

2018 Annual Implementation Plan

for improving student outcomes

Mildura Senior College (8045)



MILDURA SENIOR COLLEGE
a pathway to the future

Submitted for review by Belinda Hudak (School Principal) on 14 December, 2017 at 02:13 PM
Endorsed by Andrew Ough (Senior Education Improvement Leader) on 14 December, 2017 at 02:15 PM
Endorsed by John Bergin (School Council President) on 21 December, 2017 at 03:22 PM

Self-evaluation Summary - 2018

Mildura Senior College (8045)

	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	Evolving moving towards Embedding
	Curriculum planning and assessment	Embedding
	Evidence-based high-impact teaching strategies	Evolving moving towards Embedding
	Evaluating impact on learning	Embedding
Professional leadership	Building leadership teams	Embedding moving towards Excelling
	Instructional and shared leadership	Evolving moving towards Embedding
	Strategic resource management	Evolving moving towards Embedding
	Vision, values and culture	Embedding
Positive climate for learning	Empowering students and building school pride	Evolving moving towards Embedding
	Setting expectations and promoting inclusion	Evolving moving towards Embedding
	Health and wellbeing	Evolving moving towards Embedding
	Intellectual engagement and self-awareness	Evolving moving towards Embedding
Community engagement in learning	Building communities	Evolving moving towards Embedding
	Global citizenship	Evolving moving towards Embedding
	Networks with schools, services and agencies	Embedding
	Parents and carers as partners	Evolving

Enter your reflective comments

Acronyms used throughout this plan:

AP: Assistant Principal

GAT: General Achievement Test

GVC: Guaranteed viable Curriculum
 LT: Leading Teacher
 HITS: High Impact Teaching Strategies
 MSSA: Mildura Secondary School Alliance
 PLCs: Professional Learning Communities
 PLTs: Profession Learning Teams
 PST: Parent Teacher Conferences
 SLP: Student Learning Profile
 VCAA: Victorian Curriculum Authority

Pathways

Having students consistently was
 Not enough follow re attendance
 Moodle was good
 Removal VCAL work-related items improvement
 SLP reflections went well only until term 2
 VCE focus
 Attitudes to Pathways from LTs are different - not consistent
 Increased student involvement in assembly.
 Sub-school Assembly

P&D

Consistent school goals positive
 Small P&D teams welcomed
 Timely and achievable goals
 Feedback from my students
 Part-Time staff attendance
 Remembering to do HITS Surveys - also how many should be do was discussed
 Suggestions about comments.
 Sharing P&D in PLT time as well, sharing goals evidence.

Coaching

Clarity of roles - not clear on what teachers, pathways teachers, and sub-school leaders roles are
 PLTs gave time to complete GVC related items
 PLT agenda may get to full with technical work
 Growth under Facilitator if this is

MSSA

Understanding of what other schools are doing +
 Issue that OneNote can't be updated offline (at others schools)
 Reps missing from all schools in key areas
 VCAL?
 Mapping is problematic - but understanding this is good
 Meetings would be good on alternative days - not all Tuesdays
 Host schools taking a lead in hosting
 Transition should be better supported
 Classroom Obs across schools
 Data sharing of specific students a barrier
 Best practice - sharing of this would be good

Classroom Obs

	<p>General Observation - 1 per person had not always occurred Informal observation occurring more frequent but nowhere to record. HITS matrix did not happen - needs more follow up Taking time to video teacher</p>
Considerations for 2019	<p>Building Relationships</p> <p>Celebrating Student Success</p> <p>Student Engagement in Content/Curriculum</p> <p>Families and Students understanding Benefits of attendance and the impacts of absenteeism</p> <p>Communication Benefits and impacts of attendance</p> <p>Wellbeing & Support Strategies for chronic low attendance</p> <p>Alternative Course Programs</p> <p>Transition Programs and Industry Partnerships</p> <p>Wellbeing Case Management Teacher collaboration - Teacher Practice PLC work - Teacher efficacy</p> <p>Measuring students growth</p>
Documents that support this plan	

Annual Implementation Plan - 2018

FISO Improvement Initiatives and Key Improvement Strategies

Mildura Senior College (8045)

Four Year Strategic Goals	Four Year Strategic Targets	Is this selected for focus this year?	12 month target	FISO initiative
To improve the learning growth and achievement outcomes for every student.	<ol style="list-style-type: none"> 1. Completion rates for VCAL and VET units to be at or above 75% 2. All studies mean score to be at 28 or above 3. The mean score for each individual study to at least 1.0 above the average score of the 2011-2014 period 4. All study scores to equal or better the GAT predicted study score (VCAA data) 5. Raise the proportion of 40+ scores to at least <p>By 2017 the school mean for the following measures on the Student Attitude Survey will be:</p> <ol style="list-style-type: none"> 1. Student Motivation – 4.45 2. Learning Confidence – 3.80 	Yes	<p>Outline what you want achieve in the next 12 months against your Strategic Plan target.</p> <p>All studies mean score to be at 30 All study scores to equal or better the GAT predicted study score (VCAA data) Completion rates for VCAL and VET units to be at or above 75%</p>	Evidence-based high-impact teaching strategies

<p>To improve students' engagement in their learning and schooling and build the level of wellbeing for every student.</p>	<ol style="list-style-type: none"> 1. By 2018, Real Retention from Year 7-12 will be equal to the State mean. 2. By 2018, Student Attendance will be equivalent to statewide average based on numbers of days absent. 3. By 2018 the school mean for the following measures on the Student Attitude to school Survey will be: 4. Stimulating Learning – 3.35 5. Learning Confidence – 3.80 6. Teacher Empathy – 3.75 <p>By 2018 the school mean on the Student Attitude Survey will be:</p> <ol style="list-style-type: none"> 1. Student safety - 4.50 2. School Connectedness - 3.70 	<p>Yes</p>	<p>By 2018, Student Attendance will be equivalent to statewide average based on numbers of days absent.</p> <p>By 2018 the school mean for the following measures on the Student Attitude Survey will be:</p> <p>Stimulating Learning – 3.35</p> <p>Learning Confidence – 3.80</p> <p>Teacher Empathy – 3.75</p> <p>Parent Opinion Survey: Teacher communication improves to 70% There is effective two-way communication between the teachers and parents at this school increases to 85% Teachers communicate with me often enough about my child's progress improves to 75%</p>	<p>Building practice excellence</p>
<p>To develop a framework for a strengthen alliance with our partnership schools - The Mildura Secondary School Alliance</p>	<p>By the end of 2018 all schools in the Partnership will have mapped capabilities from years 10 to 11 in professional learning teams with subjects that can be directly aligned. Teachers from the four schools in the alliance will meet once a term following a set agenda focusing on curriculum transition and academic readiness to prepare all students for senior schooling. Teachers will share best practice and focus on teacher practice across our system of schools.</p>	<p>Yes</p>	<p>Teachers from the four schools in the alliance will meet once a term following a set agenda focusing on curriculum transition and academic readiness to prepare all students for senior schooling.</p>	<p>Building communities</p>

Improvement Initiatives Rationale

Priority Review (February 2015) Key findings
 Learning and teaching
 An identified area for improvement within the College was the level of educational leadership and support for teachers in teaching practice. The PLTs and PLT leadership have appeal with staff in terms of teacher capacity building but their status and their own capacity require focus and attention. Additionally clarity around, and whole school acceptance of, an explicit, uncomplicated Instructional Model as a key pillar of an improving teaching and learning agenda, and of related accountability practice, is not evident

Non-school partnerships
 MSC is active and successful in developing and maintaining a range of non-school partnerships to support student transitions and pathways options. By virtue of its construct (as a Senior College) the College has an obvious status in the community, and especially the business community, which with appropriate focus affords it considerable opportunity to engage with the community and community institutions and agencies to develop pathways and transitions opportunities

2017 reflection:
 Student result average has not improved, teachers have developed a collaborative guaranteed curriculum but have not embedded sharing practice participation in classroom observations or measuring the impact of their teaching.
 Attendance Data has not improved. Earlier indications reflect 5% decrease from previous year.
 School Performance Report:
 Mean VCE English score Renew 27.6 Medium -1% Maintained
 Completing VCE and VCAL certificates (Year 12) Transform 85% Very Low 0% Maintained
 Parent Opinion Survey:
 Teacher communication 69% 17% 15%
 There is effective two-way communication between the teachers and parents at this school 75% 13% 13%
 Teachers communicate with me often enough about my child's progress 63% 21% 17%

<p>Goal 1</p>	<p>To improve the learning growth and achievement outcomes for every student.</p>
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12 month target 1.1	All studies mean score to be at 30 All study scores to equal or better the GAT predicted study score (VCAA data) Completion rates for VCAL and VET units to be at or above 75%
FISO Initiative	Evidence-based high-impact teaching strategies
Key Improvement Strategies	
KIS 1	Building the capacity of teachers to consistently implement the College Instructional Model.

Goal 2	To improve students' engagement in their learning and schooling and build the level of wellbeing for every student.
12 month target 2.1	By 2018, Student Attendance will be equivalent to statewide average based on numbers of days absent. By 2018 the school mean for the following measures on the Student Attitude Survey will be: Stimulating Learning – 3.35 Learning Confidence – 3.80 Teacher Empathy – 3.75 Parent Opinion Survey: Teacher communication improves to 70% There is effective two-way communication between the teachers and parents at this school increases to 85% Teachers communicate with me often enough about my child's progress improves to 75%
FISO Initiative	Building practice excellence
Key Improvement Strategies	
KIS 1	Increase school capacity to effectively monitor & track student growth in learning so teachers can accurately identify student point of need, students become agents of their own learning and parents are better informed so they can become partners in their students learning journey.

Goal 3	To develop a framework for a strengthened alliance with our partnership schools - The Mildura Secondary School Alliance
12 month target 3.1	Teachers from the four schools in the alliance will meet once a term following a set agenda focusing on curriculum, transition and academic readiness to prepare all students for senior schooling.
FISO Initiative	Building communities
Key Improvement Strategies	
KIS 1	Develop a framework for a strengthened alliance with our 7-10 and P-10 partnership schools to develop improved pathways for students and to develop effective collaboration and sharing of best practice across our system of schools.

Define Evidence of Impact and Activities and Milestones - 2018

Mildura Senior College (8045)

Goal 1	To improve the learning growth and achievement outcomes for every student.			
12 month target 1.1	All studies mean score to be at 30 All study scores to equal or better the GAT predicted study score (VCAA data) Completion rates for VCAL and VET units to be at or above 75%			
FISO Initiative	Evidence-based high-impact teaching strategies			
Key Improvement Strategy 1	Building the capacity of teachers to consistently implement the College Instructional Model.			
Actions	<p>Deployment of a consistently used Instructional Model across the College, which includes;</p> <ol style="list-style-type: none"> 1. High Impact Teaching Strategies (HITS) 2. Processes to support teachers to gather evidence and feedback on the use and impact of HITS 3. Ensuring teachers can provide evidence that they are using HITS through their P&D plans. 4. Implementation of Professional Learning Communities (PLC) and inquiry cycles that focus on measuring individual student growth <p>Refine the implementation of a comprehensive Performance & Development program that assists teachers to reflect on practice and monitor the impact of teaching on learning.</p> <p>Ensure the P&D process provides intervention and support to ensure all that for teaching staff are achieving above the minimum standard for teachers based on the ATSIL standards.</p>			
Evidence of impact	<p>Students will:</p> <ul style="list-style-type: none"> * Provide regular feedback to teachers * Contribute to shaping the curriculum and learning activities, develop and set goals in consultation with teachers, and reflect on their learning progress, including identifying what they need to learn next. <p>Teachers will:</p> <ul style="list-style-type: none"> * Incorporate focused and differentiated feedback to support the progress and achievement of every child. * Collaborate to undertake an Improvement Cycle approach into a problem of practice, sharing student data and curriculum expertise to develop effective strategies for improvement * Have strategies embedded in their P&D plan that addresses individual use of HITS * Have evidence of strategies to engage in Inquiry cycles to measure and improve student growth. * All teachers have gathered appropriate evidence (including observation and survey data) * Establish and embed the instructional model which drives and informs the work of PLCs within the school. <p>Leaders will:</p> <ul style="list-style-type: none"> * Ensure that timetable and meeting schedules priorities collaboration for improvement across all teams * Investigate and work towards developing a culture that empowers students to develop and express agency in their learning and provides opportunities for flexible learning through vertical classes or other alternative class or timetabling structures * Model effective feedback processed and facilitate multiple opportunities for regular feedback throughout the school * Facilitate regular evaluation of the impact of PLCs in relation to improving student learning and the quality of teaching * Facilitate distributed leadership at all levels and proactively lead and support collaboration for continuous improvement * Support the work towards developing a culture that empowers students to show agency in their learning and provides opportunities Teachers participate in inquiry cycles to share best practice, learn from each other and share data outcomes. 			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
All teachers using current student data to identify student needs; measure student growth and teacher effectiveness. Teachers participate in inquiry cycles to share best practice, learn from each other and share data outcomes. PD for staff on Professional Learning Communities (practices and processes) PD for staff on Professional Learning Communities and Inquiry cycles. Teachers participate in PD to develop Culture and Professional Trust Teachers participate in inquiry cycles to share best practice, learn from each	PLC Leaders	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 2	\$150,000.00 <input type="checkbox"/> Equity funding will be used

other and share data outcomes. All staff are required to participate in two inquiry cycles (focused on individual student growth) (Focus for Professional Practice Days)				
Staff PD on HITS	Curriculum Co-ordinator (s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Sub-School Leaders coaching PLT Leaders and P&D Teams	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
Staff P&D Plans include goals focused on: 1. Participating on inquiry cycles (evidence on observations & survey data) 2. Using data to measure individual student Growth 3. All teachers have strategy embedded in their P&D plan that addresses individual use of HITS	School Leadership Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Source at Data tool to assist Teachers to track learning progress	School Improvement Team	<input type="checkbox"/> No	from: Term 1 to: Term 3	\$0.00 <input type="checkbox"/> Equity funding will be used

Goal 2	To improve students' engagement in their learning and schooling and build the level of wellbeing for every student.
12 month target 2.1	By 2018, Student Attendance will be equivalent to statewide average based on numbers of days absent. By 2018 the school mean for the following measures on the Student Attitude Survey will be: Stimulating Learning – 3.35 Learning Confidence – 3.80 Teacher Empathy – 3.75 Parent Opinion Survey: Teacher communication improves to 70% There is effective two-way communication between the teachers and parents at this school increases to 85% Teachers communicate with me often enough about my child's progress improves to 75%
FISO Initiative	Building practice excellence
Key Improvement Strategy 1	Increase school capacity to effectively monitor & track student growth in learning so teachers can accurately identify student point of need, students become agents of their own learning and parents are better informed so they can become partners in their students learning journey.
Actions	Implement strategies to monitor and track students growth in learning through a Monitoring & Tracking Student Progress (M&TSP) program of data collection, dispersal, action, intervention Students will be empowered to show agency in their learning Continue to enhance whole school processes for identifying students' learning needs, particularly students at risk, and tracking their progress through their time at MSC
Evidence of impact	Students will: * Demonstrate higher levels of engagement with school, with lower levels of absenteeism, and improved perceptions of 'belonging' to the college * identify post-secondary pathways and explain how they can achieve entry to those pathways through a range of alternative entry options Teachers will: * Be communicating with parents regularly * Be confident and proficient and communicating to parents about student progress.

	<ul style="list-style-type: none"> * Use data to track the progress of students and support students to show agency in their learning * Use learning data to identify student point of need to support student growth <p>Leaders will:</p> <ul style="list-style-type: none"> * Develop points of intervention that have clear strategies to support student to have agency in their learning * Actively seek out opportunities to build and strengthen relationships with tertiary providers and industry, including TAFE providers * Investigate and work towards developing a culture that empowers students to develop and express agency in their learning * Support teachers to develop their skills to communicate with parents * Develop effective data management process to manage the College data sets to improve the development of improvement targets and measure impact 			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Intervention points are mapped and implemented to staff PD for teachers on role clarity and PD to build teacher capacity to communicate about learning: Increased Teacher communication to parents. Increased Pathways teachers' communication to parents. Improved Student attendance support processes.	Assistant Principal	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Sub-school Leaders Coach teachers to improve communication to parents	Year Level Co-ordinator(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$5,000.00 <input type="checkbox"/> Equity funding will be used
PD for staff on the process and expectations, and effective communication to parents.	Assistant Principal	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
Students will be setting regular learning goals following SLPs to be aware of their next steps for their learning through Pathways.	Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Develop effective data management process to manage the College data sets to improve the development of improvement targets and measure impact.	Assistant Principal	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Develop partnerships with Industry and Institutions that can support raising student aspirations and improve opportunities for student's pathways.	Managed Individual Pathways Coordinator	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$50,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Wellbeing Expo to improve student and staff understanding of Mental Health and the supports available.	Student Wellbeing Co-ordinator	<input type="checkbox"/> No	from: Term 1 to: Term 2	\$2,000.00 <input checked="" type="checkbox"/> Equity funding will be used

Goal 3	To develop a framework for a strengthened alliance with our partnership schools - The Mildura Secondary School Alliance
12 month target 3.1	Teachers from the four schools in the alliance will meet once a term following a set agenda focusing on curriculum, transition and academic readiness to prepare all students for senior schooling.
FISO Initiative	Building communities
Key Improvement Strategy 1	Develop a framework for a strengthened alliance with our 7-10 and P-10 partnership schools to develop improved pathways for students and to develop effective collaboration and sharing of best practice across our system of schools.
Actions	Develop a framework for a strengthened alliance with our 7-10 and P-10 partnership schools Mildura Secondary Schools Alliance; an annual plan of actions is developed.
Evidence of impact	<p>Students will:</p> <ul style="list-style-type: none"> * Identify post-secondary pathways and explain how they can achieve entry to those pathways through a range of alternative entry options * Have improved transition <p>Teachers will:</p>

<p>* Participate in Community of Practice meetings with partnership school staff, collaborating to undertake an Enquiry Cycle approach into problems of practice, sharing student data and curriculum expertise to develop effective strategies for improvement</p> <p>* Professional Practice and sharing of resources occurring across schools.</p> <p>* Teachers mapping curriculum in key areas from 7-12.</p> <p>Leaders will:</p> <p>* Actively seek out opportunities to build and strengthen relationships across our system of schools</p> <p>* Support PLT Leaders to engage in the MSSA to ensure all staff participate in Community of Practice meetings with partnership school staff, collaborating to undertake an Enquiry Cycle approach into problems of practice, sharing student data and curriculum expertise to develop effective strategies for improvement</p> <p>* Meet regularly as a community of practice with the leadership team from our system of schools, to learn from and build capacity to strengthen partnerships</p> <p>* Ensure the MSSA Alliance strategic direction meets the evolving needs of the system of schools</p>				
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
The principal team meets once a term. Leadership Teams of all school Meet at least once All staff meeting 1 per term.	Assistant Principal	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$300.00 <input type="checkbox"/> Equity funding will be used
All teachers have a goal for MSSA on their P&D Plans focused on sharing best practice and contributing to mapping curriculum from 7-12.	PLT Leaders	<input checked="" type="checkbox"/> Yes	from: Term 1 to:	\$1,000.00 <input type="checkbox"/> Equity funding will be used
Classroom Observations are undertaken between school in the alliance	KLA Leader	<input type="checkbox"/> No	from: Term 1 to: Term 3	\$0.00 <input type="checkbox"/> Equity funding will be used
All teachers have a goal for MSSA on their P and D Plans focused on sharing best practice, participating in professional learning as a system of schools and contributing to mapping curriculum from 7-12.	Staff Development Coordinator	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Professional Learning and Development Plan - 2018

Mildura Senior College (8045)

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
<p>All teachers using current student data to identify student needs, measure student growth and teacher effectiveness.</p> <p>Teachers participate in inquiry cycles to share best practice, learn from each other and share data outcomes.</p> <p>PD for staff on Professional Learning Communities (practices and processes) PD for staff on Professional Learning Communities and Inquiry cycles.</p> <p>Teachers participate in PD to develop Culture and Professional Trust</p> <p>Teachers participate in inquiry cycles to share best practice, learn from each other and share data outcomes.</p> <p>All staff are required to participate in two inquiry cycles (focused on individual student growth)</p> <p>(Focus for Professional Practice Days)</p>	PLC Leaders	from: Term 1 to: Term 2	<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"/> 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"/> PLC Initiative <input checked="" type="checkbox"/> Bastow program/course <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site

Staff PD on HITS	Curriculum Co-ordinator (s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development	<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
Sub-School Leaders coaching PLT Leaders and P&D Teams	Leading Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants VASSP Support Coach	<input checked="" type="checkbox"/> On-site
Staff P&D Plans include goals focused on: 1. Participating on inquiry cycles (evidence on observations & survey data) 2. Using data to measure individual student Growth 3. All teachers have strategy embedded in their P&D plan that addresses individual use of HITS	School Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <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"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Intervention points are mapped and implemented to staff PD for teachers on role clarity and PD to build teacher capacity to communicate about learning: Increased Teacher communication to parents. Increased Pathways teachers' communication to parents. Improved Student attendance support processes.	Assistant Principal	from: Term 1 to: Term 1	<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"/> On-site
Sub-school Leaders Coach teachers to improve communication to parents	Year Level Co-ordinator(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants coaching support VASSP	<input checked="" type="checkbox"/> On-site
PD for staff on the process and expectations, and effective communication to parents.	Assistant Principal	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
The principal team meets once a term. Leadership Teams of all school Meet at least once All staff meeting 1 per term.	Assistant Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Communities of Practice <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> School improvement partnerships	<input checked="" type="checkbox"/> Off-site various partnership school
All teachers have a goal for MSSA on their P&D Plans focused on sharing best practice and contributing to mapping curriculum from 7-12.	PLT Leaders	from: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> School improvement partnerships	<input checked="" type="checkbox"/> On-site
All teachers have a goal for MSSA on their P and D Plans focused on sharing best practice, participating in professional learning as a system of schools and contributing to mapping curriculum from 7-12.	Staff Development Coordinator	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> School improvement partnerships	<input checked="" type="checkbox"/> On-site

Documents that support the plan

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