

# Annual Implementation Plan - 2019

## Define Actions, Outcomes and Activities

Mordialloc College (8075)



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

## 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 (32.66 in 2018) and Further Maths from 28.47 to 30, maintain Methods at 28.47 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 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 2018 baseline data (G&amp;P 26.5%, R 28, S 25, W 14, N 32) and decrease the percentage below the national minimum standard compared(bands 5&amp;6) to 2018 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 2018 baseline data (High G&amp;P 29.2% Low 20.35%, R 26.55 High, 18.58 Low, S 27.43 High, 21.24 L, W 24.11 High, 25.89 Low, N 28.83 High 25.23 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 (44% 2018) and teacher collaboration to above 60% (61% 2018)</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 to implement CPL with a targeted professional development program focused on continuing to embed our Instructional Model</li> <li>2. Continue Triad coaching model and building the capacity of all teachers as coaches in giving effective feedback and the trial of LA learning walks</li> <li>3. Evaluate and continue to develop the new staff induction program as the school continues to grow</li> <li>4. Continue implementation of Literacy action plan - specific focus on Writing across the College</li> </ol>

<b>Outcomes</b>	<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 be asked to analyze, synthesise and evaluate information as per higher order questioning focus</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>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 a wider range of literacy learning experiences across subject areas</p> <p>Teachers will be able to reflect on growth on the self assessment rubric for higher order questioning within the instructional model</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 monitor the impact of CPL and Literacy program through the PDP process</p> <p>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</p> <p>All teachers will meet at least once each semester (Terms 2 and 3) in their triad to report back on observation feedback and reflect on practice together</p> <p>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</p> <p>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 to implement CPL with a targeted professional development program focused on continuing to embed our Instructional Model aligned to the whole school focus on writing</p> <ul style="list-style-type: none"> <li>- meet as a CPL implementation team termly</li> <li>- develop workshop schedule to include at least two PD sessions for staff per term</li> <li>- use of PIVOT survey data pre and post to track growth (also class focus groups and mini surveys)</li> <li>- include into staff PDP - Professional practice goal</li> </ul>	<input checked="" type="checkbox"/> Leadership Team	<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 Triad coaching model and building the capacity of all teachers as coaches in giving effective feedback and the trial of LA learning walks</p> <ul style="list-style-type: none"> <li>- Develop observation template to reflect current PL focus</li> <li>- Develop staff workshop schedule to include PD for staff and pre and post observation meetings</li> <li>- Triad observations to occur two times over the year - Terms 2 &amp; 3</li> <li>- Develop learning walk protocols and proforma</li> <li>- Incorporate CPL focus into PDP – Professional Practice</li> <li>- Develop a rubric for staff to self-assess growth on focus area</li> </ul>	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
<p>3.Evaluate and continue to develop as the school continues to grow the new staff induction program</p> <ul style="list-style-type: none"> <li>- Implement a supportive and ongoing teacher induction program across the college, providing some differentiation for graduate and experienced teachers</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>	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
<p>4.Continue implementation of Literacy action plan - specific focus on Writing across the College</p> <ul style="list-style-type: none"> <li>- Greater involvement of learning area leaders in the evaluation of how literacy is explicitly taught and used to improve academic outcomes in their LA. This may involve the provision of PL within PDC meetings and external PL opportunities (note: a number attended Misty A sessions in 2018)</li> <li>- Termly PD led by the Literacy Steering Group</li> <li>- Implementation of the .6 Literacy Intervention role for Year 10 students</li> <li>- English LA trial implementation of new assessment system based on research of best practice and teacher feedback (7-12)</li> </ul>	<input checked="" type="checkbox"/> Literacy Leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00  <input checked="" type="checkbox"/> Equity funding will be used

<b>KIS 2</b> Building practice excellence	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. 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> <li>3. Develop processes to enable teacher routine use of 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. Consolidate the Year 7-9 intervention program</li> <li>5. Review 1:1 iPad program in Years 7-9 and have recommendations for 2020</li> <li>6. Implement SEAL curriculum review recommendations and continue to review for 2020</li> </ol>
<b>Outcomes</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 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 effort and achievement are connected (growth mindset)</p> <p>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</p> <p>Teachers consistently meet the deadlines of continuous reporting as monitored by their Learning Area</p> <p>Leaders monitor student growth through the PDP process</p> <p>Leaders ensure the continuous reporting deadlines are met</p> <p>Leaders monitor parent engagement with continuous reporting</p> <p>Leaders implement changes based on feedback from staff, students and the wider school community</p>
<b>Success Indicators</b>	<p>PIVOT survey reflects an increase in the number of students accessing and using feedback from Compass</p> <p>All 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</p> <p>All teachers will have formative data for each of their classes prior to commencing the 2019 school year</p> <p>Improvement in the amount of parents accessing students' reports</p>

Activities and Milestones	Who	Is this a PL 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 at least two PD sessions for staff per term</li> <li>- use of PIVOT survey data pre and post to track growth</li> <li>- include into staff PDP - Professional practice goal</li> <li>- continuing to align with the whole school literacy priority</li> <li>- evaluate and review assessment practices across Learning Areas supported by professional learning</li> <li>- continue to develop the leadership capacity of Learning Area leaders in developing sustainable practices including monitoring and collecting learning data</li> </ul>	<input checked="" type="checkbox"/> Leadership Team	<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>- Collect feedback from students and parents about the effective communication of assessment results</li> <li>- Review the notion of timely feedback (2 week turnaround) to ensure feedback deadlines are met consistently</li> <li>- Formalise a process for monitoring Compass assessment entry of results within Learning Areas</li> <li>- Revisit Parent Communication policy with staff</li> <li>- Institute a process for student interpretation, analysis and reflection on their assessment results</li> </ul>	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
<p>3.Develop processes to enable teacher routine use of 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>- LA team meeting protocols embedded and all LA leaders skilled up to lead conversations around whole school data tracking for</li> </ul>	<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

<p>their LA</p> <ul style="list-style-type: none"> <li>- A set timeline and process to utilise staff meeting PL time and/or LA time to have teachers utilising their data on a regular basis for differentiation and feedback to students, thus it becomes routine practice (including role of pre and post testing, instructional groups, student and teacher reflection on achievement data)</li> <li>-Continue to refine whole school data tracking and analysis</li> </ul>				
<p>4.Consolidate the Year 7-9 intervention program</p> <ul style="list-style-type: none"> <li>- Inclusion of Writing development across the intervention program (evaluation of wider literacy provision - looking at programs)</li> <li>- Evaluation and development of formalised policy for our delivery of the implementation program 7-9</li> <li>- Implement the Framework for Literacy and Numeracy Intervention across mainstream English lessons</li> <li>- Evaluation and improved implementation of the external provision of a Speech Pathologist</li> <li>- One meeting per semester of the Literacy and Numeracy Intervention team</li> </ul>	<input checked="" type="checkbox"/> Education Support	<input type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$80,000.00</p> <input checked="" type="checkbox"/> Equity funding will be used
<p>5.Review 1:1 iPad program in Years 7-9 and have recommendations for 2020</p> <ul style="list-style-type: none"> <li>- Collect feedback from students, staff and parents about the effectiveness of the iPad program</li> <li>- Investigate new technology that best assists educational outcomes</li> <li>- Collate data on the number of different devices being used in high performing schools</li> </ul>	<input checked="" type="checkbox"/> Leading Teacher(s)	<input type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 2</p>	<p>\$0.00</p> <input type="checkbox"/> Equity funding will be used
<p>6.Implement SEAL curriculum review recommendations and continue to review for 2020</p> <ul style="list-style-type: none"> <li>- Complete the TAASS network re-accreditation process in 2019 (policies, pathways and other required documentation)</li> <li>- Consolidate more individualised data tracking methods to monitor student achievement data in response to the new program</li> </ul>	<input checked="" type="checkbox"/> Teaching and Learning Coordinator	<input type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	<p>\$0.00</p> <input type="checkbox"/> Equity funding will be used

structures				
<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 teacher concern (75.5 2017, 63.2 2018), motivation &amp; interest (75.2 2017, 54.2 2018), student voice &amp; agency (84.7 2017, 69.8 2018); self-regulation &amp; goal setting (76.8 2017, 68.2 2018) 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>-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          -Improve real retention 7-12 from 52.3% (2018) to 55% or higher; and maintain positive real retention 7-10 at 81.9% (2087) or higher</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. Investigate and initiate University taster programs for students in Year 9-12</li> <li>2. Further consolidate the International Students Program through resourcing, staffing and clarification of pathways (ie subjects, requirements, etc)</li> <li>3. Further streamline course selection and counselling process including subject offers and changes, including the further development of Mentor teachers to support the process</li> <li>4. Further educate and refine expectations for SEAL students, focussing on Maths and English pathways and student achievement</li> <li>5. 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> <li>6. Continue to review Head start program and ensure effectiveness of the program as well as investigate a structured approach to Team Teaching in Years 7 and 8</li> </ol>			
<b>Outcomes</b>	<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>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 develop opportunities to engage students in 9-12 with Universities  School Leaders will further refine the Careers program to increase student engagement with pathway choice  Proposals for Team Teaching and Headstart 2020  Parents engaging in new ways with their child/childrens' education</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 (less changes after course counselling and fewer students identified as at risk)  Students attendance at Head start is above 2017 baseline data and reports indicate low levels of student disengagement (2018 will set new baseline)  ISP students achieving higher VCE marks (based on 2018 baseline data) and aspiring to University entrance  All SEAL students understand the link between subject choice and achievement  More students choosing VCAL based on 2018 baseline data and engaging with the program once selected (higher percentage passing based on 2018 baseline data)</p>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
<p>1. Investigate and initiate University taster programs for students in Year 9-12</p> <ul style="list-style-type: none"> <li>- Identify opportunities for university visits</li> <li>- Create a calendar of events and prioritise groups of students based on interest / career action plans</li> <li>- Improve on current taster program offerings by gathering and responding to student feedback</li> </ul>	<input checked="" type="checkbox"/> Leading Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$0.00  <input type="checkbox"/> Equity funding will be used
<p>2. Further consolidate International Students Program through resourcing, staffing and clarification of pathways (ie subjects, requirements, etc)</p> <ul style="list-style-type: none"> <li>- Restructure roles and responsibilities based on the skills and knowledge of new members of staff</li> <li>- Continue to embed course counselling into YLC role</li> <li>- Refine Language Centre for second intake of students (including induction and orientation process into MC and then again into mainstream classes)</li> </ul>	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used

<ul style="list-style-type: none"> <li>- Refine strategies for tracking ISP student achievement</li> <li>- Refine selection, interview, and enrolment process for ISP</li> <li>- Develop improved links with Homestay families and improved connectedness of ISP students through school based extra-curricular activities</li> </ul>				
<p>3. Further streamline course selection and counselling process including subject offers and changes, including the further development of Mentor teachers to support the process</p> <ul style="list-style-type: none"> <li>- Offer VET Game Art and Animation in 2020 with promotion to students in 2019. If it does not run for a third year, remove from offering in 2021</li> <li>- Refine and scaffold Career Action plans across Years 9 - 12 to build knowledge of pathways and students' aspiration</li> <li>- Further involve Mentor teachers in the course counselling process</li> <li>- Year 8 and Year 10 elective choices streamlined</li> <li>- Increase the quality and perception of the VCAL program</li> </ul>	<input checked="" type="checkbox"/> Leading Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$0.00  <input type="checkbox"/> Equity funding will be used
<p>4. Further educate and refine expectations for SEAL students, focussing on Maths and English pathways and student achievement</p> <ul style="list-style-type: none"> <li>- Increase academic mentoring of SEAL students and embed course counselling education into class</li> <li>- Improve student knowledge of VCE Maths and English pathways</li> <li>- Improve student knowledge of VCE assessment and scoring (Study Scores and ATAR Calculation)</li> <li>- Develop a strategic vision for Specialist Maths and Literature</li> </ul>	<input checked="" type="checkbox"/> Leading Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$0.00  <input type="checkbox"/> Equity funding will be used
<p>5. Establish program in the Middle School for redefining and sustaining initial parent engagement from Yr. 6 to Yr. 9 including</p>	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

filming information and engaging external presenters to support parents - Working party to be created - Filming of information sessions and posting them online for easy access for all parents - Invite guest speakers to present at information nights to parents on important issues			to: Term 4	<input type="checkbox"/> Equity funding will be used
6. Continue to review Head start program and investigate a structured approach to Team Teaching in Years 7 and 8 - Review attendance data from Headstart 2018 - Investigate redemption program from Bentleigh - Feedback from LALs at PDC -potential improvements to Headstart program - Streamline Headstart assessment process	<input checked="" type="checkbox"/> Leadership Team	<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>	1. Investigate and develop learning sequences and curriculum for teaching student metacognition and learning skills in learning areas 2. Engage students and families in personal and academic goal/target setting 3. Embed platform for celebrating and sharing student achievement 4. Strengthen House, sub-School and College Leadership positions through regular and recognized activities 5. Develop and implement student voice teams at Years 8 and 9 to gather authentic student voice about pedagogy and programs			
<b>Outcomes</b>	Students will be engaged in a Study Skills program (years 7-12) to enhance metacognition and learning skills Students will feel connected to school and know how to express their opinions in order to generate change Student achievement will be celebrated regularly and formally Students will be aware of leadership positions and opportunities Teachers will nominate students for awards and share student achievement Teachers will support student leaders and engage students in authentic discussions collecting student voice School Leaders will ensure a holistic approach to metacognition and learning to learn is developed in partnership with Elevate School Leaders will support the inclusion of student voice in decision making School Leaders will award and celebrate student achievement			

	School Leaders will mentor and assist student leaders			
<b>Success Indicators</b>	Framework/Scope and Sequence for 7-12 study skills program developed Students engaged in authentic discussions about future pathways with parents and teachers Student achievement regularly celebrated and acknowledged within the school community House program an authentic part of College life for students and staff Authentic feedback gathered about curriculum and pedagogy in Years 8 and 9			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
1. Investigate and develop learning sequences and curriculum for teaching student metacognition and learning skills in learning areas <ul style="list-style-type: none"> <li>- cohesive 7-12 study skills program developed</li> <li>- development of VCE study skills booklet</li> <li>- 7-9 study skills program used to investigate consistent strategies for implementation in 7-9 classes</li> <li>- I&amp;E modified to include a greater focus on VCE study skills, VCAL students to complete TAFE based WRS study</li> </ul>	<input checked="" type="checkbox"/> Sub School Leader/s	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00  <input type="checkbox"/> Equity funding will be used
2. Engage students and families in personal and academic goal/target setting <ul style="list-style-type: none"> <li>- Redefine goal setting process</li> <li>- Facilitate students to set big picture/aspiration goals, and develop short term strategies aligned with career action plan</li> <li>- Explore opportunities to further engage parents in the goal setting process</li> <li>- Embed pathways discussions into Parent/Teacher, Student Led Conferences, and Course Counselling</li> </ul>	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <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>- constant information about achievements documented in school newsletter</li> <li>- Senior and Middle Schools to further refine awards process for assemblies</li> <li>- Investigate greater use of TV screens throughout school to constantly display students achievement</li> </ul>	<input checked="" type="checkbox"/> Sub School Leader/s	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
<p>4. Strengthen House, sub-School and College Leadership positions through regular and recognized activities</p> <ul style="list-style-type: none"> <li>- Introduce handover meetings for student leaders</li> <li>- Establish a Student Leaders' Action Plan with SMART goals</li> <li>- Review progress towards achieving goals, at Leadership meetings</li> <li>- Organise Mentor classes by House groups to allow leaders to engage with students more effectively and efficiently</li> <li>- Further develop the role of student leaders by increasing their responsibilities at assemblies / in Mentor and Home group sessions</li> </ul>	<input checked="" type="checkbox"/> Sub School Leader/s	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
<p>5. Develop and implement student voice teams at Years 8 and 9 to gather authentic student voice about pedagogy and programs</p> <ul style="list-style-type: none"> <li>- Select representative groups of students and build their ability to provide feedback</li> <li>- Seek feedback on key aspects of the 8 and 9 program and pedagogy including areas covered by AtSS and Pivot</li> <li>- Seek feedback at subject and unit level to determine effectiveness of existing processes and practices</li> <li>- Develop recommendations for 2019 8 and 9 program</li> </ul>	<input checked="" type="checkbox"/> Leadership Team	<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) and managing bullying/feeling safe (83.8 2017, 71.3 2018); 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>-Maintain positive/continue to improve Parent Opinion Survey variables based on 2018 baseline data on General satisfaction (77%), Managing bullying (84%), School connectedness (84%) &amp; Student motivation/support (62%) (positive endorsement data)          -To improve student attendance at 7-10 by 2 days average per EFT student and one day 11-12 based on 2018 attendance data available at the start of 2019          -Increase the number of students attending school above 85% based on 2017 baseline data (2018 available at end of 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. Review current Restorative Practices training and implementation across the college.</li> <li>2. Review and refine the updated My Mentor Program and implement across the whole school</li> <li>3. Continue to focus on building staff capacity to deliver the Respectful Relationships program across the whole school</li> <li>4. Continue to develop and publicise the house system to include broad range of extra-curricula activities to support College culture and leadership</li> <li>5. Develop and implement a plan to engage parents in their child's learning and/or the college community</li> <li>6. Implement the SWPBS across the college</li> <li>7. To continue to develop programs with KYS to build student connectedness to school</li> </ol>
<b>Outcomes</b>	<p>Staff and students will have articulated their understanding of Restorative Practices within the college          Staff and students will have an understanding of SWPBS          Training for SWPBS and Restorative practices will have been completed          Staff parents and students will have an understanding of the Respectful Relationships program          Staff and Students will have reported greater engagement with the House System          An action plan for 2019 Parent Engagement events has been developed          Students have reported positive engagement with the expanded KYS program</p>

<b>Success Indicators</b>	Positive feedback from staff reporting confidence in using restorative practices All staff can articulate how SWPBS applies in their classroom All staff will have reported increased confidence to deliver the updated Home Group/MMP Students will have reported higher engagement with the mentor program Parents will have more opportunities to engage with the college in a meaningful manner (number of occasions offered and numbers attending) Improved Student Attitudes to School data in school connectedness and teacher concern from 2018 data Improved parent opinion survey results from 2018 baseline data, particularly in the area of student motivation and support (increase from 62% in 2018)			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
1. Review current Restorative Practices training and implementation across the college. - Gain feedback from staff via survey about current practices and their effectiveness - Targeted professional development for staff in restorative practices - Continue to deliver PD for new staff	<input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
2. Review and refine the updated My Mentor Program across the whole school. - Updated program outline and resources made available to staff - Detailed lessons embedded in the outline - Staff workshops to build staff confidence to deliver SEL and RRRR programs - Act on survey feedback from staff and students at mid-point and end of the year	<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
3. Continue to focus on building staff capacity to deliver the Respectful Relationships program across the whole school - Identify gaps from the whole school audit and develop actions from identified gaps	<input checked="" type="checkbox"/> Leading Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00

<ul style="list-style-type: none"> <li>- conduct additional targeted and whole staff training to deliver Respectful Relationships effectively in the MMP</li> <li>-Continue to work with Health and PE to embed Respectful Relationships in the Health curriculum</li> </ul>				<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> <ul style="list-style-type: none"> <li>- Development of an annual calendar of events, in conjunction with House Leaders (staff and student) and update and publish this regularly</li> <li>- Publication of events at year level and sub-school assemblies</li> <li>- Targeted approach to promoting House Activities</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> <li>- Implementation of activities to build student pride in houses</li> </ul> <p>Clearly defined roles for student house leaders</p>	<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
<p>5. Develop and implement plan to engage parents in their child's learning and/or the college community</p> <ul style="list-style-type: none"> <li>- Become a member of Parent Engagement Network</li> </ul> <p><a href="https://www.aracy.org.au/forms/command/display_form?formID=2">https://www.aracy.org.au/forms/command/display_form?formID=2</a> - Develop plan for 2019 strategy implementation to improve parent engagement</p> <ul style="list-style-type: none"> <li>- Review and strengthen current opportunities for parents to engage in the College</li> <li>- Explore the use of push notifications on Compass for learning task feedback and assessment</li> <li>- Renewed focus on teachers emailing parents on a regular basis throughout the year</li> </ul>	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
<p>6. Implement the SWPBS across the college</p> <ul style="list-style-type: none"> <li>- Work with the regional coach to implement the program</li> </ul>	<input checked="" type="checkbox"/> Wellbeing Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$0.00



<ul style="list-style-type: none"> <li>- Visit and investigate the delivery of this program in other schools</li> <li>- develop an action plan for implementation, in alignment with current restorative practices.</li> <li>- deliver staff workshops on SWPBS</li> </ul>			to: Term 4	<input type="checkbox"/> Equity funding will be used
<p>7. To continue to develop programs with KYS to build student connectedness to school</p> <ul style="list-style-type: none"> <li>- Continue to increase KYS presence at school activities and events</li> <li>- Collect feedback from targeted students on programs delivered</li> <li>- Regular meetings with KYS staff with a focus on addressing specific opportunities and needs</li> </ul>	<input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	<p>\$0.00</p> <input type="checkbox"/> Equity funding will be used