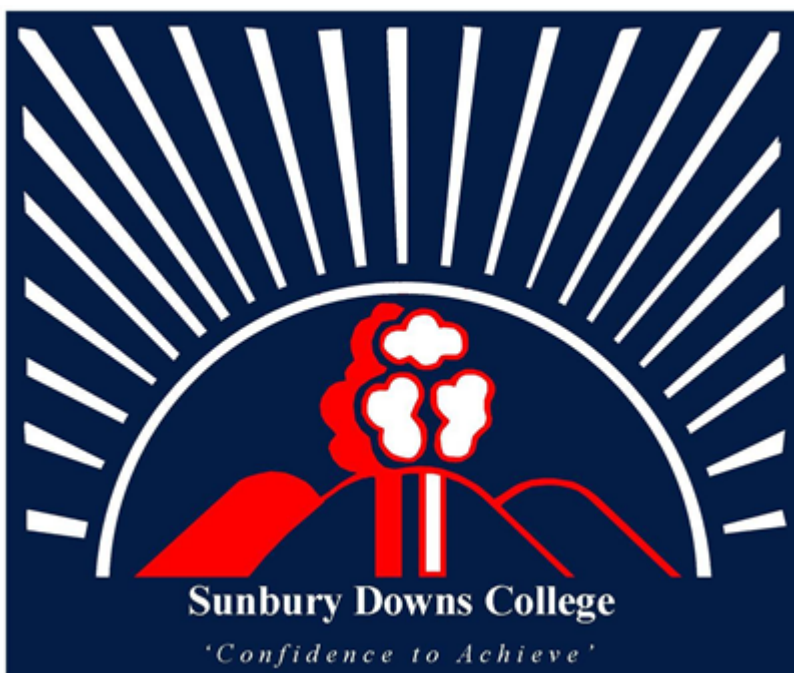


2020 Annual Implementation Plan

for improving student outcomes

Sunbury Downs Secondary College (8723)



Submitted for review by Warwick Beynon (School Principal) on 08 October, 2020 at 05:58 PM
Endorsed by Jonathan Lowe (Senior Education Improvement Leader) on 09 October, 2020 at 09:38 AM
Endorsed by Carleen Bramley (School Council President) on 28 October, 2020 at 12:03 PM

Self-evaluation Summary - 2020

	FISO Improvement Model Dimensions The 6 High-impact Improvement Initiatives are highlighted below in red.		Self-evaluation Level
Excellence in teaching and learning		Building practice excellence	Emerging
		Curriculum planning and assessment	Emerging
		Evidence-based high-impact teaching strategies	Emerging moving towards Evolving
		Evaluating impact on learning	Emerging moving towards Evolving
Professional leadership		Building leadership teams	Evolving
		Instructional and shared leadership	Emerging moving towards Evolving
		Strategic resource management	Evolving moving towards Embedding
		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 moving towards Embedding
		Intellectual engagement and self-awareness	Emerging moving towards Evolving

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

Enter your reflective comments	The School review was completed in 2019 and the process identified areas where we have continued to develop as a College - especially related to positive Year 12 VCE performance, subject selection/course counselling processes and the current building program The process has however highlighted areas for improvement. In particular curriculum documentation, student voice and agency and the consistent use of a teaching and learning instructional model. Student wellbeing is an area that we need to continue the focus on in the new strategic plan. An engagement and wellbeing framework and policy that establishes a rights and responsibilities culture will continue to be developed. Recent efforts by college leadership to increase the focus on inclusion and student wellbeing were regarded as positive across the school. In focus groups, students talked about having the opportunity to gain help when needed and in interviews, staff members felt supported when dealing with increasingly complex mental health issues.
Considerations for 2020	Curriculum framework—language program Italian as the language program is offered as core at Year 7 and an elective at Years 9–12. In Year 8 Italian is offered only to the ACE (Select Entry Accelerated Learning [SEAL] equivalent) students. This may impact student performance

	outcomes by limiting the curriculum options for mainstream. students however no student in focus groups mentioned this as a limitation to their education at Sunbury Downs SC. Student Voice and Agency - impact on teaching and learning.
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	Maximise the achievement and learning growth of every student, particularly in literacy and numeracy
Target 1.1	By 2023, increase the percentage of students making high relative growth Year 7–9 in NAPLAN to 25 per cent or above for: • Reading (21% in 2019) • Numeracy (15% in 2019) and reduce the low relative growth in NAPLAN to 25 per cent or less for: • Reading (35% in 2019) • Numeracy (40% in 2019)
Target 1.2	By 2023, increase the percentage of students in the top two bands of Year 9 NAPLAN to 25 per cent or above for: • Reading (23% in 2019) • Numeracy (19% in 2019) and reduce the percentage of students in the bottom two bands of Year 9 NAPLAN to 20 per cent or less for: • Reading (29% in 2019) • Numeracy (23% in 2018)
Target 1.3	By 2023, the percent positive endorses scores School Staff Survey (SSS) will be will 55 per cent or above for: • Plan differentiated learning activities (35% in 2019) • Use pedagogical model (51% in 2019) • Use high impact teaching strategies (47%in 2019)

	• Understand formative assessment (44% in 2019) • Monitor effectiveness of use of data (37% in 2019)
Key Improvement Strategy 1.a Curriculum planning and assessment	Develop a whole-college literacy and numeracy plan that complements implementation of the Victorian Curriculum as a continuum of learning
Key Improvement Strategy 1.b Evidence-based high-impact teaching strategies	Develop and embed an agreed college instructional model, integrating the use of HITS, to enable consistent, high quality instruction in every classroom
Key Improvement Strategy 1.c Building practice excellence	Further develop a PLC culture which is characterised by systematic and consistent feedback processes; coaching and modelling; and peer observation
Key Improvement Strategy 1.d Evidence-based high-impact teaching strategies	Strengthen teacher and team capability to utilise data and evidence to teach a differentiated and stimulating curriculum that targets each student's point of learning need
Goal 2	Improve student cognitive engagement and learner agency
Target 2.1	By 2023, the percent positive on the SSS will be 50% or above for: • Academic emphasis (34% in 2019) • Focus learning on real life problems (26% in 2019)

Target 2.2	By 2023, the percent positive on the AToSS will be 60% or above for: • Motivation and interest (50% in 2019) • Resilience (51% in 2019) and 50% or above for: • Teacher concern (37% in 2019) • Stimulated learning (45% in 2019) • Respect for diversity (38% in 2019)
Target 2.3	By 2023, the percent positive scores on the Parent Opinion Survey (POS) will be 70% or above for: • Confidence and resiliency (67% in 2019) • Stimulating learning environment (57% in 2019) • Promoting positive behaviour (51% in 2019) • Managing bullying (67% in 2019)
Target 2.4	2023, the percent positive scores on the SSS will be 60% or above for: • Use student feedback to improve practice (51%in 2019) • Promote student ownership of learning goals (42% in 2019) • Support growth and learning of whole student (40% in 2019)
Target 2.5	By 2023, at least 90 per cent of eligible students complete VCAL (76 per cent in 2018)

Key Improvement Strategy 2.a Curriculum planning and assessment	Embed differentiation into all planning and classroom practice
Key Improvement Strategy 2.b Intellectual engagement and self-awareness	Develop a learning climate that promotes challenge, engagement, inquiry and curiosity
Key Improvement Strategy 2.c Intellectual engagement and self-awareness	Empower students to become active, self-regulating learners
Goal 3	Improve student wellbeing
Target 3.1	By 2023, the percent positive scores in the AToSS will be 60% or above for: • Self-regulation and goal setting (53% in 2019) and 40% or above for: • Student voice and agency (34% in 2019) • School connectedness (37% in 2019)
Target 3.2	By 2023, student absent days per full time equivalent will be less than 18 days at Years 7–12 (22.01 days in 2018) and student absence days unexplained will be less than five (7.75 in 2018).

Target 3.3	By 2023, the percent positive scores on the POS will be 70 per cent or above for: • Student agency and voice (68% in 2019) • School support (57% in 2019) • General school satisfaction (60% in 2019)
Key Improvement Strategy 3.a Empowering students and building school pride	Develop a whole school understanding of student voice and learner agency
Key Improvement Strategy 3.b Health and wellbeing	Implement and embed SWPBS
Key Improvement Strategy 3.c Empowering students and building school pride	Develop and implement student voice in decision-making about school improvement and engagement with community
Key Improvement Strategy 3.d Parents and carers as partners	Develop and implement strategies to improve communication with parents about school policies and student learning

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target
Maximise the achievement and learning growth of every student, particularly in literacy and numeracy	Yes	By 2023, increase the percentage of students making high relative growth Year 7–9 in NAPLAN to 25 per cent or above for: • Reading (21% in 2019) • Numeracy (15% in 2019) and reduce the low relative growth in NAPLAN to 25 per cent or less for: • Reading (35% in 2019) • Numeracy (40% in 2019)	The 12 month target is an incremental step towards meeting the 4-year target, using the same data set. Increase the percentage of students making high relative growth Year 7–9 in NAPLAN Reading to 22% Numeracy to 18%
		By 2023, increase the percentage of students in the top two bands of Year 9 NAPLAN to 25 per cent or above for: • Reading (23% in 2019) • Numeracy (19% in 2019) and reduce the percentage of students in the bottom two bands of Year 9 NAPLAN to 20 per cent or less for: • Reading (29% in 2019) • Numeracy (23% in 2018)	Increase the percentage of students in the top two bands of Year 9 NAPLAN for: Reading to 24% Numeracy to 21% Reduce the percentage of students in the bottom two bands of Year 9 NAPLAN for: Reading to 26 % Numeracy to 22%

		By 2023, the percent positive endorses scores School Staff Survey (SSS) will be will 55 per cent or above for: • Plan differentiated learning activities (35% in 2019) • Use pedagogical model (51% in 2019) • Use high impact teaching strategies (47%in 2019) • Understand formative assessment (44% in 2019) • Monitor effectiveness of use of data (37% in 2019)	The percent positive endorses scores on the 2020 School Staff Survey (SSS) for the following will be at or above: Plan differentiated learning activities 40% Use pedagogical model 53% Use high impact teaching strategies 50% Understand formative assessment 48% Monitor effectiveness of use of data 42%
Improve student cognitive engagement and learner agency	Yes	By 2023, the percent positive on the SSS will be 50% or above for: • Academic emphasis (34% in 2019) • Focus learning on real life problems (26% in 2019)	The percent positive on the SSS in 2020 for the following will be at or above : Academic emphasis 40% Focus learning on real life problems 33%
		By 2023, the percent positive on the AToSS will be 60% or above for: • Motivation and interest (50% in 2019) • Resilience (51% in 2019) and 50% or above for: • Teacher concern (37% in 2019) • Stimulated learning (45% in 2019)	The percent positive on the AToSS in 2020 for the following will be at or above: Motivation and interest 53% Resilience 54% and for: Teacher concern 41% Stimulated learning 47% Respect for diversity 42%

		• Respect for diversity (38% in 2019)	
		By 2023, the percent positive scores on the Parent Opinion Survey (POS) will be 70% or above for: • Confidence and resiliency (67% in 2019) • Stimulating learning environment (57% in 2019) • Promoting positive behaviour (51% in 2019) • Managing bullying (67% in 2019)	The percent positive scores on the Parent Opinion Survey (POS) in 2020 for the following will be at or above: Confidence and resiliency 68% Stimulating learning environment 60% Promoting positive behaviour 56% Managing bullying 68%
		2023, the percent positive scores on the SSS will be 60% or above for: • Use student feedback to improve practice (51% in 2019) • Promote student ownership of learning goals (42% in 2019) • Support growth and learning of whole student (40% in 2019)	The percent positive scores on the SSS for 2020 for the following will be at or above for: Use student feedback to improve practice 54% Promote student ownership of learning goals 47% Support growth and learning of whole student 45%
		By 2023, at least 90 per cent of eligible students complete VCAL (76 per cent in 2018)	In 2020 at least 80 per cent of eligible students complete VCAL.
Improve student wellbeing	Yes	By 2023, the percent positive scores in the AToSS will be 60% or above for:	In 2020 the percent positive scores in the AToSS will be at or above: Self-regulation and goal setting 55%

		• Self-regulation and goal setting (53% in 2019) and 40% or above for: • Student voice and agency (34% in 2019) • School connectedness (37% in 2019)	and for: Student voice and agency 36% School connectedness 38%
		By 2023, student absent days per full time equivalent will be less than 18 days at Years 7–12 (22.01 days in 2018) and student absence days unexplained will be less than five (7.75 in 2018).	In 2020, student absent days per full time equivalent will be less than 21 days at Years 7–12 and student absence days unexplained will be less than 6.75 .
		By 2023, the percent positive scores on the POS will be 70 per cent or above for: • Student agency and voice (68% in 2019) • School support (57% in 2019) • General school satisfaction (60% in 2019)	In 2020 the percent positive scores on the POS for the following will be at or above: Student agency and voice 69% School support 62% General school satisfaction 63%

Goal 1	Maximise the achievement and learning growth of every student, particularly in literacy and numeracy
12 Month Target 1.1	Increase the percentage of students making high relative growth Year 7–9 in NAPLAN Reading to 22% Numeracy to 18%
12 Month Target 1.2	Increase the percentage of students in the top two bands of Year 9 NAPLAN for: Reading to 24%

	Numeracy to 21% Reduce the percentage of students in the bottom two bands of Year 9 NAPLAN for: Reading to 26 % Numeracy to 22%	
12 Month Target 1.3	The percent positive endorses scores on the 2020 School Staff Survey (SSS) for the following will be at or above: Plan differentiated learning activities 40% Use pedagogical model 53% Use high impact teaching strategies 50% Understand formative assessment 48% Monitor effectiveness of use of data 42%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Curriculum planning and assessment	Develop a whole-college literacy and numeracy plan that complements implementation of the Victorian Curriculum as a continuum of learning	Yes
KIS 2 Evidence-based high-impact teaching strategies	Develop and embed an agreed college instructional model, integrating the use of HITS, to enable consistent, high quality instruction in every classroom	Yes
KIS 3 Building practice excellence	Further develop a PLC culture which is characterised by systematic and consistent feedback processes; coaching and modelling; and peer observation	Yes
KIS 4 Evidence-based high-impact teaching strategies	Strengthen teacher and team capability to utilise data and evidence to teach a differentiated and stimulating curriculum that targets each student's point of learning need	No

Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	The school has selected this KIS as an area of focus for this year as a result of participating in the school review process in 2019. During this process the College performed a self-evaluation against the FISO Continua of Practice which highlighted curriculum planning and assessment as an area for improvement. The review process fieldwork activities highlighted the following. That staff were anticipating a new instructional model. Learning intentions were universally used and success criteria sometimes evident and all teachers used some HITS. Peer observations conducted within learning domains were well-supported and were effectively building teacher capacity to use HITS. Further developing the professional learning communities (PLCs) culture would strengthen staff collaboration and capacity to improve student learning outcomes. Teachers were challenged in their attempts to differentiate their work by the constraints of the curriculum structure and implementation of the curriculum. A learning continuum would enable a renewed focus on the use of a range of data to inform planning for every student's point of learning need.
Goal 2	Improve student cognitive engagement and learner agency
12 Month Target 2.1	The percent positive on the SSS in 2020 for the following will be at or above : Academic emphasis 40% Focus learning on real life problems 33%
12 Month Target 2.2	The percent positive on the AToSS in 2020 for the following will be at or above: Motivation and interest 53% Resilience 54% and for: Teacher concern 41% Stimulated learning 47% Respect for diversity 42%
12 Month Target 2.3	The percent positive scores on the Parent Opinion Survey (POS) in 2020 for the following will be at or above: Confidence and resiliency 68% Stimulating learning environment 60% Promoting positive behaviour 56% Managing bullying 68%

12 Month Target 2.4	The percent positive scores on the SSS for 2020 for the following will be at or above for: Use student feedback to improve practice 54% Promote student ownership of learning goals 47% Support growth and learning of whole student 45%	
12 Month Target 2.5	In 2020 at least 80 per cent of eligible students complete VCAL.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Curriculum planning and assessment	Embed differentiation into all planning and classroom practice	No
KIS 2 Intellectual engagement and self-awareness	Develop a learning climate that promotes challenge, engagement, inquiry and curiosity	Yes
KIS 3 Intellectual engagement and self-awareness	Empower students to become active, self-regulating learners	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	The College participated in a Strategic Plan School Review process in 2019 .The process made recommendations for improvement linked to curriculum planning and assessment. The College values, Respectful relationships, Ambitious expectations, Successful outcomes, Resilient behaviours and Community engagement were evident during interactions with all stakeholders. Fieldwork identified that the SST were effective and well regarded across the college and the teachers were highly valued for the high level of support they provided students. However, AToSS data indicates there was room for improvement in classroom behaviour (49 per cent positive in 2019) and respect for diversity (38 per cent in 2019) to enable all students to learn effectively. The review found that further development of the recently introduced School Wide Positive Behaviours Support (SWPBS) framework would enhance positive relationships and support raising the expectation that all teachers cognitively engage students through appropriate levels of challenge in authentic, rich tasks that addressed students' point of learning need to improve student engagement and outcomes.	
Goal 3	Improve student wellbeing	

12 Month Target 3.1	In 2020 the percent positive scores in the AToSS will be at or above: Self-regulation and goal setting 55% and for: Student voice and agency 36% School connectedness 38%	
12 Month Target 3.2	In 2020, student absent days per full time equivalent will be less than 21 days at Years 7–12 and student absence days unexplained will be less than 6.75 .	
12 Month Target 3.3	In 2020 the percent positive scores on the POS for the following will be at or above: Student agency and voice 69% School support 62% General school satisfaction 63%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Empowering students and building school pride	Develop a whole school understanding of student voice and learner agency	Yes
KIS 2 Health and wellbeing	Implement and embed SWPBS	Yes
KIS 3 Empowering students and building school pride	Develop and implement student voice in decision-making about school improvement and engagement with community	No
KIS 4 Parents and carers as partners	Develop and implement strategies to improve communication with parents about school policies and student learning	No

Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	The College participated in a Strategic Plan School Review process in 2019 .The process made recommendations for improvement linked to Empowering Students and building school pride. Evidence indicated that student agency in making decisions within their learning was minimal, for example choice of presentation mode, or specific content within a topic. Strengthening learner agency in the learning program is the next step in building empowered students with the capacity to set goals, co–construct learning, self–assess and monitor learning progress. Shifting the balance of control of learning from teachers towards students was considered to be a way to increase the level of intellectual engagement and self–regulation. By improving communication with parents/carers and the community would enable the school to become more aware of the community, their expectations and aspirations and thus more sensitive to the learning needs of s The College values, Respectful relationships, Ambitious expectations, Successful outcomes, Resilient behaviours and Community engagement were evident during interactions with all stakeholders. It was identified that the SST were effective and well regarded across the college and the teachers were highly valued for the high level of support they provided students. However, AToSS data indicates there was room for improvement in classroom behaviour (49 per cent positive in 2019) and respect for diversity (38 per cent in 2019) to enable all students to learn effectively. The review found that further development of the recently introduced School Wide Positive Behaviours Support (SWPBS) framework would enhance positive relationships and support raising the expectation that all teachers cognitively engage students through appropriate levels of challenge in authentic, rich tasks that addressed students' point of learning need to improve student engagement and outcomes.
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Define Actions, Outcomes and Activities

Goal 1	Maximise the achievement and learning growth of every student, particularly in literacy and numeracy
12 Month Target 1.1	Increase the percentage of students making high relative growth Year 7–9 in NAPLAN Reading to 22% Numeracy to 18%
12 Month Target 1.2	Increase the percentage of students in the top two bands of Year 9 NAPLAN for: Reading to 24% Numeracy to 21% Reduce the percentage of students in the bottom two bands of Year 9 NAPLAN for: Reading to 26 % Numeracy to 22%
12 Month Target 1.3	The percent positive endorses scores on the 2020 School Staff Survey (SSS) for the following will be at or above: Plan differentiated learning activities 40% Use pedagogical model 53% Use high impact teaching strategies 50% Understand formative assessment 48% Monitor effectiveness of use of data 42%
KIS 1 Curriculum planning and assessment	Develop a whole-college literacy and numeracy plan that complements implementation of the Victorian Curriculum as a continuum of learning
Actions	The college completed a review of its Strategic Plan in 2019 and a recommendation related to this area was for the use of a range of data be used to inform planning for every student's point of learning need. To achieve this the College will Review DET Initiatives, Portals and Toolkits to identify appropriate Literacy and Numeracy resources that can be used to develop an understanding of the Victorian Curriculum as a continuum of learning. Engage with the College Student Services team, Inclusion Co-ordinator and Learning Support team regarding Individual Learning Plan development to ensure that numeracy and literacy progression is prioritised. Identify relevant student data sets currently available to staff to inform curriculum planning and the work of PLC.

	Update key policies in teaching and learning and professional learning
Outcomes	Leaders will - Analyse the data (NAPLAN, PAT-R, PAT-M) to determine gaps and trends - Liaise with Student Services and Inclusion Co-ordinator to develop a numeracy and literacy progression plan for identified funded and non-funded students - Provide support (professional development, in class resources) for teaching staff to build and develop their capacity, in collaboration with curriculum teams. - Appropriate Professional Learning support will be provided as part of the College Whole School Professional Learning Plan - Implement DET initiatives, including the Literacy and Numeracy Portal and Literacy and Numeracy Toolkit, MYLN's resources to support capacity building of staff to address point of need instruction for students. - Begin to work with staff to map learning to more accurately match achievements to Vic Curriculum levels Teachers will - Begin to collate and understand the data from their own classes and cohort in general - Work collaboratively with other staff in activities designed to improve student Literacy and Numeracy - Engage in Professional Learning to develop a range of Literacy and Numeracy strategies to support all students - Include Literacy and Numeracy goals in student ILPs - Support students in the development of Literacy and Numeracy through explicit teaching, modelling and the presentation of learning contexts that highlight literacy and numeracy - Begin to use data to identify students' current Literacy and Numeracy levels and provide a point of need reference for discussion of targeted improvement strategies - Design curriculum which accommodates point of need student instruction and references the continuum of learning as outlined in Victorian Curriculum documentation. Students will - Engaged in the process of developing ILP goals including Literacy and Numeracy - Take part in assessments related to Literacy and Numeracy
Success Indicators	Leaders will - Have provided support for staff through various opportunities (PD, in class, observations, resources) - Presented DET initiatives (Portal, Toolkits etc.) - Supported staff to include literacy and numeracy goals in ILPs - Provided staff with analysis of NAPLAN, PAT-R and PAT-M tests and identified trends

	Teachers will - Understand the demands of their subject - Developed Literacy and Numeracy strategies to support learning growth for all students - Participated in PD to support the development of their own teaching skills and developed confidence in explicit teaching and modelling - Have started to consider including Literacy and Numeracy goals in ILPs for students - Have started to use data to understand current Literacy and Numeracy levels and provided targeted support Students will - Start to set their own literacy and numeracy goals - Experience explicit teaching of literacy and numeracy strategies. - Demonstrate the knowledge of subject specific literacy and numeracy strategies. - Achieve learning growth in each unit where literacy and numeracy is explicitly taught			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Complete Data analysis of students to identify performance gaps	☒ Leadership Team ☒ Teacher(s)	☒ PLP Priority	from: Term 1 to: Term 4	\$20,000.00 ☒ Equity funding will be used
Draft literacy and numeracy plans developed in collaboration with Domains	☒ Learning Specialist(s) ☒ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	\$4,000.00 ☒ Equity funding will be used
DET initiatives will be presented and stored or displayed in an accessible format	☒ Assistant Principal ☒ Leading Teacher(s) ☒ Learning Specialist(s) ☒ Principal	☒ PLP Priority	from: Term 1 to: Term 4	\$10,000.00 ☐ Equity funding will be used

ILPs for identified students include literacy and numeracy goals	☒ Education Support ☒ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 3	\$3,000.00 ☐ Equity funding will be used
KIS 2 Evidence-based high-impact teaching strategies	Develop and embed an agreed college instructional model, integrating the use of HITS, to enable consistent, high quality instruction in every classroom			
Actions	Instructional model investigation is an identified priority from the school review process in 2019. This work will be undertaken by the Teaching and Learning Implementation Committee (TLIC) - working party formed Staff professional development opportunities surrounding HITS is developed and implemented. Ongoing professional learning supporting high quality instruction in classrooms			
Outcomes	Leaders will - Lead a team (TLIC) who will investigate a range of instructional models (based on evidence) - Provide staff professional development surrounding HITS implemented by relevant staff - Provide access to professional development sessions to support high quality instruction in classrooms - Model the use of HITS in their own classrooms Teachers will - Develop a common understanding of what high quality instruction looks like in every classroom - Be given the opportunity to contribute to a working party formed to investigate instructional models - Be introduced to the instructional model that has been decided and recommended based on the working party investigation - Work with Domain Teams to understand strategies that will support quality teaching in their Domain Students will - Participate in Student Voice meetings discussing the instructional model and provide feedback for its implementation - Provide feedback for teachers regarding the delivery of their instruction to build on high quality instruction - Experience explicit teaching of identified HIT strategies. - Experience high quality instruction to meet point of need learning			

	Achieve learning growth in every subject			
Success Indicators	Leaders will - Lead a team to investigate a range of instructional models and decide on one that is deemed most appropriate for SDC moving forward - Coach and mentor staff in delivering high quality instruction - Coach and mentor staff in beginning to understand a new instructional model and implement it into classrooms - Conduct peer observations and provide feedback Teachers will - Be able to recognise the benefits and use of high quality instruction within a classroom. - Implement appropriate HIT strategies within their own classrooms - Be working towards a consistent approach across domains - Participate (opt in) in a working party to investigate instructional model - Participate and engage in professional learning focused on implementation of the instructional model Students will - Experience high quality instruction in their classes - Experience improved levels of relative growth in reading and numeracy - Participate in and complete differentiated learning activities set by teachers as part of the teaching and learning program - Year 9 students will have an improved percentage of students in the top 2 NAPLAN bands for reading and numeracy. - Year 9 students will have a reduced percentage of students in the bottom 2 NAPLAN bands for reading and numeracy.			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Develop a working party to investigate and decide on an instructional model, based on evidence, that would be suitable to implement at SDC.	☒ Assistant Principal ☒ Leading Teacher(s) ☒ Learning Specialist(s) ☒ Student(s) ☒ Teacher(s)	☒ PLP Priority	from: Term 1 to: Term 4	\$10,000.00 ☐ Equity funding will be used

Instructional model presented to staff with professional learning provided regarding implementation into classrooms.	☒ Assistant Principal ☒ Leading Teacher(s) ☒ Learning Specialist(s) ☒ Teacher(s)	☒ PLP Priority	from: Term 3 to: Term 4	\$7,000.00 ☐ Equity funding will be used
Domain time allocated to allow Domain Teams to collaborate and begin to plan a consistent approach within the domain.	☒ Leading Teacher(s) ☒ Learning Specialist(s) ☒ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	\$7,500.00 ☐ Equity funding will be used
KIS 3 Building practice excellence	Further develop a PLC culture which is characterised by systematic and consistent feedback processes; coaching and modelling; and peer observation			
Actions	Build the capacity of PLC Instructional leaders with training and resources Develop strategies and processes to support coaching and model coaching Promote and encourage peer observation within domains. Feedback systems for staff and students to further improve performance become embedded into teacher practice. Ensure that PLC meetings are planned and included on the whole school meeting schedule.			
Outcomes	Leaders will Support PLC Instructional leaders with appropriate training and access to resources including regional office personnel. Listen to and provide feedback to PLC Instructional leaders and staff regarding the PLC process Develop and model coaching practices for SDC Participate in PLCs in Domain Model best practice and communicate clear expectations to all staff. Clarify processes and practices to establish consistency Teachers will Actively participate in PLCs to develop their capacity and understanding on how to use data which informs point of need teaching practice Take part in coaching and peer observations to obtain feedback, reflect and further improve teaching practice. Moderate assessment of student work. Model best practice to their peers and students.			

	Students will - Participate in lessons where PLC initiatives are being trialed. - Experience literacy and numeracy explicit teaching strategies. - Demonstrate knowledge growth of subject specific content via assessments. - Achieve learning growth in each unit where reading and numeracy skills are explicitly taught
Success Indicators	Leaders will - Support PLC Instructional Leaders through Professional Development sessions and resources. - Feedback provided by PLC leaders and staff is considered and implemented where appropriate. - Conduct coaching conversations and model strategies as appropriate. Model practice and communicate expectations - Monitor PLC work and clarify processes and practices to establish consistency - Source appropriate Professional Learning within the school, at the local network / regional level and also statewide. - Present Professional Learning to staff in to support the PLC, Literacy and Numeracy teaching and High Impact Teaching Strategies Teachers will - Actively seek coaching and mentoring support. - Participate in peer observations. - Be an active member of their PLC team and explicitly explain to the students the achievement outcomes. - Co learn in PLCs in Domains and focus on vocab explicit teaching. - Analyse data to inform unit outline and teaching pedagogy. - Explicitly teach subject specific literacy and numeracy. - Use assessment tools to determine learning growth in literacy and numeracy. - Use Compass Learning Tasks to provide timely feedback. - Update subject unit outlines and incorporate literacy and numeracy explicit teaching strategies. - PLCs will present to Domains and also staff as required. Each PLC will demonstrate their work and success. Students will - Understand the overall goal for the strategies and skills presented to them in class. - Be able to articulate how they can improve, and the strategies they and the teacher are using. - Will observe teachers observing during learning walks and peer observations. - Provide timely feedback during learning walks and also give teacher feedback using surveys. - Take part in assessments related to literacy and numeracy.

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Regular PLC meetings to build teaching capacity and support student growth improvement	☒ KLA Leader ☒ Leadership Team ☒ PLC Leaders ☒ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	\$12,000.00 ☒ Equity funding will be used
Regular Professional Development activities are developed and participated in by domain PLC Instructional Leaders	☒ Assistant Principal ☒ KLA Leader ☒ Leadership Team ☒ PLC Leaders	☒ PLP Priority	from: Term 1 to: Term 4	\$5,000.00 ☐ Equity funding will be used
Develop SDC Coaching protocols	☒ Assistant Principal ☒ Leadership Team ☒ Leading Teacher(s) ☒ Learning Specialist(s) ☒ PLC Leaders ☒ Principal	☒ PLP Priority	from: Term 2 to: Term 4	\$15,000.00 ☒ Equity funding will be used
Promote and encourage peer observation	☒ All Staff ☒ Assistant Principal ☒ Leadership Team ☒ Leading Teacher(s)	☒ PLP Priority	from: Term 1 to: Term 4	\$7,000.00 ☒ Equity funding will be used

	☒ Learning Specialist(s) ☒ Principal ☒ Teacher(s)			
Goal 2	Improve student cognitive engagement and learner agency			
12 Month Target 2.1	The percent positive on the SSS in 2020 for the following will be at or above : Academic emphasis 40% Focus learning on real life problems 33%			
12 Month Target 2.2	The percent positive on the AToSS in 2020 for the following will be at or above: Motivation and interest 53% Resilience 54% and for: Teacher concern 41% Stimulated learning 47% Respect for diversity 42%			
12 Month Target 2.3	The percent positive scores on the Parent Opinion Survey (POS) in 2020 for the following will be at or above: Confidence and resiliency 68% Stimulating learning environment 60% Promoting positive behaviour 56% Managing bullying 68%			
12 Month Target 2.4	The percent positive scores on the SSS for 2020 for the following will be at or above for: Use student feedback to improve practice 54% Promote student ownership of learning goals 47% Support growth and learning of whole student 45%			

12 Month Target 2.5	In 2020 at least 80 per cent of eligible students complete VCAL.
KIS 1 Intellectual engagement and self-awareness	Develop a learning climate that promotes challenge, engagement, inquiry and curiosity
Actions	Use the inquiry cycle to develop an action plan to determine a College wide positive learning climate Analyse student attitudes to schools and staff opinion survey data to plan professional development opportunities Conduct student forums to determine student needs and preferences related to a challenging, engaging, inquisitive and curious learning environment Provide staff professional development related to differentiation, engagement and extension Use the inquiry cycle data, feedback, goals and professional learning to develop the Instructional Model Develop a common understanding of what a positive learning environment looks like at Sunbury Downs College
Outcomes	Leaders will: - Coach and mentor staff to implement the Instructional Model and professional development learnings - Model a challenging, engaging, inquisitive and curious learning environment through peer observations Teachers will: - Have a shared understanding of what a challenging, engaging, inquisitive and curious classroom looks like at Sunbury Downs College through the Instructional Model - Engage with Leaders and seek coaching and mentoring opportunities to support a stimulating learning climate - Implement the Instructional Model and professional development learnings - Open dialogue with students to implement and reflect on a stimulating learning climate - Welcome peer observations Students will: - Be able to articulate what stimulating learning looks like at Sunbury Downs College - Implement agency within the classroom to promote a stimulating learning climate - Provide feedback to teachers regarding the classroom learning climate
Success Indicators	Leaders will: - Develop and deliver professional learning modules - Coach and mentor staff - Conduct peer observations and provide feedback

Teachers will: - Participate and engage in professional learning - Implement professional learning in Domain and PLC meetings - Demonstrate improvement in the Staff Opinion Survey related to professional development and learning environment - Use student feedback to improve practice 54% - Promote student ownership of learning goals 47% - Support growth and learning of whole student 45% - Display evidence of the Instructional Model in curriculum planning Students will: - Demonstrate improvement in Student Attitudes to School Survey related to stimulating learning environment - Motivation and interest 53% Resilience 54% - Teacher concern 41% Stimulated learning 47% Respect for diversity 42%				
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Whole School Professional Learning on Data literacy	☒ Assistant Principal ☒ Leadership Team ☒ Learning Specialist(s)	☒ PLP Priority	from: Term 1 to: Term 4	\$20,000.00 ☒ Equity funding will be used
Trauma Informed Practices Professional Learning - Whole School (Educational Support and Teaching staff)	☒ All Staff ☒ Assistant Principal ☒ Leadership Team ☒ Principal	☒ PLP Priority	from: Term 1 to: Term 4	\$25,000.00 ☒ Equity funding will be used
Add development of a positive learning environment to the meeting schedule.	☒ Assistant Principal ☒ Leading Teacher(s)	☒ PLP Priority	from: Term 1	\$15,000.00

Overarching work for Mini school, Student Services ,School Wide Positive Behaviours and Student Voice group		☒ Learning Specialist(s) ☒ Principal ☒ Teacher(s)		to: Term 4	☒ Equity funding will be used
Development of researched based and agreed Sunbury Downs College Instructional Model of Teaching		☒ Assistant Principal ☒ Leadership Team ☒ Leading Teacher(s) ☒ Learning Specialist(s) ☒ Principal ☒ Teacher(s)	☐ PLP Priority	from: Term 2 to: Term 4	\$20,000.00 ☒ Equity funding will be used
KIS 2 Intellectual engagement and self-awareness	Empower students to become active, self-regulating learners				
Actions	Feedback from the Student Attitudes to Schools and Staff Opinion Survey data to inform professional development opportunities. Staff professional learning on what active and self-regulating learners look like in the classroom. Staff professional learning targeting how to promote active and self-regulating learners. Conduct student forums to determine how students perceive active and self-regulating learners. Develop a common understanding of what active and self-regulating learners look like at Sunbury Downs College.				
Outcomes	Leaders will: Coach and mentor staff to support the empowerment of active and self-regulating learners. Model empowering students to become active and self-regulating learners. Encourage classroom observations. Teachers will:				

	Have a shared understanding of what active and self-regulating learners looks like at Sunbury Downs College. Engage with Leaders and seek coaching and mentoring opportunities. Implement professional development learning. Support students by implementing strategies to promote active and self-regulating learning. Open dialogue in the classroom to implement and reflect on what active and self-regulating learners looks like Welcome colleagues to observe classes. Students will: Be able to articulate what active and self-regulating learners look like at Sunbury Downs College. Implement agency within the classroom to promote active and self-regulating learning. Reflect on own learning and implement strategies to improve active and self-regulating learning.			
Success Indicators	Leaders will: Develop and deliver professional learning modules. Coach and mentor staff. Participate in peer observations and provide feedback. Teachers will: Participate and engage in professional learning Implement professional learning in Domain and PLC meetings Demonstrate improvement in the Staff School Survey related to professional development and learning environment The percent positive on the SSS in 2020 for the following will be at or above : Academic emphasis 40% Focus learning on real life problems 33% The percent positive scores on the SSS for 2020 for the following will be at or above for: Use student feedback to improve practice 54% Promote student ownership of learning goals 47% Support growth and learning of whole student 45% Students will: Demonstrate improvement in Student Attitudes to School Survey related to stimulating learning environment The percent positive on the AToSS in 2020 for the following will be at or above: Motivation and interest 53% Resilience 54% and for: Teacher concern 41% Stimulated learning 47% Respect for diversity 42%			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Whole School Professional Learning on how to use data to inform practices	☑ Assistant Principal	☑ PLP Priority	from: Term 1	\$20,000.00

	☒ Leadership Team ☒ Learning Specialist(s)		to: Term 4	☒ Equity funding will be used
Coach and mentor program developed to build the capacity of staff on active and self regulating learning by students.	☒ Assistant Principal ☒ Leadership Team ☒ Principal	☒ PLP Priority	from: Term 1 to: Term 4	\$20,662.00 ☒ Equity funding will be used
Peer observation program participation by staff within domains established	☒ Assistant Principal ☒ Leadership Team ☒ Teacher(s)	☒ PLP Priority	from: Term 1 to: Term 4	\$5,000.00 ☐ Equity funding will be used
Goal 3	Improve student wellbeing			
12 Month Target 3.1	In 2020 the percent positive scores in the AToSS will be at or above: Self-regulation and goal setting 55% and for: Student voice and agency 36% School connectedness 38%			
12 Month Target 3.2	In 2020, student absent days per full time equivalent will be less than 21 days at Years 7–12 and student absence days unexplained will be less than 6.75 .			
12 Month Target 3.3	In 2020 the percent positive scores on the POS for the following will be at or above: Student agency and voice 69%			

	School support 62% General school satisfaction 63%
KIS 1 Empowering students and building school pride	Develop a whole school understanding of student voice and learner agency
Actions	PDP - student survey action taken from survey for improvement Co constructed success criteria Review of MIPS and Career Action Plans - goals regarding pathways Curriculum surveys addressing student wants and needs Cohort focus on what student voice means - What is it? What does it look like? What does it involve?
Outcomes	Leaders will Develop and provide surveys for students, monitoring the information that it collected through the PDP process. Provide strategies for how to tackle feedback, how to understand and create change based on student responses Support teachers through the change in process. Support and educate staff on how to implement and action co constructed success criteria. Continue with PD Work with the careers coordinator to ensure that appropriate and suitable action plans and goals are developed. Teachers will Engage with leaders regarding breaking down the student feedback and implementing it in classes. Complete follow up surveys to determine if progress has been made. Have a clearer understanding of co constructed Success Criteria. Start to utilize this in class with students. Students will Provide honest feedback to teachers in surveys, explaining their various wants and needs with curriculum delivery Consider their future pathways when completing MIPS and Career Action Plans
Success Indicators	Leaders will Review survey feedback throughout PDP process Work with Careers coordinator, ensuring all students have engaged with MIPS and completed Career Action Plans Teachers will Adapt their teaching style to support student needs Seek further feedback allowing for student voice in the classroom Develop co constructed Success Criteria across all year levels

	Students will Have an understanding and the opportunity for an opinion regarding curriculum delivery Be able to articulate their career pathways, and the prerequisite skills and knowledge Developed voice in the classroom, having control over learning Engagement in Student Voice			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Student feedback - encouraged to do each term. Students encouraged to provide honest feedback regarding their wants and needs in the classroom. What do they wish for their teacher to stop doing, what would they like them to start doing and what should they continue to do?	☒ Student(s) ☒ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	\$8,000.00 ☐ Equity funding will be used
Teachers to analyse that data, with support of their PDP reviewer to understand how their teaching practice could be altered to encourage higher student engagement in class.	☒ Leadership Team ☒ Leading Teacher(s) ☒ Teacher(s)	☒ PLP Priority	from: Term 1 to: Term 4	\$1,000.00 ☐ Equity funding will be used
PD from Learning Specialists regarding co constructed Success Criteria.	☒ Learning Specialist(s)	☒ PLP Priority	from: Term 2 to: Term 4	\$12,000.00 ☐ Equity funding will be used
Teaching staff commence developing success criteria with students (phase it in) encouraging students to utilise their voice in the classroom.	☒ Student(s) ☒ Teacher(s)	☐ PLP Priority	from: Term 2 to: Term 4	\$5,000.00 ☐ Equity funding will be used

MIPs completed over a period of time - year level focused to prevent clashing with assessments and space. Support from classroom teacher required for engagement purposes.		☒ Leading Teacher(s) ☒ Student(s) ☒ Teacher(s)	☒ PLP Priority	from: Term 1 to: Term 4	\$10,000.00 ☐ Equity funding will be used
Career Action Plans to be completed in a similar time to subject selections		☒ Education Support ☒ Leading Teacher(s)	☐ PLP Priority	from: Term 2 to: Term 4	\$7,000.00 ☒ Equity funding will be used
KIS 2 Health and wellbeing	Implement and embed SWPBS				
Actions	A school review was undertaken in 2019 and the new Strategic Plan was developed. Following the Strategic Plan review there have been several key policies reviewed including: Uniform, Attendance and Engagement and Wellbeing STUDENTS WILL Participate in forums to provide input into the SDC matrix Be familiar with the hierarchy of consequences and follow College expectations Be presented/awarded College Values Bookmarks in recognition of achievements. Identify and follow classroom, in school yard and community expectations TEACHERS WILL Understand the continua of SWPBS and develop an understanding of Tier 1 - Tier 4 student behaviours that influence the teaching and learning environment Establish a prevention mindset which includes acknowledgement and recognition of trauma and how this impacts on learning / behaviour. Use the SWPBS teaching expectations in a consistent manner Understand and implement the action, strategies and consequences matrix Participate in the implementation team and professional learning LEADERS WILL Participate in the implementation team Lead staff group workshops in staff meetings and professional learning Model practice and communicate expectations Clarify processes and practices to establish consistency				

Outcomes	STUDENTS WILL Demonstrate understandings of the hierarchy of consequences (Tier 1 - Tier 4) and follow College expectations Demonstrate the expected College values behaviours in class, outside class and in the community TEACHERS WILL Participate in creating a culture of SWPBS Ensure restorative measures are used with challenging students Establish a prevention mindset which includes acknowledgement and recognition Use the SWPBS teaching expectations in a consistent manner LEADERS WILL Reinforce/Explain policies and agreed practices Model practice and communicate expectations Clarify processes and practices to establish consistency
Success Indicators	There are a number of ways for success to be measured. To ensure that student agency is included a successful Student Forum process is required. Student Forums will be held to seek input into the matrix, provide feedback on implementation of SWPBS and review AToSS data In 2020 the percent positive scores in the AToSS will be at or above: Self-regulation and goal setting 55% and for: Student voice and agency 36% In 2020, student absent days per full time equivalent will be less than 21 days at Years 7–12 and student absence days unexplained will be less than 6.75 . The staff completed a SWPBS survey in Term 3 2018. A follow up survey needs to be completed at the end of this year in preparation for implementation. It should show an improvement by the end of Term 4 2020. The completion of the matrix and shared understanding of the consequences diagram / Tier 1 - Tier 4 behaviours model will be a measurement of the success. The consistent use of common language and also implementation will be a determinant of success. In 2020 the percent positive scores on the Parent Opinion Survey for the following will be at or above: Student agency and voice 69% School support 62% General school satisfaction 63% Improvements to the School Performance Report data sets are also anticipated

Activities and Milestones	Who	Is this a PL Priority	When	Budget
SWPBS professional learning sessions which includes staff meetings	☒ Assistant Principal ☒ Education Support ☒ Leadership Team ☒ Principal ☒ School Improvement Team ☒ Teacher(s)	☒ PLP Priority	from: Term 1 to: Term 4	\$20,000.00 ☒ Equity funding will be used
Student Forums to be held to implement matrix and minor/major behaviours	☒ Assistant Principal ☒ Leading Teacher(s) ☒ School Improvement Team	☐ PLP Priority	from: Term 1 to: Term 4	\$10,000.00 ☐ Equity funding will be used
Create SWPBS matrix with consultation with staff, students and parents	☒ Assistant Principal ☒ Leadership Team ☒ Leading Teacher(s) ☒ School Improvement Team ☒ Student Leadership Coordinator ☒ Student Wellbeing Co-ordinator ☒ Student(s)	☒ PLP Priority	from: Term 1 to: Term 4	\$10,000.00 ☐ Equity funding will be used

SWPBS implementation team training, planning on site, school visits	☒ Assistant Principal ☒ School Improvement Team	☒ PLP Priority	from: Term 1 to: Term 4	\$10,000.00 ☒ Equity funding will be used
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Equity Funding Planner

Equity Spending Totals

Category	Total proposed budget (\$)	Spend (\$)
Equity funding associated with Activities and Milestones	\$215,662.00	\$215,662.00
Additional Equity funding	\$0.00	\$0.00
Grand Total	\$215,662.00	\$215,662.00

Activities and Milestones

Activities and Milestones	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Complete Data analysis of students to identify performance gaps	from: Term 1 to: Term 4	☒ School-based staffing ☒ Teaching and learning programs and resources ☒ CRT	\$20,000.00	\$20,000.00
Draft literacy and numeracy plans developed in collaboration with Domains	from: Term 1 to: Term 4	☒ School-based staffing ☒ Teaching and learning programs and resources ☒ Professional development (excluding CRT costs and new FTE) ☒ CRT	\$4,000.00	\$4,000.00
Regular PLC meetings to build teaching capacity and support student growth improvement	from: Term 1 to: Term 4	☒ Professional development (excluding CRT costs and new FTE) ☒ CRT	\$12,000.00	\$12,000.00

Develop SDC Coaching protocols	from: Term 2 to: Term 4	☒ School-based staffing ☒ Professional development (excluding CRT costs and new FTE) ☒ CRT	\$15,000.00	\$15,000.00
Promote and encourage peer observation	from: Term 1 to: Term 4	☒ School-based staffing ☒ Teaching and learning programs and resources ☒ Professional development (excluding CRT costs and new FTE)	\$7,000.00	\$7,000.00
Whole School Professional Learning on Data literacy	from: Term 1 to: Term 4	☒ School-based staffing ☒ CRT	\$20,000.00	\$20,000.00
Trauma Informed Practices Professional Learning - Whole School (Educational Support and Teaching staff)	from: Term 1 to: Term 4	☒ School-based staffing ☒ Teaching and learning programs and resources ☒ Professional development (excluding CRT costs and new FTE) ☒ Support services	\$25,000.00	\$25,000.00
Add development of a positive learning environment to the meeting schedule. Overarching work for Mini school, Student Services ,School Wide Positive Behaviours and Student Voice group	from: Term 1 to: Term 4	☒ School-based staffing ☒ Teaching and learning programs and resources ☒ Support services	\$15,000.00	\$15,000.00
Development of researched based and agreed Sunbury Downs College Instructional Model of Teaching	from: Term 2	☒ School-based staffing	\$20,000.00	\$20,000.00

	to: Term 4			
Whole School Professional Learning on how to use data to inform practices	from: Term 1 to: Term 4	☒ School-based staffing ☒ Teaching and learning programs and resources ☒ Professional development (excluding CRT costs and new FTE) ☒ CRT	\$20,000.00	\$20,000.00
Coach and mentor program developed to build the capacity of staff on active and self regulating learning by students.	from: Term 1 to: Term 4	☒ Professional development (excluding CRT costs and new FTE) ☒ CRT	\$20,662.00	\$20,662.00
Career Action Plans to be completed in a similar time to subject selections	from: Term 2 to: Term 4	☒ School-based staffing ☒ CRT	\$7,000.00	\$7,000.00
SWPBS professional learning sessions which includes staff meetings	from: Term 1 to: Term 4	☒ School-based staffing ☒ Teaching and learning programs and resources ☒ Professional development (excluding CRT costs and new FTE) ☒ CRT ☒ Support services	\$20,000.00	\$20,000.00
SWPBS implementation team training, planning on site, school visits	from: Term 1 to: Term 4	☒ School-based staffing ☒ Professional development (excluding CRT costs and new FTE) ☒ CRT	\$10,000.00	\$10,000.00

Totals		\$215,662.00	\$215,662.00
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Additional Equity spend

Outline here any additional Equity spend for 2020	When	Category	Total proposed budget (\$)	Equity Spend (\$)
Totals			\$0.00	\$0.00

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Complete Data analysis of students to identify performance gaps	☒ Leadership Team ☒ Teacher(s)	from: Term 1 to: Term 4	☒ Planning ☒ Moderated assessment of student learning ☒ Formalised PLC/PLTs	☒ Whole School Pupil Free Day ☒ Formal School Meeting / Internal Professional Learning Sessions ☒ Communities of Practice ☒ PLC/PLT Meeting ☒ Area Principal Forums ☒ Regional Leadership Conferences	☒ VCAA Curriculum Specialist ☒ Literacy expertise ☒ PLC Initiative ☒ Internal staff ☒ Bastow program/course ☒ Learning Specialist ☒ Literacy Leaders ☒ Departmental resources PLC training ☒ Pedagogical Model ☒ High Impact Teaching Strategies (HITS) ☒ Numeracy leader ☒ MYLYNS Improvement teacher	☒ On-site
DET initiatives will be presented and stored or displayed in an accessible format	☒ Assistant Principal	from: Term 1	☒ Planning	☒ Whole School Pupil Free Day	☒ SEIL ☒ PLC Initiative	☒ On-site

	☒ Leading Teacher(s) ☒ Learning Specialist(s) ☒ Principal	to: Term 4	☒ Collaborative Inquiry/Action Research team ☒ Curriculum development	☒ Professional Practice Day ☒ Communities of Practice ☒ PLC/PLT Meeting ☒ Area Principal Forums ☒ Regional Leadership Conferences	☒ School improvement partnerships ☒ Internal staff ☒ Subject association ☒ Learning Specialist ☒ High Impact Teaching Strategies (HITS) ☒ MYLYNS Improvement teacher	
Develop a working party to investigate and decide on an instructional model, based on evidence, that would be suitable to implement at SDC.	☒ Assistant Principal ☒ Leading Teacher(s) ☒ Learning Specialist(s) ☒ Student(s) ☒ Teacher(s)	from: Term 1 to: Term 4	☒ Collaborative Inquiry/Action Research team ☒ Curriculum development ☒ Formalised PLC/PLTs	☒ Whole School Pupil Free Day ☒ Formal School Meeting / Internal Professional Learning Sessions ☒ PLC/PLT Meeting	☒ SEIL ☒ PLC Initiative ☒ Internal staff ☒ Learning Specialist ☒ High Impact Teaching Strategies (HITS)	☒ On-site
Instructional model presented to staff with professional learning provided regarding implementation into classrooms.	☒ Assistant Principal ☒ Leading Teacher(s) ☒ Learning Specialist(s) ☒ Teacher(s)	from: Term 3 to: Term 4	☒ Collaborative Inquiry/Action Research team ☒ Curriculum development ☒ Formalised PLC/PLTs	☒ Whole School Pupil Free Day ☒ Formal School Meeting / Internal Professional Learning Sessions ☒ PLC/PLT Meeting	☒ SEIL ☒ PLC Initiative ☒ Internal staff ☒ Pedagogical Model ☒ High Impact Teaching Strategies (HITS)	☒ On-site

Regular Professional Development activities are developed and participated in by domain PLC Instructional Leaders	☒ Assistant Principal ☒ KLA Leader ☒ Leadership Team ☒ PLC Leaders	from: Term 1 to: Term 4	☒ Planning ☒ Curriculum development ☒ Formalised PLC/PLTs	☒ Whole School Pupil Free Day ☒ Formal School Meeting / Internal Professional Learning Sessions ☒ PLC/PLT Meeting	☒ SEIL ☒ Literacy expertise ☒ PLC Initiative ☒ Internal staff ☒ Bastow program/course ☒ Learning Specialist ☒ Pedagogical Model ☒ High Impact Teaching Strategies (HITS) ☒ MYLNS initiative professional learning ☒ MYLYNS Improvement teacher	☒ On-site
Develop SDC Coaching protocols	☒ Assistant Principal ☒ Leadership Team ☒ Leading Teacher(s) ☒ Learning Specialist(s) ☒ PLC Leaders	from: Term 2 to: Term 4	☒ Planning ☒ Collaborative Inquiry/Action Research team ☒ Formalised PLC/PLTs	☒ Whole School Pupil Free Day ☒ Professional Practice Day ☒ PLC/PLT Meeting ☒ Area Principal Forums	☒ SEIL ☒ PLC Initiative ☒ Internal staff ☒ Bastow program/course ☒ Learning Specialist ☒ Departmental resources EIL's	☒ On-site

	☒ Principal				☒ Pedagogical Model	
Promote and encourage peer observation	☒ All Staff ☒ Assistant Principal ☒ Leadership Team ☒ Leading Teacher(s) ☒ Learning Specialist(s) ☒ Principal ☒ Teacher(s)	from: Term 1 to: Term 4	☒ Design of formative assessments ☒ Collaborative Inquiry/Action Research team ☒ Formalised PLC/PLTs	☒ Professional Practice Day ☒ Communities of Practice ☒ PLC/PLT Meeting	☒ PLC Initiative ☒ School improvement partnerships ☒ Bastow program/course ☒ High Impact Teaching Strategies (HITS)	☒ On-site
Whole School Professional Learning on Data literacy	☒ Assistant Principal ☒ Leadership Team ☒ Learning Specialist(s)	from: Term 1 to: Term 4	☒ Planning ☒ Curriculum development ☒ Formalised PLC/PLTs	☒ Whole School Pupil Free Day ☒ Formal School Meeting / Internal Professional Learning Sessions ☒ PLC/PLT Meeting ☒ Regional Leadership Conferences	☒ SEIL ☒ Literacy expertise ☒ Bastow program/course ☒ Literacy Leaders ☒ Pedagogical Model ☒ High Impact Teaching Strategies (HITS)	☒ On-site
Trauma Informed Practices Professional Learning -	☒ All Staff	from: Term 1	☒ Planning	☒ Whole School Pupil Free Day	☒ School improvement partnerships	☒ On-site

Whole School (Educational Support and Teaching staff)	☒ Assistant Principal ☒ Leadership Team ☒ Principal	to: Term 4	☒ Collaborative Inquiry/Action Research team ☒ Individualised Reflection	☒ Formal School Meeting / Internal Professional Learning Sessions ☒ PLC/PLT Meeting	☒ Internal staff ☒ Subject association ☒ Departmental resources Student Support Services	
Add development of a positive learning environment to the meeting schedule. Overarching work for Mini school, Student Services ,School Wide Positive Behaviours and Student Voice group	☒ Assistant Principal ☒ Leading Teacher(s) ☒ Learning Specialist(s) ☒ Principal ☒ Teacher(s)	from: Term 1 to: Term 4	☒ Planning ☒ Preparation	☒ Whole School Pupil Free Day ☒ Formal School Meeting / Internal Professional Learning Sessions ☒ PLC/PLT Meeting	☒ PLC Initiative ☒ Internal staff ☒ Subject association ☒ Bastow program/course ☒ Learning Specialist ☒ Departmental resources Regional Student Support Services	☒ On-site
Whole School Professional Learning on how to use data to inform practices	☒ Assistant Principal ☒ Leadership Team ☒ Learning Specialist(s)	from: Term 1 to: Term 4	☒ Planning ☒ Preparation ☒ Curriculum development	☒ Whole School Pupil Free Day ☒ Formal School Meeting / Internal Professional Learning Sessions ☒ PLC/PLT Meeting ☒ Area Principal Forums ☒ Regional Leadership Conferences	☒ SEIL ☒ Literacy expertise ☒ PLC Initiative ☒ Internal staff ☒ Subject association ☒ Bastow program/course ☒ Learning Specialist	☒ On-site

					☒ High Impact Teaching Strategies (HITS) ☒ MYLNS initiative professional learning	
Coach and mentor program developed to build the capacity of staff on active and self regulating learning by students.	☒ Assistant Principal ☒ Leadership Team ☒ Principal	from: Term 1 to: Term 4	☒ Collaborative Inquiry/Action Research team ☒ Peer observation including feedback and reflection ☒ Individualised Reflection	☒ Formal School Meeting / Internal Professional Learning Sessions ☒ PLC/PLT Meeting ☒ Area Principal Forums ☒ Regional Leadership Conferences	☒ PLC Initiative ☒ Internal staff ☒ Bastow program/course ☒ Learning Specialist ☒ Pedagogical Model ☒ Student Achievement Manager ☒ MYLNS initiative professional learning	☒ On-site
Peer observation program participation by staff within domains established	☒ Assistant Principal ☒ Leadership Team ☒ Teacher(s)	from: Term 1 to: Term 4	☒ Planning ☒ Peer observation including feedback and reflection	☒ Professional Practice Day ☒ Formal School Meeting / Internal Professional Learning Sessions ☒ PLC/PLT Meeting	☒ PLC Initiative ☒ Internal staff ☒ Learning Specialist ☒ Practice Principles for Excellence in Teaching and Learning ☒ High Impact Teaching Strategies (HITS) ☒ MYLNS initiative professional learning	☒ On-site

Teachers to analyse that data, with support of their PDP reviewer to understand how their teaching practice could be altered to encourage higher student engagement in class.	☒ Leadership Team ☒ Leading Teacher(s) ☒ Teacher(s)	from: Term 1 to: Term 4	☒ Planning ☒ Preparation ☒ Moderated assessment of student learning	☒ Formal School Meeting / Internal Professional Learning Sessions ☒ PLC/PLT Meeting	☒ Literacy expertise ☒ PLC Initiative ☒ Internal staff ☒ Learning Specialist ☒ Pedagogical Model ☒ High Impact Teaching Strategies (HITS)	☒ On-site
PD from Learning Specialists regarding co constructed Success Criteria.	☒ Learning Specialist(s)	from: Term 2 to: Term 4	☒ Planning ☒ Preparation	☒ Professional Practice Day ☒ Formal School Meeting / Internal Professional Learning Sessions	☒ Literacy expertise ☒ Internal staff ☒ Learning Specialist ☒ High Impact Teaching Strategies (HITS)	☒ On-site
MIPs completed over a period of time - year level focused to prevent clashing with assessments and space. Support from classroom teacher required for engagement purposes.	☒ Leading Teacher(s) ☒ Student(s) ☒ Teacher(s)	from: Term 1 to: Term 4	☒ Planning ☒ Preparation	☒ Formal School Meeting / Internal Professional Learning Sessions ☒ PLC/PLT Meeting	☒ Internal staff	☒ On-site
SWPBS professional learning sessions which includes staff meetings	☒ Assistant Principal ☒ Education Support ☒ Leadership Team	from: Term 1 to: Term 4	☒ Planning ☒ Collaborative Inquiry/Action Research team ☒ Formalised PLC/PLTs	☒ Formal School Meeting / Internal Professional Learning Sessions ☒ PLC/PLT Meeting	☒ Internal staff ☒ Departmental resources Regional support personnel with responsibility for SWPB's	☒ On-site

	☒ Principal ☒ School Improvement Team ☒ Teacher(s)					
Create SWPBS matrix with consultation with staff, students and parents	☒ Assistant Principal ☒ Leadership Team ☒ Leading Teacher(s) ☒ School Improvement Team ☒ Student Leadership Coordinator ☒ Student Wellbeing Co-ordinator ☒ Student(s)	from: Term 1 to: Term 4	☒ Planning ☒ Preparation ☒ Student voice, including input and feedback	☒ Formal School Meeting / Internal Professional Learning Sessions ☒ Network Professional Learning	☒ Internal staff ☒ Departmental resources SWPB's regional support personnel	☒ On-site
SWPBS implementation team training, planning on site, school visits	☒ Assistant Principal ☒ School Improvement Team	from: Term 1 to: Term 4	☒ Planning ☒ Collaborative Inquiry/Action Research team	☒ Formal School Meeting / Internal Professional Learning Sessions ☒ Network Professional Learning	☒ Internal staff	☒ Off-site External Professional Development for the School improvement

			☒ Student voice, including input and feedback			implementation team
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