

# Annual Implementation Plan - 2020

## Define Actions, Outcomes and Activities

Mordialloc College (8075)



Submitted for review by Michelle Roberts (School Principal) on 22 November, 2019 at 03:18 PM

Endorsed by Leanne Marshall (Senior Education Improvement Leader) on 20 January, 2020 at 02:09 PM

Endorsed by Ian Fox (School Council President) on 04 March, 2020 at 04:41 PM

## Define Actions, Outcomes and Activities

<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>Maintain English study score at or above 30 (32.29 in 2019) and Further Maths from 282.37 to 30, improve Methods to over 28 (27.27 in 2019) and maintain or improve Specialist 24.80 (based on 2018 baseline data)</p> <p>-Maintain percentage receiving scores of 40+ at 9.8% (2018 baseline or at least above the state)</p> <p>- Baseline VC targets 2019 (see more detailed sheet) 7-10 English 22.3% above, 54.2 at, 23.7% below; 7-10 Maths 22.5% above 43.6 at, 34.1% below. 2018 (see more detailed sheet) 7-10 English 21.8% above, 56.1% at, 22.1% below (2017 23% above, 51.35 at, 25.7 % below); 7-10 Maths 21.2% above, 52.4 at, 26% below (2017 19.2% above 47.7 at, 32% below)</p> <p>-Continue to improve or maintain the percentage of students achieving above at Bands 9&amp;10 in NAPLAN based on 2019 baseline data (G&amp;P 29%, R 34, S 19, W 20, N 29) and decrease the percentage below the national minimum standard compared(bands 5&amp;6) to 2019 baseline data with a particular focus on writing and numeracy</p> <p>- Continue to improve or maintain the percentage achieving high growth and decrease the percentage achieving low growth based on 2019 baseline data (High G&amp;P 36% Low 18.3%, R 25 High, 32 Low, S 26.2 High, 22.6 L, W 32.5 High, 17.8 Low, N 32.3 High 24.8 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 (42.6% 2019) and teacher collaboration to above 60% (52.8% 2019)</p>
<b>KIS 1</b> Building practice excellence	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 implementation of our five year Literacy Action Plan - specific focus on Writing across the College</li> <li>2. Continue to implement CPL with a targeted professional development program focused on continuing to embed our Instructional Model</li> <li>3. Evaluate and continue to develop the new staff induction program as the school continues to grow</li> </ol>
<b>Outcomes</b>	<p>Students will engage with more regular writing and higher quality teaching of writing</p> <p>Students will be able to explain research based strategies for reading</p> <p>Students will be able to recognise and identify the use of the instructional model</p> <p>Students will see a consistent approach to teaching and learning from all new staff</p>

	<p>Students will be regularly asked to analyse, synthesise and evaluate information as per higher order questioning focus  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  Teachers will collect, analyse and action PIVOT student perception data regarding their use of the instructional model  School leaders will conduct regular observations of practice in the classroom, using a learning walk model to compare change in practice across the year  School leaders will monitor the impact of CPL and Literacy program through the PDP process  School instructional coaches to monitor impact of coaching and the use of the instructional model with the staff assigned to them</p>			
<b>Success Indicators</b>	<p>Students will attain higher growth in NAPLAN writing - in sentence variation and punctuation  Less students in the bottom two bands for Reading and Writing in NAPLAN  Once a year, all teachers will have been involved in a Learning Area walk and identify areas for improvement, aligned with our instructional model, for the Learning Area  Literacy Leader will evaluate progress through a Literacy Evaluation Framework  School leaders will analyse whole school data collected from PIVOT surveys to see growth from start of Term 1 to end of Term 3</p>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
<p>1. Continue implementation of our five year Literacy Action Plan - specific focus on Writing across the College  - Consolidating and extending our writing focus through regular professional development sessions (launching from a first session with Misty Adoniou) and a school wide MC Writing Model  - Starting to evaluate and implement school wide improved reading strategies  - Termly meetings of the Literacy and Numeracy Intervention Group, including implementation of our Intervention Programs: Aspire Programme (Year 8), Lexia (Year 7&amp;8), L&amp;N Elective (Year 9) and the MYLNS Project (Year 10/11)  - Employ speech therapist two days a week to work one on one with identified students  - Implementation of Literacy Targets in PDP Process and Learning Area Action Plans  - Improved moderation and assessment processes across the English</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Literacy Leader</li> <li><input checked="" type="checkbox"/> Literacy Support</li> <li><input checked="" type="checkbox"/> Numeracy Leader</li> <li><input checked="" type="checkbox"/> Numeracy Support</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> PLP Priority</li> </ul>	<p>from: Term 1 to: Term 4</p>	<p>\$110,000.00</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Equity funding will be used</li> </ul>

<p>LA</p> <ul style="list-style-type: none"> <li>- Continue to work with Learning Area Leaders regarding Literacy strategies and developing a Literacy Evaluation Framework</li> </ul>				
<p>2. Continue to implement CPL with a targeted professional development program focused on continuing to embed our Instructional Model</p> <ul style="list-style-type: none"> <li>- Meet as a CPL implementation team at least three times per term</li> <li>- Develop workshop schedule to include 1-2 professional learning sessions per term (at least 6 for the year)</li> <li>- Consolidate previous Theories of Action (Higher Order Questioning, Connecting Feedback to Data and Learning Objectives/Success Criteria)</li> <li>- Use of PIVOT survey data (pre and post) to track growth. Including class focus groups to explore results.</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assistant Principal</li> <li><input checked="" type="checkbox"/> Learning Specialist(s)</li> <li><input checked="" type="checkbox"/> School Improvement Team</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> PLP Priority</li> </ul>	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p> <p><input type="checkbox"/> Equity funding will be used</p>
<p>3. Evaluate and continue to develop the new staff induction program as the school continues to grow</p> <ul style="list-style-type: none"> <li>- Implement changes to staff handbook based on feedback from new staff</li> <li>- Continue new teacher/ES meetings (2-3 times per term)</li> <li>- Instructional Coach to continue to work with all new staff to ensure a smooth and supportive transition into the College (school culture, teaching and learning priorities and instructional model)</li> <li>- Continue alignment of one PDP goal to staff induction program</li> <li>- Implementation of the induction program for new teachers to VCE (facilitated by VCE Instructional Coach)</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assistant Principal</li> <li><input checked="" type="checkbox"/> Learning Specialist(s)</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> PLP Priority</li> </ul>	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p> <p><input type="checkbox"/> Equity funding will be used</p>
<p><b>KIS 2</b> Building practice excellence</p>	<p>Develop and embed rigorous, reliable and well differentiated assessment practices to support quality learning outcomes for all students</p>			
<p><b>Actions</b></p>	<ol style="list-style-type: none"> <li>1. Implement PLC structure to enable collaborative analysis of students learning data through the FISO improvement cycle in line with connecting feedback to data. With the inclusion of a peer coaching model, we will continue to build the capacity of all teachers as coaches in giving effective feedback.</li> <li>2. Continue to review and refine continuous reporting process to ensure benchmark tasks are reported on effectively and communicated to students and parents in a timely manner.</li> </ol>			

<p><b>Outcomes</b></p>	<p>Students evaluate their work as they produce it, reviewing it against success criteria  Students know what high quality work is and how their work compares  Students regularly use Compass to see their results from continuous reporting and act on feedback to reflect on gaps in their learning and track their growth  Teachers build time into their lesson for students to reflect on feedback</p> <p>PLC teams will focus on improving;</p> <ul style="list-style-type: none"> <li>- The use of assessment data to provide specific feedback to students on how to improve</li> <li>- The consistent implementation of the Instructional Model - connecting feedback to data and reinforcing to students that effort and achievement are connected (growth mindset)</li> <li>- Teacher 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</li> </ul> <p>Teachers consistently meet the deadlines of continuous reporting as monitored by their Learning Area  Leaders monitor student growth through the PDP process, NAPLAN, VCE results, Essential Assessments, On Demand testing and teacher judgements.  Leaders ensure the continuous reporting deadlines are met  Leaders monitor parent engagement with continuous reporting  Leaders implement changes based on feedback from staff, students and the wider school community</p>
<p><b>Success Indicators</b></p>	<p>PIVOT survey reflects an increase in the number of students accessing and using feedback from Compass  The PLC teams will develop methods of tracking cohort data and ensure at least 80% of students demonstrating an average of 12 months growth (meeting minutes etc)  All teachers have identified proxy students as part of their PDP student outcomes goal to track growth with the overall goal of at least 80% of students demonstrating an average of 12 months growth  All teachers will have formative data for each of their classes prior to commencing the 2020 school year and have identified instructional groups  Improvement in the amount of parents accessing students' report</p>

Activities and Milestones	Who	Is this a PL Priority	When	Budget
<p>1. Implement PLC structure to enable collaborative analysis of students learning data through the FISO improvement cycle in line with connecting feedback to data. With the inclusion of a peer coaching model, we will build the capacity of all teachers as coaches in giving effective feedback.</p> <ul style="list-style-type: none"> <li>- Developing the capacity of Learning Area Leaders in the use of sustainable practices including understanding the collection, analysis and response to the learning data on Compass.</li> <li>- Development and use of agreed inquiry cycle proformas</li> <li>- Implementation of new agreed meeting schedule to enable PLC members to meet on a weekly basis</li> <li>- Upskill staff in the development of differentiated unit plans that reflect students' point of need.</li> <li>- Staff Professional Development on CPL strategies on feedback to data via PLCs</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assistant Principal</li> <li><input checked="" type="checkbox"/> KLA Leader</li> <li><input checked="" type="checkbox"/> Leading Teacher(s)</li> <li><input checked="" type="checkbox"/> PLC Leaders</li> <li><input checked="" type="checkbox"/> School Improvement Team</li> </ul>	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
<p>2. Continue to review and refine continuous reporting process to ensure benchmark tasks are reported on effectively and Communicated to students and parents in a timely manner.</p> <ul style="list-style-type: none"> <li>- Create actions in response to feedback from students, staff and the wider College community around reporting process</li> <li>- Assign and review due dates for learning tasks in selected Learning Areas</li> <li>- Formalise a process for Learning Area Leaders to monitor and analyse Compass assessment results</li> <li>- Develop a consistent approach for students to reflect on benchmark task results</li> <li>- Re-examine the assessment guidelines and requirements of continuous reporting e.g. two week turn around</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assistant Principal</li> <li><input checked="" type="checkbox"/> KLA Leader</li> </ul>	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used

<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>	<p>Based on the new online survey introduced in 2017, continue to improve in the attitudes to school survey variables, with particular focus on state comparison data on Teacher concern (75.5 2017, 63.2 2018, 40.9 2019), motivation &amp; interest (75.2 2017, 54.2 2018, 50.3 2019), student voice &amp; agency (84.7 2017, 69.8 2018, 49.7 2019); self-regulation &amp; goal setting (76.8 2017, 68.2 2018, 67.5 2019 ) and tracking each cohort with the goal of achieving positive growth, particularly in the middle school. This data is secondary school comparison across the state.</p> <p>To also improve our overall raw data - SL = Stimulated learning 2018 63 2019 60; LC = Learning confidence 2018 68, 2019 67; M = Motivation and interest 2018 63, 2019 61; TC = teacher concern 2018 44. 2019 40; SC = School connectedness 2018 58, 2019 55; SV = Student voice and agency 2018 50, 2019 46; with particular focus at Year 8&amp;9</p> <p>-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  -Maintain positive real retention 7-12 at 67% (2019); and improve real retention 7-10 from 72.5 % (2019) to 80%</p>
<b>KIS 1</b> Intellectual engagement and self-awareness	Develop and implement processes and practices to strengthen transition into, through and beyond the school.
<b>Actions</b>	<ol style="list-style-type: none"> <li>1. Implement VETiS music in 2020 and investigate VET Business/Sport and Recreation for 2021</li> <li>2. Establish new Careers Team and consolidate careers education throughout the College</li> <li>3. Continue to build the capacity of staff within the International Students Program to attract and retain the best students</li> <li>4. Establish program in the Middle School for redefining and sustaining initial parent engagement from Yr. 6 to Yr. 9 including filming information and engaging external presenters to support parents</li> </ol>
<b>Outcomes</b>	<p>VETiS music program is successfully implemented at the beginning of 2020 and reviewed at the end of 2020 in readiness for the second year of the program</p> <p>VETiS Business/Sport and Recreation have been investigated by the end of Semester 1 2020</p> <p>Further refine the Careers program to increase student engagement with pathway choice, specifically focussing on years 9 and 10</p> <p>International Students will have improved support to achieve their personal best</p> <p>A plan for improving parent engagement developed including how information is distributed</p>

<b>Success Indicators</b>	<p>All students are engaging in career action planning drawing on increased knowledge of pathways and practical experience  Students will understand and appropriately choose subjects based on their abilities and pathways (fewer changes after course counselling and fewer students identified as at risk)  ISP students achieving higher VCE marks (based on 2018 baseline data) and aspiring to University entrance  Improved Parent Engagement as measured by the Parent Opinion Survey</p>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
<p>Implement VETiS music in 2020 and investigate VET Business / Sport and Rec' for 2021</p> <ul style="list-style-type: none"> <li>- ensure we have appropriately qualified staff in the school (Cert IV TAA)</li> <li>- promote VETiS offerings</li> <li>- monitor staff and student progress to ensure compliance and a 100% completion rate</li> <li>- VET Business or Sport and Rec training provider secured</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assistant Principal</li> <li><input checked="" type="checkbox"/> Leadership Team</li> </ul>	<input type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p> <p><input type="checkbox"/> Equity funding will be used</p>
<p>Establish new Careers Team and consolidate careers education throughout the College</p> <ul style="list-style-type: none"> <li>- roles and responsibilities created and communicated</li> <li>- PDP goals clearly aligned to key areas of responsibility</li> <li>- Mentoring and support to consolidate careers education scope and sequence</li> <li>- DET guidelines incorporated into roles/responsibilities/scope and sequence</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assistant Principal</li> <li><input checked="" type="checkbox"/> Leading Teacher(s)</li> </ul>	<input type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p> <p><input type="checkbox"/> Equity funding will be used</p>
<p>Continue to build the capacity of staff within the International Students Program to attract and retain the high performing students</p> <ul style="list-style-type: none"> <li>- New team hired for 2020</li> <li>- Roles and responsibilities updated</li> <li>- ISP Action plan updated through individual and collaborative meetings with all team members</li> <li>- Increasing student numbers; particularly of high performing students</li> <li>- Continue marketing and promotion plan</li> <li>- Diversifying student population</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assistant Principal</li> <li><input checked="" type="checkbox"/> Leading Teacher(s)</li> </ul>	<input type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p> <p><input type="checkbox"/> Equity funding will be used</p>



<p>Establish program in the Middle School for redefining and sustaining initial parent engagement from Yr. 6 to Yr. 9 including filming information and engaging external presenters to support parents</p> <ul style="list-style-type: none"> <li>- Acquisition of necessary AV equipment</li> <li>- Information for parents posted on the school website</li> <li>- Investigate options for external presenters e.g. recommendations from Student voice committee</li> <li>- Analyse Parent Opinion Survey data to measure improvement</li> </ul>	<input checked="" type="checkbox"/> Leadership Team <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
<b>KIS 2</b> Intellectual engagement and self-awareness	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. Improve programs for developing metacognition, study habits and learning skills in both sub schools</li> <li>2. Engage students and families in personal and academic goal/target setting</li> <li>3. Strengthen House, Sub-School and College Students Leadership positions through progress reviews and action planning</li> <li>4. Continue to develop student voice teams to gather authentic student voice about pedagogy and programs</li> </ol>			
<b>Outcomes</b>	Students will be engaged in a Study Skills program (years 7-12) to enhance metacognition and learning skills Increase attendance of parents at At Risk meetings Implement regular On Track To Achieve and goal setting conferences into 10 -12 Mentor Investigate the implementation of My Career Portfolio for years 9 & 10 and explore parental access Student leaders will create actions plans for their position and reflect on their progress in review meetings School Leaders will investigate further opportunities for including authentic student voice in decision making, building on the work of the Y8/9 Student Voice committee, expanding to other year levels and feedback from Attitudes to School Data			
<b>Success Indicators</b>	Framework/Scope and Sequence for 7-12 study skills program developed Students engaged in authentic discussions about future pathways with Mentors and other staff At Risk meeting records on Compass outlining student, parent and school responsibility My Careers Portfolio embedded in Year 9 Mentor; plan created for implementation in Year 10 Student Leaders achieve the goals they set at the start of the year Authentic feedback gathered about curriculum and pedagogy in Years 8 and 9 (possible expansion to other year levels) and information disseminated to staff Action plan developed to address areas of decline in Students Attitudes to School Survey			

Activities and Milestones	Who	Is this a PL Priority	When	Budget
<p>Improve programs for developing metacognition, study habits and learning skills in both sub schools</p> <ul style="list-style-type: none"> <li>- Investigate study skills program for middle school which aligns to Elevate and Year 10 I&amp;E</li> <li>- Embed study skills program into Home group and Mentor</li> <li>- Embed study skills into Communication and Discovery</li> <li>- Evaluate the impact of study skills programs</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assistant Principal</li> <li><input checked="" type="checkbox"/> Leading Teacher(s)</li> </ul>	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
<p>Engage students and families in personal and academic goal/target setting</p> <ul style="list-style-type: none"> <li>- Continue to develop parent engagement with Compass to track their child's achievement</li> <li>- Goal setting sessions introduced in Headstart</li> <li>- Semester based conferencing implemented in Senior Mentor</li> <li>- At Risk process integrated into reporting</li> <li>- Student Achievement Guidelines consolidated into reporting and At Risk processes</li> <li>- VCE OTTA data consolidated</li> <li>- Elevate Parent and Student sessions</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assistant Principal</li> <li><input checked="" type="checkbox"/> Leading Teacher(s)</li> </ul>	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
<p>Strengthen House, Sub-School and College Students Leadership positions through progress reviews and action planning</p> <ul style="list-style-type: none"> <li>- Development and implementation of a Mordialloc College Leadership Diploma</li> <li>- All Captains to develop an action plan</li> <li>- All Captains to have a progress review meeting in Term 2</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assistant Principal</li> <li><input checked="" type="checkbox"/> Leading Teacher(s)</li> </ul>	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
<p>Continue to develop student voice teams to gather authentic student voice about pedagogy and programs</p> <ul style="list-style-type: none"> <li>- Expand student voice teams throughout the school</li> <li>- Continue to gather recorded feedback from students on good practice</li> <li>- Develop a strategy and action plan for improving student voice, agency, and leadership</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assistant Principal</li> <li><input checked="" type="checkbox"/> Leading Teacher(s)</li> </ul>	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used

<b>Goal 3</b>	3. To empower confident, healthy and resilient students.
<b>12 Month Target 3.1</b>	<p>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 2017, 73.8 2018, 71.6 2019) and managing bullying/feeling safe (83.8 2017, 71.3 2018, 57 2019); effective classroom behaviour (89.2 2017, 80.7 2018, 59 2019) and tracking each cohort with the goal of achieving positive growth, particularly in the middle school. This data is secondary school comparison across the state.</p> <p>Note; we didn't have effective classroom behaviour as a target however it has dropped significantly in comparison to secondary school comparison</p> <p>To also improve our overall raw data R= Resilience 2018 64, 2019 64  A = Attitudes to Attendance 2018 83, 2019 81  S = Manage bullying/feeling safe 2018 68, 2019 59  CB = Classroom Behaviour 2018 64, 2019 59</p> <p>-Continue to improve Parent Opinion Survey variables based on 2019 baseline data on General satisfaction (82%), Managing bullying (55.6%), School connectedness (68.6%) &amp; Student motivation/support (59.7%) (positive endorsement data)</p> <p>To improve student attendance at 7-10 by 2 days average per EFT student and one day 11-12 based on 2019 attendance data available at the start of 2020</p> <p>-Increase the number of students attending school above 85% based on 2017 baseline data (2018 and 2019 available at end of each year)</p>
<b>KIS 1</b> Health and wellbeing	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. Continue to improve the delivery of restorative practices and implement various aspects of SWPBs</li> <li>2. Respectful Relationships to be reviewed and embedded across the College</li> <li>3. Continue to develop and publicise the House system</li> <li>4. Implement strategies to further engage parents in their child's learning</li> </ol>
<b>Outcomes</b>	<p>Staff will be confident in implementing the use of the Restorative Practices model in their teaching practice.</p> <p>We will have identified key areas of SWPBs for implementation and commenced implementation with staff and students</p> <p>School Procedures and curriculum will have been adapted to reflect the actions identified by the Respectful Relationships working party.</p> <p>Staff will have completed a survey and the Respectful Relationships working party will have completed an action plan based on identified areas of focus.</p> <p>Students will have reported greater engagement with their House and greater awareness of opportunities for involvement</p> <p>An action plan for 2020 Parent Engagement will have been developed based on feedback collected in 2019.</p> <p>Students have positively engaged with KYS lunchtime led activities.</p>

<b>Success Indicators</b>	<p>Positive feedback from staff reporting confidence in using restorative practices in their classroom  All staff can use the principles of SWPBs effectively  Improvement in results on Respectful Relationships whole school audit.  Staff and students will report an increased capacity to articulate and deliver Respectful Relationships across the College  Students will have reported higher engagement with the House system and more opportunities for involvement  Parents will report more meaningful opportunities to engage with their child's education.  Improved Student Attitudes to School data in school connectedness, managing bullying, classroom behaviour and teacher concern from 2019 data  Improved parent opinion survey results from 2019 baseline data, particularly in the area of teacher communication</p>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
<p>1. Continue to improve the delivery of restorative practices and implement various aspects of SWPBs</p> <ul style="list-style-type: none"> <li>- Conduct survey with staff on their use and understanding of Restorative Practices</li> <li>- Investigate the delivery of SWPBs program in other schools</li> <li>- Develop an action plan for implementation of elements of SWPBs, in alignment with current restorative practices; in particular addressing identified needs from SATS data (experience of bullying and teacher concern)</li> <li>- Deliver staff workshops on SWPBS</li> <li>- continue with developing inclusive practices and fostering an environment sensitive to ASD student needs e.g. development of sensory room</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assistant Principal</li> <li><input checked="" type="checkbox"/> Leading Teacher(s)</li> <li><input checked="" type="checkbox"/> Student Wellbeing Co-ordinator</li> </ul>	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	<p>\$0.00</p> <input type="checkbox"/> Equity funding will be used
<p>2. Respectful Relationships to be reviewed and embedded across the College</p> <ul style="list-style-type: none"> <li>- Develop a working party to meet regularly</li> <li>- Implement actions identified from the Respectful Relationships audit</li> <li>- Train PE/Health staff in the implementation of Topics 7 and 8</li> <li>- Investigate the delivery of Topics 7 and 8 in Senior School.</li> <li>- Conduct a survey with all staff on the understanding of Respectful Relationships</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assistant Principal</li> <li><input checked="" type="checkbox"/> Leading Teacher(s)</li> </ul>	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	<p>\$0.00</p> <input type="checkbox"/> Equity funding will be used

<ul style="list-style-type: none"> <li>- Work with the Secondary School Nurse to ensure topics 7 and 8 are effectively implemented</li> <li>- Deliver professional development for all staff on how to articulate and implement Respectful Relationships</li> </ul>				
<p>3. Continue to develop and publicise the House system</p> <ul style="list-style-type: none"> <li>- Produce a calendar of events for the start of each term</li> <li>- Investigate points recording on Compass</li> <li>- Continue to promote House activities in YLA and MMP</li> <li>- Investigate additional House activity opportunities for participation</li> <li>- Continue to work with Youth worker to implement House events that coincide with community days e.g. Environment Day</li> <li>- Continue to develop the capacity of staff and student leaders to facilitate House events.</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Leading Teacher(s)</li> <li><input checked="" type="checkbox"/> Student(s)</li> </ul>	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
<p>4. Implement strategies from 2020 action plan? to further engage parents in their child's learning</p> <ul style="list-style-type: none"> <li>- Continue to deliver parent/carer morning teas</li> <li>- Targeted information at parent/carer morning teas.</li> <li>- Act on the feedback gained from the parent/carer survey, based on areas of need- particularly in regards to school communication and engagement</li> <li>- Provide more meaningful opportunities for parents to engage in the school (based on survey results)</li> <li>- Offer parents the opportunity to be involved in a parent steering group</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assistant Principal</li> <li><input checked="" type="checkbox"/> Leading Teacher(s)</li> <li><input checked="" type="checkbox"/> Wellbeing Team</li> </ul>	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used