

# 2018 Annual Implementation Plan

## for improving student outcomes

Hallam Senior Secondary College (8868)



Submitted for review by David Caughey (School Principal) on 11 December, 2017 at 04:37 PM

Endorsed by Leonie King (Senior Education Improvement Leader) on 02 February, 2018 at 08:10 AM

Endorsed by Loraine Mailelaa (School Council President) on 14 February, 2018 at 02:56 PM

## Self-evaluation Summary - 2018

	<b>FISO Improvement Model Dimensions</b> The 6 High-impact Improvement Initiatives are highlighted below in red.	<b>Self-evaluation Level</b>
<b>Excellence in teaching and learning</b>	Building practice excellence	Emerging
	Curriculum planning and assessment	Emerging
	Evidence-based high-impact teaching strategies	Emerging
	Evaluating impact on learning	Emerging
<b>Professional leadership</b>	Building leadership teams	Emerging
	Instructional and shared leadership	Evolving
	Strategic resource management	Emerging moving towards Evolving
	Vision, values and culture	Emerging moving towards Evolving

Positive climate for learning	Empowering students and building school pride	Emerging moving towards Evolving
	Setting expectations and promoting inclusion	Emerging moving towards Evolving
	Health and wellbeing	Evolving
	Intellectual engagement and self-awareness	Emerging

Community engagement in learning	Building communities	Emerging moving towards Evolving
	Global citizenship	Emerging moving towards Evolving
	Networks with schools, services and agencies	Emerging moving towards Evolving
	Parents and carers as partners	Emerging

Enter your reflective comments	-
Considerations for 2018	-
Documents that support this plan	

## Annual Implementation Plan - 2018

### FISO Improvement Initiatives and Key Improvement Strategies

Hallam Senior Secondary College (8868)

Four Year Strategic Goals	Four Year Strategic Targets	Is this selected for focus this year?	12 month target	FISO initiative
To achieve high quality outcomes for ALL students.	All staff use IDARE as a basis for instructional practice.	Yes	The instructional practices and explicit teaching strategies of HITS, HRLTP, AVID are consistently used by staff.	Building practice excellence
	All staff have a shared understanding of what constitutes successful completion of each year level.	Yes	Curriculum documentation is completed and shared with all members of the school community and explicit aligned with F-10 standards, VCE and VCAL outcomes.	Curriculum planning and assessment
	Improve literacy and numeracy levels across all year levels.	No		
To build a strong culture of confidence, success and excellence in learning leading to quality destinations	Maintain high levels of attendance for all year levels	Yes	Decrease the percentage of students with greater than 20 absence days per year. Continue to decrease the average amount of unexplained absence days per full time equivalent in each year level.	Building practice excellence
	Improve School Connectedness, Teacher Empathy and Stimulating Learning.	Yes	Increase in the positive response rate on the attitudes to school survey relating to School	Building practice excellence

			connection, Teacher Empathy and Stimulated Learning.	
	Partnerships and relationships are developed and embedded to enhance the school program and support transitions and pathways	No		
To retain and meet the needs of a diverse range of students across years 10-12.	Retention at each level is above the state average.	No		
	Mind Matters becomes the over-arching framework for the development and implementation of health and well being strategies.	No		
To prioritise resources enabling ALL students to learn, achieve and succeed and excel.	Improvement strategies developed over the last strategic plan are resources well, supported, documented and promoted.	No		
	All teachers improve their digital literacy capabilities to support school programs and processes.	No		
	Student enrolment levels increase beyond 950 students annually.	No		

**Improvement Initiatives Rationale**

Improvement in Literacy and Numeracy results maintains as a focus due to the testing of student as they enter the College reveals average Year level capability to be below and sometimes well below the Year 10 level. The VCE mean study score has also not increased over the life of the strategic plan.

**Curriculum Planning and Assessment.**

A Curriculum documentation (general) audit conducted in 2016/17 revealed a lack of consistency in this area, particularly at Year 10. While significant gains were made in 2017 regarding Year 10 there is still further work to be done, especially in relation to common language and format of the communication of in class assessments across curriculum areas. This rationale is also supported by the 2018 College review process in preparation for a new Strategic Plan, along with the associated VRQA requirements.

**Other supporting rationale.**

School staff survey results reveal further work is required in the key areas of Collective Efficacy, Academic Emphasis and Instructional Leadership. The 2017 results of these surveys revealed the following positive response rates (percentage endorsement) in the Prin / Teacher categories: Collective efficacy - 32.1% (3 yr average 34.2%). Academic Emphasis - 26.3% (3 yr average of 25.7%). Instructional Leadership - 32.2% (3 yr average of 36.1%)

These aspects of the school staff survey are currently being undertaken again internally with an opportunity for staff to provide comments. The data indicates that the level of engagement and desire for improvement is strong within the staff. The comments indicate a strong need for clearer articulation and leadership support for the preferred instructional practices to support the instruction model.

Improved attendance and retention rates are a continued focus for the College due to the link between attendance, quality learning, positive outcomes and destinations for senior students.

<b>Goal 1</b>	To achieve high quality outcomes for ALL students.
<b>12 month target 1.1</b>	The instructional practices and explicit teaching strategies of HITS, HRLTP, AVID are consistently used by staff.
<b>FISO Initiative</b>	Building practice excellence
<b>Key Improvement Strategies</b>	
KIS 1	Develop a set of tools for teachers to successfully and consistently implement the IDARE instructional model.
KIS 2	Develop a whole school evidence based literacy and numeracy strategy.
<b>12 month target 1.2</b>	Curriculum documentation is completed and shared with all members of the school community and explicit aligned with F-10 standards, VCE and VCAL outcomes.
<b>FISO Initiative</b>	Curriculum planning and assessment
<b>Key Improvement Strategies</b>	

KIS 1	Define and promote an inclusive view of what constitutes successful completion of each year level of senior secondary education.
-------	--

<b>Goal 2</b>	To build a strong culture of confidence, success and excellence in learning leading to quality destinations
<b>12 month target 2.1</b>	Decrease the percentage of students with greater than 20 absence days per year. Continue to decrease the average amount of unexplained absence days per full time equivalent in each year level.
<b>FISO Initiative</b>	Building practice excellence
<b>Key Improvement Strategies</b>	
KIS 1	Keep the focus of all teachers and the sub schools on attendance through continued use of Compass tools.
<b>12 month target 2.2</b>	Increase in the positive response rate on the attitudes to school survey relating to School connection, Teacher Empathy and Stimulated Learning.
<b>FISO Initiative</b>	Building practice excellence
<b>Key Improvement Strategies</b>	
KIS 1	Provide quality feedback to all students and staff to improve learning confidence and achievement, including the development of a positive recognition program for students and staff.

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

Hallam Senior Secondary College (8868)

<b>Goal 1</b>	To achieve high quality outcomes for ALL students.
<b>12 month target 1.1</b>	The instructional practices and explicit teaching strategies of HITS, HRLTP, AVID are consistently used by staff.

<b>FISO Initiative</b>	Building practice excellence			
<b>Key Improvement Strategy 1</b>	Develop a set of tools for teachers to successfully and consistently implement the IDARE instructional model.			
Actions	<p>1. Modelling and sharing of explicit teaching strategies by Learning Specialists, Leading Teachers and Curriculum and Pedagogy Leaders and teachers, through the meeting schedule and peer and classroom observation program.</p> <p>2. Review, refine and share instructional practice and explicit support material for staff and the school community.</p> <p>3. Highlight the interrelationships between the instructional practices and explicit teaching strategies of AVID, HRLTP and HITS as well as how these link with the College instructional model of IDARE.</p>			
Evidence of impact	<p>Leaders will, Model and share the use of instructional practices and explicit teaching strategies in classes based on AVID, HRLTP and HITS through meetings, classroom observation and audio visual recording of lessons Effectively lead Professional Learning Teams Supply a range of materials to support the building of staff capacity in relation to instructional practices and explicit teaching strategies based on AVID, HRLTP and HITS Continue to provide administrative support regarding classroom observation</p> <p>Teachers will, Implement instructional practices and explicit teaching strategies based on AVID, HRLTP and HITS Continue to engage in Professional Learning Teams including the sharing and reflection of instructional practice and explicit teaching strategies</p> <p>Students will, Provide feedback to teachers regarding the use of explicit teaching strategies based on AVID, HRLTP and HITS</p>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a Professional Learning Priority</b>	<b>When</b>	<b>Budget</b>
Curriculum LT's and Curriculum and Pedagogy leaders and Learning Specialists undertake relevant professional development to build coaching and mentoring skills to build staff capacity, capability and confidence in implementing preferred instructional practices and explicit teaching strategies.	Curriculum Co-ordinator (s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$15,000.00 <input checked="" type="checkbox"/> Equity funding will be used



Student Achievement Team alongside the Professional Learning Leadership team develop instructional practice support materials to be shared via Professional Learning Teams, Program meetings and other relevant staff and student meeting forums.	Curriculum Co-ordinator (s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 3	\$0.00 <input type="checkbox"/> Equity funding will be used
Development and implementation of Professional Learning Leadership team (consisting of Learning Specialists, Curriculum LT's, elearning leader and relevant AP's) to design a school wide professional development program aligned to Professional Learning Teams, aimed at building capability of staff in relation to instructional practices and explicit teaching strategies.	Leadership Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Professional Learning Teams are embedded as the main conduit for the professional learning regarding instructional practice and explicit teaching strategies, including on going classroom observations. Staff are able to request coverage for peer observation (internal and external), budgeted amount reflects the approximate CRT cost for 2018.	Leadership Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 3	\$10,000.00 <input type="checkbox"/> Equity funding will be used
Variety of staff participate in the AVID Summer institute program in 2017 and 2018. (relevant AP's and LT's, Learning Specialists and other interested staff are selected to provide representation across program areas and year levels) Summer institute for 2017 was held in term 4 and the 2018 program will be held in Term 4 2018. Budgeted amount reflects attendance at both.	Learning Specialist(s)	<input checked="" type="checkbox"/> Yes	from: Term 4 to: Term 4	\$20,000.00 <input checked="" type="checkbox"/> Equity funding will be used

<b>Goal 1</b>	To achieve high quality outcomes for ALL students.
<b>12 month target 1.1</b>	The instructional practices and explicit teaching strategies of HITS, HRLTP, AVID are consistently used by staff.
<b>FISO Initiative</b>	Building practice excellence
<b>Key Improvement Strategy 2</b>	Develop a whole school evidence based literacy and numeracy strategy.
Actions	<ol style="list-style-type: none"> <li>1. Build staff capacity in the gathering, sharing and interpreting of student learning data.</li> <li>2. To build staff capability to apply student learning data when planning, developing, and evaluating differentiated lessons.</li> </ol>

Evidence of impact	<p>Leaders will, Provide access to student learning data Model the use of student learning data to positively impact teacher practice and student learning outcomes Provide expert guidance and assistance in the use of student learning data</p> <p>Teachers will, Access student learning data and engage in the sharing and interpreting of the data. Generate and share student learning data as part of classroom practice, Plan, implement and evaluate differentiated lessons based on shared understanding of student learning data. Actively participate in classroom observation to both share and deepen their knowledge of the links between interpreting and responding to student learning data in the classroom.</p> <p>Students will, Provide feedback to teachers regarding their learning experiences in class.</p>			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Learning specialists and Curriculum Leading Teachers develop shared examples of differentiated lesson planning and sequencing based on student learning data. Examples are shared via Student Achievement Team meetings, Professional Learning Teams and Program team meetings.	Leadership Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 3	\$0.00 <input type="checkbox"/> Equity funding will be used
Compass analytics module is utilised as a means to share student learning data. School Leadership provide professional development to increase staff understanding. On going support is provided via Program teams and PLTs.	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Curriculum LT's and Curriculum and Pedagogy leaders and Learning Specialists undertake relevant professional development to build coaching and mentoring skills to assist in building of staff capacity in relation to instructional practice and explicit teaching strategies.	Leadership Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 2	\$10,000.00 <input type="checkbox"/> Equity funding will be used

Embed Professional Learning Teams as the main vehicle for the increasing of staff understanding and capacity to use learning data to inform differentiated instruction in the classroom.	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
--	-----------	---	----------------------------	--

<b>Goal 1</b>	To achieve high quality outcomes for ALL students.
<b>12 month target 1.2</b>	Curriculum documentation is completed and shared with all members of the school community and explicit aligned with F-10 standards, VCE and VCAL outcomes.
<b>FISO Initiative</b>	Curriculum planning and assessment
<b>Key Improvement Strategy 1</b>	Define and promote an inclusive view of what constitutes successful completion of each year level of senior secondary education.
Actions	<ol style="list-style-type: none"> <li>1. Continue to build and develop staff understanding on the recording of curriculum documentation per certificate area (VCE, VET, VCAL, F-10), including the development and implementation of curriculum templates specific to VCAL and VCE.</li> <li>2. Develop and implement a consistent format for assessment rubrics and student learning feedback across curriculum areas and certificates</li> <li>3. Prepare all necessary documentation related to VET Training and assessment strategies to ensure compliance with Victorian Registration and Qualifications Authority (VRQA) guidelines and hence VET audit requirements.</li> </ol>
Evidence of impact	<p>Leaders will, Provide an agreed template for curriculum documentation. Provide guidance and support for teachers in the completion of curriculum documentation and development of assessment rubrics. Collate and share completed curriculum documentation and assessment rubrics with the school community</p> <p>Teachers will, Assist in the development and refinement of curriculum documentation and assessment rubrics. Provide completed curriculum documentation and assessment rubrics for all subjects Consistently apply the use of agreed assessment rubrics. VET teachers will adhere to all VRQA advice and complete necessary documentation as required. Articulate a clear understanding of the links between assessment tools, key knowledge and skills and relevant standards and levels.</p> <p>Students will, Articulate an understanding of success criteria for all learning tasks and activities. Participate in both peer and self review of learning tasks using rubrics</p>

	Students will critically reflect upon their work using revision strategies and higher order thinking skills Student achievement and effort levels on reports will increase when compared to previous year(s)			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Build staff capacity in their understanding of the F-10 curriculum structure and how to plan and document curriculum through both whole staff professional development, Professional Learning Teams and Program Team meetings.	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 3	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used
VET meeting and time release to assist in the completion of documentation as per VRQA requirements.	Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 2	\$2,500.00 <input type="checkbox"/> Equity funding will be used
Dedicated meeting time as a standing agenda item is used during Student Achievement Team meetings to review, refine and provide advice on curriculum documentation.	Leading Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 3	\$0.00 <input type="checkbox"/> Equity funding will be used
Dedicated meeting time as a standing agenda item during Program meetings is used to review, refine and provide advice on curriculum documentation and assessment rubrics.	Curriculum Co-ordinator (s)	<input type="checkbox"/> No	from: Term 1 to: Term 3	\$0.00 <input type="checkbox"/> Equity funding will be used
Coaching and mentoring relationships are fostered through the alignment of Curriculum Leading Teachers and Assistant principals with Curriculum and Pedagogy Leaders as part of Professional Learning Teams and Program meeting attendance and participation. All parties act as critical friends in these meeting forums. This is supported by Professional Learning listed under the Activities and Milestones linked to Goal 1, KIS 1.	School Leadership Team	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Curriculum documentation templates and assessment rubrics are developed by the student achievement team. Templates are refined via feedback from Program Teams and student forums.	School Leadership Team	<input type="checkbox"/> No	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used

<b>Goal 2</b>	To build a strong culture of confidence, success and excellence in learning leading to quality destinations			
<b>12 month target 2.1</b>	Decrease the percentage of students with greater than 20 absence days per year. Continue to decrease the average amount of unexplained absence days per full time equivalent in each year level.			
<b>FISO Initiative</b>	Building practice excellence			
<b>Key Improvement Strategy 1</b>	Keep the focus of all teachers and the sub schools on attendance through continued use of Compass tools.			
Actions	<p>1. Further support and build staff capacity to accurately record student absences aligned to the College attendance monitoring process including the individual tracking of student attendance and progress using Compass tools.</p> <p>2. Implement Rights, Responsibilities and Respectful Relationships (RRRR) program as part of SMART classes.</p>			
Evidence of impact	<p>Improved student attendance rates across the College in alignment with 12 month target.</p> <p>Leaders will, Continue to support staff in the implementation of College attendance process and procedures. Communicate to the school community the importance of regular attendance.</p> <p>Teachers will, Correctly and consistently apply the College attendance processes and procedures. Ensure accurate recording of student attendance.</p> <p>Students will, Experience higher rates of attendance. Experience a higher level of engagement and improved school connectedness</p>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a Professional Learning Priority</b>	<b>When</b>	<b>Budget</b>
Continued employment of Engagement Officers per sub school to monitor student attendance data and to provide administrative support to Sub School and College Leadership in the follow up of students in relation to attendance.	Education Support	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$225,000.00 <input checked="" type="checkbox"/> Equity funding will be used

Timeline of SMART class and Rights, Responsibilities and Respectful Relationships (RRRR) program published and communicated with the school community.	All Staff	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
RRRR team complete relevant professional development (and communicate relevant aspects to all staff)	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 1	\$5,000.00 <input type="checkbox"/> Equity funding will be used
Further develop ES staff (Engagement Officers) understanding of attendance data and DET absence coding conventions through weekly meetings with a member of the College Prin team.	Education Support	<input type="checkbox"/> No	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
Attendance data is monitored daily, weekly, 6 weekly (as part of progress reports) as well as Term and Semester based monitoring. Uploading of attendance data to Cases is completed monthly. Records of correspondence kept on Compass Chronicle. Daily monitoring - Compass SMS system is used to alert parents of absences. Engagement Officers (EO's) also follow up with individual phone calls to parents. Reminder notices of unmarked rolls are placed in relevant staff pigeon holes. Weekly monitoring - EOs and Sub School Leadership teams follow up personally on attendance via phonecalls home and classroom visits. Truancy follow up also completed. 6 weekly Progress reports include attendance data and impacts on overall student progress level. Semester - Student attendance awards issued in the form of PANDA awards (Perfect Attendance No Days Absent)	All Staff	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Implementation of the DET Rights, Responsibilities and Respectful Relationships (RRRR) program at the College through SMART classes.	All Staff	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Review school attendance monitoring processes and procedures with all staff via staff meetings.	All Staff	<input type="checkbox"/> No	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used

<b>Goal 2</b>	To build a strong culture of confidence, success and excellence in learning leading to quality destinations			
<b>12 month target 2.2</b>	Increase in the positive response rate on the attitudes to school survey relating to School connection, Teacher Empathy and Stimulated Learning.			
<b>FISO Initiative</b>	Building practice excellence			
<b>Key Improvement Strategy 1</b>	Provide quality feedback to all students and staff to improve learning confidence and achievement, including the development of a positive recognition program for students and staff.			
Actions	<p>1. Refine and embed positive recognition program</p> <p>2. Build staff knowledge regarding where and how to more effectively seek the voice and views of students in relation to their learning.</p>			
Evidence of impact	<p>Increase in the positive response rate on the students Attitude to School Survey in the categories of School connection, Teacher Empathy and stimulated learning.</p> <p>Leaders will,  Model and share experiences with staff in seeking input from students.  Provide support and advice to staff regarding seeking student voice as part of classroom practice.  Continue to support the positive recognition program</p> <p>Teachers will,  Actively participate in the positive recognition program via the awarding of student merits based on consistent understanding of criteria  Articulate, via curriculum documentation how student voice has been incorporated into the planning, implementing and evaluation of student learning</p> <p>Students will,  Be more active participants in decision making processes that affect their learning experiences at the College  Continue to respond positively to the student recognition program.</p>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a Professional Learning Priority</b>	<b>When</b>	<b>Budget</b>

Continue with the next steps of the 'Teach the Teacher' program, building on the work undertaken in 2017. ('What makes a good teacher') Regular meetings with student leadership representatives and relevant staff (Student leadership and Student voice coordinators)	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$2,500.00 <input type="checkbox"/> Equity funding will be used
Implement student forums as a means of unpacking a variety of issues facing students eg attendance and engagement, school and peer connectedness. Outcomes of forums to be shared with the broader staff via staff meeting or PLT forums.	Leadership Team	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Students are represented in a variety of forums around the school, eg Assessment rubric and feedback structure, curriculum documentation, school council, SMART class program. Outcomes of forums to be shared with the broader staff via staff meeting or PLT forums.	Leadership Team	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Staff participate in professional development regarding student voice and student agency. (Completed term 4 2017)	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 1	\$500.00 <input type="checkbox"/> Equity funding will be used
Leaders model and share examples of how student voice can be used effectively as part of planning, developing, implementing and evaluating student learning programs.	Leadership Team	<input type="checkbox"/> No	from: Term 1 to: Term 3	\$0.00 <input type="checkbox"/> Equity funding will be used

## Professional Learning and Development Plan - 2018

Hallam Senior Secondary College (8868)

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Curriculum LT's and Curriculum and Pedagogy leaders and Learning	Curriculum Co-ordinator (s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> External consultants Dr Adrian Bertolini	<input checked="" type="checkbox"/> On-site



Specialists undertake relevant professional development to build coaching and mentoring skills to build staff capacity, capability and confidence in implementing preferred instructional practices and explicit teaching strategies.			<input checked="" type="checkbox"/> Peer observation including feedback and reflection		Director of Learning, Intuyu Consulting	
Student Achievement Team alongside the Professional Learning Leadership team develop instructional practice support materials to be shared via Professional Learning Teams, Program meetings and other relevant staff and student meeting forums.	Curriculum Co-ordinator (s)	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> External consultants  Dr John Munroe	<input checked="" type="checkbox"/> On-site
Development and implementation of Professional Learning Leadership team (consisting of Learning Specialists, Curriculum LT's, elearning leader and relevant AP's) to design a school wide professional development program aligned to Professional Learning Teams, aimed at building capability of staff in relation to instructional practices and explicit teaching strategies.	Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site

<p>Professional Learning Teams are embedded as the main conduit for the professional learning regarding instructional practice and explicit teaching strategies, including on going classroom observations. Staff are able to request coverage for peer observation (internal and external), budgeted amount reflects the approximate CRT cost for 2018.</p>	<p>Leadership Team</p>	<p>from: Term 1 to: Term 3</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team</li> <li><input checked="" type="checkbox"/> Peer observation including feedback and reflection</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> PLC/PLT Meeting</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Internal staff</li> <li><input checked="" type="checkbox"/> Learning Specialist</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> On-site</li> </ul>
<p>Variety of staff participate in the AVID Summer institute program in 2017 and 2018. (relevant AP's and LT's, Learning Specialists and other interested staff are selected to provide representation across program areas and year levels) Summer institute for 2017 was held in term 4 and the 2018 program will be held in Term 4 2018. Budgeted amount reflects attendance at both.</p>	<p>Learning Specialist(s)</p>	<p>from: Term 4 to: Term 4</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team</li> <li><input checked="" type="checkbox"/> Curriculum development</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Professional Practice Day</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> External consultants</li> </ul> <p>AVID Australia (via Victoria University)</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Off-site</li> </ul> <p>Victoria University Campus and / or RMIT City campus</p>
<p>Learning specialists and Curriculum Leading Teachers develop shared examples of differentiated lesson planning and sequencing based on student learning data. Examples are shared via</p>	<p>Leadership Team</p>	<p>from: Term 1 to: Term 3</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Preparation</li> <li><input checked="" type="checkbox"/> Design of formative assessments</li> <li><input checked="" type="checkbox"/> Curriculum development</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Internal staff</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> On-site</li> </ul>

Student Achievement Team meetings, Professional Learning Teams and Program team meetings.						
Compass analytics module is utilised as a means to share student learning data. School Leadership provide professional development to increase staff understanding. On going support is provided via Program teams and PLTs.	All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Curriculum LT's and Curriculum and Pedagogy leaders and Learning Specialists undertake relevant professional development to build coaching and mentoring skills to assist in building of staff capacity in relation to instructional practice and explicit teaching strategies.	Leadership Team	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> External consultants  Dr Adrian Bertolini Director of Learning, Intuyu Consulting	<input checked="" type="checkbox"/> On-site
Embed Professional Learning Teams as the main vehicle for the increasing of staff understanding and capacity to use learning data to inform differentiated instruction in the classroom.	All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Build staff capacity in their understanding of the F-10 curriculum structure and how	Teacher(s)	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants	<input checked="" type="checkbox"/> On-site

to plan and document curriculum through both whole staff professional development, Professional Learning Teams and Program Team meetings.					Dr Adrian Bertolini Director of Learning, Intuyu Consulting	
RRRR team complete relevant professional development (and communicate relevant aspects to all staff)	Teacher(s)	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> External consultants  Training provided by DET	<input checked="" type="checkbox"/> Off-site  Training provided by DET
Continue with the next steps of the 'Teach the Teacher' program, building on the work undertaken in 2017. ('What makes a good teacher') Regular meetings with student leadership representatives and relevant staff (Student leadership and Student voice coordinators)	All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> External consultants  SRC Victoria	<input checked="" type="checkbox"/> On-site
Staff participate in professional development regarding student voice and student agency. (Completed term 4 2017)	All Staff	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> External consultants  SRC Victoria	<input checked="" type="checkbox"/> On-site

## Documents that support the plan

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