

2019 Annual Implementation Plan

for improving student outcomes

Mildura Senior College (8045)



MILDURA SENIOR COLLEGE
a pathway to the future

Awaiting for review by School Principal
Awaiting endorsement by Senior Education Improvement Leader
Awaiting endorsement by School Council President

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	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
	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 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	Embedding
	Global citizenship	Evolving moving towards Embedding
	Networks with schools, services and agencies	Embedding moving towards Excelling
	Parents and carers as partners	Evolving moving towards Embedding

Enter your reflective comments	Area & Suggested Improvement Strategy
	<p>1. Monitoring and Tracking</p> <p>Focus on other things rather than just SLPs A consistent approach to improving attendance.</p> <p>2. Parents as Partners</p> <p>To improve accurate and regular communication with parents as partners</p> <p>3. Student Empowerment and Activities</p>

	<p>Formalise the structure for student empowerment (Leadership, Voice and Agency). Communicate this to staff and students</p> <p>4. Inquiry Cycles</p> <p>Make process of ICs clear and manageable for all staff, including clear initial parameters, multiple exemplars and opportunities for collaborative discussion and feedback about the process</p> <p>5. PLTs</p> <ul style="list-style-type: none"> • No overlap between PLT's, either A or B each week to make sure each area has a consistent focus group. All PLT's have core group focusing on curriculum development, implementation and review. • Lifting student outcomes. • Develop clarity of leadership roles for PLT leaders. <p>6. GVC</p> <p>More consistent approach to the pages. Clarification of what the GVC actually is - e.g. doubling up moodle and s:drive Where is the GVC officially? Students should receive the same content for each class.</p>
<p>Considerations for 2020</p>	<p>Recommended Actions:</p> <ul style="list-style-type: none"> • Clear documented process for attendance which involves - student/parent, classroom teacher, pathways, sub school leader, AP, • Discussion involving classroom, pathways teachers to drive the conversion. <ul style="list-style-type: none"> • SMS to all students at risk before PST evenings • All parent emails personal details as early in year as possible. • Need to get more parents using compass. • All staff at student success meetings including all PLT leaders • Use of interpreters at all PSTs/PD staff and parents on Compass use/Give parent compass codes at enrollment and put app on phones <ul style="list-style-type: none"> • Identify College focus under each area • Leadership development opportunities/activities (both SRC and all interested students)

	<ul style="list-style-type: none"> • Student Forums • Structure to the Exchange Program and interactions with Students • Students are regularly providing teachers feedback on their classes and a tool is provided to do this easily • Connection to attendance and participation • More diversity in SRC (EAL/Pacifica/VCAL) • Student mentoring opportunities (cultural/learning/transition) • Sports Program clarification (process, travel needs, competition understanding) • Clear Communication about sport & signing up for students (students have only been here for a short time) • Continue with Lunchtime activities <ul style="list-style-type: none"> • Formalise sharing of practice - make exemplars available to provide staff with models • Designate PLT time to sharing ICs ensure collaborative inquiry cycles • Ensure ICs are of Manageable size • Discussion of proposed focus question with facilitator/PLT/AP • Use facilitators to identify exemplars for sharing <ul style="list-style-type: none"> • Staff allocated to only two PLT's, other information feed down through PLT leader where needed. • Clear expectation of staff, what PLT's they are in and when (A and/or B) Two only. • PLT agenda consistency, Common template?? One note used more effectively with minutes and action items recorded. • PLT leaders delegating & PLT leader leading collaboration, • All staff have PD on GVC
<p>Documents that support this plan</p>	<p>AIP Review 3rd September 2018.docx (0.04 MB)</p>

SSP Goals Targets and KIS

Goal 1	To improve the learning growth and achievement outcomes for every student.
Target 1.1	<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 30 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 5% (target met in 2016 - 6% for 2019) <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
Key Improvement Strategy 1.a Evidence-based high-impact teaching strategies	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.
Target 2.1	<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 state-wide 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
Key Improvement Strategy 2.a Health and wellbeing	Increase school capacity to effectively monitor & track student social, emotional and academic progress.
Key Improvement Strategy 2.b Parents and carers as partners	Parents are better informed so they can become partners in their students learning journey.

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
To improve the learning growth and achievement outcomes for every student.	Yes	<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 30 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 5% (target met in 2016 - 6% for 2019) <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 	<p>The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.</p> <p>Completion rates for VCAL and VET units to be at or above 75%</p> <p>All studies mean score to be at 30 or above</p> <p>The mean score for each individual study to at least 1.0 above the average score of the 2011-2014 period</p> <p>All study scores to equal or better the GAT predicted study score (VCAA data)</p> <p>Raise the proportion of 40+ scores to at least 6%</p> <p>ATOSS:</p> <p>Survey competition rate improves to 85%</p> <p>Effective Teaching: 70%</p> <ul style="list-style-type: none"> • My teachers use more than one way to check that we understand - 60% • My teachers know when we understand the lesson and when we do not – 60% <p>Differentiated Learning Challenge: 60%</p> <ul style="list-style-type: none"> • My teacher understands how I learn – 50% • My teachers give different work to students depending on their ability – 40%

<p>To improve students' engagement in their learning and schooling and build the level of wellbeing for every student.</p>	<p>Yes</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 state-wide 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>By 2018 Real Retention from Year 7-12 will be equal to the State mean. 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>Teacher Concern: 55%</p> <ul style="list-style-type: none"> • I can talk to my teachers about any of my concerns – 55% • My teacher seems to know if something is bothering me – 55% <p>Self-regulation and goal setting:</p> <ul style="list-style-type: none"> • I set learning goals for myself: 60% <p>Student Agency – 60%</p> <ul style="list-style-type: none"> • I feel that I have a voice at this school – 60% • My teachers incorporate student ideas in class activities – 60% • I have the opportunity to participate in decision-making at this school – 60% <p>Parent Opinion Survey:</p> <p>Improve participation in Parent Survey to 200 responses. Communication to parents about wellbeing strategies and assessments to increases to 80% My child is taught organizational skills to help him/her with managing homework</p>
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			and schoolwork load - to 80% My child feels confident about the skills and strategies he/she has learnt at school to address bullying behaviors – to 80% I understand how my child is assessed to 80%
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Goal 1	To improve the learning growth and achievement outcomes for every student.	
12 Month Target 1.1	Completion rates for VCAL and VET units to be at or above 75% All studies mean score to be at 30 or above The mean score for each individual study to at least 1.0 above the average score of the 2011-2014 period All study scores to equal or better the GAT predicted study score (VCAA data) Raise the proportion of 40+ scores to at least 6% ATOSS: Survey competition rate improves to 85% Effective Teaching: 70% <ul style="list-style-type: none"> • My teachers use more than one way to check that we understand - 60% • My teachers know when we understand the lesson and when we do not – 60% Differentiated Learning Challenge: 60% <ul style="list-style-type: none"> • My teacher understands how I learn – 50% • My teachers give different work to students depending on their ability – 40% 	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Evidence-based high-impact teaching strategies	Building the capacity of teachers to consistently implement the College Instructional Model.	Yes

<p>Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.</p>	<p>This has been selected to ensure that College has high quality teaching and learning for students to experience success. To ensure high quality curriculum practices, teacher efficacy and build the capacity of leaders to drive improvement. We are also committed to the MSSA to ensure support for student transition and to develop the capacity of all teachers in our Network/Alliance.</p>
<p>Goal 2</p>	<p>To improve students' engagement in their learning and schooling and build the level of wellbeing for every student.</p>
<p>12 Month Target 2.1</p>	<p>By 2018 Real Retention from Year 7-12 will be equal to the State mean. 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>Teacher Concern: 55%</p> <ul style="list-style-type: none"> • I can talk to my teachers about any of my concerns – 55% • My teacher seems to know if something is bothering me – 55% <p>Self-regulation and goal setting:</p> <ul style="list-style-type: none"> • I set learning goals for myself: 60% <p>Student Agency – 60%</p> <ul style="list-style-type: none"> • I feel that I have a voice at this school – 60% • My teachers incorporate student ideas in class activities – 60% • I have the opportunity to participate in decision-making at this school – 60% <p>Parent Opinion Survey:</p> <p>Improve participation in Parent Survey to 200 responses. Communication to parents about wellbeing strategies and assessments to increases to 80% My child is taught organizational skills to help him/her with managing homework and schoolwork load - to 80% My child feels confident about the skills and strategies he/she has learnt at school to address bullying behaviors – to 80% I understand how my child is assessed to 80%</p>
<p>Key Improvement Strategies</p>	<p>Is this KIS selected for focus this year?</p>

KIS 1 Health and wellbeing	Increase school capacity to effectively monitor & track student social, emotional and academic progress.	Yes
KIS 2 Parents and carers as partners	Parents are better informed so they can become partners in their students learning journey.	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.	To ensure students are tracked through their learning journey at the College to improve success. To support: <ul style="list-style-type: none"> - Student Attendance - Student program completion - Student well-being - Parents as partners in their students learning journey 	

AIP 2019 – Mildura Senior College

Goal 1	To improve the learning growth and achievement outcomes for every student.
12 Month Target 1.1	<p>Completion rates for VCAL and VET units to be at or above 75%</p> <p>All studies mean score to be at 30 or above</p> <p>The mean score for each individual study to at least 1.0 above the average score of the 2011-2014 period</p> <p>All study scores to equal or better the GAT predicted study score (VCAA data)</p> <p>Raise the proportion of 40+ scores to at least 6%</p> <p>ATOSS:</p> <p>Survey competition rate improves to 85%</p> <p>Effective Teaching: 70%</p> <ul style="list-style-type: none"> • My teachers use more than one way to check that we understand - 60% • My teachers know when we understand the lesson and when we do not – 60% <p>Differentiated Learning Challenge: 60%</p> <ul style="list-style-type: none"> • My teacher understands how I learn – 50% • My teachers give different work to students depending on their ability – 40%
KIS 1 Evidence-based high-impact teaching strategies	Building the capacity of teachers to consistently implement the College Instructional Model.
Actions	<ol style="list-style-type: none"> 1. Build the Leadership Capacity to implement the College AIP with a focus on Instructional Leadership. 2. Embed a consistently used Instructional Model across the College that includes; <ul style="list-style-type: none"> • High Impact Teaching Strategies (HITS) – 2019 focus Differentiation • Processes to support teachers to gather evidence and feedback on the use and impact of HITS • Consolidate Professional Learning Communities (PLC) and inquiry cycles that focus on measuring individual student growth 3. Implement the use of an agreed Classroom Observation Process that assists teachers to reflect on practice and monitor the impact of their teaching on student learning. 4. Actively participate in the Mildura Secondary School Alliance (MSSA) to achieve the targets outlined in the Alliance Strategic Plan.

<p>Outcomes</p>	<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"> * Have strategies embedded in their P&D plan that addresses individual use of HITS * Have evidence of engagement in Inquiry cycles to measure and improve student growth * Have gathered appropriate evidence (including observation and survey data) * Establish and embed the instructional model in their practice * Use learning data to identify student point of need to support student growth * Engage in the MSSA PLCs <p>Leaders will:</p> <ul style="list-style-type: none"> * Implement the course Audit process for curriculum quality assurance * Implement the Classroom Observation Process * Facilitate PLCs to improve student learning and the quality of teaching which will include teacher's participation in inquiry cycles to share best practice, learn from each other and share data outcomes. * Coach and support leadership at all levels to ensure collaboration for continuous improvement * Lead a culture that empowers students to show agency in their learning * Support teachers to engage in the MSSA PLCs
<p>Success Indicators</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> <p>ATOSS: Survey competition rate improves to 85% Effective Teaching: 70% My teachers use more than one way to check that we understand - 60% My teachers know when we understand the lesson and when we do not – 60% Differentiated Learning Challenge: 60% My teacher understands how I learn – 50% My teachers give different work to students depending on their ability – 40%</p>

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Establish and embed the instructional model, which drives and informs the work of PLCs within the school.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> PLT Leaders	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
Embedding Practices from the Professional Learning Communities model: <ul style="list-style-type: none"> • PD for staff on Professional Learning Communities (practices and processes) • Teachers participate in inquiry cycles to share best practice, learn from each other and share data outcomes. * All teachers participating in Classroom Observation • All teachers using current student data to identify student needs; measure student growth and teacher effectiveness. • Teachers share inquiry cycles 	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Staff PD on HITS (focus including Differentiation)	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Course Audit Process implemented and feedback provided to Subject Teachers	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Curriculum Co-ordinator (s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
PD to Build the Capacity of the Sub-School Leaders to coach PLT Leaders and P&D Teams	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$15,000.00

Coaching Programs and PD for LTs			to: Term 4	<input type="checkbox"/> Equity funding will be used
<p>Staff P&D Plans include goals focused on:</p> <ol style="list-style-type: none"> 1. Individual use of HITS 2. Inquiry cycles to measure and improve student growth. (All staff are required to participate in two inquiry cycles focused on individual student growth) 3. Gathering appropriate evidence to inform practice (including classroom observations and class survey data) 4. Participation in the MSSA PLCs 	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
All staff attend the MSSA Meeting once per term and engage in the MSSA PLCs	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> PLT Leaders	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00 <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	<p>By 2018 Real Retention from Year 7-12 will be equal to the State mean. 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>Teacher Concern: 55%</p> <ul style="list-style-type: none"> • I can talk to my teachers about any of my concerns – 55% • My teacher seems to know if something is bothering me – 55% <p>Self-regulation and goal setting:</p> <ul style="list-style-type: none"> • I set learning goals for myself: 60% <p>Student Agency – 60%</p> <ul style="list-style-type: none"> • I feel that I have a voice at this school – 60% • My teachers incorporate student ideas in class activities – 60% • I have the opportunity to participate in decision-making at this school – 60% 			

	<p>Parent Opinion Survey:</p> <p>Improve participation in Parent Survey to 200 responses. Communication to parents about wellbeing strategies and assessments to increases to 80% My child is taught organizational skills to help him/her with managing homework and schoolwork load - to 80% My child feels confident about the skills and strategies he/she has learnt at school to address bullying behaviors – to 80% I understand how my child is assessed to 80%</p>
KIS 1 Health and wellbeing	Increase school capacity to effectively monitor & track student social, emotional and academic progress.
Actions	<p>Increase school capacity to have student empowerment, so students become agents of their own learning. Develop and document opportunities for students. Voice, agency and leadership. Build teacher capacity Implement strategies to monitor and track student progress and achievement to build the level of engagement in their learning Increase student engagement in school through wellbeing events and authentic teacher concern.</p>
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> * 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 * Be empowered to show agency in their learning <p>Teachers will:</p> <ul style="list-style-type: none"> * Be communicating with parents regularly about learning and assessment * Be confident and proficient and communicating to parents about student progress and engagement. * Use data to track the progress of students and support students to show agency in their learning * Actively encourage students to attend and communicate with student & parents about attendance * Pathways teachers will ensure every students has a individual document pathway plan <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

	<ul style="list-style-type: none"> * Facilitate 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 to inform supportive and timely actions for improvement 			
Success Indicators	<p>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: Teacher Concern: 55%</p> <ul style="list-style-type: none"> • I can talk to my teachers about any of my concerns – 55% • My teacher seems to know if something is bothering me – 55% <p>Self-regulation and goal setting:</p> <ul style="list-style-type: none"> • I set learning goals for myself: 60% Student Agency – 60% • I feel that I have a voice at this school – 60% • My teachers incorporate student ideas in class activities – 60% • I have the opportunity to participate in decision-making at this school – 60% 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Attendance intervention points are mapped and implemented by staff	<input checked="" type="checkbox"/> Assistant Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Student Forums will occur every Term	<input checked="" type="checkbox"/> Leading Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$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. Students will all have an individual Pathway Plan when leaving the	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

College			to: Term 4	<input type="checkbox"/> Equity funding will be used
Develop effective data management processes to inform supportive and timely actions for improvement	<input checked="" type="checkbox"/> Leading Teacher(s)	<input type="checkbox"/> PLP Priority	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 students' pathways.	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Wellbeing events to improve student and staff understanding of Mental Health and the supports available. PD for teachers to build their capacity to support the social and emotional needs of students. Respectful Relationship Initiative	<input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used
KIS 2 Parents and carers as partners	Parents are better informed so they can become partners in their students learning journey.			
Actions	Improve communication to parents so they are better informed and can become partners in their students learning journey.			
Outcomes	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 *Be empowered to show agency in their learning			

	<p>Teachers will:</p> <ul style="list-style-type: none"> * Be communicating with parents regularly about learning and assessment * Be confident and proficient and communicating to parents about student progress and engagement. * Use data to track the progress of students and support students to show agency in their learning * Actively encourage students to attend and communicate with student & parents about attendance <p>Pathways teachers will ensure every students has a individual document pathway plan</p> <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 * Facilitate a culture that empowers students to develop and express agency in their learning * Support teachers to develop their skills to communicate with parents <ul style="list-style-type: none"> * Develop effective data management to inform supportive and timely actions for improvement 			
Success Indicators	<p>Parent Opinion Survey: Improve participation in Parent Survey to 200 responses. Communication to parents about wellbeing strategies and assessments to increases to 80% My child is taught organizational skills to help him/her with managing homework and schoolwork load - to 80% My child feels confident about the skills and strategies he/she has learnt at school to address bullying behaviors – to 80% I understand how my child is assessed to 80%</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
PD to build teacher capacity to communicate about learning and attendance	<input checked="" type="checkbox"/> Assistant Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
Communication to parents about wellbeing strategies	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			to: Term 4	<input type="checkbox"/> Equity funding will be used
Sub-school Leaders coach teachers to improve communication to parents and support students wellbeing	<input checked="" type="checkbox"/> Leading Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Equity Funding Planner

Equity Spending Totals

Category	Total proposed budget (\$)	Spend (\$)
Equity funding associated with Activities and Milestones	\$20,000.00	\$20,000.00
Additional Equity funding	\$300,000.00	\$270,000.00
Grand Total	\$320,000.00	\$290,000.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Develop partnerships with Industry and Institutions that can support raising student aspirations and improve opportunities for students' pathways.	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Support services	\$10,000.00	\$10,000.00
Wellbeing events to improve student and staff understanding of Mental Health and the supports available. PD for teachers to build their capacity to support the social and emotional needs of students. Respectful Relationship Initiative	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> Support services	\$10,000.00	\$10,000.00
Totals			\$20,000.00	\$20,000.00

Additional Equity spend

Outline here any additional Equity spend for 2019	When	Category	Total proposed budget (\$)	Equity Spend (\$)
School to Work Transition Coordinator	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing	\$82,000.00	\$82,000.00
Engage Program	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Support services	\$100,000.00	\$100,000.00
Homework Club	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Support services	\$20,000.00	\$20,000.00
EDROLO (cover 40% of student costs)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Teaching and learning programs and resources	\$23,000.00	\$23,000.00
	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Support services	\$75,000.00	\$45,000.00
Totals			\$300,000.00	\$270,000.00

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Establish and embed the instructional model, which drives and informs the work of PLCs within the school.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> PLT Leaders	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Design of formative assessments	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Departmental resources HITS	<input checked="" type="checkbox"/> On-site
Embedding Practices from the Professional Learning Communities model: <ul style="list-style-type: none"> • PD for staff on Professional Learning Communities (practices and processes) • Teachers participate in inquiry cycles to share best practice, learn from each other and share data outcomes. * All teachers participating in Classroom Observation • All teachers using current student data to identify student needs; measure student growth and teacher effectiveness. • Teachers share inquiry cycles 	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site

Staff PD on HITS (focus including Differentiation)	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	<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"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
PD to Build the Capacity of the Sub-School Leaders to coach PLT Leaders and P&D Teams Coaching Programs and PD for LTs	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Bastow program/course	<input checked="" type="checkbox"/> On-site
Attendance intervention points are mapped and implemented by staff	<input checked="" type="checkbox"/> Assistant Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Wellbeing events to improve student and staff understanding of Mental Health and the supports available. PD for teachers to build their capacity to support the social and emotional needs of students. Respectful Relationship Initiative	<input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants TBC - Wellbeing <input checked="" type="checkbox"/> Departmental resources Amplify	<input checked="" type="checkbox"/> On-site

PD to build teacher capacity to communicate about learning and attendance	<input checked="" type="checkbox"/> Assistant Principal	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Individualised Reflection <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
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