

# Annual Implementation Plan

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

Mordialloc College (8075)



Submitted for review by Michelle Roberts (School Principal) on 21 November, 2017 at 01:06 PM

Endorsed by Jennifer McCrabb (Senior Education Improvement Leader) on 08 December, 2017 at 11:57 AM

Endorsed by Nicky Hersey (School Council President) on 15 December, 2017 at 10:45 AM

# Define Evidence of Impact and Activities and Milestones - 2018

Mordialloc College (8075)

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|-----------------------------------|---|
| <b>Goal 1</b>                     | 1. To improve the VCE all study score to above the state and to maximise the learning growth for all students 7-12 across all learning areas  |
| <b>12 month target 1.1</b>        | <p>-Improve English study score from 27.36 to 28 and Further Maths from 27.12 to 29, Methods from 22.19 to 25 and Specialist from 18.75 to 22 (based on 2017 baseline data)</p> <p>-Improve/maintain percentage receiving scores of 40+ (baseline 2017 = 5.7%)</p> <p>- Continue to improve upon VC teacher judgements based on 2017 data Years 7-10 (see separate sheet broken down by year levels and English and Maths dimensions)</p> <p>-Continue to improve the percentage of students achieving above at Bands 9&amp;10 in NAPLAN based on 2017 baseline data (G&amp;P 20.3%, R 21, S 31.6, W 16.2, N 23.6) and decrease the percentage below the national minimum standard compared to 2017 baseline data (G&amp;P 4.5%, R 2.8, S 4.5, W 8.9, N 0.7), with a particular focus on writing and numeracy</p> <p>-Continue to improve the percentage achieving high growth and decrease the percentage achieving low growth based on 2017 baseline data (High G&amp;P 30.6% Low 24%, R 24.4 High, 17.1 Low, S 21.5 High, 24.8 L, W 14.8 High, 16.4 Low, N 14.8 High 27.9 Low) on NAPLAN relative growth assessments Year 7 to 9, with a particular focus on writing and numeracy</p> <p>-Staff opinion survey - school climate - improvement in academic focus to at least 50% endorsement (42% 2017) and teacher collaboration to above 60% (58% 2017)</p> |
| <b>FISO Initiative</b>            | Building practice excellence  |
| <b>Key Improvement Strategy 1</b> | Develop precision in teacher practice using agreed lesson structures and challenging learning tasks that reflect high expectations for student learning and strengthen feedback and coaching for staff  |
| <b>Actions</b>                    | <ol style="list-style-type: none"> <li>1. Continue to implement CPL with a targeted professional development program focused on Set Challenging learning tasks (incorporating Higher Order questioning)</li> <li>2. Continue Triad coaching model and building the capacity of all teachers as coaches in giving effective feedback</li> <li>3. Conduct SEAL curriculum review and ensure alignment to VIC curriculum and VCE</li> <li>4. Evaluate and continue to develop as the school continues to grow the new staff induction program</li> <li>5. implementation of Literacy action plan - specific focus on Writing</li> </ol>  |
| <b>Evidence of impact</b>         | <p>Students will be able to recognise and identify the use of higher order questioning</p> <p>Students understanding of the content will deepen</p> <p>Students will see a consistent approach to teaching and learning from all new staff</p>  |

|  | <p>Students will be regularly be asked to analyze, synthesise and evaluate</p> <p>Students will attain higher growth in NAPLAN writing - in sentence variation and punctuation</p> <p>English teachers will align short and long term curriculum planning and lesson delivery with more specific English focused outcomes (F-10)</p> <p>Students will experience MC QuickWrite strategies more frequently</p> <p>Teachers will be able to consistently implement the Instructional Model - increasing the frequency of higher order questioning, use of appropriate wait time and a focus on each lessons learning intention/s</p> <p>Teachers will meet once a term (Terms 1-3) in their triad to report back on observation feedback and reflect on practice together</p> <p>Teachers will be able to reflect on growth on the self assessment rubric for higher order questioning</p> <p>School leaders will conduct regular observations of practice in the classroom, using a learning walk model to compare change in practice over the year</p> <p>School leaders will collate whole school data from student perception surveys to see growth from start of Term 1 to end of Term 2</p> <p>School leaders will monitor the impact through the PDP process</p> <p>School instructional coaches to monitor impact with the staff assigned to them</p> |  |                            |  |
|--|---|--|----------------------------|--|
| Activities and Milestones  | Who   | Is this a Professional Learning Priority | When                       | Budget   |
| <p>1. Continue to implement CPL with a targeted professional development program focused on Set Challenging learning tasks (incorporating Higher Order questioning)</p> <ul style="list-style-type: none"> <li>- Meet as a CPL implementation team termly</li> <li>- Develop workshop schedule to include 2 PD sessions for staff per term</li> <li>- Survey students for pre and post data to track growth</li> <li>- Incorporate into staff PDP – Professional Practice goal</li> </ul>          | School Improvement Team   | <input checked="" type="checkbox"/> Yes  | from: Term 1<br>to: Term 2 | <p>\$5,000.00</p> <p><input type="checkbox"/> Equity funding will be used</p>  |
| <p>2. Continue Triad coaching model and building the capacity of all teachers as coaches in giving effective feedback</p> <ul style="list-style-type: none"> <li>- Develop observation template to reflect current theory of action</li> <li>- Develop staff workshop schedule to include PD for staff and pre and post observation meetings</li> <li>- Triad observations to occur three times over the year - Terms 1,2&amp;3</li> <li>- Incorporate into PDP – Professional Practice</li> </ul> | School Improvement Team   | <input checked="" type="checkbox"/> Yes  | from: Term 1<br>to: Term 4 | <p>\$10,000.00</p> <p><input type="checkbox"/> Equity funding will be used</p> |

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| - Develop a rubric for staff to self-assess growth on higher order questioning   |                        |   |                            |   |
| <p>3. Conduct SEAL curriculum review and ensure alignment to VIC curriculum and VCE</p> <ul style="list-style-type: none"> <li>- Investigate other SEAL programs and selection processes</li> <li>- Audit current SEAL curriculum</li> <li>- Continue to review pathways for SEAL students and enhancement subjects prior to VCE</li> <li>- SEAL coordinator to work with LALs and Curriculum AP to ensure scope and sequence of curriculum is rigorous and aligned</li> <li>- Data collated to track SEAL students and monitor performance across all year levels</li> <li>- Document subject selection and course counseling process of SEAL students into VCE and expectations of attainment</li> </ul> | Leading Teacher(s)     | <input type="checkbox"/> No             | from: Term 1<br>to: Term 3 | <p>\$0.00</p> <input type="checkbox"/> Equity funding will be used      |
| <p>4. Evaluate and continue to develop as the school continues to grow the new staff induction program</p> <ul style="list-style-type: none"> <li>- From feedback collected in 2017, implement a supportive and ongoing teacher induction program across the college</li> <li>- Extend staff involvement in the induction program to Incorporate the instructional coaches and relevant staff to ensure a smooth and supported transition into the College (school culture, teaching and learning priorities, instructional model)</li> <li>- Align one goal in the PDP process to the new staff induction program</li> </ul>  | School Leadership Team | <input checked="" type="checkbox"/> Yes | from: Term 1<br>to: Term 4 | <p>\$10,000.00</p> <input type="checkbox"/> Equity funding will be used |
| <p>5. Implementation of Literacy action plan - specific focus on writing</p> <ul style="list-style-type: none"> <li>- share writing and literacy data with staff across all subjects</li> <li>- MC "quick write" strategies implemented across the curriculum</li> <li>- new assessment rubric for writing 7-10 supported by PL for staff</li> <li>- Literacy team participation in Kingston Network PL sessions with Misty Adoniou and continued involvement in Literacy Network</li> <li>- Small team trialling a learning and responding matrix</li> <li>- implementation of a recreational reading program in 7-9</li> </ul>   | Leading Teacher(s)     | <input checked="" type="checkbox"/> Yes | from: Term 1<br>to: Term 4 | <p>\$5,000.00</p> <input type="checkbox"/> Equity funding will be used  |

|                                   |  |
|-----------------------------------|--|
| <b>Goal 1</b>                     | 1. To improve the VCE all study score to above the state and to maximise the learning growth for all students 7-12 across all learning areas   |
| <b>12 month target 1.1</b>        | <ul style="list-style-type: none"> <li>-Improve English study score from 27.36 to 28 and Further Maths from 27.12 to 29, Methods from 22.19 to 25 and Specialist from 18.75 to 22 (based on 2017 baseline data)</li> <li>-Improve/maintain percentage receiving scores of 40+ (baseline 2017 = 5.7%)</li> <li>- Continue to improve upon VC teacher judgements based on 2017 data Years 7-10 (see separate sheet broken down by year levels and English and Maths dimensions)</li> <li>-Continue to improve the percentage of students achieving above at Bands 9&amp;10 in NAPLAN based on 2017 baseline data (G&amp;P 20.3%, R 21, S 31.6, W 16.2, N 23.6) and decrease the percentage below the national minimum standard compared to 2017 baseline data (G&amp;P 4.5%, R 2.8, S 4.5, W 8.9, N 0.7), with a particular focus on writing and numeracy</li> <li>-Continue to improve the percentage achieving high growth and decrease the percentage achieving low growth based on 2017 baseline data (High G&amp;P 30.6% Low 24%, R 24.4 High, 17.1 Low, S 21.5 High, 24.8 L, W 14.8 High, 16.4 Low, N 14.8 High 27.9 Low) on NAPLAN relative growth assessments Year 7 to 9, with a particular focus on writing and numeracy</li> <li>-Staff opinion survey - school climate - improvement in academic focus to at least 50% endorsement (42% 2017) and teacher collaboration to above 60% (58% 2017)</li> </ul> |
| <b>FISO Initiative</b>            | Building practice excellence   |
| <b>Key Improvement Strategy 2</b> | Develop and embed rigorous, reliable and well differentiated assessment practices to support quality learning outcomes for all students  |
| <b>Actions</b>                    | <ol style="list-style-type: none"> <li>1. Continue to implement CPL with a targeted professional development program focused on connecting feedback to data</li> <li>2. Review reporting process to ensure benchmark tasks are reported on effectively and aligned with implementation of Vic Curriculum and VCE/VCAL</li> <li>3. Use data to enhance teaching practice and drive meeting discussions with a focus on student growth and continue to refine and implement school wide PD to support this</li> <li>4. Review Head start program and ensure effectiveness of the program</li> </ol>  |
| <b>Evidence of impact</b>         | <p>Students are able to reflect on gaps in their learning and track their growth</p> <p>Students evaluate their work as they produce it, reviewing it against success criteria</p> <p>Students know what high quality work is and how their work compares</p> <p>Students attendance at Head start is high and one assessment task is completed for core subjects</p> <p>Students regularly use compass to see their results from continuous reporting and act on feedback</p> <p>Teachers build time into their lesson for students to reflect on feedback</p> <p>Teachers are using assessment data to provide specific feedback to students on how to improve</p> <p>Teachers will be able to consistently implement the Instructional Model - connecting feedback to data and reinforcing to students that</p>   |

|   | <p>effort and achievement are connected (growth mindset)<br/> Teachers will have formative data for each of their classes prior to commencing the 2019 school year<br/> Teachers see the relevance and importance of Head start<br/> Teachers have improved confidence in data interpretation and identifying student ZPD (Differentiate curriculum in their planning teams to cater for and engage all students) and mapping progress against set targets<br/> Teachers will demonstrate an understanding of each students needs and strengths<br/> Teachers have identified proxy students as part of their student outcomes goal to track growth with the overall goal of at least 80% of students demonstrating an average of 12 months growth<br/> Teachers meet the demands of continuous reporting<br/> Leaders monitor student growth through the PDP process<br/> Leaders ensure the continuous reporting deadlines are met<br/> Leaders monitor parent engagement with continuous reporting<br/> Leaders implement changes based on feedback from staff, students and the wider school community</p> |  |                            |  |
|---|--|--|----------------------------|--|
| Activities and Milestones   | Who  | Is this a Professional Learning Priority | When                       | Budget   |
| <p>1. Continue to implement CPL with a targeted professional development program focused on connecting feedback to data</p> <ul style="list-style-type: none"> <li>- Meet as a CPL implementation team termly</li> <li>- Develop workshop schedule to include 2 PD sessions for staff per term</li> <li>- Survey students for pre and post data to track growth</li> <li>- Incorporate into staff PDP – Professional Practice goal</li> </ul> | School Improvement Team  | <input checked="" type="checkbox"/> Yes  | from: Term 3<br>to: Term 4 | <p>\$5,000.00</p> <input type="checkbox"/> Equity funding will be used |
| <p>2. Review reporting process to ensure benchmark tasks are reported on effectively and aligned with implementation of Vic Curriculum and VCE/VCAL</p> <ul style="list-style-type: none"> <li>- continue to investigate other schools continuous reporting process</li> <li>- collect feedback from LAs and the wider school community</li> <li>- implement feedback collected</li> </ul>  | Curriculum Co-ordinator (s)  | <input checked="" type="checkbox"/> Yes  | from: Term 1<br>to: Term 2 | <p>\$0.00</p> <input type="checkbox"/> Equity funding will be used     |

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| <p>3. Use data to enhance teaching practice and drive meeting discussions with a focus on student growth and continue to refine and implement school wide PD to support this</p> <ul style="list-style-type: none"> <li>- Appraise meeting structure to ensure time for staff to scrutinize impact of student progress as a result of data tracking/analysis review and implement outcomes</li> <li>- Review data handover systems</li> <li>- Use the PDP process to support data through the development of the student outcomes goal</li> <li>- Use the whole school assessment schedule to develop a more structured approach to moderation across Year 7-12</li> <li>- Teachers use student learning data to diagnose their own development priorities</li> <li>- Provide targeted PD for Year 7-9 staff to enhance teaching strategies for students in the intervention program</li> </ul> | School Leadership Team | <input checked="" type="checkbox"/> Yes | from: Term 1<br>to: Term 4 | \$0.00<br><input checked="" type="checkbox"/> Equity funding will be used |
| <p>4. Review Head start program and ensure effectiveness of the program</p> <ul style="list-style-type: none"> <li>- Collect feedback from staff on organisation and implementation of Head start</li> <li>- Review the timeline of Head start including the current reporting cycle and timetable release</li> <li>- Review attendance data for Head start program and see if there is a decline towards the end</li> </ul>  | Assistant Principal    | <input type="checkbox"/> No             | from: Term 1<br>to: Term 1 | \$0.00<br><input type="checkbox"/> Equity funding will be used            |

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| <b>Goal 2</b>              | 2. Develop confident and engaged students who have an authentic voice in planning their own learning pathway in and beyond the school.  |
| <b>12 month target 2.1</b> | <ul style="list-style-type: none"> <li>- Based on the new online survey introduced in 2017, continue to improve in the attitudes to school survey variables, with particular focus on teacher concern (75.5), motivation &amp; interest (75.2), student voice &amp; agency (84.7); self-regulation &amp; goal setting (76.8) and tracking each cohort with the goal of achieving positive growth, particularly in the middle school</li> <li>- Improve proportion in further education and training. Greater than 90% of year 12 students continuing their education and training with at least 50% University and less than 4% unemployed</li> <li>- Maintain positive real retention 7-12 at 65.3% (2017) or higher; and maintain positive real retention 7-10 at 79.4% (2017) or higher</li> </ul> |
| <b>FISO Initiative</b>     | Intellectual engagement and self-awareness  |

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| <b>Key Improvement Strategy 1</b>   | Develop and implement processes and practices to strengthen transition into, through and beyond the school.  |   |                            |  |
| Actions   | <ol style="list-style-type: none"> <li>1. Review the VETiS program including in-house courses</li> <li>2. Investigate University taster programs for students in Year 9-12</li> <li>3. Consolidate International Students program through resourcing, staffing and clarification of pathway (ie subjects, requirements, etc)</li> <li>4. Enhance Careers Program to extend College expectations of high achievement and embed Career Action plans across Years 9 - 12 (with particular focus at Year 9)</li> <li>5. Continue to streamline course selection and counselling process, including the use of Compass data on Learning Tasks</li> </ol>  |   |                            |  |
| Evidence of impact  | <p>Students will be engaged in documented pathways planning and be aware of University and Tafe opportunities available for further study</p> <p>International Students will better understand pathways options and have improved support to achieve their personal best</p> <p>Students will understand and appropriately choose subjects based on their abilities and pathways (less changes after course counselling and fewer students identified as at risk)</p> <p>Teachers will understand how to support International Students using targeted EAL resources</p> <p>Teachers (including Mentors) will be able to provide consistent and appropriate advice on subject selection and pathways</p> <p>Course Counsellors will provide consistent and targeted advice at Course Counselling</p> <p>School Leaders will provide direction for the future of VETiS offerings</p> <p>School Leaders will develop opportunities to engage students in 9-12 with Universities</p> <p>School Leaders will further refine the Careers program to increase student engagement with pathway choice</p> |   |                            |  |
| <b>Activities and Milestones</b>  | <b>Who</b>   | <b>Is this a Professional Learning Priority</b> | <b>When</b>                | <b>Budget</b>  |
| <ol style="list-style-type: none"> <li>1. Review the VETiS program including in-house courses</li> </ol> <ul style="list-style-type: none"> <li>- Identify student demand for music, sport and IDM (IT/Media)</li> <li>- Identify program options / teachers to deliver program</li> <li>- Identify VET offerings for 2019 based on review of VET programs and possible models</li> <li>- VET offerings match student demand</li> <li>- Extra staff trained to offer courses</li> </ul> | School Leadership Team   | <input type="checkbox"/> No                     | from: Term 1<br>to: Term 2 | \$0.00<br><input type="checkbox"/> Equity funding will be used |



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| <p>2. Investigate University taster programs for students in Year 9-12</p> <ul style="list-style-type: none"> <li>- Identify access programs and potential links with Universities</li> <li>- Develop proposed University taster program 9-12</li> <li>- Investigate subject specific links with Universities, e.g. STEM</li> </ul>   | Education Support      | <input type="checkbox"/> No | from: Term 1<br>to: Term 2 | <p>\$0.00</p> <input type="checkbox"/> Equity funding will be used |
| <p>3. Consolidate International Students program through resourcing, staffing and clarification of pathway (ie subjects, requirements, etc)</p> <ul style="list-style-type: none"> <li>- Develop proposal for ISP</li> <li>- Implement ISP proposal to improve program</li> <li>- Continue to refine processes around engagement and achievement</li> </ul>   | Assistant Principal    | <input type="checkbox"/> No | from: Term 1<br>to: Term 4 | <p>\$0.00</p> <input type="checkbox"/> Equity funding will be used |
| <p>4. Enhance Careers Program to extend College expectations of high achievement and embed Career Action plans across Years 9 - 12 (with particular focus at Year 9)</p> <ul style="list-style-type: none"> <li>- Careers Scope and Sequence developed for Years 9-12</li> <li>- Key aspects of Careers Program moved into Year 9 in response to student feedback</li> <li>- Importance of personal best and pathways planning embedded in Year 9</li> <li>- Continued focus on 100% of students who apply receiving tertiary offers</li> </ul> | School Leadership Team | <input type="checkbox"/> No | from: Term 1<br>to: Term 4 | <p>\$0.00</p> <input type="checkbox"/> Equity funding will be used |
| <p>5. Continue to streamline course selection and counselling process</p> <ul style="list-style-type: none"> <li>- Provide time for training counsellors and opportunity to clarify steps/questions</li> <li>- Continue to up-skill staff in the use of Compass to analyse student achievement data</li> <li>- Continue to develop WebPrefs for recording and collating subject preferences</li> <li>- Ensure course counselling links with processes and programs including SEAL, accelerated VCE, VCAL and VETiS</li> </ul>                   | School Leadership Team | <input type="checkbox"/> No | from: Term 1<br>to: Term 3 | <p>\$0.00</p> <input type="checkbox"/> Equity funding will be used |

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| <b>Goal 2</b>                     | 2. Develop confident and engaged students who have an authentic voice in planning their own learning pathway in and beyond the school.   |   |             |               |
| <b>12 month target 2.1</b>        | <ul style="list-style-type: none"> <li>- Based on the new online survey introduced in 2017, continue to improve in the attitudes to school survey variables, with particular focus on teacher concern (75.5), motivation &amp; interest (75.2), student voice &amp; agency (84.7); self-regulation &amp; goal setting (76.8) and tracking each cohort with the goal of achieving positive growth, particularly in the middle school</li> <li>- Improve proportion in further education and training. Greater than 90% of year 12 students continuing their education and training with at least 50% University and less than 4% unemployed</li> <li>- Maintain positive real retention 7-12 at 65.3% (2017) or higher; and maintain positive real retention 7-10 at 79.4% (2017) or higher</li> </ul>  |   |             |               |
| <b>FISO Initiative</b>            | Intellectual engagement and self-awareness   |   |             |               |
| <b>Key Improvement Strategy 2</b> | Plan learning sequences and activities that strengthen authentic student voice and self-directed learning  |   |             |               |
| <b>Actions</b>                    | <ol style="list-style-type: none"> <li>1. Investigate and develop learning sequences and curriculum for teaching student metacognition and learning skills in learning areas</li> <li>2. Engage students and families in personal and academic goal/target setting</li> <li>3. Embed platform for celebrating and sharing student achievement</li> <li>4. Strengthen House, sub-School and College Leadership positions through regular and recognized activities</li> </ol>   |   |             |               |
| <b>Evidence of impact</b>         | <p>Students will be engaged in a Study Skills program (years 7-12) to enhance metacognition and learning skills</p> <p>Students will feel connected to school and know how to express their opinions in order to generate change</p> <p>Student achievement will be celebrated regularly and formally</p> <p>Students will be aware of leadership positions and opportunities</p> <p>Teachers will implement study skills program 7-12 to increase student learning skills and metacognition</p> <p>Teachers will nominate students for awards and share student achievement</p> <p>Teachers will support student leaders and engage students in authentic discussions collecting student voice</p> <p>School Leaders will ensure a holistic approach to metacognition and learning to learn is developed in partnership with Elevate</p> <p>School Leaders will support the inclusion of student voice in decision making</p> <p>School Leaders will award and celebrate student achievement</p> <p>School Leaders will mentor and assist student leaders</p> |   |             |               |
| <b>Activities and Milestones</b>  | <b>Who</b>   | <b>Is this a Professional Learning Priority</b> | <b>When</b> | <b>Budget</b> |

|  |                        |   |                            |  |
|--|------------------------|---|----------------------------|--|
| <p>1. Improve learning skills across years 7 - 12</p> <ul style="list-style-type: none"> <li>- Introduce and embed Elevate Study Skills sessions in years 10 - 12</li> <li>- Investigate how Elevate sessions in years 7 - 9</li> <li>- Develop a cohesive and complementary program of study skills that can be implemented in all learning areas and year levels</li> </ul>  | School Leadership Team | <input checked="" type="checkbox"/> Yes | from: Term 1<br>to: Term 4 | <p>\$6,000.00</p> <input type="checkbox"/> Equity funding will be used |
| <p>2. Engage students and families in academic goal / target setting</p> <ul style="list-style-type: none"> <li>- Conduct 'At Risk' meetings during Headstart and throughout the year</li> <li>- Increase numbers of parents attending course counselling meetings</li> <li>- Continue to educate the school community about the Senior School Assessment Scale</li> <li>- Senior School Assessment Scale language embedded in At Risk and progress meetings</li> <li>- Senior School Awards process and outcomes communicated to parents</li> <li>- Termly VCAL progress meetings to support student goal setting and progress</li> </ul> | School Leadership Team | <input type="checkbox"/> No             | from: Term 1<br>to: Term 4 | <p>\$0.00</p> <input type="checkbox"/> Equity funding will be used     |
| <p>3. Embed platform for celebrating and sharing student achievement</p> <ul style="list-style-type: none"> <li>- Senior School Awards process consolidated and promoted</li> <li>- Middle School Awards process consolidated and promoted</li> <li>- Student Promotion Policy reviewed</li> <li>- Consolidate and clearly communicate process for undertaking acceleration into VCE to all Middle School students</li> </ul>  | School Leadership Team | <input type="checkbox"/> No             | from: Term 1<br>to: Term 4 | <p>\$0.00</p> <input type="checkbox"/> Equity funding will be used     |
| <p>4. Strengthen House, sub-School and College Leadership positions through regular and recognised activities</p> <ul style="list-style-type: none"> <li>- Regular student leadership team meetings</li> <li>- Establish clear goals / Action plan for student leaders</li> </ul>  | Principal              | <input type="checkbox"/> No             | from: Term 1<br>to: Term 4 | <p>\$0.00</p> <input type="checkbox"/> Equity funding will be used     |

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| - Increase student leaders' participation in assemblies<br>- Ensure student leaders role model College Values |  |  |  |  |
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| <b>Goal 3</b>                     | 3. To empower confident, healthy and resilient students.   |
| <b>12 month target 3.1</b>        | <ul style="list-style-type: none"> <li>- Based on the new online survey introduced in 2017, continue to improve in the attitudes to school survey variables, with particular focus on resilience (87.3) and managing bullying/feeling safe (83.8); and tracking each cohort with the goal of achieving positive growth, particularly in the middle school</li> <li>- Maintain positive/continue to improve Parent Opinion Survey variables based on 2017 baseline data on General satisfaction (77%), Managing bullying (73%), School connectedness (83%) &amp; Student motivation/support (57%)</li> <li>- To improve student attendance at 7-10 by 2 days average per EFT student and one day 11-12 based on 2017 absence data (Year 7 14.05, Year 8 18.01, Year 9 14.48, Year 10 15.24, Year 11 14.60, Year 12 13.26, Overall 7-12 15.04)</li> <li>- Increase the number of students attending school above 85% based on 2017 baseline data of 14.8% below 85% attendance and 85.2% above 85% attendance</li> </ul> |
| <b>FISO Initiative</b>            | Health and wellbeing   |
| <b>Key Improvement Strategy 1</b> | Build student resilience and identify and respond to the needs of specific groups or individual students through a documented and implemented wellbeing approach.  |
| <b>Actions</b>                    | <ol style="list-style-type: none"> <li>1. Review current Restorative Practices training and implementation across the college.</li> <li>2. Implementation of the updated My Mentor Program across the whole school</li> <li>3. Implement the Respectful Relationships program across the whole school</li> <li>4. Investigate opportunities to engage parents in their child's learning and/or the college community</li> <li>5. Continue to develop and publicise the house system to include broad range of extra curricula activities to support College culture and leadership</li> <li>6. To implement partnership with The Resilience Project to build resilience in the college community</li> <li>7. To continue to develop programs with KYS to build student connectedness to school</li> </ol>  |
| <b>Evidence of impact</b>         | <ul style="list-style-type: none"> <li>- Staff and students will have articulated their perceptions of Restorative Practices within the college</li> <li>- Staff will have reported increased confidence to deliver the updated Home Group/MMP</li> <li>- Students will have reported higher engagement with the program</li> <li>- Staff parents and students will have an understanding of the respectful Relationships program</li> <li>- Staff and Students will have reported greater engagement with the House System</li> <li>- An action plan for 2019 Parent Engagement events has been developed</li> </ul>  |

|   | <ul style="list-style-type: none"> <li>- Staff and students will have reported positive engagement with The Resilience Project</li> <li>- Students have reported positive engagement with the expanded KYS program</li> </ul> |  |                            |  |
|---|---|--|----------------------------|--|
| Activities and Milestones   | Who   | Is this a Professional Learning Priority | When                       | Budget   |
| <p>1. Review current Restorative Practices training and implementation across the college.</p> <ul style="list-style-type: none"> <li>- Gain feedback from staff via survey about current practices and their effectiveness</li> <li>- Focus group with students re: effective strategies that teachers employ to establish and maintain a positive learning environment, as well as disciplinary strategies</li> <li>- Review approach to PD for established and new staff</li> </ul>  | Student Wellbeing Co-ordinator  | <input checked="" type="checkbox"/> Yes  | from: Term 1<br>to: Term 4 | <p>\$0.00</p> <input type="checkbox"/> Equity funding will be used     |
| <p>2. Implementation of the updated My Mentor Program across the whole school.</p> <ul style="list-style-type: none"> <li>- Updated program outline and resources made available to staff</li> <li>- Staff workshops to build staff confidence to deliver programs</li> <li>- Collection of survey feedback from staff and students at mid-point and end of the year</li> </ul>   | Leading Teacher(s)  | <input checked="" type="checkbox"/> Yes  | from: Term 1<br>to: Term 4 | <p>\$0.00</p> <input type="checkbox"/> Equity funding will be used     |
| <p>3. Implement the Respectful Relationships program across the whole school</p> <ul style="list-style-type: none"> <li>- Whole school audit re gender equality and respectful relationships to be completed</li> <li>- Develop a whole school Action Plan from the identified gaps in existing culture, policies and practices in gender equality</li> <li>- Newsletter article in term 1</li> <li>- Staff training to build skills and confidence in responding to and referring disclosures of family violence.</li> </ul> | Student Wellbeing Co-ordinator  | <input checked="" type="checkbox"/> Yes  | from: Term 1<br>to: Term 4 | <p>\$4,000.00</p> <input type="checkbox"/> Equity funding will be used |
| <p>4. Continue to develop and publicise the house system to include broad range of extra curricula activities to support College culture and leadership</p>   | Leading Teacher(s)  | <input type="checkbox"/> No              | from: Term 1<br>to: Term 4 | <p>\$0.00</p> <input type="checkbox"/> Equity funding will be used     |

|   |                                |                             |                            |   |
|---|--------------------------------|-----------------------------|----------------------------|---|
| <ul style="list-style-type: none"> <li>- Development of an annual calendar of events, in conjunction with House Leaders (staff and student)</li> <li>- Publication of events at year level and sub-school assemblies</li> <li>- Updates on house points at Whole School Assemblies</li> <li>- Feedback collected from staff and students re: attitudes to the House System</li> </ul>   |                                |                             |                            |   |
| <p>5. Investigate opportunities to engage parents in their child's learning and/or the college community</p> <ul style="list-style-type: none"> <li>- Leading Teachers' attendance at Parent Engagement conference (TBA if taking place in 2018)</li> <li>- Become a member of Parent Engagement Network <a href="https://www.aracy.org.au/forms/command/display_form?formID=27">https://www.aracy.org.au/forms/command/display_form?formID=27</a></li> <li>- Develop plan for 2019 strategy implementation to improve parent engagement</li> </ul> | Leading Teacher(s)             | <input type="checkbox"/> No | from: Term 2<br>to: Term 4 | \$1,000.00<br><input type="checkbox"/> Equity funding will be used            |
| <p>6. To implement partnership with The Resilience Project to build resilience in the college community</p> <ul style="list-style-type: none"> <li>- Secure dates for presentations (may not be able to get until Term 1 2019)</li> <li>- Develop and implement follow-up sessions to be delivered in Home Group/MMP</li> <li>- Collect feedback from students, parents and staff post-presentation, and at the end of the year</li> </ul>  | Leading Teacher(s)             | <input type="checkbox"/> No | from: Term 1<br>to: Term 4 | \$8,000.00<br><input checked="" type="checkbox"/> Equity funding will be used |
| <p>7. To continue to develop programs with KYS to build student connectedness to school (particularly for boys)</p> <ul style="list-style-type: none"> <li>- Continue implementation of the Rock Water program</li> <li>- Continue to increase KYS presence at school activities and events</li> <li>- Collect feedback from targeted students on programs delivered</li> </ul>   | Student Wellbeing Co-ordinator | <input type="checkbox"/> No | from: Term 1<br>to: Term 4 | \$0.00<br><input type="checkbox"/> Equity funding will be used                |