

# 2018 Annual Implementation Plan

## for improving student outcomes

Mill Park Secondary College (8775)



Submitted for review by Patricia Horner (School Principal) on 22 December, 2017 at 03:26 PM

Endorsed by Vincent Dobbs (Senior Education Improvement Leader) on 20 February, 2018 at 11:20 AM

Endorsed by Kathy Filev (School Council President) on 22 February, 2018 at 12:12 PM

# Self-evaluation Summary - 2018

Mill Park Secondary College (8775)

	<b>FISO Improvement Model Dimensions</b> The 6 High-impact Improvement Initiatives are highlighted below in red.	<b>Self-evaluation Level</b>	<b>Evidence and Analysis</b>
<b>Excellence in teaching and learning</b>	Building practice excellence	Emerging moving towards Evolving	Professional Learning Planner CPT Meeting cycle PLT agendas Faculty Wide PDP goals
	Curriculum planning and assessment	Evolving moving towards Embedding	Teaching and Learning Model (TLM) Teaching and Learning Model Survey 2016 curriculum audit Curriculum documents CPT agendas
	Evidence-based high-impact teaching strategies	Evolving moving towards Embedding	Moderation Protocol TLM incorporating High Impact Teaching Strategies (HITS) PLT agendas Classroom observation proformas Coaching records VCE data conversation proforma
	Evaluating impact on learning	Evolving	CPT minutes Moderation protocols VCE data conversation proforma

<b>Professional leadership</b>	Building leadership teams	Evolving moving towards Embedding	MPSC Code of Professional Practice School Wide Positive Behaviour Support Matrix School values and values postcards 30 day challenges Respectful Relationships Partner School Curriculum Audit PLT Agenda's Workshop Week Programs Coaching records, IFG agendas and minutes Leadership structure Teaching and Learning Model Survey data
	Instructional and shared leadership	Evolving moving towards Embedding	Staff P & D data VCE data conversations Analysis of Survey data Pivot data Teaching and Learning Model PLT Meeting Plans Coaching records Professional Learning Planner Clinical Observation Record Proforma Leadership position descriptions Principal Team Responsibilities Student Leadership structure
	Strategic resource management	Embedding	Link between the data analysis and schools priorities Participation in Community of Practice group focusing on Learning Growth Minutes of Leadership Team Meetings PLT agendas Workshop week programs coaching records survey data on the new Teaching and Learning Model Induction Program Induction evaluation.

	Vision, values and culture	Evolving moving towards Embedding	SWPBS Parent Opinion survey analysis Student Opinion analysis PDP process PLT lesson designs
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Positive climate for learning</p>	<p>Empowering students and building school pride</p>	<p>Emerging moving towards Evolving</p>	<p>All students 7-12 have the opportunity to complete ATSS and Panorama SEL survey. Years 7-8 students complete the MDI survey. Some students provided opportunity to complete Pivot surveys. Some individual teachers create own classroom surveys to acquire feedback on own teaching. Student Diary provides space and opportunity for students to set personal learning and attendance goals. Student Representative Council on both Middle and Senior Campus, Range of Captaincy positions on both sites. Student Ambassadors for PT Interview Days. MYC &amp; SC student Tour Leaders for parent tours and showcase events. SC 'Stand Out' group. Teach the Teacher. MYC and SC student representatives on 'Student Engagement &amp; Wellbeing Committee'.  Events that contribute to school pride include; Annual school production, Song &amp; Dance night, Arts &amp; Design Exhibition, College Athletics Carnival. Year 8 &amp; 10 Office Duty students program. MYC Homegroup Challenges each term. Annual end of year awards events. Hope, fears &amp; dreams activity.</p>
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	<p>Setting expectations and promoting inclusion</p>	<p>Evolving moving towards Embedding</p>	<p>Languages week celebrations. SC celebration of IDAHOBIT (International Day Against Homophobia, Transphobia and Biphobia) day.          Whole college professional development in the BSEM (Berry Street Education Model). Various workshops supporting education of refugees.          SWPBM (School Wide Positive Behaviour Matrix) underpinned by the four agreed school values. Student Behaviour Management Policy, Student Engagement Policy, Student Management Procedures, Attendance Policy and Attendance Procedure, Bullying Prevention Policy, Uniform Policy, Mobile Communications Device Policy, Submission Policy, Progression Policy, Sun Protection Policy. Catch-up classes at every year level. Special Provision arrangements. Child Safety Policy, Child Safety Communications Policy, Duty of Care Policy, Social Media Policy, Risk Management Policy, Risk Management Process Policy.          Parent representatives on Student Engagement &amp; Wellbeing Committee and School Council. Student Exit/Reallocation Process. No PA announcements during class time. Use of the Cooperation Panel for restorative practices. Regular Student Engagement Meetings, Case Management Meetings, PSD and SSG meetings. Student ILPs, Behaviour Management Plans &amp; Case Management Plans. Referrals to Youth/Social workers and external agencies.</p>
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	Health and wellbeing	Emerging moving towards Evolving	<p>2017/2018 implementation of the BSEM (Berry Street Education Model). Adoption of the Respectful Relationships Initiative.</p> <p>Canteen and Healthy Foods policy. Pastoral Care Program at each year level. Drugs Policy, Sun Protection Policy, Smoke-free Policy, Child Safety Standards Policy.</p> <p>7-12 Pastoral Care Program.</p> <p>SWPBM. Catch-phrase posters in most classrooms. Student Progress Letters. Redemption Policy and process. Homework Club. Extra-curricular opportunities such as debating.</p>
	Intellectual engagement and self-awareness	Emerging moving towards Evolving	<p>Professional Learning Planner provides for extensive collaboration time in CPTs. Beginning to embed Berry Street education Model Strategies. Student side of the Teaching and Learning Model. Some Student Engagement meetings have incorporated student learning and social and emotional data for staff to consider and inform their classroom practice.</p> <p>Curriculum documentation including unit plans, lesson plans and assessment tasks/rubrics are uploaded to the college portal (moving to Google Drive 2018). Focus on the teaching and Learning Model in PLTs where teachers have worked through different strategies for each of the elements including 'reflect'.</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Community engagement in learning</p>	<p>Building communities</p>	<p>Emerging moving towards Evolving</p>	<p>School council and committee minutes  Parent opinion survey data analysis  ATSS analysis  information evenings and event attendance  operations data  Sentral reports and communications  School newsletters  Careers data  Student welfare records,</p>
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	Global citizenship	Evolving	<p>Respect and responsibility are two of the college's values. Students across both campuses have the opportunity to elect peers into leadership positions. The SRC is active and engages in a number of fund-raising activities for worthy causes. Student and subject captains take lead roles in a number of college events, for example, act as Student Ambassadors during parent-teacher interviews. The College has recently conducted an audit regarding the level of inclusivity of language that is used. Year 8 and Year 10 students undertake school community work through the Duty Student Program. The Stand Out Student Group runs activities for LGBTIQ students and offers places for students and their friends to meet and celebrate their diversity. Cultural and linguistic diversity is celebrated through the Languages Week. The inaugural Italy Study Tour enhances our commitment to expanding the cultural experiences of students undertaking Italian. The school's participation in the Berry Street Education Model has refreshed the college's commitment to restorative practices and compliments achievements of the Positive Relationships Policy. The school continues to fine-tune its approach to and processes for the management of conflict with a special focus on mediation. The school is proud of its environmental credentials. It is strongly committed to recycling and the generation of power with PV panels installed on both campuses. Further evidence of minimising our environmental footprint is the fact that rainwater is connected to student toilet facilities.</p>
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	Networks with schools, services and agencies	Evolving moving towards Embedding	La Trobe Partnership - equity and excellence Vice Chancellors Scholarships Headspace partnerships Workshop Week Member of board - Outer Northern Trade Training Centre (ONTTC) Tech School
	Parents and carers as partners	Emerging moving towards Evolving	Parents/carers formally invited to various year level 'Parent Information Evenings'. Parents invited and welcome to attend college athletics and swimming carnivals. Year 7 Parent BBQ event and Sentral log on help session term 1 of each year. Parent concerns directed to Principal Class Officers who liaise with parent to reach resolution. Concerns and Complaints Policy, Child Safety policy, Child Safe Code of Conduct, Mandatory Reporting Policy and Duty of Care policy on college website. Two Parent/Teacher Interview days held each year. Parents participate in Teacher/Parent communication via phone calls, emails and Sentral (Portal). Student 'Progress Letters' sent home when a student is falling behind in assessments for each subject.

<b>Enter your reflective comments</b>	<p>When assessing against the current strategic plan, progress is evident. Self evaluation against the Framework for Improving School Outcomes was as expected but did provide some prompts for reflection in terms of improvement areas. The assessment provided clarity for the future direction. The Teaching Learning Model has been rolled out, is visible, communicated and understood. Staff will be working on consistent use of the model across all learning areas. Curriculum documentation is a strength and consistently reviewed. Moderation processes are used extensively throughout the college. The TLM is based on high-impact teaching strategies. Feedback is an overarching component of the model, this includes surveying students. The leadership structure supports the strategies direction of the school. All leaders need to become as instructional leaders that use coaching and modelling to improve teaching and learning. A focus for us will be over-communication of our vision and values. In terms of a positive climate for learning, in response to data, the school-wide positive behaviour model has been created. All staff are half way through the Berry Street Education Model (BSEM) training.</p>
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	The BSEM will become part of the College Induction Program. Greater focus is needed on connecting with parents. The key to this is communication for example using Sentral, assemblies and celebrations.
<b>Considerations for 2019</b>	2018 will be a review year and a new strategic plan will be developed based on the results of the review.
<b>Documents that support this plan</b>	

## Annual Implementation Plan - 2018

### FISO Improvement Initiatives and Key Improvement Strategies

Mill Park Secondary College (8775)

Four Year Strategic Goals	Four Year Strategic Targets	Is this selected for focus this year?	12 month target	FISO initiative
To improve the learning and growth of students particularly in the key areas of literacy, numeracy and VCE achievement	<ul style="list-style-type: none"> <li>• Increase the proportion of Year 9 students in the top two NAP bands to 20%.</li> <li>• Decrease the proportion of year 9 students in the lower two bands to less than 20%.</li> <li>• Increase the percentage of year 9 students achieving high growth on NAPLAN relative growth assessments to 30% (and</li> </ul>	Yes	Outline what you want to achieve in the next 12 months against your Strategic Plan target.  18% of year 9 students in top two NAP bands Less than 25% students year 9 students in the lower two NAP bands. Increase the percentage of year 9 students achieving high growth on NAPLAN relative growth assessments to 25% (and decrease the low growth percentage). Increase the VCE English and College mean study	Building practice excellence

	<p>decrease the low growth percentage).</p> <ul style="list-style-type: none"> <li>• Increase the VCE English and college mean study scores to above 28.</li> <li>• Increase the number of VCE studies where the value-add median is one study score point above expected as per the VASS data service Report 10</li> </ul>		<p>scores to 26.5 Increase the number of VCE studies to 15 where the value-add median is one study score point above expected as per the VASS data service (Report 10).</p>	
<p>Use student feedback to drive school improvement, creating a culture of success, so that all students feel valued, are equally catered for and demonstrate pride in the college</p>	<ul style="list-style-type: none"> <li>• Improve the connectedness to school measures in the student opinion survey to 3.6</li> <li>• Improvement in the staff, student and parent opinion surveys with respect to student misbehaviour.</li> <li>• Reduce the number of Ns and NSs on student reports to less than 10%.</li> </ul>	<p>Yes</p>	<p>Improve the following factors in the student opinion survey: teacher concern, sense of connectedness and student voice and agency Reduce the number of Ns and NSs on student reports to less than 10%.</p>	<p>Empowering students and building school pride</p>
<p>Create a culture of aspiration.</p>	<ul style="list-style-type: none"> <li>• Improve retention between years 9 – 12.</li> <li>• Increase the number of Year 12 students transitioning into a tertiary institution, apprenticeship, traineeship or full-time work</li> </ul>	<p>No</p>	<p>Improve retention between years 10 – 11 to 90% Increase the percentage of Year 12 students transitioning into a tertiary institution, apprenticeship, traineeship or full-time work to 88%</p>	

<p>To improve attendance at all year levels to above state mean</p>	<ul style="list-style-type: none"> <li>• Reduce Year 9 absence data to below state mean by the end of 2017</li> <li>• Reduce absences at Years 7, 8 &amp; 10 to below state mean by 2016 and sustain beyond.</li> </ul>	<p>Yes</p>	<p>Reduce absence data for all year levels          Improve the following factors in the student opinion survey: Attitudes to attendance, Resilience, Self Regulation and goal setting</p>	<p>Empowering students and building school pride</p>
<p>To improve well-being and relationships through development of a structured plan for the building of a positive/inclusive school culture</p>	<ul style="list-style-type: none"> <li>• Increase the Attitudes to School Survey variable means relating to student relationships and wellbeing in particular connectedness to school, connectedness to peers, classroom behaviour and safety</li> <li>• Increase Parent Opinion Survey variables including student behaviour management and engagement variables</li> <li>• Increase Staff Opinion Survey variables in relation to student engagement</li> </ul>	<p>Yes</p>	<p>Improve the following factors in the student opinion survey: Sense of inclusion, advocate at school, managing bullying, Respect for diversity</p>	<p>Setting expectations and promoting inclusion</p>
<p>To optimise the allocation of resources (human, financial, time, space and materials) to improve learning outcomes for students</p>	<ul style="list-style-type: none"> <li>• Improved Staff Opinion survey data in Professional learning Overall Score and Feedback</li> <li>• Improved Staff Opinion Survey School Climate in Overall Score, Collective</li> </ul>	<p>No</p>	<p>Improve the following factors in the staff opinion survey: teacher collaboration, collective efficacy and shielding and buffering</p>	

	<p>Efficacy, Teacher Collaboration and Shielding/Buffering.</p> <ul style="list-style-type: none"> <li>• Improved student achievement</li> </ul>			
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<b>Improvement Initiatives Rationale</b>
<p>This is the final year of the current strategic plan, the major focus being building practice excellence and empowering students and building school pride. The new Teaching and Learning Model (TLM) has been launched and is now being embedded thus building practice excellence. Staff have completed the first two modules of the Berry Street Education Model (BSEM) and have been embedding the trauma informed practices across the college. The SWPBS framework has been launched. The self evaluation against the continua of practice supports continuation of all 3 initiatives. Analysis of staff, student and parent opinion data has indicated some improvements which are related to these initiatives and supports consolidation.</p>

<b>Goal 1</b>	To improve the learning and growth of students particularly in the key areas of literacy, numeracy and VCE achievement
<b>12 month target 1.1</b>	<p>18% of year 9 students in top two NAP bands  Less than 25% students year 9 students in the lower two NAP bands.  Increase the percentage of year 9 students achieving high growth on NAPLAN relative growth assessments to 25% (and decrease the low growth percentage).  Increase the VCE English and College mean study scores to 26.5  Increase the number of VCE studies to 15 where the value-add median is one study score point above expected as per the VASS data service (Report 10).</p>
<b>FISO Initiative</b>	Building practice excellence
<b>Key Improvement Strategies</b>	
KIS 1	Student outcomes in literacy, numeracy and VCE will be improved when we build staff capacity in the use of consistent Teaching and Learning practices, High Impact Teaching strategies and highly effective planning and evaluation.

<b>Goal 2</b>	Use student feedback to drive school improvement, creating a culture of success, so that all students feel valued, are equally catered for and demonstrate pride in the college
<b>12 month target 2.1</b>	Improve the following factors in the student opinion survey: teacher concern, sense of connectedness and student voice and agency Reduce the number of Ns and NSs on student reports to less than 10%.
<b>FISO Initiative</b>	Empowering students and building school pride
<b>Key Improvement Strategies</b>	
KIS 1	School pride will be improved when we build staff capacity to understand our students and choose responses that promote connectedness. We will empower students by fostering positive relationships and engaging in authentic feedback and planning with them as partners in the school.

<b>Goal 3</b>	To improve attendance at all year levels to above state mean
<b>12 month target 3.1</b>	Reduce absence data for all year levels Improve the following factors in the student opinion survey: Attitudes to attendance, Resilience, Self Regulation and goal setting
<b>FISO Initiative</b>	Empowering students and building school pride
<b>Key Improvement Strategies</b>	
KIS 1	Student engagement will be improved when we build staff capacity to understand our students and choose responses that promote connectedness. We will empower students by fostering positive relationships and engaging in authentic feedback and planning with them as partners in the school.

<b>Goal 4</b>	To improve well-being and relationships through development of a structured plan for the building of a positive/inclusive school culture
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<b>12 month target 4.1</b>	Improve the following factors in the student opinion survey: Sense of inclusion, advocate at school, managing bullying, Respect for diversity
<b>FISO Initiative</b>	Setting expectations and promoting inclusion
<b>Key Improvement Strategies</b>	
KIS 1	School pride will be improved when we build staff capacity to understand our students and choose responses that promote connectedness. We will empower students by fostering positive relationships and engaging in authentic feedback and planning with them as partners in the school.

## Define Evidence of Impact and Activities and Milestones - 2018

Mill Park Secondary College (8775)

<b>Goal 1</b>	To improve the learning and growth of students particularly in the key areas of literacy, numeracy and VCE achievement
<b>12 month target 1.1</b>	18% of year 9 students in top two NAP bands Less than 25% students year 9 students in the lower two NAP bands. Increase the percentage of year 9 students achieving high growth on NAPLAN relative growth assessments to 25% (and decrease the low growth percentage). Increase the VCE English and College mean study scores to 26.5 Increase the number of VCE studies to 15 where the value-add median is one study score point above expected as per the VASS data service (Report 10).
<b>FISO Initiative</b>	Building practice excellence
<b>Key Improvement Strategy 1</b>	Student outcomes in literacy, numeracy and VCE will be improved when we build staff capacity in the use of consistent Teaching and Learning practices, High Impact Teaching strategies and highly effective planning and evaluation.
Actions	Embed the Teaching and Learning Model through Professional Learning Teams and Curriculum Planning Teams (including writing strategies from Bastow team) Incorporate Literacy and Numeracy strategies and the High Impact Teaching Strategies (HITS) into the TLM Increase the use of classroom observations and coaching about the Teaching and Learning Model



	Teaching staff to set P and D goals linked to TLM and HITS Enhance collaboration practices within Curriculum Planning Teams Embed existing curriculum documentation and moderation practices			
Evidence of impact	Students will be able to articulate and explain the stages of a lesson from the TLM Students will be able to identify different teaching and learning strategies, eg HITS and TLM Teachers will use their PDP to build their practice in the TLM and HITS Teachers will use their PDP, lesson observations and coaching to build their efficacy in teaching and learning and evaluate their impact			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Students complete the TLM survey to give feedback to teachers on their use of the TLM	Learning Specialist(s)	<input type="checkbox"/> No	from: Term 1 to: Term 3	\$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used
TLM documents include HITS, Literacy and Numeracy strategies	Learning Specialist(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 2	\$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used
All leading teachers and teaching A.P.s to participate in classroom observations in their own and others classrooms	Leadership Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
All teaching staff have a P and D goal related directly to the TLM	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
CPT leaders to have plans for structured collaboration time in all CPT meetings, including planning and moderation time.	KLA Leader	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

CPT leaders ensure that curriculum documentation is up to date and that they find regular times to use the college wide moderation protocol	KLA Leader	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
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<b>Goal 2</b>	Use student feedback to drive school improvement, creating a culture of success, so that all students feel valued, are equally catered for and demonstrate pride in the college			
<b>12 month target 2.1</b>	Improve the following factors in the student opinion survey: teacher concern, sense of connectedness and student voice and agency Reduce the number of Ns and NSs on student reports to less than 10%.			
<b>FISO Initiative</b>	Empowering students and building school pride			
<b>Key Improvement Strategy 1</b>	School pride will be improved when we build staff capacity to understand our students and choose responses that promote connectedness. We will empower students by fostering positive relationships and engaging in authentic feedback and planning with them as partners in the school.			
Actions	Embed the Berry Street Education Model through Professional Learning Teams and Student Engagement Teams Incorporate BSEM strategies into classroom practice Increase the use of classroom observations and coaching around BSEM Teaching staff to set P and D goals linked to BSEM Enhance case management practices within Student Engagement Teams and Student Engagement Meetings Embed existing SWPBS expectations through Student Engagement Meetings Increase student feedback (TLM & other Google Classroom surveys) and involvement in decision making (Council sub-committees) Increase reporting to students on progress towards changes they have requested			
Evidence of impact	Students will be able to articulate understanding of their own escalation triggers and de-escalation strategies Students will be able to identify when they need a brain break and for what purpose Students will be able to identify positive behaviours they could choose to meet college values Students will be able to articulate where they have opportunities to contribute to decision making Teachers will be involved in initial clinical observations through PLT/CPT pairs Teachers will use language consistent with BSEM and SWPBS (evident through incident reports and classroom observations) Teachers will use their PDP, lesson observations and/or coaching to build their range of BSEM and SWPBS strategies			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a Professional</b>	<b>When</b>	<b>Budget</b>

		Learning Priority		
Berry Street Education Model- PD	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 2 to: Term 3	\$30,000.00 <input type="checkbox"/> Equity funding will be used
Embedding of Case management processes, BSEM and SWPBS - directed by Student Engagement Leaders through Student Engagement Teams	Leading Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$10,000.00 <input type="checkbox"/> Equity funding will be used
Coaching for teachers related to BSEM, SWPBS and TLM	Leading Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$10,000.00 <input type="checkbox"/> Equity funding will be used
Student Welfare Support	Wellbeing Team	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$148,000.00 <input type="checkbox"/> Equity funding will be used
Staff set a PDP goal related to BSEM	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Increase classroom observations and feedback around BSEM and SWPBS	All Staff	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$10,000.00 <input type="checkbox"/> Equity funding will be used

<b>Goal 3</b>	To improve attendance at all year levels to above state mean
<b>12 month target 3.1</b>	Reduce absence data for all year levels Improve the following factors in the student opinion survey: Attitudes to attendance, Resilience, Self Regulation and goal setting
<b>FISO Initiative</b>	Empowering students and building school pride

<b>Key Improvement Strategy 1</b>	Student engagement will be improved when we build staff capacity to understand our students and choose responses that promote connectedness. We will empower students by fostering positive relationships and engaging in authentic feedback and planning with them as partners in the school.
Actions	Ensure all students are setting personal attendance goals using the college diary and Attendance Policy advice Ensure college-wide alignment of the staged response practices to address non-attendance Attendance processes Track attendance at each year level and prepare cohort graphs to demonstrate improvement Enlist the support of external agencies to support chronic absenteeism
Evidence of impact	Students will be able to articulate understanding of the importance of attendance and define their own goals Students will be able to identify positive behaviours they could choose to meet college attendance expectations as well as their own personal attendance goals Teachers will use language consistent with BSEM and SWPBS as well as Attendance Policy and procedures Collated cohort attendance data for each year level will show improvement compared to their previous year

<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a Professional Learning Priority</b>	<b>When</b>	<b>Budget</b>
Documented procedures for monitoring and addressing student attendance issues adopted college-wide	Year Level Co-ordinator(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Attendance graphs published for each cohort each term	Assistant Principal	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
All students have documented attendance goals for 2018	All Staff	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

<b>Goal 4</b>	To improve well-being and relationships through development of a structured plan for the building of a positive/inclusive school culture
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<b>12 month target 4.1</b>	Improve the following factors in the student opinion survey: Sense of inclusion, advocate at school, managing bullying, Respect for diversity			
<b>FISO Initiative</b>	Setting expectations and promoting inclusion			
<b>Key Improvement Strategy 1</b>	School pride will be improved when we build staff capacity to understand our students and choose responses that promote connectedness. We will empower students by fostering positive relationships and engaging in authentic feedback and planning with them as partners in the school.			
<b>Actions</b>	Embed the Berry Street Education Model through Professional Learning Teams, Student Engagement Teams and Pastoral Planning Teams Incorporate BSEM strategies into classroom practice Increase the use of classroom observations and coaching around BSEM Teaching staff to set P and D goals linked to BSEM Enhance case management practices within Student Engagement Teams and Student Engagement Meetings Embed existing SWPBS expectations through Student Engagement Meetings and Pastoral Planning Meetings Increase student feedback (TLM survey) and involvement in decision making (Council and Council sub-committees) Continue to formalise college cultural norms/routines school-wide Continue to implement college-wide 30 Day Challenges linked to SWPBS			
<b>Evidence of impact</b>	Students will be able to articulate understanding of BSEM practices Students will be able to identify when they need a brain break and for what purpose Students will be able to identify positive behaviours they could choose to meet college values Students will be able to articulate where they have opportunities to contribute to decision making Teachers will use language consistent with BSEM and SWPBS Teachers will use their PDP, lesson observations and/or coaching to build their range of BSEM and SWPBS strategies Improvement in student Panorama Education (SEL) survey data Improvement in Student ATTS survey data			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a Professional Learning Priority</b>	<b>When</b>	<b>Budget</b>
One 30-Day Challenge each semester	Sub School Leader/s	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$1,000.00 <input type="checkbox"/> Equity funding will be used

All students participate in the Panorama Education (SEL) survey	Assistant Principal	<input type="checkbox"/> No	from: Term 2 to:	\$1,500.00 <input type="checkbox"/> Equity funding will be used
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## Professional Learning and Development Plan - 2018

Mill Park Secondary College (8775)

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
TLM documents include HITS, Literacy and Numeracy strategies	Learning Specialist(s)	from: Term 1 to: Term 2	<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"/> On-site
All leading teachers and teaching A.P.s to participate in classroom observations in their own and others classrooms	Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
All teaching staff have a P and D goal related directly to the TLM	Teacher(s)	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site

Berry Street Education Model- PD	All Staff	from: Term 2 to: Term 3	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Whole School Student Free Day	<input checked="" type="checkbox"/> External consultants Berry Street Education	<input checked="" type="checkbox"/> Off-site Reception Centre Venues
Coaching for teachers related to BSEM, SWPBS and TLM	Leading Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Staff set a PDP goal related to BSEM	All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

## Documents that support the plan

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

### Dimension 1

- [PLT 6 Lis and SC.pptx \(0.13 MB\)](#)
- [PLT lesson design Term 2 Week 4\(1\).docx \(0.01 MB\)](#)
- [PLT lesson design Term 2 Week 4.docx \(0.01 MB\)](#)
- [PLT TLM Implementation Slides 9.5.2017.pptx \(3.38 MB\)](#)
- [PLT1 lesson design.docx \(0.01 MB\)](#)
- [PLT2 goals lesson design.pptx \(0.5 MB\)](#)
- [PLT2 lesson design.docx \(0.01 MB\)](#)
- [PLT3 lesson design.docx \(0.01 MB\)](#)
- [PLT5 lesson design.docx \(0.01 MB\)](#)
- [PLT6 lesson .docx \(0.01 MB\)](#)
- [PLT7 Working with HITS and using the BSEM.pptx \(0.35 MB\)](#)
- [PLT7 Working with the HITS and using the BSEM.docx \(0.01 MB\)](#)
- [PLT9 lesson design.docx \(0.37 MB\)](#)
- [Term 2 Professional Learning Planner.pdf \(0.1 MB\)](#)

### Dimension 2

- [TLM .jpg \(0.07 MB\)](#)

[TLM survey data.pdf \(0.34 MB\)](#)

Dimension 3

[Clinical Observations in one page.docx \(1 MB\)](#)

[coaching record.pdf \(1.07 MB\)](#)

[Mill Park Lesson Observation Form.doc \(1.63 MB\)](#)

[Mill Park Secondary College Assessment Evaluation Protocol.docx \(0.01 MB\)](#)

[MPSC - Moderation processes.docx \(0.02 MB\)](#)

[Year 12 Data analysis 2017.docx \(0.02 MB\)](#)

Dimension 4

[Mill Park Secondary College Assessment Evaluation Protocol.docx \(0.01 MB\)](#)

[MPSC - Moderation processes.docx \(0.02 MB\)](#)

[Year 12 Data analysis 2017.docx \(0.02 MB\)](#)

Dimension 5

[2018 Positions of Responsibility.xls \(0.06 MB\)](#)

[3 - MPSC CODE OF PROFESSIONAL PRACTICE - Draft - Child Safety Standards.docx \(0.28 MB\)](#)

[Samples-30 day challenge notices.docx \(0.13 MB\)](#)

Dimension 6

[2017 Principal Responsibilities\\_draft3.docx \(0.03 MB\)](#)

[2018 POSITIONS OF RESPONSIBILITY.docx \(0.07 MB\)](#)

[LT Position Descriptions.pdf \(0.23 MB\)](#)

[MASTER PLANNERS 2017.xlsx \(0.11 MB\)](#)

Dimension 7

[2017\\_WORKSHOPWEEKS.docx \(0.02 MB\)](#)

[Induction overview.docx \(0.02 MB\)](#)

Dimension 8

[SWPBS-poster final.pdf \(0.45 MB\)](#)

Dimension 9

[Hopes & Dreams-Fears MYC student leaders feedback \(Autosaved 2\).xlsx \(0.17 MB\)](#)

Dimension 10

[SWPBS-poster final.pdf \(0.45 MB\)](#)

Dimension 13

[HF&dD parent responses.xlsx \(0.06 MB\)](#)

Dimension 15

[MPSC Workshop Week Term 1 Feedback - Google Forms.pdf \(0.1 MB\)](#)

[MPSC Workshop Week Term 2 Feedback - Google Forms.pdf \(0.14 MB\)](#)

2018 Annual Implementation Plan

[AIP School Council endorsement.JPG \(0.02 MB\)](#)