2019 Annual Implementation Plan
for improving student outcomes

Mill Park Secondary College (8775)

Submitted for review by Patricia Horner (School Principal) on 21 December, 2018 at 11:12 AM

Endorsed by Pauline Rice (Senior Education Improvement Leader) on 21 February, 2019 at 07:26 PM

Endorsed by Kathy Filev (School Council President) on 12 March, 2019 at 11:40 AM

Self-evaluation Summary - 2019

	FISO Improvement Model Dimensions The 6 High-impact Improvement Initiatives are highlighted below in red.	Self-evaluation Level
Excellence in teaching and learning	Building practice excellence	Embedding
	Curriculum planning and assessment	Embedding
	Evidence-based high-impact teaching strategies	Embedding
	Evaluating impact on learning	Embedding
Professional leadership	Building leadership teams	Embedding
	Instructional and shared leadership	Embedding
	Strategic resource management	Embedding
	Vision, values and culture	Embedding
Positive climate for learning	Empowering students and building school pride	Evolving
	Setting expectations and promoting inclusion	Evolving moving towards Embedding
	Health and wellbeing	Evolving
	Intellectual engagement and self-awareness	Evolving
Community engagement in learning	Building communities	Evolving
	Global citizenship	Emerging moving towards Evolving
	Networks with schools, services and agencies	Embedding
	Parents and carers as partners	Evolving

Enter your reflective comments	The School Review Report highlighted the successful implementation of the College Teaching and Learning Model (TLM), the engagement in the Berry Street Education Model (BSEM) professional learning and the introduction of Google Classroom. All of the strategies from the previous strategic plan were implemented and there was mixed success in achieving the goals. The 2018 opinion data which became available after the review process and showed significant improvement for staff, students and parents. Work has commenced in further developing the TLM incorporating BSEM strategies. Work has also commenced on developing a Student Engagement Model. Homegroup will be introduced at Senior Campus in 2019 to improve connectedness and attendance.
Considerations for 2019	The initial focus will be to build community understanding of the new strategic plan and establish the foundation upon which the achievement of the goals and targets can be supported.
Documents that support this plan	NWVR 8775 Mill Park SC Renew Report 2018 (final).docx (0.48 MB)

SSP Goals Targets and KIS

Goal 1	To maximise the academic performance, wellbeing and emotional capacity of all students by building a level of consistent practice excellence across the whole college.

Target 1.1	**Achievement**
	• Increase the college VCE mean study score to at least 28.
	• Increase the percentage of students with high and medium gain in NAPLAN Year 7–9
	   o Reading from 67.2% to 75%
	   o Numeracy from 65% to 75%
	• Increase the proportion of student results in the top two NAPLAN bands for Reading from 11.7% to 18%
	• Establish baseline data for PAT Maths and PAT Reading based on 2018 results and set targets for 2021 (percentages to be finalised)

Target 1.2	**Student Attitudes** Variables in the AToSS to reflect the following percentage of positive student responses: • Teacher Concern from 41% to 60% • High expectations for Success from 67% to 80% • Effective Teaching Time from 58% to 70%
Target 1.3	**Staff Opinion / Climate** Variables in the School Staff Survey to reflect the following endorsement: • Collective Efficacy from 37.9% to 60% • Collective focus on Student Learning from 65.4% to 70% • Teacher Collaboration from 44.9% to 60% • Use of evidence to inform teaching practice from 67.7% to 75%
Key Improvement Strategy 1.a Building practice excellence	Enhance data literacy & planning to: • use analysis of data to enhance collaboration & collective accountability for learning growth • enhance tracking & monitoring of individual students & sub–groups to more effectively personalise learning, differentiate and plan for powerful classroom–based interventions • continue refinement of powerful common assessment tasks and developmental rubrics.
Key Improvement Strategy 1.b Curriculum planning and assessment	Explore ways to further integrate the Berry Street curriculum into school programs, with a focus on alignment and integration with the college TLM.
Key Improvement Strategy 1.c Building practice excellence	Further develop the college coaching program to enable teachers to challenge and improve each other's practice.

Goal 2	Students to take a higher level of responsibility for their learning and become more independent and self–regulating learners by further develop a consistently stimulating learning environment.
Target 2.1	**Attendance** By 2021, overall absences Years 7–12 to reduce to 18 days per full time equivalent. By 2021, reduce absences Years 10–12 to below 20 days per full time equivalent.
Target 2.2	**Student Attitudes** Variables in the AToSS to reflect the following percentage of positive student responses: • Stimulated Learning from 48% to 60% • Differentiated Learning Challenge from 53% to 60%
Target 2.3	**Staff Opinion** Variables in the SSS to reflect the following endorsement: • Promote Student Ownership of Student Learning Goals from 58.1% to 70% • Support Growth and Learning of the Whole Child from 69.2% to 75%
Key Improvement Strategy 2.a Intellectual engagement and self-awareness	Enhance structures/processes within curriculum planning, assessment and the college TLM that enable students to develop agency, assess their work and track/celebrate their own learning growth. This includes developing common assessment tasks & developmental rubrics for all units in all subjects that reflect the college curriculum, diversity of students, high standards and expectations.
Key Improvement Strategy 2.b Curriculum planning and assessment	Further enhance curriculum planning and pedagogy to explicitly support students' capacity to self–regulate, practice mindfulness and cultivate the positive emotional states described in the Berry Street Curriculum; across all school programs and both campuses
Key Improvement Strategy 2.c Setting expectations and promoting inclusion	Continue to develop a consistent culture, with explicit strategies developed across both campuses, to raise expectations, aspirations and increase levels of attendance.

Goal 3	Improve community engagement in learning in order to build community expectations about the value of education and improve student outcomes.
Target 3.1	**Parent Opinion–Community Engagement** Framework factors in the POS to reflect the following improvement: • Parent participation and involvement to improve from 71% to 75% • School support to improve from 82% to 85%
Target 3.2	**Parent Opinion–Student Cognitive Engagement** Framework factors in the POS to reflect the following improvement: • Student motivation and support to improve from 72% to 80% • Stimulating learning environment to improve from 64% to 80% • Student agency and voice to be maintained above 80%
Target 3.3	**Staff Opinion** Variables in the SSS to reflect the following endorsement: • Parent and Community Involvement to improve from 34.8% to 70%
Key Improvement Strategy 3.a Parents and carers as partners	Strengthen the partnership between staff, students and parents/carers to build a culture of high expectations and shared responsibility for student achievement.
Key Improvement Strategy 3.b Parents and carers as partners	Continue working across the whole college and broader community to support the health, wellbeing, inclusion and engagement of all students.
Key Improvement Strategy 3.c Parents and carers as partners	Explore and implement strategies related to Teaching and Learning, wellbeing, inclusion and common values to better align both campuses and provide for a more consistent environment and culture, and a more seamless and sequential learning journey from Year 7 to Year 12.

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.

To maximise the academic performance, wellbeing and emotional capacity of all students by building a level of consistent practice excellence across the whole college.	Yes	**Achievement**
		• Increase the college VCE mean study score to at least 28.
		• Increase the percentage of students with high and medium gain in NAPLAN Year 7–9
		  ○ Reading from 67.2% to 75%
		  ○ Numeracy from 65% to 75%
		• Increase the proportion of student results in the top two NAPLAN bands for Reading from 11.7% to 18%
		• Establish baseline data for PAT Maths and PAT Reading based on 2018 results and set targets for 2021 (percentages to be finalised)
			VCE study score mean 25.5
			High medium gain in literacy (reading) 70
			High medium gain in numeracy 68%
			Mathematics N+A 13%
			Mathematics S+P 21%
			Mathematics M+G 11%
			NAPLAN Reading 13%
			PAT Maths and English - Maintain Median to the normal sample
			PAT - Establish baseline data measures

		Student Attitudes Variables in the AToSS to reflect the following percentage of positive student responses: • Teacher Concern from 41% to 60% • High expectations for Success from 67% to 80% • Effective Teaching Time from 58% to 70%	Teacher Concern - 46% High Expectations for success - 71% Effective teaching time - 61%
		Staff Opinion / Climate Variables in the School Staff Survey to reflect the following endorsement: • Collective Efficacy from 37.9% to 60% • Collective focus on Student Learning from 65.4% to 70% • Teacher Collaboration from 44.9% to 60% • Use of evidence to inform teaching practice from 67.7% to 75%	Collective Efficacy - 43% Collective focus on student learning - maintain above 60% Teacher collaboration - 50% Use evidence to inform teaching practice 70%

Students to take a higher level of responsibility for their learning and become more independent and self–regulating learners by further develop a consistently stimulating learning environment.	Yes	**Attendance** By 2021, overall absences Years 7–12 to reduce to 18 days per full time equivalent. By 2021, reduce absences Years 10–12 to below 20 days per full time equivalent	Overall Absence Days per FTE reduced to 21 Average difference between MYC and SC reduced to 5 days.
		Student Attitudes Variables in the AToSS to reflect the following percentage of positive student responses: • Stimulated Learning from 48% to 60% • Differentiated Learning Challenge from 53% to 60%	Stimulated learning - 52% Differentiated Learning Challenge - 55%
		Staff Opinion Variables in the SSS to reflect the following endorsement: • Promote Student Ownership of Student Learning Goals from 58.1% to 70% • Support Growth and Learning of the Whole Child from 69.2% to 75%	Student Ownership of Student Learning Goals - 60% Learning of the Whole Child - 71%
Improve community engagement in learning in order to build community expectations about the value of education and improve student outcomes.	Yes	**Parent Opinion–Community Engagement** Framework factors in the POS to reflect the following improvement: • Parent participation and involvement to improve from 71% to 75% • School support to improve from 82% to 85%	POS -parent participation 72% -school support 83%
		Parent Opinion–Student Cognitive Engagement Framework factors in the POS to reflect the following improvement: • Student motivation and support to improve from 72% to 80% • Stimulating learning environment to improve from 64% to 80% • Student agency and voice to be maintained above 80%	POS - Student motivation & support >70% - Stimulating learning >80% - Student agency >75%
		Staff Opinion Variables in the SSS to reflect the following endorsement: • Parent and Community Involvement to improve from 34.8% to 70%	SSS - Parent and Community Involvement >40

Goal 1	To maximise the academic performance, wellbeing and emotional capacity of all students by building a level of consistent practice excellence across the whole college.
12 Month Target 1.1	VCE study score mean 25.5 High medium gain in literacy (reading) 70% High medium gain in numeracy 68% Mathematics N+A 13% Mathematics S+P 21% Mathematics M+G 11% NAPLAN Reading 13% PAT Maths and English - Maintain Median to the normal sample PAT - Establish baseline data measures
12 Month Target 1.2	Teacher Concern - 46% High Expectations for success - 71% Effective teaching time - 61%
12 Month Target 1.3	Collective Efficacy - 43% Collective focus on student learning - maintain above 60% Teacher collaboration - 50% Use evidence to inform teaching practice 70%

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Building practice excellence	Enhance data literacy & planning to: • use analysis of data to enhance collaboration & collective accountability for learning growth • enhance tracking & monitoring of individual students & sub–groups to more effectively personalise learning, differentiate and plan for powerful classroom–based interventions • continue refinement of powerful common assessment tasks and developmental rubrics.	Yes
KIS 2 Curriculum planning and assessment	Explore ways to further integrate the Berry Street curriculum into school programs, with a focus on alignment and integration with the college TLM.	Yes
KIS 3 Building practice excellence	Further develop the college coaching program to enable teachers to challenge and improve each other's practice.	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.	These two KIS allow our staff to identify the varied needs of students with respect to learning, social and emotional development in order to build excellent practice. The coaching program will continue in its current form so is not identified as a KIS at this stage.
Goal 2	Students to take a higher level of responsibility for their learning and become more independent and self–regulating learners by further developing a consistently stimulating learning environment.
12 Month Target 2.1	Overall Absence Days per FTE reduced to 21 Average difference between MYC and SC reduced to 5 days.
12 Month Target 2.2	Stimulated learning - 52% Differentiated Learning Challenge - 55%
12 Month Target 2.3	Student Ownership of Student Learning Goals - 60% Learning of the Whole Child - 71%

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Intellectual engagement and self-awareness	Enhance structures/processes within curriculum planning, assessment and the college TLM that enable students to develop agency, assess their work and track/celebrate their own learning growth. This includes developing common assessment tasks & developmental rubrics for all units in all subjects that reflect the college curriculum, diversity of students, high standards and expectations.	Yes
KIS 2 Curriculum planning and assessment	Further enhance curriculum planning and pedagogy to explicitly support students' capacity to self–regulate, practice mindfulness and cultivate the positive emotional states described in the Berry Street Curriculum; across all school programs and both campuses	No
KIS 3 Setting expectations and promoting inclusion	Continue to develop a consistent culture, with explicit strategies developed across both campuses, to raise expectations, aspirations and increase levels of attendance.	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.	KIS 1 provides the means through which curriculum planning and documentation will be formalised and consolidated across all subjects. This is required before students can consistently take a higher level of responsibility for their own learning (KIS 3). KIS 1 builds on the strategies that were commenced in the previous SSP and have been identified as positive actions for the college that have contributed to current improvement. KIS 3 will be a focus to address the rising level of student absenteeism, and to improve the consistency of practice across the two campuses. Similar KIS to KIS2 are being focused on in goal 1.	
Goal 3	Improve community engagement in learning in order to build community expectations about the value of education and improve student outcomes.	
12 Month Target 3.1	POS - parent participation 72% - school support 83%	
12 Month Target 3.2	POS - Student motivation & support >70% - Stimulating learning >80% - Student agency >75%	
12 Month Target 3.3	SSS - Parent and Community Involvement >40	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Parents and carers as partners	Strengthen the partnership between staff, students and parents/carers to build a culture of high expectations and shared responsibility for student achievement.	Yes
KIS 2 Parents and carers as partners	Continue working across the whole college and broader community to support the health, wellbeing, inclusion and engagement of all students.	No
KIS 3 Parents and carers as partners	Explore and implement strategies related to Teaching and Learning, wellbeing, inclusion and common values to better align both campuses and provide for a more consistent environment and culture, and a more seamless and sequential learning journey from Year 7 to Year 12.	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. | Positive relationships are the foundation upon which student achievement is supported and enhanced.

 Review evaluation identified difference in practice and experience between campuses. This was supported by AtoSS results on transition at year 10.

 Consistency in environment and culture is critical in ensuring a student experiences a smooth, consistent and sequential learning journey at Mill Park. Similar KIS to KIS2 are being focused on in goal 1 |

Define Actions, Outcomes and Activities

Goal 1	To maximise the academic performance, wellbeing and emotional capacity of all students by building a level of consistent practice excellence across the whole college.
12 Month Target 1.1	VCE study score mean 25.5 High medium gain in literacy (reading) 70% High medium gain in numeracy 68% Mathematics N+A 13% Mathematics S+P 21% Mathematics M+G 11% NAPLAN Reading 13% PAT Maths and English - Maintain Median to the normal sample PAT - Establish baseline data measures
12 Month Target 1.2	Teacher Concern - 46% High Expectations for success - 71% Effective teaching time - 61%
12 Month Target 1.3	Collective Efficacy - 43% Collective focus on student learning - maintain above 60% Teacher collaboration - 50% Use evidence to inform teaching practice 70%
KIS 1 Building practice excellence	Enhance data literacy & planning to: • use analysis of data to enhance collaboration & collective accountability for learning growth • enhance tracking & monitoring of individual students & sub–groups to more effectively personalise learning, differentiate and plan for powerful classroom–based interventions • continue refinement of powerful common assessment tasks and developmental rubrics.
Actions	Curriculum Leadership Teams • Build capacity of curriculum leaders to drive learning about data analysis tools Curriculum Planning Teams • Development of common formative and summative assessments that are designed in line with curriculum outcomes (VCE) and achievement standards (VicCurric) Literacy Learning Specialists and Literacy LT • Identify a college wide literacy (reading) strategy and plan for implementation for 2020-2022 • Implement Year 10 Literacy Support program

	PLT/IFG • Development of data literacy workshops
Outcomes	• Curriculum leadership staff will have an understanding of data analysis tools for each curriculum area for introduction to CPTs in 2020 • Staff will have a common understanding of the role, design and usage of formative assessment in their curriculum areas. • Literacy specialists will have an understanding of effective literacy interventions and whole school approaches to supporting literacy at the college. • Teachers will have greater confidence in interpreting, implementing and assessing curriculum standards and outcomes • Teachers will have greater understanding of developmental rubrics and performance criteria • Teachers will have a greater understanding of how to analyse data • Teachers will have a shared understanding of the importance of using assessment data to identify next steps in teaching.
Success Indicators	• A set of data analysis tools for each curriculum area for introduction to CPTs in 2020. • Defined common and formative assessments for all programs delivered at the college. • A literacy plan for 2020-2022. • Developmental rubrics and performance criteria examples across each faculty • Examples of interventions in response to data for each curriculum team shared across the college.

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Professional learning for CPT leaders on data analysis	☑ Curriculum Coordinator(s) ☑ KLA Leader ☑ Teaching and Learning Coordinator	☑ PLP Priority	from: Term 1 to: Term 4	$10,000.00 ☑ Equity funding will be used
Professional learning for CPT leaders on developing formative and summative assessments	☑ Curriculum Coordinator(s) ☑ KLA Leader ☑ Teaching and Learning Coordinator	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Implement Year 10 Literacy Support program	☑ Literacy Leader	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Develop Literacy (reading strategy)	☑ Learning Specialist(s) ☑ Literacy Leader	☑ PLP Priority	from: Term 1 to: Term 4	$20,000.00 ☑ Equity funding will be used

KIS 2 Curriculum planning and assessment	Explore ways to further integrate the Berry Street curriculum into school programs, with a focus on alignment and integration with the college TLM.
Actions	• Further embed the Student Engagement Model (SEM) within the Teaching and Learning Model (TLM) • Support teachers to self-assess their practice and work out their next steps for improvement through PLTs, CPTs, Student Engagement Meetings and use of the TLM handbook • Teachers continue to use the TLM/ SEM survey to get feedback on their practice from students and use this to set goals for improvement (through PDP) • Support new staff and staff with gaps in their knowledge to use the TLM and SEM through the school induction program and the Improvement Focus Group planning (during Workshop Week) to develop greater consistency of practice • Incorporate TLM and SEM strategies within curriculum planning documentation • Develop a plan for building student agency using the student side of the TLM and SEM (links with goal 2) • Develop a self-reflection tool for students to reflect on their role within the TLM and SEM and support them to set goals based on this reflection (links with goal 2)
Outcomes	• Teachers can identify the next steps in their own development of practice with direct links to the TLM • Teachers set goals and/or strategies related to the TLM in their PDP • Teachers choose professional development related to their experience and knowledge of the TLM • Teachers develop an understanding of how to promote student agency in their classes • Students develop a greater understanding of the TLM and their responsibilities as a learner
Success Indicators	• 75% of teachers using the TLM survey • 85% of teachers with PDP goals and/or strategies related to the TLM • 85% of teachers attending targeted workshops • A plan for developing student agency through the TLM is created

Activities and Milestones	Who	Is this a PL Priority	When	Budget
IFG have a professional learning plan to support teachers use of the TLM	☑ School Improvement Team	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Students complete the TLM survey to give feedback to teachers on their use of the TLM	☑ Leadership Team ☑ School Improvement Team	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used

TLM documents include practice continuum and links to HITS, student engagement, literacy and other learning strategies	☑ School Improvement Team	☑ PLP Priority	from: Term 1 to: Term 1	$0.00 ☐ Equity funding will be used
Teachers have PDP goals and/ or strategies related to the TLM	☑ All Staff	☑ PLP Priority	from: Term 1 to: Term 1	$0.00 ☐ Equity funding will be used
Curriculum documentation has clear links to the TLM	☑ All Staff	☑ PLP Priority	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used

Goal 2	Students to take a higher level of responsibility for their learning and become more independent and self–regulating learners by further develop a consistently stimulating learning environment.
12 Month Target 2.1	Overall Absence Days per FTE reduced to 21 Average difference between MYC and SC reduced to 5 days.
12 Month Target 2.2	Stimulated learning - 52% Differentiated Learning Challenge - 55%
12 Month Target 2.3	Student Ownership of Student Learning Goals - 60% Learning of the Whole Child - 71%
KIS 1 Intellectual engagement and self-awareness	Enhance structures/processes within curriculum planning, assessment and the college TLM that enable students to develop agency, assess their work and track/celebrate their own learning growth. This includes developing common assessment tasks & developmental rubrics for all units in all subjects that reflect the college curriculum, diversity of students, high standards and expectations.
Actions	Determine/refine a 'college agreed' best-practice for Common Assessment Tasks (CATs) and Developmental Rubrics (DRs) Investigate reporting on student growth and provide professional learning for staff to identify and measure student academic growth and provide feedback to students. Investigate ways to increase student awareness and ownership of learning growth and be able to set SMART goals for improvement.
Outcomes	All teachers will be aware of best practice Common Assessment Tasks and Developmental Rubrics and will understand which are the areas in need of improvement. School community language will be beginning to change to include growth and the celebration of growth will be emerging.
Success Indicators	An agreed and developed, documented guide for teachers on identifiying and measuring student growth.

	Documented recommendations on approaches to improve student ownership of learning and setting SMART goals ready for implementation in 2020.

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Determine best-practice for CATs and DRs	☑ Curriculum Co-ordinator (s) ☑ KLA Leader	☑ PLP Priority	from: Term 1 to: Term 1	$10,000.00 ☑ Equity funding will be used
Investigate reporting on student growth	☑ School Improvement Team	☑ PLP Priority	from: Term 3 to: Term 4	$10,000.00 ☑ Equity funding will be used
Provide professional learning for staff to identify and measure student academic growth and provide feedback to students.	☑ KLA Leader ☑ PLT Leaders	☑ PLP Priority	from: Term 4 to: Term 4	$20,000.00 ☑ Equity funding will be used
Investigate ways to increase student awareness and ownership of learning growth and be able to set SMART goals for improvement.	☑ Leadership Team	☑ PLP Priority	from: Term 3 to: Term 4	$10,000.00 ☑ Equity funding will be used

KIS 2 Setting expectations and promoting inclusion	Continue to develop a consistent culture, with explicit strategies developed across both campuses, to raise expectations, aspirations and increase levels of attendance.
Actions	Introduce Home Groups and Home Group Challenge at SC Determine baseline data for lateness to school Investigate current attendance data (e.g. survey, forum, parent conversations) Investigate strategies to improve attendance Students set and monitor personal attendance goals Regular class attendance data provided to Home Group teachers for follow-up Publicise and implement new policies/procedures (phone, attendance) Support staff with consistency of College procedures/policy Create a working party to look at curriculum time allocation (length of sessions and frequency) Introduce MYC Stand Out Group Develop and launch MPSC Student Engagement Model (SEM)

Outcomes	Teachers have more responsibility for monitoring and improving student attendance and greater ownership of the data Greater consistency among all staff of implementation of new procedures/policies Greater understanding by the Leadership Team and Student Engagement team of the underlying factors behind student absenteeism, and strategies that could reduce the absenteeism Greater understanding by students of their role in the TLM and SEM Greater sense of student inclusion
Success Indicators	Improved attendance data Fewer negative incident reports New model of curriculum provision for 2020 Documented causes of student absenteeism Documented baseline data for lateness

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Introduce Home Groups and Home Group Challenge at SC	☑ Leadership Team	☐ PLP Priority	from: Term 1 to: Term 1	$30,000.00 ☑ Equity funding will be used
Determine baseline data for lateness to school Investigate current attendance data (e.g. survey, forum, parent conversations)	☑ Sub School Leader/s ☑ Year Level Coordinator(s)	☐ PLP Priority	from: Term 1 to: Term 2	$10,000.00 ☐ Equity funding will be used
Investigate strategies to improve attendance	☑ Sub School Leader/s ☑ Year Level Coordinator(s)	☐ PLP Priority	from: Term 3 to: Term 4	$20,000.00 ☑ Equity funding will be used
Publicise and implement new policies/procedures (phone, attendance) Support staff with consistency of College procedures/policy Continue to promote TLM and support staff to use it in every lesson Develop and launch MPSC Student Engagement Model (SEM)	☑ All Staff ☑ Leadership Team ☑ School Improvement Team ☑ Sub School Leader/s ☑ Year Level Coordinator(s)	☑ PLP Priority	from: Term 1 to: Term 4	$50,000.00 ☑ Equity funding will be used

Create a working party to look at curriculum time allocation (length of sessions and frequency)	☑ Principal	☐ PLP Priority	from: Term 1 to: Term 2	$25,000.00 ☑ Equity funding will be used
Introduce groups to support inclusion (e.g. MYC Stand Out Group) and support staff to run these	☑ All Staff	☐ PLP Priority	from: Term 1 to: Term 4	$10,000.00 ☑ Equity funding will be used
Build student awareness of their actions within the TLM	☑ All Staff	☑ PLP Priority	from: Term 1 to: Term 4	$0 ☐ Equity funding will be used

Goal 3	Improve community engagement in learning in order to build community expectations about the value of education and improve student outcomes.
12 Month Target 3.1	POS -parent participation 72% -school support 83%
12 Month Target 3.2	POS - Student motivation & support >70% - Stimulating learning >80% - Student agency >75%
12 Month Target 3.3	SSS- Parent and Community Involvement >40
KIS 1 Parents and carers as partners	Strengthen the partnership between staff, students and parents/carers to build a culture of high expectations and shared responsibility for student achievement.
Actions	• Reinforce college BYOD policy and teacher, student and family actions that support this. • Develop and implement a plan to increase the effective use of Google Classroom by teachers, students and families to support learning. • Investigate and develop a communications strategy for the maintenance of platforms such as Sentral, the College website and social media. • Mapping parent engagement and seek feedback from families on what they want, with a view to creating a plan to effectively engage families. • Evaluate current and explore other opportunities for involvement with the wider community.

Outcomes	• Teachers plan for device use the provides incentive for student with a device • Students are supported by families and bring devices to class more regularly. • Increase teacher, student and family use of Google Classroom. • Developed plan for communications. • Calendar developed outlining key family engagement priorities for each individual year level. • Targeted list of community events created. • Teachers support students to analyse their own learning data.
Success Indicators	• Evaluation of Google Classroom use. • Plans for communications, community events and online permissions and payments. • Improved POS.

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Investigate ways to develop the capacity of staff to discuss with student their own learning data, with a view to working towards student led conferences.	☑ Curriculum Coordinator(s)	☑ PLP Priority	from: Term 1 to: Term 4	$10,000.00 ☑ Equity funding will be used
Develop and implement a plan to increase the effective use of Google Classroom by teachers, students and families to support learning.	☑ Curriculum Coordinator(s)	☑ PLP Priority	from: Term 1 to: Term 4	$7,000.00 ☑ Equity funding will be used
Investigate and develop a communications strategy for the maintenance of platforms such as college website and social media.	☑ Leadership Team	☑ PLP Priority	from: Term 1 to: Term 4	$30,000.00 ☑ Equity funding will be used
Mapping parent engagement and seek feedback from families on what they want, with a view to creating a plan to effectively engage families.	☑ Leadership Team	☐ PLP Priority	from: Term 1 to: Term 4	$10,000.00 ☑ Equity funding will be used
Evaluate current and explore other opportunities for involvement with the wider community including connectedness within the community and other organisations	☑ Leadership Team	☐ PLP Priority	from: Term 1 to: Term 4	$30,000.00 ☐ Equity funding will be used

KIS 2 Parents and carers as partners	Explore and implement strategies related to Teaching and Learning, wellbeing, inclusion and common values to better align both campuses and provide for a more consistent environment and culture, and a more seamless and sequential learning journey from Year 7 to Year 12.
Actions	• Explore continuous assessment as a means of providing feedback in a manner that can influence learning within the period of assessment. • Align student engagement process (exit, phones, LSL) between campuses • Investigate the use of online excursion permissions and payments
Outcomes	• Developed plan for implementation of continuous assessment • Aligned student engagement processes between campuses with greater consistency • Plan for a trial of online permission and payments for excursions
Success Indicators	• Plan for implementation of continuous assessment • Increased attendance and explicit recognition of student success at year 10 • Documented student engagement processes • Improved POS & SSS

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Evaluate current and explore other opportunities for involvement with the wider community including connectedness within the community and other organisations	☑ Curriculum Co-ordinator (s	☐ PLP Priority	from: Term 1 to: Term 4	$15,000.00 ☐ Equity funding will be used
Align student engagement process (exit, phones, LSL) between campuses	☑ Leading Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$10,000.00 ☐ Equity funding will be used
Investigate the use of online excursion permissions and payments	☑ Leadership Team	☐ PLP Priority	from: Term 1 to: Term 4	$10,000.00 ☐ Equity funding will be used

Equity Funding Planner

Equity Spending Totals

Category	Total proposed budget ($)	Spend ($)
Equity funding associated with Activities and Milestones	$272,000.00	$362,000.00
Additional Equity funding	$680,000.00	$950,000.00
Grand Total	$952,000.00	$1,312,000.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget ($)	Equity Spend ($)
Professional learning for CPT leaders on data analysis	from: Term 1 to: Term 4		$10,000.00	$10,000.00
Develop Literacy (reading strategy)	from: Term 1 to: Term 4		$20,000.00	$20,000.00
Determine best-practice for CATs and DRs	from: Term 1 to: Term 1		$10,000.00	$10,000.00
Investigate reporting on student growth	from: Term 3 to: Term 4		$10,000.00	$10,000.00
Provide professional learning for staff to identify and measure student academic growth and provide feedback to students.	from: Term 4 to: Term 4		$20,000.00	$20,000.00
Investigate ways to increase student awareness and ownership of learning growth and be able to set SMART goals for improvement.	from: Term 3 to: Term 4		$10,000.00	$100,000.00
Introduce Home Groups and Home Group Challenge at SC	from: Term 1 to: Term 1		$30,000.00	$30,000.00
Investigate strategies to improve attendance	from: Term 3 to: Term 4		$20,000.00	$20,000.00

			Total proposed budget ($)	Equity Spend ($)
Publicise and implement new policies/procedures (phone, attendance) Support staff with consistency of College procedures / policy Continue to promote TLM and support staff to use it in every lesson Develop and launch MPSC Student Engagement Model (SEM)	from: Term 1 to: Term 4		$50,000.00	$50,000.00
Create a working party to look at curriculum time allocation (length of sessions and frequency)	from: Term 1 to: Term 2		$25,000.00	$25,000.00
Introduce groups to support inclusion (e.g. MYC Stand Out Group) and support staff to run these	from: Term 1 to: Term 4		$10,000.00	$10,000.00
Investigate ways to develop the capacity of staff to discuss with student their own learning data, with a view to working towards student led conferences.	from: Term 1 to: Term 4		$10,000.00	$10,000.00
Develop and implement a plan to increase the effective use of Google Classroom by teachers, students and families to support learning.	from: Term 1 to: Term 4		$7,000.00	$7,000.00
Investigate and develop a communications strategy for the maintenance of platforms such as college website and social media.	from: Term 1 to: Term 4		$30,000.00	$30,000.00
Mapping parent engagement and seek feedback from families on what they want, with a view to creating a plan to effectively engage families.	from: Term 1 to: Term 4		$10,000.00	$10,000.00
Totals			$272,000.00	$362,000.00

Additional Equity Spend

Outline here any additional Equity spend for 2019	When	Category	Total proposed budget ($)	Equity Spend ($)
Coaching Program	from: Term 1 to: Term 4	☑ School-based staffing	$450,000.00	$450,000.00
Literacy support - YALP	from: Term 1 to: Term 4	☑ Teaching and learning programs and resources	$30,000.00	$300,000.00

Student Welfare support	from: Term 1 to: Term 4	☑ School-based staffing	$200,000.00	$200,000.00
Totals			$680,000.00	$950,000.00

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Professional learning for CPT leaders on data analysis	☑ Curriculum Coordinator(s) ☑ KLA Leader ☑ Teaching and Learning Coordinator	from: Term 1 to: Term 4	☑ Formalised PLC/PLTs	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Bastow program/course	☑ Off-site Bastow Harvard data wise
Professional learning for CPT leaders on developing formative and summative assessments	☑ Curriculum Coordinator(s) ☑ KLA Leader ☑ Teaching and Learning Coordinator	from: Term 1 to: Term 4	☑ Design of formative assessments ☑ Moderated assessment of student learning ☑ Curriculum development	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff	☑ On-site
Implement Year 10 Literacy Support program	☑ Learning Specialist(s)	from: Term 1 to: Term 4	☑ Planning	☑ Whole School Pupil Free Day ☑ Network Professional Learning ☑ Regional Leadership Conferences	☑ Bastow program/course ☑ Learning Specialist ☑ Literacy Leaders	☑ Off-site DET Literacy Intervention
Develop Literacy (reading strategy)	☑ Learning Specialist(s) ☑ Literacy Leader	from: Term 1 to: Term 4	☑ Collaborative Inquiry/Action Research team	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Literacy expertise ☑ Literacy Leaders	☑ On-site
IFG have a professional learning plan to support teachers use of the TLM	☑ School Improvement Team	from: Term 1 to: Term 4	☑ Formalised PLC/PLTs	☑ PLC/PLT Meeting	☑ Internal staff	☑ On-site

Students complete the TLM survey to give feedback to teachers on their use of the TLM	☑ Leadership Team ☑ School Improvement Team	from: Term 1 to: Term 4	☑ Formalised PLC/PLTs ☑ Student voice, including input and feedback	☑ PLC/PLT Meeting	☑ Internal staff	☑ On-site
TLM documents include practice continuum and links to HITS, student engagement, literacy and other learning strategies	☑ School Improvement Team	from: Term 1 to: Term 1	☑ Planning ☑ Curriculum development ☑ Formalised PLC/PLTs	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff	☑ On-site
Teachers have PDP goals and/ or strategies related to the TLM	☑ All Staff	from: Term 1 to: Term 1	☑ Formalised PLC/PLTs ☑ Individualised Reflection	☑ PLC/PLT Meeting	☑ Internal staff	☑ On-site
Curriculum documentation has clear links to the TLM	☑ All Staff	from: Term 1 to: Term 4	☑ Planning ☑ Curriculum development	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff	☑ On-site
Determine best-practice for CATs and DRs	☑ Curriculum Coordinator(s) ☑ KLA Leader	from: Term 1 to: Term 1	☑ Moderated assessment of student learning ☑ Collaborative Inquiry/Action Research team ☑ Curriculum development	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff ☑ Learning Specialist	☑ On-site
Investigate reporting on student growth	☑ School Improvement Team	from: Term 3 to: Term 4	☑ Preparation ☑ Design of formative assessments ☑ Curriculum development	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff ☑ Learning Specialist ☑ Literacy Leaders ☑ Maths/Sci Specialist	☑ On-site

Provide professional learning for staff to identify and measure student academic growth and provide feedback to students.	☑ KLA Leader ☑ PLT Leaders	from: Term 4 to: Term 4	☑ Preparation ☑ Collaborative Inquiry/Action Research team	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Learning Specialist ☑ Literacy Leaders ☑ Maths/Sci Specialist	☑ On-site
Investigate ways to increase student awareness and ownership of learning growth and be able to set SMART goals for improvement.	☑ Leadership Team	from: Term 3 to: Term 4	☑ Preparation ☑ Collaborative Inquiry / Action Research team ☑ Formalised PLC/PLTs	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff ☑ Learning Specialist	☑ On-site
Publicise and implement new policies/procedures (phone, attendance) Support staff with consistency of College procedures/policy Continue to promote TLM and support staff to use it in every lesson Develop and launch MPSC Student Engagement Model (SEM)	☑ All Staff ☑ Leadership Team ☑ School Improvement Team ☑ Sub School Leader/s ☑ Year Level Co-ordinator(s)	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Formalised PLC/PLTs	☑ PLC/PLT Meeting	☑ Internal staff ☑ Learning Specialist	☑ On-site
Build student awareness of their actions within the TLM	☑ All Staff	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Curriculum development	☑ PLC/PLT Meeting	☑ Internal staff	☑ On-site
Investigate ways to develop the capacity of staff to discuss with student their own learning data, with a view to working towards student led conferences.	☑ Curriculum Coordinator(s)	from: Term 1 to: Term 4	☑ Planning ☑ Student voice, including input and feedback	☑ PLC/PLT Meeting	☑ Internal staff	☑ On-site

Develop and implement a plan to increase the effective use of Google Classroom by teachers, students and families to support learning.	☑ Curriculum Coordinator(s)	from: Term 1 to: Term 4	☑ Preparation	☑ PLC/PLT Meeting	☑ Internal staff	☑ On-site
Investigate and develop a communications strategy for the maintenance of platforms such as college website and social media.	☑ Leadership Team	from: Term 1 to: Term 4	☑ Collaborative Inquiry/Action Research team	☑ PLC/PLT Meeting	☑ Internal staff	☑ On-site