

2021 Annual Implementation Plan

for improving student outcomes

Sunbury Downs Secondary College (8723)



Submitted for review by Warwick Beynon (School Principal) on 29 March, 2021 at 05:33 PM
Endorsed by Jonathan Lowe (Senior Education Improvement Leader) on 30 March, 2021 at 09:08 AM
Endorsed by Neil Christie (School Council President) on 01 April, 2021 at 12:47 PM

Self-evaluation Summary - 2021

	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
		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
	Health and wellbeing	Evolving
	Intellectual engagement and self-awareness	Emerging

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. In 2020 the college has made significant progress to investigate and identify a preferred Instructional Model which is being trialed in semester 1 2021 prior to being adopted by whole school. 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. In 2020 the college reviewed and revised the whole school College Values. These have been consolidated into four (4) areas from a previous five(5). The updated values are Respect, Resilience, Achievement, Community. The College has continued its work on SWPB's in2020 and finalised the Behaviours Matrix. The circumstances faced in 2020 restricted the opportunity to make significant inroads on the goal related to Student Voice and Agency. Focus group activities will provide students with the opportunity to gain help when needed. Staff members
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	completed Professional learning on the topic of Calmer Classrooms / Trauma Informed Practices in 2020. This supported staff to develop an understanding of strategies to be used when dealing with students who are exhibiting increasingly complex mental health issues. The Language program has been reviewed in 2020 and curriculum offerings adjusted to incorporate LOTE provision for all students.
Considerations for 2021	The Instructional Model to be used by all teachers at SDC will be finalised and implemented by the start of semester 2 . Student Voice and Agency processes are to be explored further - specifically classroom feedback and students involvement with curriculum development for point of need instruction. Students at the centre. Continuum of learning F-10 Staff Professional Learning will continue to develop staff capacity, knowledge and understanding of Trauma Informed Practices. Resources will need to be developed to support the explicit teaching of the revised college values and School Wide Positive Behaviour initiative MYLNS - full implementation for identified students. Tutor Program- literacy and Numeracy intervention in response to COVID - 19
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	2021 Priorities Goal
Target 1.1	Support for the 2021 Priorities
Key Improvement Strategy 1.a Curriculum planning and assessment	Learning, catch-up and extension priority
Key Improvement Strategy 1.b Health and wellbeing	Happy, active and healthy kids priority
Key Improvement Strategy 1.c Building communities	Connected schools priority
Goal 2	Maximise the achievement and learning growth of every student, particularly in literacy and numeracy
Target 2.1	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 2.2	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 2.3	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 2.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 2.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 2.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 2.d	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

Evidence-based high-impact teaching strategies	
Goal 3	Improve student cognitive engagement and learner agency
Target 3.1	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 3.2	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 3.3	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 3.4	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 3.5	By 2023, at least 90 per cent of eligible students complete VCAL (76 per cent in 2018)
Key Improvement Strategy 3.a Curriculum planning and assessment	Embed differentiation into all planning and classroom practice
Key Improvement Strategy 3.b Intellectual engagement and self-awareness	Develop a learning climate that promotes challenge, engagement, inquiry and curiosity
Key Improvement Strategy 3.c Intellectual engagement and self-awareness	Empower students to become active, self-regulating learners
Goal 4	Improve student wellbeing

Target 4.1	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 4.2	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 4.3	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 4.a Empowering students and building school pride	Develop a whole school understanding of student voice and learner agency
Key Improvement Strategy 4.b Health and wellbeing	Implement and embed SWPBS

Key Improvement Strategy 4.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 4.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
2021 Priorities Goal	Yes	Support for the 2021 Priorities	The 12 month target is an incremental step towards meeting the 4-year target, using the same data set. Improved Literacy and Numeracy achievement (pre/post testing, NAPLAN) by students who participate in the MYLNs and Tutor Program Increase the percentage of students making high relative growth Year 7–9 in NAPLAN Reading to 23% Numeracy to 20% 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% Improved student connectedness to school on ATOSS Improved Parent Opinion Survey Data - Parent Community Engagement, Student Cognitive Engagement, Student Development Improved School Staff Survey - School Climate, Practice Improvement,
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)	Increase the percentage of students making high relative growth Year 7–9 in NAPLAN Reading to 23% Numeracy to 20%

		Numeracy (40% in 2019)	
		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 2021 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 48%
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 2021 for the following will be at or above : Academic emphasis 43% Focus learning on real life problems 38%
		By 2023, the percent positive on the AToSS will be 60% or above for: - Motivation and interest (50% in 2019) - Resilience (51% in 2019)	The percent positive on the AToSS in 2021 for the following will be at or above: Motivation and interest 55% Resilience 54% and for: Teacher concern 41% Stimulated learning 47% Respect for diversity 42%

		and 50% or above for: • Teacher concern (37% in 2019) • Stimulated learning (45% in 2019) • 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 2021 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 2021 for the following will be at or above for: Use student feedback to improve practice 54% Promote student ownership of learning goals 52% Support growth and learning of whole student 50%
		By 2023, at least 90 per cent of eligible students complete VCAL (76 per cent in 2018)	In 2021 at least 85 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: • 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)	In 2021 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%

		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 2021, 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 2021 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	2021 Priorities Goal
12 Month Target 1.1	Improved Literacy and Numeracy achievement (pre/post testing, NAPLAN) by students who participate in the MYLNs and Tutor Program Increase the percentage of students making high relative growth Year 7–9 in NAPLAN Reading to 23% Numeracy to 20% 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% Improved student connectedness to school on ATOSS Improved Parent Opinion Survey Data - Parent Community Engagement, Student Cognitive Engagement, Student Development

	Improved School Staff Survey - School Climate, Practice Improvement,	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1.a Curriculum planning and assessment	Learning, catch-up and extension priority	Yes
KIS 1.b Health and wellbeing	Happy, active and healthy kids priority	Yes
KIS 1.c Building communities	Connected schools priority	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.	Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2021.	
Goal 2	Maximise the achievement and learning growth of every student, particularly in literacy and numeracy	
12 Month Target 2.1	Increase the percentage of students making high relative growth Year 7–9 in NAPLAN Reading to 23% Numeracy to 20%	
12 Month Target 2.2	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 2.3	The percent positive endorses scores on the 2021 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 48%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 2.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	Yes
KIS 2.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	Yes
KIS 2.c 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 2.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	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 school has selected these KIS as an area of focus for this year as a result of feedback obtained from the school review process in 2019. 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 using 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.	

	During 2020 work on many of the key improvement strategies commenced however there is still work to be completed this year to consolidate the progress. The Teaching and Learning Implementation Committee has made a recommendation on an Instructional Model which is currently being trialed in classes. PLC continue to gain momentum in each of the domain areas and the college has continued to train and upskill staff on the processes to be followed. The PLC process and use of data is informing and driving curriculum change and learning improvement.
Goal 3	Improve student cognitive engagement and learner agency
12 Month Target 3.1	The percent positive on the SSS in 2021 for the following will be at or above : Academic emphasis 43% Focus learning on real life problems 38%
12 Month Target 3.2	The percent positive on the AToSS in 2021 for the following will be at or above: Motivation and interest 55% Resilience 54% and for: Teacher concern 41% Stimulated learning 47% Respect for diversity 42%
12 Month Target 3.3	The percent positive scores on the Parent Opinion Survey (POS) in 2021 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 3.4	The percent positive scores on the SSS for 2021 for the following will be at or above for: Use student feedback to improve practice 54%

	Promote student ownership of learning goals 52% Support growth and learning of whole student 50%	
12 Month Target 3.5	In 2021 at least 85 per cent of eligible students complete VCAL.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 3.a Curriculum planning and assessment	Embed differentiation into all planning and classroom practice	No
KIS 3.b Intellectual engagement and self-awareness	Develop a learning climate that promotes challenge, engagement, inquiry and curiosity	Yes
KIS 3.c 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 of Respectful relationships, Ambitious expectations, Successful outcomes, Resilient behaviours and Community engagement were reviewed in 2020 in response to the school review being conducted in 2019. The school values have been consolidated and amended to four values which are "single words" allowing a broader point of reference to contextualised SDC situations. They are: Respect, Resilience, Ambition, Community. These will be launched and explicitly taught to students in 2021.The wider school community will also be informed about these changes. The SWPBs values matrix document has been finalised and this also will compliment the information linked to the revised school values. At every opportunity students have been consulted with and their feedback considered to inform the final product. This will continue in 2021. Fieldwork identified that the Student Services Team were effective and well regarded across the college and the classroom 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 recently introduced School Wide Positive Behaviour Support (SWPBS) framework will continue to enhance the development of positive relationships and support raising the expectation that all teachers cognitively engage students through appropriate levels of academic challenge in authentic, rich tasks that address students' point of learning need to improve student engagement and achievement of outcomes.	

Goal 4	Improve student wellbeing	
12 Month Target 4.1	In 2021 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 4.2	In 2021, 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 4.3	In 2021 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 4.a Empowering students and building school pride	Develop a whole school understanding of student voice and learner agency	Yes
KIS 4.b Health and wellbeing	Implement and embed SWPBS	Yes
KIS 4.c Empowering students and building school pride	Develop and implement student voice in decision-making about school improvement and engagement with community	No
KIS 4.d	Develop and implement strategies to improve communication with parents about school policies and student learning	No

Parents and carers as partners		
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 review 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 this will enable the school to become more aware of the community, their expectations and aspirations and thus be more sensitive to the learning needs of students. In 2020 the college needed to adapt to remote and flexible learning and progress to implement these goals was restricted due to limited opportunities to meet with larger groups of students. This year the intention is to continue working to implement the strategies identified to meet these goals. It was identified that the Student Services Team 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.	

Define Actions, Outcomes and Activities

Goal 1	2021 Priorities Goal
12 Month Target 1.1	Improved Literacy and Numeracy achievement (pre/post testing, NAPLAN) by students who participate in the MYLNs and Tutor Program Increase the percentage of students making high relative growth Year 7–9 in NAPLAN Reading to 23% Numeracy to 20% 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% Improved student connectedness to school on ATOSS Improved Parent Opinion Survey Data - Parent Community Engagement, Student Cognitive Engagement, Student Development Improved School Staff Survey - School Climate, Practice Improvement,
KIS 1 Curriculum planning and assessment	Learning, catch-up and extension priority
Actions	In 2021 Sunbury Downs College has chosen to implement the following actions in response to the revised Annual Implementation Goals The learning, catch-up and extension priority supports the College to work towards the goal of maximising the achievement and learning growth of every student, particularly in Literacy and Numeracy. This year the College will continue to develop the Middle Years Literacy and Numeracy initiative to support identified students and build the capacity of staff to improve their teaching practice to further support the improvement of literacy and numeracy The Tutor Learning Initiative is being implemented to provide catch up point of need instruction to identified students impacted by COVID-19 from Years 7 -12. The priority in resource allocation for both of these activities is on literacy and numeracy improvement.

Outcomes	Leaders will - Analyse the data (PAT-R, PAT-M ,classroom observations, student management team advice) to determine gaps in learning and identify students - 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 and Tutors to build and develop their capacity, - 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 and Tutor Initiatives resources to support capacity building of staff to address point of need instruction for students. - Continue to work with staff to map learning to more accurately match achievements to Vic Curriculum levels Teachers will - 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 - Develop Literacy and Numeracy goals with students ILPs - Support student development of Literacy and Numeracy skills through explicit teaching, modelling and point of need instruction by presenting learning contexts that highlight opportunities for literacy and numeracy - 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 - Participate in learning activities 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 to teaching staff and made these resources available for all staff (Portal, Toolkits etc.) - Supported staff to include literacy and numeracy goals in student ILPs - Provided staff with analysis of NAPLAN, PAT-R and PAT-M tests and other data sources to identify cohort trends and individual student needs 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 Include Literacy and Numeracy goals in ILPs for students participating in MYLN's and Tutor Initiative Use data to understand current Literacy and Numeracy levels and provide 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 and observations of students to identify performance gaps and select eligible students to participate in targeted learning activities.	☒ Leadership Team ☒ Teacher(s)	☒ PLP Priority	from: Term 1 to: Term 4	\$1.00 ☐ Equity funding will be used
Information that explains and is related to DET initiatives (MYLN & Tutor Initiative) will be presented to all staff and stored or displayed in an accessible format. Each team member involved in each of the programs will be introduced to staff and students and their role explained.	☒ Leadership Team ☒ Principal ☒ Teacher(s)	☒ PLP Priority	from: Term 1 to: Term 2	\$1.00 ☐ Equity funding will be used
ILPs for identified students in MYLN and Tutor Initiative program are developed to prioritise work which focuses on improving student performances in Literacy and Numeracy / Point of need learning.	☒ Learning Specialist(s) ☒ Literacy Improvement Teacher ☒ Numeracy Improvement Teacher ☒ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	\$1.00 ☐ Equity funding will be used

College Operations planning and employment of staff to prepare for the program implementation		☒ Assistant Principal ☒ Leadership Team ☒ Principal	☐ PLP Priority	from: Term 1 to: Term 4 \$1.00 ☐ Equity funding will be used
Develop Teams which collaborate and continue planning to implement and constantly review the initiatives with a consistent approach. (FISO)		☒ Assistant Principal ☒ Leadership Team ☒ Principal ☒ Teacher(s)	☒ PLP Priority	from: Term 1 to: Term 4 \$1.00 ☐ Equity funding will be used
KIS 2 Health and wellbeing	Happy, active and healthy kids priority			
Actions	In 2021, Sunbury Downs College will implement the following actions to support this priority: The happy, active and healthy kids priority will be supported with the continued implementation of the School Wide Positive Behaviour initiative and a professional learning program which further builds on the principles of trauma-informed practice. The development and implementation of student wellbeing programs which address the needs of students enrolled at the College Review and enhance the student attendance processes and procedures Reengage students in the co-curricular programs of the school			
Outcomes	LEADERS WILL Reinforce/Explain policies and agreed practices Model practice and communicate expectations Clarify processes and practices to establish consistency Implement the Mental Health Practitioner Program 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 Effectively implement ILPs 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 At-risk students will continue to receive individualised support Families of at-risk students will continue to receive regular communication and support from the school Participate in the co-curricular programs
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 have been held to seek input into the matrix, provide feedback on implementation of SWPBS and review AToSS data In 2021 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 2021, 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 implementation 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 2021 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 For students: Consistent participation in co-curricular programs

	- Effective wellbeing support For teachers: - Effective implementation of ILPs - Effective use of student referral processes For leaders: - Provide resources for co-curricular programs - Provide resources for student wellbeing programs			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
SWPBS professional learning sessions which includes staff meetings	☒ All Staff ☒ Assistant Principal ☒ Principal ☒ Teacher(s)	☒ PLP Priority	from: Term 1 to: Term 4	\$1.00 ☐ Equity funding will be used
Student Forums to be held to implement matrix and minor/major behaviours (Tier 1 - Tier 3 behaviours)	☒ Student(s) ☒ Teaching and Learning Coordinator	☐ PLP Priority	from: Term 1 to: Term 3	\$1.00 ☐ Equity funding will be used
Finalise the SWPBS matrix with consultation with staff, students and parents	☒ Assistant Principal ☒ School Improvement Team	☐ PLP Priority	from: Term 1 to: Term 2	\$1.00 ☐ Equity funding will be used
SWPBS implementation team training, planning, school visits and CoP	☒ Assistant Principal ☒ School Improvement Team	☒ PLP Priority	from: Term 1	\$1.00

			to: Term 3	☐ Equity funding will be used
Development of curriculum to support explicit teaching of the revised school values to students - Respect, Resilience, Ambition, Community and training of staff to implement the curriculum. Development of a Professional Learning Plan and schedule to support the capacity building of staff. Development of an implementation plan for the gradual release and delivery of information to students.	☒ School Improvement Team ☒ Teacher(s) ☒ Teaching and Learning Coordinator	☒ PLP Priority	from: Term 1 to: Term 4	\$1.00 ☐ Equity funding will be used
KIS 3 Building communities	Connected schools priority			
Actions	In 2021, Sunbury Downs College will implement the connected schools priority by continuing to develop positive relationships with the community. This will be demonstrated by Strengthening and further embedding the school-wide communication practices with parents and guardians from 2020 Further develop school facilities and grounds work so the school continues to be a great place to teach and learn			
Outcomes	Leaders will: • Provide structures and avenues for communication with parents, guardians and students • Communicate regularly with parents on whole school matters Students will: • Have strong relationships to the school and have positive attitudes to attendance Staff will: • Have strong relationships with students, parents, and guardians Parents will: • Feel connected to the school The following Data sets will be used to provide evidence on progress towards this goal: • Newsletters			

	• Compass emails • Sub school staff notes • Attitudes to school survey data • Parent survey data			
Success Indicators	For Leaders: • Regular communication with parents • Time provided for Mini school teams and staff to meet with and communicate with parents and guardians about the progress of their children. For Teachers: • Consistent and regular attendance at school events with parents including Parent Information Meetings and whole school celebrations (Awards Assembly) For Students: • Consistent and regular attendance at school, classes and events. For Parents: • Regular attendance at school events specific to their child			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Review and strengthen communication with parents and guardians	☒ Leadership Team	☐ PLP Priority	from: Term 1 to: Term 4	\$1,000.00 ☐ Equity funding will be used
Goal 2	Maximise the achievement and learning growth of every student, particularly in literacy and numeracy			

12 Month Target 2.1	Increase the percentage of students making high relative growth Year 7–9 in NAPLAN Reading to 23% Numeracy to 20%
12 Month Target 2.2	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 2.3	The percent positive endorses scores on the 2021 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 48%
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. Continue 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 - 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
Whole School Literacy and Numeracy plans developed in collaboration with Domains	☒ Learning Specialist(s) ☒ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 2	\$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 trial the 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
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 1	\$10,000.00 ☐ Equity funding will be used
Instructional model presented to staff with professional learning provided regarding implementation into classrooms.	☒ Leading Teacher(s) ☒ Learning Specialist(s) ☒ Teacher(s)	☒ PLP Priority	from: Term 1 to: Term 3	\$7,000.00 ☐ Equity funding will be used
Domain time allocated to allow Domain Teams to collaborate and continue to plan a consistent approach within the domain.	☒ Leading Teacher(s)	☐ PLP Priority	from: Term 1	\$5,000.00

	☒ Learning Specialist(s) ☒ Teacher(s)		to: Term 4	☐ 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 within Domains 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	\$8,000.00 ☒ Equity funding will be used

Regular Professional Development activities are developed and participated in by domain PLC Instructional Leaders	☒ Assistant Principal ☒ KLA Leader ☒ Leading Teacher(s) ☒ 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 3	\$15,000.00 ☒ Equity funding will be used
Promote and encourage peer observation	☒ All Staff ☒ Assistant Principal ☒ Leadership Team ☒ Leading Teacher(s) ☒ Learning Specialist(s) ☒ Principal ☒ Teacher(s)	☒ PLP Priority	from: Term 1 to: Term 4	\$7,000.00 ☒ Equity funding will be used
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			

Actions					
Outcomes					
Success Indicators					
Activities and Milestones	Who	Is this a PL Priority	When	Budget	
		☐ PLP Priority		☐ Equity funding will be used	
Goal 3	Improve student cognitive engagement and learner agency				
12 Month Target 3.1	The percent positive on the SSS in 2021 for the following will be at or above : Academic emphasis 43% Focus learning on real life problems 38%				
12 Month Target 3.2	The percent positive on the AToSS in 2021 for the following will be at or above: Motivation and interest 55% Resilience 54% and for: Teacher concern 41% Stimulated learning 47% Respect for diversity 42%				
12 Month Target 3.3	The percent positive scores on the Parent Opinion Survey (POS) in 2021 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 3.4	The percent positive scores on the SSS for 2021 for the following will be at or above for: Use student feedback to improve practice 54% Promote student ownership of learning goals 52% Support growth and learning of whole student 50%
12 Month Target 3.5	In 2021 at least 85 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 ☒ Leading Teacher(s) ☒ 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 ☒ Principal ☒ Student Wellbeing Co-ordinator	☒ 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. 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)	☐ PLP Priority	from: Term 1 to: Term 4	\$15,000.00 ☒ Equity funding will be used
Implementation of researched based and agreed Sunbury Downs College Instructional Model of Teaching	☒ All Staff ☒ 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 ☒ Leadership Team ☒ Learning Specialist(s)	☒ PLP Priority	from: Term 1 to: Term 4	\$20,000.00 ☒ 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	\$20,465.00 ☒ Equity funding will be used
Peer observation program participation by staff within domains established	☒ Assistant Principal ☒ Leadership Team ☒ Leading Teacher(s)	☒ PLP Priority	from: Term 1 to: Term 4	\$5,000.00 ☐ Equity funding will be used
Goal 4	Improve student wellbeing			
12 Month Target 4.1	In 2021 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 4.2	In 2021, 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 4.3	In 2021 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) ☒ Teacher(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 ☒ Teacher(s)	☐ PLP Priority	from: Term 2 to: Term 3	\$7,000.00 ☒ Equity funding will be used
		☐ PLP Priority		 ☐ 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 2021 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 2021, 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 a further improvement by the end of Term 4 2021. The implementation 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 2021 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 ☒ Leadership Team ☒ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	\$10,000.00

				☐ Equity funding will be used
SWPBS matrix completed with consultation with staff, students and parents	☒ Assistant Principal ☒ Leadership Team ☒ Leading Teacher(s) ☒ Student Leadership Coordinator ☒ Student Wellbeing Co-ordinator ☒ Student(s) ☒ Teacher(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

Equity Funding Planner

Equity Spending Totals

Category	Total proposed budget (\$)	Spend (\$)
Equity funding associated with Activities and Milestones	\$211,465.00	\$211,465.00
Additional Equity funding	\$0.00	\$0.00
Grand Total	\$211,465.00	\$211,465.00

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 ☒ Support services	\$20,000.00	\$20,000.00
Whole School Literacy and Numeracy plans developed in collaboration with Domains	from: Term 1 to: Term 2	☒ School-based staffing ☒ Teaching and learning programs and resources ☒ Professional development (excluding CRT costs and new FTE) ☒ Support services	\$4,000.00	\$4,000.00
Regular PLC meetings to build teaching capacity and support student growth improvement	from: Term 1	☒ School-based staffing	\$8,000.00	\$8,000.00

	to: Term 4	☒ Teaching and learning programs and resources		
Develop SDC Coaching protocols	from: Term 2 to: Term 3	☒ 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 ☒ Professional development (excluding CRT costs and new FTE) ☒ 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

Implementation of researched based and agreed Sunbury Downs College Instructional Model of Teaching	from: Term 2 to: Term 4	☒ School-based staffing	\$20,000.00	\$20,000.00
Whole School Professional Learning on how to use data to inform practices	from: Term 1 to: Term 4	☒ School-based staffing ☒ Professional development (excluding CRT costs and new FTE)	\$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	☒ School-based staffing ☒ Professional development (excluding CRT costs and new FTE) ☒ Support services	\$20,465.00	\$20,465.00
Career Action Plans to be completed in a similar time to subject selections	from: Term 2 to: Term 3	☒ School-based staffing ☒ Professional development (excluding CRT costs and new FTE) ☒ Support services	\$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	\$211,465.00	\$211,465.00
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Additional Equity spend

Outline here any additional Equity spend for 2021	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 and observations of students to identify performance gaps and select eligible students to participate in targeted learning activities.	☒ 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 ☒ Network Professional Learning ☒ Communities of Practice ☒ PLC/PLT Meeting ☒ Area Principal Forums ☒ Regional Leadership Conferences	☒ SEIL ☒ VCAA Curriculum Specialist ☒ Literacy expertise ☒ PLC Initiative ☒ Internal staff ☒ Academy program/course ☒ Learning Specialist ☒ Literacy Leaders ☒ Maths/Sci Specialist ☒ Departmental resources PLC training SAM Topical Webinars ☒ Pedagogical Model ☒ High Impact Teaching Strategies (HITS) ☒ MYLNS initiative professional learning ☒ MYLYNS Improvement teacher	☒ On-site

					☒ MYLYNS Network teacher	
Information that explains and is related to DET initiatives (MYLN & Tutor Initiative) will be presented to all staff and stored or displayed in an accessible format. Each team member involved in each of the programs will be introduced to staff and students and their role explained.	☒ Leadership Team ☒ Principal ☒ Teacher(s)	from: Term 1 to: Term 2	☒ Planning ☒ Collaborative Inquiry/Action Research team ☒ Peer observation including feedback and reflection	☒ Whole School Pupil Free Day ☒ Professional Practice Day ☒ Formal School Meeting / Internal Professional Learning Sessions ☒ Communities of Practice ☒ PLC/PLT Meeting ☒ Area Principal Forums ☒ Regional Leadership Conferences	☒ SEIL ☒ Literacy expertise ☒ PLC Initiative ☒ School improvement partnerships ☒ Academy program/course ☒ Learning Specialist ☒ Literacy Leaders ☒ Departmental resources Network Community of Practice ☒ Student Achievement Manager ☒ MYLNS initiative professional learning ☒ Numeracy leader ☒ MYLYNS Improvement teacher	☒ On-site
Develop Teams which collaborate and continue planning to implement and constantly review the	☒ Assistant Principal ☒ Leadership Team	from: Term 1 to: Term 4	☒ Collaborative Inquiry/Action Research team	☒ Whole School Pupil Free Day ☒ Formal School Meeting / Internal Professional Learning Sessions	☒ SEIL ☒ PLC Initiative ☒ Learning Specialist	☒ On-site

initiatives with a consistent approach. (FISO)	☒ Principal ☒ Teacher(s)		☒ Peer observation including feedback and reflection ☒ Formalised PLC/PLTs	☒ PLC/PLT Meeting	☒ Literacy Leaders ☒ High Impact Teaching Strategies (HITS)	
SWPBS professional learning sessions which includes staff meetings	☒ All Staff ☒ Assistant Principal ☒ Principal ☒ Teacher(s)	from: Term 1 to: Term 4	☒ Planning ☒ Preparation ☒ Curriculum development	☒ Formal School Meeting / Internal Professional Learning Sessions ☒ Communities of Practice ☒ Area Principal Forums ☒ Regional Leadership Conferences	☒ SEIL ☒ Leadership partners ☒ Internal staff ☒ External consultants Regional DET partners	☒ On-site
SWPBS implementation team training, planning, school visits and CoP	☒ Assistant Principal ☒ School Improvement Team	from: Term 1 to: Term 3	☒ Planning ☒ Collaborative Inquiry/Action Research team ☒ Student voice, including input and feedback	☒ Formal School Meeting / Internal Professional Learning Sessions ☒ Communities of Practice ☒ Area Principal Forums	☒ School improvement partnerships ☒ Internal staff	☒ On-site
Development of curriculum to support explicit teaching of the revised school values to students - Respect, Resilience, Ambition, Community and training of staff to implement the curriculum. Development of a Professional Learning Plan and schedule to support the capacity building of staff. Development of an	☒ School Improvement Team ☒ Teacher(s) ☒ Teaching and Learning Coordinator	from: Term 1 to: Term 4	☒ Planning ☒ Preparation ☒ Curriculum development	☒ Formal School Meeting / Internal Professional Learning Sessions ☒ Network Professional Learning ☒ Communities of Practice ☒ Area Principal Forums	☒ Leadership partners ☒ Internal staff ☒ Departmental resources SWPB's regional support teams/staff.	☒ On-site

implementation plan for the gradual release and delivery of information to students.						
Complete Data analysis of students to identify performance gaps	☒ Leadership Team ☒ Teacher(s)	from: Term 1 to: Term 4	☒ Design of formative assessments ☒ Peer observation including feedback and reflection ☒ Student voice, including input and feedback	☒ Professional Practice Day ☒ Formal School Meeting / Internal Professional Learning Sessions ☒ PLC/PLT Meeting	☒ Literacy expertise ☒ PLC Initiative ☒ Learning Specialist ☒ Literacy Leaders ☒ MYLNS initiative professional learning ☒ Numeracy leader	☒ On-site
DET initiatives will be presented and stored or displayed in an accessible format	☒ Assistant Principal ☒ Leading Teacher(s) ☒ Learning Specialist(s) ☒ Principal	from: Term 1 to: Term 4	☒ Planning ☒ Preparation ☒ Curriculum development	☒ Formal School Meeting / Internal Professional Learning Sessions ☒ Network Professional Learning ☒ PLC/PLT Meeting ☒ Area Principal Forums ☒ Regional Leadership Conferences	☒ SEIL ☒ VCAA Curriculum Specialist ☒ PLC Initiative ☒ Academy program/course ☒ Learning Specialist ☒ Departmental resources Tutor Program MYLNS ☒ Practice Principles for Excellence in Teaching and Learning ☒ High Impact Teaching Strategies (HITS)	☒ On-site

					☒ MYLNS initiative professional learning	
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 1	☒ Planning ☒ Collaborative Inquiry/Action Research team ☒ Formalised PLC/PLTs	☒ Formal School Meeting / Internal Professional Learning Sessions ☒ Timetabled Planning Day ☒ PLC/PLT Meeting ☒ Area Principal Forums	☒ PLC Initiative ☒ School improvement partnerships ☒ Learning Specialist ☒ Practice Principles for Excellence in Teaching and Learning ☒ Pedagogical Model ☒ High Impact Teaching Strategies (HITS)	☒ On-site
Instructional model presented to staff with professional learning provided regarding implementation into classrooms.	☒ Leading Teacher(s) ☒ Learning Specialist(s) ☒ Teacher(s)	from: Term 1 to: Term 3	☒ Planning ☒ Collaborative Inquiry/Action Research team ☒ Formalised PLC/PLTs	☒ Formal School Meeting / Internal Professional Learning Sessions ☒ PLC/PLT Meeting	☒ PLC Initiative ☒ Leadership partners ☒ Learning Specialist ☒ Pedagogical Model ☒ High Impact Teaching Strategies (HITS)	☒ On-site
Regular PLC meetings to build teaching capacity and support student growth improvement	☒ KLA Leader ☒ Leadership Team ☒ PLC Leaders	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 ☒ Area Principal Forums	☒ Literacy expertise ☒ Leadership partners ☒ School improvement partnerships ☒ External consultants	☒ On-site

	☒ Teacher(s)			☒ Regional Leadership Conferences	Regional Based PLC support	
Regular Professional Development activities are developed and participated in by domain PLC Instructional Leaders	☒ Assistant Principal ☒ KLA Leader ☒ Leading Teacher(s) ☒ PLC Leaders	from: Term 1 to: Term 4	☒ Planning ☒ Preparation ☒ Formalised PLC/PLTs	☒ Professional Practice Day ☒ Formal School Meeting / Internal Professional Learning Sessions ☒ Timetabled Planning Day ☒ PLC/PLT Meeting	☒ PLC Initiative ☒ Learning Specialist	☒ On-site
Develop SDC Coaching protocols	☒ Assistant Principal ☒ Leadership Team ☒ Leading Teacher(s) ☒ Learning Specialist(s) ☒ PLC Leaders ☒ Principal	from: Term 2 to: Term 3	☒ Planning ☒ Preparation ☒ Peer observation including feedback and reflection	☒ Formal School Meeting / Internal Professional Learning Sessions ☒ Area Principal Forums	☒ SEIL ☒ School improvement partnerships ☒ Learning Specialist ☒ Pedagogical Model	☒ On-site
Promote and encourage peer observation	☒ All Staff ☒ Assistant Principal	from: Term 1 to: Term 4	☒ Planning ☒ Preparation	☒ Professional Practice Day ☒ PLC/PLT Meeting	☒ SEIL ☒ Leadership partners ☒ Internal staff	☒ On-site

	☒ Leadership Team ☒ Leading Teacher(s) ☒ Learning Specialist(s) ☒ Principal ☒ Teacher(s)		☒ Peer observation including feedback and reflection		☒ Learning Specialist	
Whole School Professional Learning on Data literacy	☒ Assistant Principal ☒ Leadership Team ☒ Leading Teacher(s) ☒ Learning Specialist(s)	from: Term 1 to: Term 4	☒ Planning ☒ Preparation ☒ Collaborative Inquiry/Action Research team	☒ Whole School Pupil Free Day ☒ Formal School Meeting / Internal Professional Learning Sessions ☒ Network Professional Learning ☒ Communities of Practice ☒ PLC/PLT Meeting	☒ SEIL ☒ PLC Initiative ☒ School improvement partnerships ☒ Learning Specialist	☒ On-site
Trauma Informed Practices Professional Learning - Whole School (Educational Support and Teaching staff)	☒ All Staff ☒ Assistant Principal ☒ Principal ☒ Student Wellbeing Co-ordinator	from: Term 1 to: Term 4	☒ Planning ☒ Preparation ☒ Individualised Reflection	☒ Whole School Pupil Free Day ☒ Formal School Meeting / Internal Professional Learning Sessions ☒ Area Principal Forums ☒ Regional Leadership Conferences	☒ Leadership partners ☒ External consultants Experts in the field of trauma informed practice - Berry Street Organisation ☒ Departmental resources	☒ On-site

					Student Services local and regional	
Implementation of researched based and agreed Sunbury Downs College Instructional Model of Teaching	☒ All Staff ☒ Assistant Principal ☒ Leadership Team ☒ Leading Teacher(s) ☒ Learning Specialist(s) ☒ Principal ☒ Teacher(s)	from: Term 2 to: Term 4	☒ Planning ☒ Preparation ☒ Collaborative Inquiry/Action Research team	☒ Formal School Meeting / Internal Professional Learning Sessions ☒ PLC/PLT Meeting ☒ Area Principal Forums	☒ PLC Initiative ☒ Teaching partners ☒ Leadership partners ☒ Learning Specialist ☒ Literacy Leaders ☒ Numeracy leader	☒ 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	☒ Collaborative Inquiry/Action Research team ☒ Formalised PLC/PLTs	☒ Formal School Meeting / Internal Professional Learning Sessions ☒ Communities of Practice ☒ PLC/PLT Meeting ☒ Area Principal Forums	☒ SEIL ☒ PLC Initiative ☒ Internal staff ☒ Learning Specialist ☒ Literacy Leaders ☒ High Impact Teaching Strategies (HITS) ☒ Numeracy leader	☒ On-site
Coach and mentor program developed to build the capacity of staff on active and	☒ Assistant Principal	from: Term 1	☒ Collaborative Inquiry/Action Research team	☒ Formal School Meeting / Internal Professional Learning Sessions	☒ Literacy expertise ☒ PLC Initiative	☒ On-site

self regulating learning by students.	☒ Leadership Team ☒ Principal	to: Term 4	☒ Peer observation including feedback and reflection ☒ Student voice, including input and feedback	☒ Communities of Practice ☒ PLC/PLT Meeting	☒ Leadership partners ☒ Internal staff ☒ Numeracy leader	
Peer observation program participation by staff within domains established	☒ Assistant Principal ☒ Leadership Team ☒ Leading Teacher(s)	from: Term 1 to: Term 4	☒ Planning ☒ Preparation ☒ Peer observation including feedback and reflection	☒ Professional Practice Day ☒ Formal School Meeting / Internal Professional Learning Sessions	☒ Literacy expertise ☒ Internal staff ☒ Learning Specialist ☒ MYLNS initiative professional learning ☒ Numeracy leader	☒ 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 ☒ Peer observation including feedback and reflection	☒ Formal School Meeting / Internal Professional Learning Sessions ☒ Communities of Practice ☒ PLC/PLT Meeting	☒ Literacy expertise ☒ PLC Initiative ☒ Internal staff ☒ Numeracy leader	☒ On-site
PD from Learning Specialists regarding co constructed Success Criteria.	☒ Learning Specialist(s) ☒ Teacher(s)	from: Term 2 to: Term 4	☒ Planning ☒ Preparation ☒ Formalised PLC/PLTs	☒ Formal School Meeting / Internal Professional Learning Sessions ☒ PLC/PLT Meeting	☒ Literacy expertise ☒ Leadership partners ☒ Internal staff ☒ Numeracy leader	☒ On-site
MIPs completed over a period of time - year level focused to prevent clashing with assessments and space.	☒ Leading Teacher(s) ☒ Student(s)	from: Term 1 to: Term 4	☒ Planning ☒ Preparation	☒ Formal School Meeting / Internal Professional Learning Sessions	☒ Internal staff	☒ On-site

Support from classroom teacher required for engagement purposes.	☒ Teacher(s)		☒ Student voice, including input and feedback			
SWPBS professional learning sessions which includes staff meetings	☒ Assistant Principal ☒ Education Support ☒ Leadership Team ☒ Principal ☒ School Improvement Team ☒ Teacher(s)	from: Term 1 to: Term 4	☒ Planning ☒ Preparation	☒ Formal School Meeting / Internal Professional Learning Sessions ☒ PLC/PLT Meeting	☒ School improvement partnerships ☒ Internal staff ☒ Departmental resources SWPB's network team for local and regional supports	☒ On-site
SWPBS matrix completed with consultation with staff, students and parents	☒ Assistant Principal ☒ Leadership Team ☒ Leading Teacher(s) ☒ Student Leadership Coordinator ☒ Student Wellbeing Co-ordinator ☒ Student(s)	from: Term 1 to: Term 4	☒ Planning ☒ Preparation ☒ Collaborative Inquiry/Action Research team	☒ Whole School Pupil Free Day ☒ Formal School Meeting / Internal Professional Learning Sessions	☒ PLC Initiative ☒ School improvement partnerships ☒ Internal staff ☒ Literacy Leaders ☒ Numeracy leader	☒ On-site

	☒ Teacher(s)					
SWPBS implementation team training, planning on site, school visits	☒ Assistant Principal ☒ School Improvement Team	from: Term 1 to: Term 4	☒ Planning ☒ Preparation ☒ Collaborative Inquiry/Action Research team	☒ Whole School Pupil Free Day ☒ Formal School Meeting / Internal Professional Learning Sessions	☒ Teaching partners ☒ Leadership partners ☒ Internal staff ☒ Departmental resources Regional expert teams and consultants who assisted with team training and then the training was delivered at the College by our staff - "Train the trainer"	☒ On-site