25

Totals			$27,000.00	

Additional Equity spend

Outline here any additional Equity spend for 2020	When	Category	Total proposed budget ($)	Equity Spend ($)
Education Support staff working with students who have attracted equity funding	from: Term 1 to: Term 4	☑ School-based staffing ☑ Teaching and learning programs and resources	$60,000.00	$14,751.18
Totals			$60,000.00	$14,751.18

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Action Research Teams established and meet regularly throughout each term. Presentations at the end of the year Professional Learning Season. A plan for classroom observations is established and classroom observations undertaken by all teachers. Targeted resources, including professional development, provided in a timely manner. PDPs successfully managed.	☑ Leadership Team ☑ Leading Teacher(s) ☑ Learning Specialist(s)	from: Term 1 to: Term 4	☑ Collaborative Inquiry/Action Research team ☑ Peer observation including feedback and reflection ☑ Individualised Reflection	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Literacy expertise ☑ Internal staff ☑ Learning Specialist ☑ Departmental resources Victorian Teaching and Learning Model ☑ Practice Principles for Excellence in Teaching and Learning ☑ Pedagogical Model ☑ High Impact Teaching Strategies (HITS) ☑ Student Achievement Manager ☑ MYLNS initiative professional learning ☑ MYLYNS Improvement teacher	☑ On-site
Pedagogical Model workshops completed.	☑ All Staff	from: Term 1 to: Term 4	☑ Collaborative Inquiry/Action Research team	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff ☑ Learning Specialist	☑ On-site

					☑ Departmental resources Victorian Teaching and Learning Model ☑ Practice Principles for Excellence in Teaching and Learning ☑ Pedagogical Model ☑ High Impact Teaching Strategies (HITS) ☑ MYLNS initiative professional learning ☑ MYLYNS Improvement teacher	
Pedagogical Model Continua of Practice determinations revised by individual teachers.	☑ All Staff	from: Term 4 to: Term 4	☑ Individualised Reflection	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff ☑ Learning Specialist	☑ On-site
Classroom observations incorporate a judgement of where in the individual teacher lie on the Pedagogical Model Continua of Practice.	☑ All Staff ☑ Leading Teacher(s) ☑ Learning Specialist(s)	from: Term 1 to: Term 4	☑ Peer observation including feedback and reflection	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff ☑ Learning Specialist	☑ On-site
"Continuous Reporting" via Compass School Manager is	☑ KLA Leader	from: Term 1	☑ Design of formative assessments	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Leadership partners ☑ Internal staff	☑ On-site

developed with all VCE Unit 1 and 2 studies.	☑ Leadership Team ☑ Learning Specialist(s)	to: Term 4	☑ Moderated assessment of student learning		☑ Learning Specialist	
Support Group meetings are convened and conducted for students with specific learning needs.	☑ Team Leader(s)	from: Term 1 to: Term 4	☑ Design of formative assessments ☑ Moderated assessment of student learning	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff	☑ On-site
Focus groups are established and conducted to develop clear strategies to maintain a safe, respectful and inclusive learning environment that values diversity.	☑ Team Leader(s)	from: Term 1 to: Term 2	☑ Collaborative Inquiry/Action Research team ☑ Individualised Reflection ☑ Student voice, including input and feedback	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Leadership partners ☑ Internal staff	☑ On-site
Workshops for staff on the inter-connectedness between the School Strategic Plan, the Annual Implementation Plan, FISO initiatives and school improvement.	☑ School Improvement Team	from: Term 1 to: Term 4	☑ Collaborative Inquiry/Action Research team	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Leadership partners ☑ Internal staff ☑ Learning Specialist	☑ On-site
Induction for new and recently arrived staff implemented in a consistent manner.	☑ Leadership Team	from: Term 1 to: Term 4	☑ Planning ☑ Preparation	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Leadership partners ☑ Internal staff	☑ On-site

Workshops for staff on developing strategies that will enable teachers to provide differentiated learning activities for their students are conducted.	☑ Leadership Team	from: Term 1 to: Term 4	☑ Collaborative Inquiry/Action Research team ☑ Curriculum development	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Leadership partners ☑ Internal staff ☑ Learning Specialist	☑ On-site
Consultation phase and development of 'Whole-School BSEM' Implementation Strategy and identify 'Implementation Team' including a Leading Teacher/Learning Specialist.	☑ All Staff ☑ Leadership Team	from: Term 1 to: Term 1	☑ Planning ☑ Demonstration lessons	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff ☑ External consultants BSEM consultants	☑ On-site
Conduct phased training beginning with Day 1 end 2019, with Day 2,3 in 2020 and Day 4 in 2021.	☑ All Staff	from: Term 1 to: Term 4	☑ Planning	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff ☑ External consultants BSEM consultants	☑ On-site