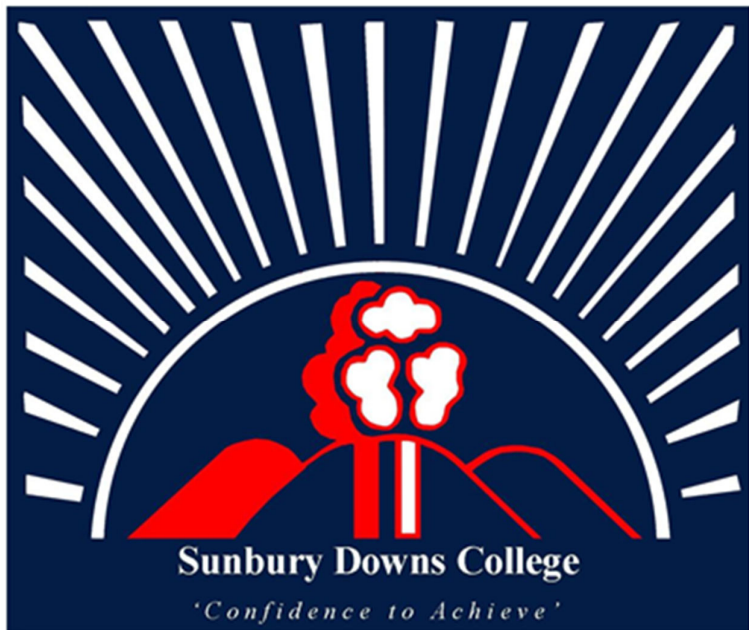# 2022 Annual Implementation Plan

for improving student outcomes

Sunbury Downs Secondary College (8723)

Submitted for review by Warwick Beynon (School Principal) on 01 August, 2022 at 02:56 PM
Endorsed by Jonathan Lowe (Senior Education Improvement Leader) on 03 August, 2022 at 03:03 PM
Endorsed by Neil Christie (School Council President) on 26 August, 2022 at 11:15 AM

Self-evaluation Summary - 2022

	FISO 2.0 Dimensions	Self-evaluation Level
Teaching and Learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Evolving
	Use of common and subject-specific high impact teaching and learning strategies as part of a shared and responsive teaching and learning model implemented through positive and supportive student-staff relationships	

| **Assessment** | Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities | Evolving |
| | Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms. | |

Leadership	The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Evolving
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	

Engagement	Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Evolving
	Strong relationships and active partnerships between schools and families/carers, communities, and organisations to strengthen students' participation and engagement in school	

Support	Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Evolving
	Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students	

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 2021 the college has made significant progress to investigate and identify a preferred Instructional Model which is being implemented in 2022 by the 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 2020-21 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 in 2021 and finalised the Behaviours Matrix. The circumstances faced in 2021 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 completed Professional learning on the topic of Calmer Classrooms / Trauma Informed Practices in 2020- 21. 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 2022	The Instructional Model to be used by all teachers at SDC has been finalised and will be implemented for the commencement of 2022 . 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. Professional Learning for the whole school on the Berry Street Model will commence in 2022. Resources will need to be developed to support the explicit teaching of the revised college values and School Wide Positive Behaviors 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	**2022 Priorities Goal** Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.
Target 1.1	Support for the 2022 Priorities
Key Improvement Strategy 1.a Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy
Key Improvement Strategy 1.b Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
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	Develop and implement student voice in decision–making about school improvement and engagement with community

Empowering students and building school pride	
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 The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.
2022 Priorities Goal Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.	Yes	Support for the 2022 Priorities	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) • Numeracy (40% in 2019)	Increase the percentage of students making high relative growth Year 7–9 in NAPLAN Reading to 23% Numeracy to 20%
		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 24 % 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)	The percent positive endorses scores on the 2022 School Staff Survey (SSS) for the following will be at or above: Plan differentiated learning activities 50%

		• Use high impact teaching strategies (47%in 2019) • Understand formative assessment (44% in 2019) • Monitor effectiveness of use of data (37% in 2019)	Use pedagogical model 53% Use high impact teaching strategies 53% Understand formative assessment 53% Monitor effectiveness of use of data 53%
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 2022 for the following will be at or above : Academic emphasis 48% Focus learning on real life problems 42%
		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)	The percent positive on the AToSS in 2022 for the following will be at or above: Motivation and interest 55% Resilience 54% and for: Teacher concern 48% Stimulated learning 49% Respect for diversity 45%
		By 2023, the percent positive scores on the Parent Opinion Survey (POS) will be 70% or above for:	The percent positive scores on the Parent Opinion Survey (POS) in 2022 for the following will be at or above:

		• Confidence and resiliency (67% in 2019) • Stimulating learning environment (57% in 2019) • Promoting positive behaviour (51% in 2019) • Managing bullying (67% in 2019)	Confidence and resiliency 68% Stimulating learning environment 65% Promoting positive behaviour 65% Managing bullying 69%
		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 2022 for the following will be at or above for: Use student feedback to improve practice 58% Promote student ownership of learning goals 55% Support growth and learning of whole student 52%
		By 2023, at least 90 per cent of eligible students complete VCAL (76 per cent in 2018)	In 2022 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 2022 the percent positive scores in the AToSS will be at or above: Self–regulation and goal setting 55% and for: Student voice and agency 38% School connectedness 40%

| | | 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 2022, 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 2022 the percent positive scores on the POS for the following will be at or above:

Student agency and voice 69%
School support 65%
General school satisfaction 63% |

Goal 1	2022 Priorities Goal Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.
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 Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy	Yes
KIS 2 Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable	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 2022.	

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 24 % Numeracy to 22%
12 Month Target 2.3	The percent positive endorses scores on the 2022 School Staff Survey (SSS) for the following will be at or above: Plan differentiated learning activities 50% Use pedagogical model 53% Use high impact teaching strategies 53% Understand formative assessment 53% Monitor effectiveness of use of data 53%

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	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 continues to select 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. This has been researched, developed, trialled and will be implemented by all staff in 2022.(LEMAR)Work needs to continue with staff to embed HITS and the Instructional Model into our practice. 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 2021 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. Work needs to continue with staff to embed HITS and the Instructional Model into our practice. PLC continue to require targetted resourcing and prioritising 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. A whole - college literacy and numeracy policy was developed in 2021 which will guide the development of a literacy and numeracy plan.
Goal 3	Improve student cognitive engagement and learner agency
12 Month Target 3.1	The percent positive on the SSS in 2022 for the following will be at or above : Academic emphasis 48% Focus learning on real life problems 42%
12 Month Target 3.2	The percent positive on the AToSS in 2022 for the following will be at or above: Motivation and interest 55% Resilience 54% and for: Teacher concern 48% Stimulated learning 49% Respect for diversity 45%
12 Month Target 3.3	The percent positive scores on the Parent Opinion Survey (POS) in 2022 for the following will be at or above: Confidence and resiliency 68% Stimulating learning environment 65%

	Promoting positive behaviour 65% Managing bullying 69%
12 Month Target 3.4	The percent positive scores on the SSS for 2022 for the following will be at or above for: Use student feedback to improve practice 58% Promote student ownership of learning goals 55% Support growth and learning of whole student 52%
12 Month Target 3.5	In 2022 at least 85 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	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 curriculum planning and assessment. The College values of Respectful relationships, Ambitious Expectations, Successful Outcomes, Resilient Behaviours and Community Engagement were reviewed in 2020-21 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 to SDC situations. They are: Respect, Resilience, Ambition, Community. These will be launched and explicitly taught to students in 2022.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. In 2022 the development of a rewards system to acknowledge student performance and achievement will be developed to support this initiative. At every opportunity students have been consulted with and their feedback considered to

	inform the final product. This will continue in 2022. 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 2022 the percent positive scores in the AToSS will be at or above: Self–regulation and goal setting 55% and for: Student voice and agency 38% School connectedness 40%
12 Month Target 4.2	In 2022, 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 2022 the percent positive scores on the POS for the following will be at or above: Student agency and voice 69% School support 65% 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	No
KIS 2	Implement and embed SWPBS	Yes

Health and wellbeing		
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	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 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 2021 the college continued 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. In 2022 the College will to improve communication with parents, will reintroduce a " Parents and Friends" group and become active in using technologies / social media to promote student achievement and the teaching and learning program of the College.	

Define Actions, Outcomes and Activities

Goal 1	**2022 Priorities Goal** Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.
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 Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy
Actions	In 2022 Sunbury Downs College has chosen to implement the following actions in response to the revised Annual Implementation Goals The learning 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 initative 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 Initiate will 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 stills and developed confidence in explicit teaching and modelling
Include Literacy and Numeracy goals in ILPs for students participating in MYLN's and Tutor Initative
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	People Responsible	Is this a PL Priority	When	Funding Streams
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 ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items

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 3	$1.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
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.	☑ Leadership Team ☑ Literacy Leader ☑ Numeracy Leader ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$1.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
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

					☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
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 ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
KIS 2 Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable				
Actions	In 2022 Sunbury Downs College has chosen to implement the following actions in response to the revised Annual Implementation Goals The learning, priority supports the College to work towards the goal of maximising the student wellbeing and mental health, especially those that are most vulnerable. This year the College will continue to develop the Middle Years Literacy and Numeracy initative to support identified students and build the capacity of staff to improve their teaching practice to further support the improvement of literacy and numeracy of vulnersble students. The Tutor Learning Initiate will provide catch up point of need instruction to identified students impacted by COVID-19 from Years 7 -				

	12.
	The priority in resource allocation to both of these activities supports improving student wellbeing in addition to literacy and numeracy improvement .
	The School Wide Positive Behaviour Initative will be implemented in full.
	Daily Home group meetings, regular year Level assemblies and attendance tracking will support and encourage consistent daily student attendance.
	Whole School Professional Learning building the capacity of all staff to implement trauma informed practices will be planned and scheduled.(SWPB & Berry Street Instructional Model)
	Student Services leadership structure is aligned to and supports student wellbeing and mental health of students at SDC
Outcomes	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 and reward stickers in recognition of achievements.
	Identify and follow classroom, in school yard and community expectations
	Attend and engage in learning activities to support personal development , literacy and numeracy.
	Participate and engage in whole school events and activities that support College values specifically - Community.
	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 and acknowledge student achievement and performance
	Understand and implement the action, strategies and consequences matrix
	Participate in the implementation team and professional learning
	Participate in PL aligned to trauma informed teaching and learning strategies
	Develop Individual Learning Plans for students that accommodate learning and wellbeing.
	Mentor and support students to support their wellbeing and positive mental health.
	LEADERS WILL
	Participate in the implementation team planning for SWPB and Berry Street Instructional Model
	Lead staff group workshops in staff meetings and professional learning
	Model practice and communicate expectations to the wider community
	Lead, develop and Implement a staff meeting schedule to support capacity building of staff.
	Allocate resources and prepare budget documentation to support this KIS

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 wellbeing, literacy and numeracy goals in student ILPs
	     Provided staff with analysis of ATOSS, NAPLAN, PAT-R and PAT-M tests and other data sources to identify cohort trends and
	     individual student needs
	
	Teachers will
	     Understand the demands and challenge of students linked to wellbeing and mental health
	     Developed Literacy and Numeracy strategies to support wellbeing learning growth for all students which support success, achievement and positive affirmation towards learning.
	     Participated in PD to support the development of their own teaching stills and developed confidence in explicit teaching and modelling of positive wellbeing strategies.
	     Include Literacy and Numeracy goals in ILPs for students participating in MYLN's and Tutor Initative
	     Use data to understand current Literacy and Numeracy levels and provide targeted support
	
	Students will
	     Commence developing their own wellbeing goals and coping/ de-escalation strategies
	    Begin to self regulate and monitor their individual wellbeing and mental health needs
	    Experience explicit teaching of wellbeing, 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
	    Receive positively rewards and acknowledgement for their achievements.

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
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 ☐ Disability Inclusion Tier 2 Funding will be used

				☐ Schools Mental Health Menu items will be used which may include DET funded or free items
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 ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Meeting structure for staff PL revised. Year level Assemblies and whole school events to promote community are added to the College Operations calendar	☑ All Staff ☑ Assistant Principal ☑ Leadership Team ☑ PLC Leaders ☑ Principal ☑ SWPBS Leader/Team	☑ PLP Priority	from: Term 1 to: Term 4	$1.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items

Whole School PL - Trauma Informed Practices / Berry Street Instructional Model	☑ All Staff	☑ PLP Priority	from: Term 2 to: Term 3	$1.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items

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 24 % Numeracy to 22%
12 Month Target 2.3	The percent positive endorses scores on the 2022 School Staff Survey (SSS) for the following will be at or above: Plan differentiated learning activities 50% Use pedagogical model 53% Use high impact teaching strategies 53% Understand formative assessment 53% Monitor effectiveness of use of data 53%

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 supoort 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 stills 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	People Responsible	Is this a PL Priority	When	Funding Streams
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 ☐ Disability Inclusion Tier 2 Funding will be used

				☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Whole School Literacy and Numeracy plans developed in collaboration with Domains.	☑ Learning Specialist(s) ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 2	$5,000.00 ☑ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
DET initiatives will be presented and stored or displayed in an accessible format	☑ Assistant Principal ☑ Leadership Team ☑ PLC Leaders ☑ Principal ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$10,000.00 ☑ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items

ILPs for identified students include literacy and numeracy goals	☑ Leadership Team ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 3	$3,000.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
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	The investigation of an Instructional model in 2021 complimented the school review recommendation from 2019. This work was undertaken by the Teaching and Learning Implementation Committee (TLIC) - working party formed and LEMAR Instructional Model was agreed developed and trialed by staff. It is ready for implementation in 2022 . Staff professional development opportunities surrounding HITS is required to further embed and develop consistency with staff. Ongoing professional learning supporting high quality instruction in classrooms is required.			

Outcomes	Leaders will
	     Lead a team (TLIC) who will investigate a range of HITS to be included within the 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 HITS and their inclusion within the LEMAR Instructional Model			

Work with Domain Teams to understand strategies that will support the Instructional Model and 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 HITS and prioritise those that are 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 and implement the SDC 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	People Responsible	Is this a PL Priority	When	Funding Streams
Instructional model presented to staff with professional learning provided regarding implementation into classrooms.	☑ Assistant Principal	☑ PLP Priority	from: Term 1	$10,000.00

			to: Term 4	☑ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
☑ Leadership Team ☑ Teacher(s)				
Domain time allocated to allow Domain Teams to collaborate and continue to plan a consistent approach within the domain.	☑ KLA Leader ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$5,000.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Working party to investigate and decide on HIT strategies that best support the LEMAR instructional model, based on evidence, that would be suitable to implement at SDC.	☑ Assistant Principal ☑ Leadership Team ☑ Student(s) ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 3	$7,000.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used

	☐ Schools Mental Health Menu items will be used which may include DET funded or free items

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	People Responsible	Is this a PL Priority	When	Funding Streams
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	$8,968.85 ☑ Equity funding will be used

				☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Regular Professional Development activities are developed and participated in by domain PLC Instructional Leaders	☑ Assistant Principal ☑ Leadership Team ☑ Learning Specialist(s) ☑ PLC Leaders	☑ PLP Priority	from: Term 1 to: Term 3	$5,000.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Develop SDC Coaching protocols	☑ Assistant Principal ☑ KLA Leader ☑ Leading Teacher(s) ☑ Principal ☑ Teacher(s) ☑ Wellbeing Team	☑ PLP Priority	from: Term 2 to: Term 3	$15,000.00 ☑ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which

				may include DET funded or free items
Promote and encourage peer observation	☑ Assistant Principal ☑ KLA Leader ☑ Leadership Team ☑ Learning Specialist(s) ☑ Principal	☑ PLP Priority	from: Term 3 to: Term 4	$7,000.00 ☑ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items

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	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 supoort 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.
	  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
	  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 stills 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	People Responsible	Is this a PL Priority	When	Funding Streams
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 ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Literacy and numeracy plans developed in collaboration with Domains	☑ Learning Specialist(s) ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 3	$4,000.00 ☑ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items

				will be used which may include DET funded or free items
DET initiatives will be presented and stored or displayed in an accessible format	☑ Assistant Principal ☑ KLA Leader ☑ Leadership Team ☑ Principal	☑ PLP Priority	from: Term 1 to: Term 4	$10,000.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
ILPs for identified students include literacy and numeracy goals	☑ Education Support ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$3,000.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items

Goal 3	Improve student cognitive engagement and learner agency

12 Month Target 3.1	The percent positive on the SSS in 2022 for the following will be at or above : Academic emphasis 48% Focus learning on real life problems 42%
12 Month Target 3.2	The percent positive on the AToSS in 2022 for the following will be at or above: Motivation and interest 55% Resilience 54% and for: Teacher concern 48% Stimulated learning 49% Respect for diversity 45%
12 Month Target 3.3	The percent positive scores on the Parent Opinion Survey (POS) in 2022 for the following will be at or above: Confidence and resiliency 68% Stimulating learning environment 65% Promoting positive behaviour 65% Managing bullying 69%
12 Month Target 3.4	The percent positive scores on the SSS for 2022 for the following will be at or above for: Use student feedback to improve practice 58% Promote student ownership of learning goals 55% Support growth and learning of whole student 52%
12 Month Target 3.5	In 2022 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 implement the LEMAR 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 LEMAR 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 LEMAR Instructional Model
	        Engage with Leaders and seek coaching and mentoring opportunities to support a stimulating learning climate
	        Implement the LEMAR 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 58%
	        Promote student ownership of learning goals 55%
	        Support growth and learning of whole student 52%

	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 55% Resilience 54% 　Teacher concern 48% Stimulated learning 49% Respect for diversity 45%

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
Whole School Professional Learning on Data literacy	☑ Assistant Principal ☑ Leadership Team ☑ Leading Teacher(s) ☑ Learning Specialist(s)	☑ PLP Priority	from: Term 1 to: Term 3	$20,000.00 ☑ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Berry Street Trauma Informed Practices Professional Learning - Whole School (Educational Support and Teaching staff)	☑ All Staff	☑ PLP Priority	from: Term 2 to: Term 3	$25,000.00 ☑ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which

				may include DET funded or free items
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 ☑ Leadership Team ☑ Principal ☑ Student(s) ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$15,000.00 ☑ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Implementation of researched based and agreed Sunbury Downs College LEMAR Instructional Model of Teaching	☑ Assistant Principal ☑ Leadership Team ☑ Learning Specialist(s) ☑ Principal ☑ Teacher(s)	☑ PLP Priority	from: Term 1 to: Term 4	$15,000.00 ☑ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Goal 4	Improve student wellbeing			

12 Month Target 4.1	In 2022 the percent positive scores in the AToSS will be at or above: Self–regulation and goal setting 55% and for: Student voice and agency 38% School connectedness 40%
12 Month Target 4.2	In 2022, 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 2022 the percent positive scores on the POS for the following will be at or above: Student agency and voice 69% School support 65% General school satisfaction 63%
KIS 1 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
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 2022 the percent positive scores in the AToSS will be at or above: Self–regulation and goal setting 55% and for: Student voice and agency 38% In 2022, 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 2022. 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 2022 the percent positive scores on the Parent Opinion Survey for the following will be at or above: Student agency and voice 69% School support 65%

	General school satisfaction 63%

Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
SWPBS professional learning sessions which includes staff meetings	☑ All Staff	☑ PLP Priority	from: Term 1 to: Term 4	$30,000.00 ☑ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Student Forums to be held to implement matrix and minor/major behaviours	☑ Assistant Principal ☑ Leading Teacher(s) ☑ Student(s) ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 3	$10,000.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items

SWPBS matrix completed with consultation with staff, students and parents	☑ Assistant Principal ☑ Education Support ☑ Leadership Team ☑ Principal ☑ Student(s) ☑ Wellbeing Team	☑ PLP Priority	from: Term 1 to: Term 3	$10,000.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
SWPBS implementation team training, planning on site, school visits	☑ Assistant Principal ☑ School Improvement Team	☑ PLP Priority	from: Term 1 to: Term 4	$2,000.00 ☑ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
KIS 2 Parents and carers as partners	Develop and implement strategies to improve communication with parents about school policies and student learning			
Actions	In 2022, Sunbury Downs College will implement strategies to improve communication with parents and continue 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.
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 . Feedback from School Council sub committees and Parents and Friends Group
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	People Responsible	Is this a PL Priority	When	Funding Streams
Review and strengthen communication with parents and guardians	☑ Assistant Principal ☑ Leadership Team ☑ Principal ☑ Teacher(s)	☐ PLP Priority	from: Term 1 to: Term 4	$1,000.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items
Action the implementation of a Parent and Friends Club	☑ Education Support ☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	$2,000.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items

Establish a Social Media platform to promote student achievement, college events, upcoming activities and achievements	☑ Education Support ☑ Principal	☐ PLP Priority	from: Term 1 to: Term 4	$1,000.00 ☐ Equity funding will be used ☐ Disability Inclusion Tier 2 Funding will be used ☐ Schools Mental Health Menu items will be used which may include DET funded or free items

Funding Planner

Summary of Budget and Allocated Funding

Summary of Budget	School's total funding ($)	Funding Allocated in activities ($)	Still available/shortfall
Equity Funding	$206,968.85	$206,968.85	$0.00
Disability Inclusion Tier 2 Funding	$0.00	$0.00	$0.00
Schools Mental Health Fund and Menu	$0.00	$0.00	$0.00
Total	**$206,968.85**	**$206,968.85**	**$0.00**

Activities and Milestones – Total Budget

Activities and Milestones	Budget
Complete Data analysis of students to identify performance gaps	$20,000.00
Whole School Literacy and Numeracy plans developed in collaboration with Domains.	$5,000.00
DET initiatives will be presented and stored or displayed in an accessible format	$10,000.00
Instructional model presented to staff with professional learning provided regarding implementation into classrooms.	$10,000.00
Regular PLC meetings to build teaching capacity and support student growth improvement	$8,968.85
Develop SDC Coaching protocols	$15,000.00
Promote and encourage peer observation	$7,000.00

Complete Data analysis of students to identify performance gaps	$20,000.00
Literacy and numeracy plans developed in collaboration with Domains	$4,000.00
Whole School Professional Learning on Data literacy	$20,000.00
Berry Street Trauma Informed Practices Professional Learning - Whole School (Educational Support and Teaching staff)	$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	$15,000.00
Implementation of researched based and agreed Sunbury Downs College LEMAR Instructional Model of Teaching	$15,000.00
SWPBS professional learning sessions which includes staff meetings	$30,000.00
SWPBS implementation team training, planning on site, school visits	$2,000.00
Totals	$206,968.85

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated ($)	Category
Complete Data analysis of students to identify performance gaps	from: Term 1 to: Term 4	$20,000.00	☑ School-based staffing ☑ Professional development (excluding CRT costs and new FTE) ☑ CRT

Whole School Literacy and Numeracy plans developed in collaboration with Domains.	from: Term 1 to: Term 2	$5,000.00	☑ School-based staffing
DET initiatives will be presented and stored or displayed in an accessible format	from: Term 1 to: Term 4	$10,000.00	☑ School-based staffing ☑ Teaching and learning programs and resources
Instructional model presented to staff with professional learning provided regarding implementation into classrooms.	from: Term 1 to: Term 4	$10,000.00	☑ School-based staffing ☑ Professional development (excluding CRT costs and new FTE) ☑ CRT
Regular PLC meetings to build teaching capacity and support student growth improvement	from: Term 1 to: Term 4	$8,968.85	☑ School-based staffing ☑ Teaching and learning programs and resources ☑ Professional development (excluding CRT costs and new FTE) ☑ Support services
Develop SDC Coaching protocols	from: Term 2 to: Term 3	$15,000.00	☑ School-based staffing ☑ Professional development (excluding CRT costs and new FTE)
Promote and encourage peer observation	from: Term 3 to: Term 4	$7,000.00	☑ School-based staffing ☑ Professional development (excluding CRT costs and new FTE) ☑ CRT
Complete Data analysis of students to identify performance gaps	from: Term 1 to: Term 4	$20,000.00	☑ School-based staffing ☑ Professional development (excluding CRT costs and new FTE) ☑ CRT ☑ Support services

Literacy and numeracy plans developed in collaboration with Domains	from: Term 1 to: Term 3	$4,000.00	☑ School-based staffing
Whole School Professional Learning on Data literacy	from: Term 1 to: Term 3	$20,000.00	☑ School-based staffing ☑ Professional development (excluding CRT costs and new FTE) ☑ CRT
Berry Street Trauma Informed Practices Professional Learning - Whole School (Educational Support and Teaching staff)	from: Term 2 to: Term 3	$25,000.00	☑ School-based staffing ☑ Teaching and learning programs and resources ☑ Professional development (excluding CRT costs and new FTE)
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	$15,000.00	☑ School-based staffing
Implementation of researched based and agreed Sunbury Downs College LEMAR Instructional Model of Teaching	from: Term 1 to: Term 4	$15,000.00	☑ School-based staffing ☑ Teaching and learning programs and resources ☑ Professional development (excluding CRT costs and new FTE) ☑ CRT
SWPBS professional learning sessions which includes staff meetings	from: Term 1 to: Term 4	$30,000.00	☑ School-based staffing ☑ Teaching and learning programs and resources ☑ Professional development (excluding CRT costs and new FTE) ☑ CRT
SWPBS implementation team training, planning on site, school visits	from: Term 1	$2,000.00	☑ School-based staffing ☑ Professional development (excluding CRT costs and new FTE)

	to: Term 4		☑ CRT
Totals		$206,968.85	

Activities and Milestones - Disability Inclusion Funding

Activities and Milestones	When	Funding allocated ($)	Category
Totals		$0.00	

Activities and Milestones - Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated ($)	Category
Totals		$0.00	

Additional Funding Planner – Total Budget

Activities and Milestones	Budget
Totals	$0.00

Additional Funding Planner – Equity Funding

Activities and Milestones	When	Funding allocated ($)	Category

Totals		$0.00	

Additional Funding Planner – Disability Inclusion Funding

Activities and Milestones	When	Funding allocated ($)	Category
Totals		$0.00	

Additional Funding Planner – Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated ($)	Category
Totals		$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 ☑ Design of formative assessments ☑ Peer observation including feedback and reflection	☑ Professional Practice Day ☑ Formal School Meeting / Internal Professional Learning Sessions ☑ Timetabled Planning Day	☑ PLC Initiative ☑ MYLYNS Improvement teacher ☑ MYLYNS Network teacher	☑ On-site
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 3	☑ Planning ☑ Curriculum development ☑ Formalised PLC/PLTs	☑ Whole School Pupil Free Day ☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ Teaching partners ☑ School improvement partnerships ☑ Bastow program/course	☑ On-site
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.	☑ Leadership Team ☑ Literacy Leader ☑ Numeracy Leader ☑ Teacher(s)	from: Term 1 to: Term 4	☑ Planning ☑ Peer observation including feedback and reflection	☑ Whole School Pupil Free Day ☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ MYLNS initiative professional learning ☑ MYLYNS Improvement teacher ☑ MYLYNS Network teacher	☑ Off-site On line Department and regional supported opportunities

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 ☑ Collaborative Inquiry/Action Research team ☑ Peer observation including feedback and reflection	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ PLC Initiative ☑ Learning Specialist ☑ MYLNS initiative professional learning	☑ On-site
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)	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Formalised PLC/PLTs	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ MYLNS initiative professional learning ☑ MYLYNS Improvement teacher ☑ MYLYNS Network teacher	☑ On-site
Meeting structure for staff PL revised. Year level Assemblies and whole school events to promote community are added to the College Operations calendar	☑ All Staff ☑ Assistant Principal ☑ Leadership Team ☑ PLC Leaders ☑ Principal ☑ SWPBS Leader/Team	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Student voice, including input and feedback	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ Timetabled Planning Day	☑ Internal staff	☑ On-site

Whole School PL - Trauma Informed Practices / Berry Street Instructional Model	☑ All Staff	from: Term 2 to: Term 3	☑ Planning ☑ Preparation ☑ Curriculum development	☑ Whole School Pupil Free Day ☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff ☑ External consultants Berry Street resources ☑ Pedagogical Model	☑ On-site
Complete Data analysis of students to identify performance gaps	☑ Leadership Team ☑ Teacher(s)	from: Term 1 to: Term 4	☑ Planning ☑ Design of formative assessments ☑ Peer observation including feedback and reflection	☑ Whole School Pupil Free Day ☑ PLC/PLT Meeting	☑ PLC Initiative ☑ Learning Specialist	☑ On-site
DET initiatives will be presented and stored or displayed in an accessible format	☑ Assistant Principal ☑ Leadership Team ☑ PLC Leaders ☑ Principal ☑ Teacher(s)	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Individualised Reflection	☑ Network Professional Learning ☑ Area Principal Forums ☑ Regional Leadership Conferences	☑ SEIL ☑ Bastow program/course ☑ MYLNS initiative professional learning	☑ Off-site As scheduled via network eg Principal Forums and network meetings
Instructional model presented to staff with professional learning provided regarding implementation into classrooms.	☑ Assistant Principal ☑ Leadership Team ☑ Teacher(s)	from: Term 1 to: Term 4	☑ Planning ☑ Collaborative Inquiry/Action Research team ☑ Peer observation including feedback and reflection	☑ Whole School Pupil Free Day ☑ Formal School Meeting / Internal Professional Learning Sessions	☑ PLC Initiative ☑ MYLNS initiative professional learning ☑ MYLYNS Improvement teacher ☑ MYLYNS Network teacher	☑ On-site

Domain time allocated to allow Domain Teams to collaborate and continue to plan a consistent approach within the domain.	☑ KLA Leader ☑ Teacher(s)	from: Term 1 to: Term 4	☑ Planning ☑ Preparation	☑ Professional Practice Day ☑ PLC/PLT Meeting	☑ Learning Specialist ☑ Literacy Leaders ☑ Maths/Sci Specialist ☑ MYLYNS Network teacher	☑ On-site
Working party to investigate and decide on HIT strategies that best support the LEMAR instructional model, based on evidence, that would be suitable to implement at SDC.	☑ Assistant Principal ☑ Leadership Team ☑ Student(s) ☑ Teacher(s)	from: Term 1 to: Term 3	☑ Planning ☑ Preparation	☑ Whole School Pupil Free Day ☑ PLC/PLT Meeting	☑ Learning Specialist ☑ MYLNS initiative professional learning ☑ MYLYNS Network teacher	☑ On-site
Regular PLC meetings to build teaching capacity and support student growth improvement	☑ KLA Leader ☑ Leadership Team ☑ PLC Leaders ☑ Teacher(s)	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Formalised PLC/PLTs	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ PLC Initiative ☑ External consultants Network PLC leaders	☑ On-site
Regular Professional Development activities are developed and participated in by domain PLC Instructional Leaders	☑ Assistant Principal ☑ Leadership Team ☑ Learning Specialist(s)	from: Term 1 to: Term 3	☑ Planning ☑ Preparation ☑ Individualised Reflection	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ External consultants PLC network leaders	☑ On-site

	☑ PLC Leaders					
Develop SDC Coaching protocols	☑ Assistant Principal ☑ KLA Leader ☑ Leading Teacher(s) ☑ Principal ☑ Teacher(s) ☑ Wellbeing Team	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 ☑ Bastow program/course ☑ MYLNS initiative professional learning	☑ Off-site As scheduled / offered via region / network
Promote and encourage peer observation	☑ Assistant Principal ☑ KLA Leader ☑ Leadership Team ☑ Learning Specialist(s) ☑ Principal	from: Term 3 to: Term 4	☑ Planning ☑ Preparation ☑ Peer observation including feedback and reflection	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ PLC Initiative ☑ Internal staff	☑ On-site

Complete Data analysis of students to identify performance gaps	☑ Leadership Team ☑ Teacher(s)	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Peer observation including feedback and reflection	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff ☑ Learning Specialist	☑ On-site
Literacy and numeracy plans developed in collaboration with Domains	☑ Learning Specialist(s) ☑ Teacher(s)	from: Term 1 to: Term 3	☑ Planning ☑ Preparation ☑ Collaborative Inquiry/Action Research team	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ Literacy expertise ☑ PLC Initiative ☑ Internal staff ☑ Learning Specialist	☑ On-site
DET initiatives will be presented and stored or displayed in an accessible format	☑ Assistant Principal ☑ KLA Leader ☑ Leadership Team ☑ Principal	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Curriculum development	☑ Whole School Pupil Free Day ☑ Formal School Meeting / Internal Professional Learning Sessions	☑ SEIL ☑ Internal staff ☑ Bastow program/course	☑ On-site
Whole School Professional Learning on Data literacy	☑ Assistant Principal ☑ Leadership Team ☑ Leading Teacher(s) ☑ Learning Specialist(s)	from: Term 1 to: Term 3	☑ Planning ☑ Preparation ☑ Formalised PLC/PLTs	☑ Whole School Pupil Free Day ☑ PLC/PLT Meeting	☑ Internal staff ☑ Learning Specialist ☑ Literacy Leaders ☑ Numeracy leader	☑ On-site

Berry Street Trauma Informed Practices Professional Learning - Whole School (Educational Support and Teaching staff)	☑ All Staff	from: Term 2 to: Term 3	☑ Planning ☑ Preparation ☑ Individualised Reflection	☑ Whole School Pupil Free Day	☑ Internal staff ☑ External consultants Berry Street	☑ On-site
Implementation of researched based and agreed Sunbury Downs College LEMAR Instructional Model of Teaching	☑ Assistant Principal ☑ Leadership Team ☑ Learning Specialist(s) ☑ Principal ☑ Teacher(s)	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Peer observation including feedback and reflection	☑ Whole School Pupil Free Day ☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff ☑ Learning Specialist ☑ Pedagogical Model	☑ On-site
SWPBS professional learning sessions which includes staff meetings	☑ All Staff	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Peer observation including feedback and reflection	☑ Whole School Pupil Free Day ☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff ☑ External consultants SWPB's network facilitators	☑ On-site
SWPBS matrix completed with consultation with staff, students and parents	☑ Assistant Principal ☑ Education Support ☑ Leadership Team ☑ Principal ☑ Student(s)	from: Term 1 to: Term 3	☑ Planning ☑ Preparation ☑ Collaborative Inquiry/Action Research team	☑ Whole School Pupil Free Day ☑ Formal School Meeting / Internal Professional Learning Sessions ☑ Network Professional Learning	☑ Leadership partners ☑ School improvement partnerships ☑ Internal staff	☑ On-site

	☑ Wellbeing Team					
SWPBS implementation team training, planning on site, school visits	☑ Assistant Principal ☑ School Improvement Team	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Curriculum development	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ Network Professional Learning	☑ Internal staff ☑ Departmental resources SWPB's facilitators	☑ On-site