

2021 Annual Implementation Plan

for improving student outcomes

Swinburne Senior Secondary College (7366)



Submitted for review by Michael O'Brien (School Principal) on 08 December, 2020 at 11:29 AM
Endorsed by Eva McMaster (Senior Education Improvement Leader) on 08 December, 2020 at 03:32 PM
Endorsed by Susan Robertson (School Council President) on 10 December, 2020 at 11:51 AM

Self-evaluation Summary - 2021

	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	Evolving
	Evaluating impact on learning	Embedding
Professional leadership	Building leadership teams	Evolving moving towards Embedding
	Instructional and shared leadership	Evolving moving towards 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	Excelling
	Health and wellbeing	Embedding
	Intellectual engagement and self-awareness	Evolving moving towards Embedding

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

Enter your reflective comments	<p>The College undertook its School Review in Term 1 2019.</p> <p>School Culture</p> <p>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:</p> <ul style="list-style-type: none"> • 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.
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	<p>Wholistic approach to supporting student learning</p> <p>The Panel found that a key school highlight was a wholistic approach to supporting student learning, evidenced by:</p> <ul style="list-style-type: none"> • 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.
<p>Considerations for 2021</p>	<p>The FISO dimensions that have been identified as a focus throughout the next School Strategic Plan 2019-22 are:</p> <p>Excellence in teaching and learning</p> <ul style="list-style-type: none"> - Building practice excellence - Evidence based high-impact teaching strategies <p>Professional leadership</p> <ul style="list-style-type: none"> - Vision, values and culture <p>Positive climate for learning</p> <ul style="list-style-type: none"> - Empowering students and building school pride - Setting expectations and promoting inclusion - Health and wellbeing - Intellectual engagement and self-awareness
<p>Documents that support this plan</p>	

SSP Goals Targets and KIS

Goal 1	2021 Priorities Goal
Target 1.1	Support for the 2021 Priorities
Key Improvement Strategy 1.a Curriculum planning and assessment	Learning, catch-up and extension priority
Key Improvement Strategy 1.b Health and wellbeing	Happy, active and healthy kids priority
Key Improvement Strategy 1.c Building communities	Connected schools priority
Goal 2	Improve student learning outcomes.
Target 2.1	<p>VASS VCE Data Service</p> <p>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.</p>
Target 2.2	<p>School Information Portal - Achievement - Senior Secondary Education Summary Yearly Comparison</p> <p>Achieve completion rates of 98 per cent or higher in VCE and VCAL each year. Benchmark 2018: VCE 97%, VCAL Senior 92%</p>

Target 2.3	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 2.4	Staff Opinion Survey <i>Teacher Collaboration</i> (Percent Endorsement Prin/Teach) to be at least 80% by 2022. Benchmark 2018: 71%
Key Improvement Strategy 2.a Evidence-based high-impact teaching strategies	Build teacher capacity to implement a range of high-impact teaching strategies.
Key Improvement Strategy 2.b Building practice excellence	Implement and evaluate a consistent approach to instructional practice.
Key Improvement Strategy 2.c Building practice excellence	Develop and implement professional learning opportunities that are collaborative and involve reflection and feedback.
Goal 3	Promote student engagement in learning.
Target 3.1	Attitudes to School - Summary Report (Factor Percentiles relative to all Victorian Secondary Schools) <i>High Expectations for Success</i> to be at least 85% by 2022. Benchmark 2018: 62% <i>Sense of Confidence</i> to be at least 75% by 2022. Benchmark 2018: 52% <i>Student Voice and Agency</i> to be at least 95% by 2022. Benchmark 2018: 93%

Target 3.2	School Information Portal - Engagement and Wellbeing <i>Student Absences</i> , 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 3.3	School Information Portal - Engagement and Wellbeing <i>Year 11 to Year 12 Real Retention</i> to be at least 80% by 2022. Benchmark 2018: 72%
Key Improvement Strategy 3.a Setting expectations and promoting inclusion	Strengthen the culture of high expectations for all students, parents and staff.
Key Improvement Strategy 3.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 3.c Empowering students and building school pride	Empower student voice and agency to enhance student engagement.
Goal 4	Enhance student wellbeing to empower all students.
Target 4.1	Attitudes to School - Summary Report (Factor Percentiles relative to all Victorian Secondary Schools) <i>Advocate at school</i> to be at least 80% by 2022. Benchmark 2018: 70% <i>Sense of connectedness</i> to be at least 95% by 2022. Benchmark 2018: 93%

	<p><i>Self-regulation and goal setting</i> to be at least 75% by 2022. Benchmark 2018: 58%</p> <p><i>Resilience</i> to be at least 70% by 2022. Benchmark 2018: 46%</p>
Target 4.2	<p>Staff Opinion Survey (Percent Endorsement Prin/Teach)</p> <p><i>Collective Efficacy</i> to be at least 75% by 2022. Benchmark 2018: 51%</p>
Target 4.3	<p>Panorama Supplementary School Level Report</p> <p>The percentage of students with 20 or more days of absence to be at or below 22% by 2022. Benchmark 2018: 31%</p>
Key Improvement Strategy 4.a Health and wellbeing	Enhance the whole school approach to pastoral care and advocacy to support student wellbeing and connectedness.
Key Improvement Strategy 4.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 4.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
2021 Priorities Goal	Yes	Support for the 2021 Priorities	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>Semester Reports indicate positive results for students in the Tutoring program.</p> <p>Successful VCE Unit Completion.</p> <p>VCAL Semester Reports to be satisfactory.</p> <p>MYLNS students have positive growth based on test results from February to November.</p> <p>Student attendance for identified students in the Tutoring Program is equal to or greater than 85%</p>
Improve student learning outcomes.	Yes	<p>VASS VCE Data Service</p> <p>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.</p>	<p>VASS VCE Data Service</p> <p>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).</p>

		<p>School Information Portal - Achievement - Senior Secondary Education Summary Yearly Comparison</p> <p>Achieve completion rates of 98 per cent or higher in VCE and VCAL each year. Benchmark 2018: VCE 97%, VCAL Senior 92%</p>	<p>School Information Portal - Achievement - Senior Secondary Education Summary Yearly Comparison</p> <p>Achieve completion rates of 98 per cent or higher in VCE and VCAL each year. Benchmark 2018: VCE 97%, VCAL Senior 92%</p>
		<p>School Information Portal - Engagement and Wellbeing - Exit Destination of Students in Year 12 Trend Analysis</p> <p>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%</p>	<p>School Information Portal - Engagement and Wellbeing - Exit Destination of Students in Year 12 Trend Analysis</p> <p>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%</p>
		<p>Staff Opinion Survey</p> <p><i>Teacher Collaboration</i> (Percent Endorsement Prin/Teach) to be at least 80% by 2022. Benchmark 2018: 71%</p>	<p>Staff Opinion Survey</p> <p>Teacher Collaboration (Percent Endorsement Prin/Teach) to be at least 75% Benchmark 2018: 71%</p>
<p>Promote student engagement in learning.</p>	<p>Yes</p>	<p>Attitudes to School - Summary Report (Factor Percentiles relative to all Victorian Secondary Schools)</p> <p><i>High Expectations for Success</i> to be at least 85% by 2022. Benchmark 2018: 62%</p> <p><i>Sense of Confidence</i> to be at least 75% by 2022. Benchmark 2018: 52%</p> <p><i>Student Voice and Agency</i> to be at least 95% by 2022. Benchmark 2018: 93%</p>	<p>Attitudes to School - Summary Report (Factor Percentiles relative to all Victorian Secondary Schools)</p> <p>High Expectations for Success to be at least 65% Benchmark 2018: 62%</p> <p>Sense of Confidence to be at least 55% Benchmark 2018: 52%</p> <p>Student Voice and Agency to be at least 95% Benchmark 2018: 93%</p>

		<p>School Information Portal - Engagement and Wellbeing</p> <p><i>Student Absences</i>, 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.</p>	<p>School Information Portal - Engagement and Wellbeing</p> <p>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.</p>
		<p>School Information Portal - Engagement and Wellbeing</p> <p><i>Year 11 to Year 12 Real Retention</i> to be at least 80% by 2022. Benchmark 2018: 72%</p>	<p>School Information Portal - Engagement and Wellbeing</p> <p>Year 11 to Year 12 Real Retention to be at least 75% Benchmark 2018: 72%</p>
Enhance student wellbeing to empower all students.	Yes	<p>Attitudes to School - Summary Report (Factor Percentiles relative to all Victorian Secondary Schools)</p> <p><i>Advocate at school</i> to be at least 80% by 2022. Benchmark 2018: 70%</p> <p><i>Sense of connectedness</i> to be at least 95% by 2022. Benchmark 2018: 93%</p> <p><i>Self-regulation and goal setting</i> to be at least 75% by 2022. Benchmark 2018: 58%</p> <p><i>Resilience</i> to be at least 70% by 2022. Benchmark 2018: 46%</p>	<p>Attitudes to School - Summary Report (Factor Percentiles relative to all Victorian Secondary Schools)</p> <p>Advocate at school to be at least 75% Benchmark 2018: 70%</p> <p>Sense of connectedness to be at least 95% Benchmark 2018: 93%</p> <p>Self-regulation and goal setting to be at least 63% Benchmark 2018: 58%</p> <p>Resilience to be at least 55% Benchmark 2018: 46%</p>

		Staff Opinion Survey (Percent Endorsement Prin/Teach) <i>Collective Efficacy</i> 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	2021 Priorities Goal	
12 Month Target 1.1	Semester Reports indicate positive results for students in the Tutoring program. Successful VCE Unit Completion. VCAL Semester Reports to be satisfactory. MYLNS students have positive growth based on test results from February to November. Student attendance for identified students in the Tutoring Program is equal to or greater than 85%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Curriculum planning and assessment	Learning, catch-up and extension priority	Yes

KIS 2 Health and wellbeing	Happy, active and healthy kids priority	Yes
KIS 3 Building communities	Connected schools priority	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.	Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2021.	
Goal 2	Improve student learning outcomes.	
12 Month Target 2.1	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).	
12 Month Target 2.2	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 2.3	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 2.4	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.	<p>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.</p> <p>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:</p> <p>Building practice excellence</p> <ul style="list-style-type: none"> *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. <p>Evidence-based high-impact teaching strategies</p> <ul style="list-style-type: none"> *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 3	Promote student engagement in learning.	
12 Month Target 3.1	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 3.2	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 3.3	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.	No
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.	<p>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.</p> <p>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:</p>	

	<p>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</p> <p>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 and delivering the physical health curriculum and supporting individual student's needs</p> <p>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</p>
Goal 4	Enhance student wellbeing to empower all students.
12 Month Target 4.1	<p>Attitudes to School - Summary Report (Factor Percentiles relative to all Victorian Secondary Schools)</p> <p>Advocate at school to be at least 75% Benchmark 2018: 70%</p> <p>Sense of connectedness to be at least 95% Benchmark 2018: 93%</p> <p>Self-regulation and goal setting to be at least 63% Benchmark 2018: 58%</p> <p>Resilience to be at least 55% Benchmark 2018: 46%</p>
12 Month Target 4.2	<p>Staff Opinion Survey (Percent Endorsement Prin/Teach)</p> <p>Collective Efficacy to be at least 55% Benchmark 2018: 51%</p>

12 Month Target 4.3	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.	No
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>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.</p> <p>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:</p> <p>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.</p> <p>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.</p>	

Define Actions, Outcomes and Activities

Goal 1	2021 Priorities Goal
12 Month Target 1.1	<p>Semester Reports indicate positive results for students in the Tutoring program.</p> <p>Successful VCE Unit Completion.</p> <p>VCAL Semester Reports to be satisfactory.</p> <p>MYLNS students have positive growth based on test results from February to November.</p> <p>Student attendance for identified students in the Tutoring Program is equal to or greater than 85%</p>
KIS 1 Curriculum planning and assessment	Learning, catch-up and extension priority
Actions	<p>A tutoring program will be implemented for approximately 60 students in Term 1 and will continue for the duration of the year. The program will provide tutoring for Year 11 students who have been identified by their teachers and results from the ACER General Achievement Test. Year 12 students will be identified by their teachers.</p> <p>A team of tutors will develop individual learning plans for each student in the program to set goals and targets. Some further testing may be used to determine the specific nature of the support that will be provided.</p> <p>It is intended that tutors will deliver the program through in class and out of class support for individuals and small groups (3 to 4 students).</p> <p>Two MYLNS Improvement Teachers in Literacy and Numeracy (both 0.6 FTE) will support students in Year 11 who have been identified for support based on their 2019 Year 9 NAPLAN results. Each identified student will have an individual learning plan and will complete relevant Literacy and/or Numeracy tests early in Term 1, at the end of Term 2 and the end of Term 4 to determine student growth.</p> <p>The MYLNS Improvement Teachers will also work to develop teacher capacity to provide literacy and numeracy support for all students.</p>

Outcomes	<p>Tutors and MYLNS improvement teachers will:</p> <ul style="list-style-type: none"> - develop an understanding of interventions that will be required for students in the Tutoring Program - link the Pedagogical Model to learning goals - use a variety of learning and assessment tasks that vary students' interactions with the knowledge and/or skills, and support transfer of learning - 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 differentiate the learning process - set high expectations for all students - rely on formative and summative assessment to monitor student learning progress toward and beyond learning goals <p>Students will:</p> <ul style="list-style-type: none"> - 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 differentiated approach from their teachers - develop into more autonomous, independent and self-motivated learners. <p>Leaders will:</p> <ul style="list-style-type: none"> - will continue to build a culture that supports high quality teaching across the College - provide support and resources for the implementation and development of the Tutoring and MYLNS programs 			
Success Indicators	<p>12 month targets to be achieved:</p> <p>Semester Reports indicate positive results for students in the Tutoring program.</p> <p>Successful VCE Unit Completion.</p> <p>VCAL Semester Reports to be satisfactory.</p> <p>MYLNS students have positive growth based on test results from February to November.</p> <p>Student attendance for identified students in the Tutoring Program is equal to or greater than 85%</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget

MYLNS Improvement Teachers appointed, both at 0.6 FTE, in November 2020.	<input checked="" type="checkbox"/> Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$138,000.00 <input type="checkbox"/> Equity funding will be used
Tutors identified and appointed in November 2020.	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$89,000.00 <input type="checkbox"/> Equity funding will be used
Students requiring support through the MYLNS program are identified in Term 1 and individual learning plans are developed for each student. Student progress is continuously monitored.	<input checked="" type="checkbox"/> Literacy Improvement Teacher <input checked="" type="checkbox"/> Numeracy Improvement Teacher	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Students who will be participating in the Tutoring Program are identified and individual learning plans are developed for each student. Student progress will be continuously monitored.	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
KIS 2 Health and wellbeing	Happy, active and healthy kids priority			
Actions	<p>The realization of Goal 4 KIS 4b will make a significant contribution to the success of this goal.</p> <p>In addition the college will ensure that the Orientation Program which operates over the first four days of Term 1 takes into account the need to re-engage a significant number of students due to their experience of the coronavirus pandemic in 2020. The program will emphasize the need to provide students with opportunities to get to know their teachers, education support staff and peers.</p> <p>Student Voice and Agency will be used to ensure that the learning environment and culture of the school provides opportunities and activities that enable students to be happy, active and healthy. These may include:</p>			

	<ul style="list-style-type: none"> - student led co-curricular and cross curricular activities - regular music events and mini-concerts - visual arts activities for students not undertaking studies in the visual arts - STEM activities such as science videos at lunchtime and the development of a science fair - establishing a short films club - gaming competitions - BBQ's - fancy dress days - fund raising for special events - off campus activities and excursions - "Welcome to Swinburne breakfast" provided for all students in Term 1
<p>Outcomes</p>	<p>Leaders:</p> <ul style="list-style-type: none"> - will guide and inform staff on the appropriateness of the proposed high-level actions - 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 <p>Education Model</p> <ul style="list-style-type: none"> - will lead staff forums on the whole-school approach to addressing student physical health and exploring strategies to actively engage community health organizations and specialists. <p>Teachers:</p> <ul style="list-style-type: none"> - 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 - will seek feedback from students to inform school improvement - will actively participate in collaborative professional learning which is used to build collective responsibility for improving student health and wellbeing outcomes - will contribute to improving College processes to monitor and minimize 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. <p>Students:</p> <ul style="list-style-type: none"> - student voice and agency is activated through the Student Representative Council (SRC) - the Berry Street Model will enhance and develop the capacity of students to self-regulate and manage their wellbeing, resulting in them being intrinsically

	<p>motivated to maximize their learning time</p> <ul style="list-style-type: none"> - will be consulted about their individual physical health requirements - will develop their voice and agency to inform decisions that are made regarding their health and wellbeing. 			
Success Indicators	<p>12 month targets to be achieved:</p> <p>Successful VCE Unit Completion.</p> <p>VCAL Semester Reports to be satisfactory.</p> <p>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.</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Student Voice and Agency is actively sought to inform the high-level actions. This is particularly important for establishing a culture where students are happy, active and healthy.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> School Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
The SRC, with support from key staff, continually monitors the happiness and health of students and provides suggestions for continual improvement.	<input checked="" type="checkbox"/> Student(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
KIS 3 Building communities	Connected schools priority			
Actions	<p>Opportunities will be sought to develop partnerships to address identified student learning and wellbeing needs and to enrich learning experiences and opportunities. These may include:</p> <ul style="list-style-type: none"> - connecting with local groups/agencies/institutions e.g. Hawthorn Historical Society, Swinburne University of Technology, Indigenous peoples, specialist schools, kindergartens etc. 			

	<p>Parents/carers will be encouraged to partner with the school to ensure that those students severely impacted by the coronavirus pandemic are provided with appropriate support for their academic programs and wellbeing. This may require:</p> <ul style="list-style-type: none"> - opportunities to form a support group for identified students - establishing stronger relationships between teachers, support staff and parents through meetings and events such as "Meet the Mentor" and parent forums. <p>An opportunity will be provided to engage students in an expanded Business, Careers and Work Ready Week in Term 1 and 2 where they will hear from guest speakers from various careers, universities, workplaces, ATO, My Gov and Centrelink and enrol for short term courses in hospitality and retail.</p>
<p>Outcomes</p>	<p>Leaders and teachers will:</p> <ul style="list-style-type: none"> - establish partnership links, connections and referral pathways to services, agencies, and community learning organisations that support students with specific learning, engagement, health and wellbeing needs - participate in networked learning communities in which students' specific needs are addressed through the sharing of facilities, expertise and knowledge - seek opportunities to engage parents with the school community. - lead the engagement and promotion of the events planned <p>Students will:</p> <ul style="list-style-type: none"> - have greater opportunities to ensure that they are better connected with the school and the broader community. - gain work related skills, financial literacy, employment guidance, opportunities and make informed decisions about their tertiary study and post school options.
<p>Success Indicators</p>	<p>12 month targets to be achieved:</p> <p>Successful VCE Unit Completion.</p> <p>VCAL Semester Reports to be satisfactory.</p> <p>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.</p> <p>Student and Parent feedback survey results</p>

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Opportunities sought to connect with and develop partnerships with a range of community services/institutions including the Hawthorn Historical Society, Swinburne University of Technology and local Indigenous peoples.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$2,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Parent engagement enhanced through a revised "Meet the Mentor" program.	<input checked="" type="checkbox"/> Sub School Leader/s	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
Formation of "informal" support groups for students at risk of disengaging from school.	<input checked="" type="checkbox"/> Sub School Leader/s <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Business, Work Ready and Careers Festival	<input checked="" type="checkbox"/> Education Support <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 2	\$0.00 <input type="checkbox"/> Equity funding will be used
Goal 2	Improve student learning outcomes.			
12 Month Target 2.1	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).			

12 Month Target 2.2	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 2.3	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 2.4	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 Professional Research Teams (PRT) with each formed in response to analysis and reflection of relevant student achievement, engagement and well-being data. In 2021 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 Professional 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 PRT group will present to the whole staff during the end of year professional learning season with an aim to follow up these projects in 2022. Research from the 2021 teams can inform the future development and implementation of PRT groups.
Outcomes	Teachers: The proposed strategy will enable teachers to improve their ability and capacity to: <ul style="list-style-type: none"> - link the Pedagogical Model to learning goals - plan units of work that clearly identify new knowledge and skills that will benefit from Pedagogical strategies - use a variety of learning and assessment tasks that vary students' interactions with the knowledge and/or skills, and support transfer of learning - 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 differentiate the learning process - set high expectations for all students

	<p>- rely on formative and summative assessment to monitor student learning progress toward and beyond learning goals</p> <p>Students will:</p> <ul style="list-style-type: none"> - 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 differentiated approach from their teachers - Develop into more autonomous, independent and self-motivated learners. <p>Leaders:</p> <p>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.</p>			
<p>Success Indicators</p>	<p>12 month targets, 1.1 to 1.4 achieved.</p> <p>Increased frequency of classroom observations for every teacher.</p> <p>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> <p>Formation, development and evidence of productive Pedagogical Research Teams.</p>			
<p>Activities and Milestones</p>	<p>Who</p>	<p>Is this a PL Priority</p>	<p>When</p>	<p>Budget</p>
<p>Professional Research Teams established and meet regularly throughout each term. Presentations at the end of the year Professional Learning Season.</p> <p>A plan for classroom observations is established and classroom observations undertaken by all teachers.</p> <p>Targeted resources, including professional development, provided</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><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 4</p>	<p>\$1,000.00</p> <p><input type="checkbox"/> Equity funding will be used</p>

<p>in a timely manner.</p> <p>PDPs successfully managed.</p>				
<p>KIS 2 Building practice excellence</p>	<p>Implement and evaluate a consistent approach to instructional practice.</p>			
<p>Actions</p>	<p>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.</p>			
<p>Outcomes</p>	<p>Teachers:</p> <ul style="list-style-type: none"> - will demonstrate the confidence and skills to engage in conversations about quality teaching evidenced through observations/workshops/demonstration lesson notes including data analyses. - will continue to reflect on their impact through analyzing data, having their own teaching reviewed and welcoming and responding to constructive feedback evidenced in the successful management of the PDP process and observations. <p>Leaders:</p> <p>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 the pedagogy, including HITS, to plan for further improvement. This will be evidenced through observations, successful presentation and analysis of targeted interventions and strategies.</p> <p>Students:</p> <p>From 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.</p>			
<p>Success Indicators</p>	<p>12 month targets, 1.1 to 1.4 achieved.</p> <p>Observations, Demonstration Lessons and Workshops throughout the year completed.</p>			

	Benchmarks for the Pedagogical Model using the respective Continua of Practice established for individual teachers and reviewed annually. Classroom observations include reflection of where individual teachers lie on the Continua of Practice and provide strategies and support to improve their teaching practice.			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Pedagogical Model workshops completed.	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00 <input type="checkbox"/> Equity funding will be used
Pedagogical Model Continua of Practice determinations revised by individual teachers.	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 4 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Classroom observations incorporate a judgement of where in the individual teacher lie on the Pedagogical Model Continua of Practice.	<input checked="" type="checkbox"/> All Staff <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	\$1,000.00 <input type="checkbox"/> 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 and implemented for both Year 11 and 12 studies in 2021. Teachers will work collaboratively to develop consistent feedback for students on SACs using the Compass Learning Tasks module.			
Outcomes	Refer to KIS 1 Outcomes.			

	<p>Leaders (refer to KIS 2 Outcomes):</p> <ul style="list-style-type: none"> - will use their developing expertise to guide feedback practices at the College. - will develop Communities of Practice with Riversdale Inner East Network schools - will monitor the progression of the use of feedback on Learning Tasks via Compass <p>Teachers:</p> <ul style="list-style-type: none"> - will provide succinct and valuable feedback for all students on Compass Learning Tasks - will work in teams to develop comment banks that ensure that feedback is consistent and cohesive across subject areas - will incorporate student feedback in the development of their summative feedback on Compass Learning Tasks - 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 minimize the risk of student disengagement. <p>Students:</p> <ul style="list-style-type: none"> - will benefit from a consistent approach to teachers providing feedback through the Compass Learning Tasks module. - will be active in providing feedback to teachers - will reflect on the feedback provided by their teachers to improve their skills and knowledge <p>Parents:</p> <ul style="list-style-type: none"> - 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	<p>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.</p> <p>"Continuous Reporting" via Compass School Manager is developed with all Year 11 and 12 VCE studies.</p> <p>Parent, student and teacher feedback is sought regarding the impact of "Continuous Reporting" on the student's progress.</p>			
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.	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1	\$1,000.00

			to: Term 4	<input type="checkbox"/> Equity funding will be used
"Continuous Reporting" via Compass School Manager is developed with all VCE Unit 1 and 2 studies.	<input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$3,000.00 <input type="checkbox"/> Equity funding will be used
Goal 3	Promote student engagement in learning.			
12 Month Target 3.1	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 3.2	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 3.3	School Information Portal - Engagement and Wellbeing Year 11 to Year 12 Real Retention to be at least 75% Benchmark 2018: 72%			
KIS 1 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.			

	<p>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.</p> <p>The induction programs and processes for staff and students are reviewed and revised.</p> <p>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.</p> <p>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.</p>
<p>Outcomes</p>	<p>Leaders:</p> <ul style="list-style-type: none"> - 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. <p>Teachers:</p> <ul style="list-style-type: none"> - 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. <p>Students:</p> <ul style="list-style-type: none"> - 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. <p>Parents:</p>

	- a revised "Meet the Mentor" program is developed for implementation in February 2020.			
Success Indicators	<p>12 month targets 2.1 to 2.3 achieved.</p> <p>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.</p> <p>Induction for new and recently arrived staff implemented in a consistent manner.</p> <p>Induction for students reviewed and revised.</p> <p>Workshops on differentiated learning activities conducted.</p>			
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.	<input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00 <input type="checkbox"/> Equity funding will be used
Induction for new and recently arrived staff implemented in a consistent manner.	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00 <input checked="" type="checkbox"/> 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.	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> 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.	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00 <input type="checkbox"/> Equity funding will be used
Goal 4	Enhance student wellbeing to empower all students.			
12 Month Target 4.1	<p>Attitudes to School - Summary Report (Factor Percentiles relative to all Victorian Secondary Schools)</p> <p>Advocate at school to be at least 75% Benchmark 2018: 70%</p> <p>Sense of connectedness to be at least 95% Benchmark 2018: 93%</p> <p>Self-regulation and goal setting to be at least 63% Benchmark 2018: 58%</p> <p>Resilience to be at least 55% Benchmark 2018: 46%</p>			
12 Month Target 4.2	<p>Staff Opinion Survey (Percent Endorsement Prin/Teach)</p> <p>Collective Efficacy to be at least 55% Benchmark 2018: 51%</p>			
12 Month Target 4.3	<p>Panorama Supplementary School Level Report</p> <p>The percentage of students with 20 or more days of absence to be at or below 25% Benchmark 2018: 31%</p>			
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	<p>Leaders:</p> <ul style="list-style-type: none"> - engage teachers and students to explore and collect information regarding the methodology and scope for the review of the Mentor program. 			

	<p>Teachers: - participate in discussion and research with colleagues regarding the review of the Mentor program.</p> <p>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.</p>			
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.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$500.00 <input type="checkbox"/> 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	<p>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.</p> <p>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 organizations and specialists to support students' needs.</p>			
Outcomes	<p>Refer to KIS 1 Outcomes.</p> <p>Leaders:</p>			

	<ul style="list-style-type: none"> - 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 2021 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 organizations and specialists. <p>Teachers:</p> <ul style="list-style-type: none"> - 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 minimize 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. <p>Students:</p> <ul style="list-style-type: none"> - 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 maximize their learning time. - will be consulted about their individual physical health requirements. 			
Success Indicators	<p>12 month targets 3.1 to 3.3 achieved.</p> <p>A whole-school plan for addressing students' physical health is developed.</p>			
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.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			to: Term 1	<input type="checkbox"/> 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.	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Staged implementation of identified BSEM strategies in the classroom.	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Review and evaluation of BSEM	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 4 to: Term 4	\$0.00 <input 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	\$23,000.00	\$9,500.00
Additional Equity funding	\$0.00	\$0.00
Grand Total	\$23,000.00	\$9,500.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Opportunities sought to connect with and develop partnerships with a range of community services/institutions including the Hawthorn Historical Society, Swinburne University of Technology and local Indigenous peoples.	from: Term 1 to: Term 2		\$2,000.00	\$0.00
Induction for new and recently arrived staff implemented in a consistent manner.	from: Term 1 to: Term 4		\$1,000.00	\$0.00
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	\$9,500.00
Totals			\$23,000.00	\$9,500.00

Additional Equity spend

Outline here any additional Equity spend for 2021	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
MYLNS Improvement Teachers appointed, both at 0.6 FTE, in November 2020.	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Student Achievement Manager <input checked="" type="checkbox"/> MYLNS initiative professional learning <input checked="" type="checkbox"/> Numeracy leader <input checked="" type="checkbox"/> MYLYNS Network teacher	<input checked="" type="checkbox"/> Off-site PL provided by NEVR.
<p>Professional Research Teams established and meet regularly throughout each term. Presentations at the end of the year Professional Learning Season.</p> <p>A plan for classroom observations is established and classroom observations undertaken by all teachers.</p> <p>Targeted resources, including professional development, provided in a timely manner.</p> <p>PDPs successfully managed.</p>	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site

Pedagogical Model workshops completed.	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Pedagogical Model Continua of Practice determinations revised by individual teachers.	<input checked="" type="checkbox"/> All Staff	from: Term 4 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Classroom observations incorporate a judgement of where in the individual teacher lie on the Pedagogical Model Continua of Practice.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Pedagogical Model	<input checked="" type="checkbox"/> On-site
"Continuous Reporting" via Compass School Manager is developed with all VCE Unit 1 and 2 studies.	<input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

	<input checked="" type="checkbox"/> Learning Specialist(s)					
Workshops for staff on the inter-connectedness between the School Strategic Plan, the Annual Implementation Plan, FISO initiatives and school improvement.	<input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Induction for new and recently arrived staff implemented in a consistent manner.	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Workshops for staff on developing strategies that will enable teachers to provide differentiated learning activities for their students are conducted.	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Practice Principles for Excellence in Teaching and Learning <input checked="" type="checkbox"/> Pedagogical Model <input checked="" type="checkbox"/> High Impact Teaching Strategies (HITS)	<input checked="" type="checkbox"/> On-site
Conduct phased training beginning with Day 1 end	<input checked="" type="checkbox"/> All Staff	from: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants	<input checked="" type="checkbox"/> On-site

2019, with Day 2,3 in 2020 and Day 4 in 2021.		to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	BSEM consultants	
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