

Annual Implementation Plan - 2019

Define Actions, Outcomes and Activities

East Doncaster Secondary College (7773)



Submitted for review by School Principal (John Roberts)
Endorsed by Senior Education Improvement Leader (Mark Flack)
Endorsed by School Council President (Stefan Kezakis)

Define Actions, Outcomes and Activities

Goal 1	<p>Achievement:</p> <ol style="list-style-type: none"> To maximise individual student learning growth across all curriculum areas and year levels, with a whole school focus on literacy. To improve VCE outcomes.
12 Month Target 1.1	<ul style="list-style-type: none"> NAPLAN Learning Gain – Over 33% of students making high relative growth between Years 7 and 9 in Reading, over 24% and Writing, and over 37 % in Numeracy. Less than 17% of students making low relative growth between Year 7 and 9 in Reading, less than 22% in Writing and less than 18% in Numeracy Victorian Curriculum Data Years 7-10: Allocation of at least 2 levels above the expected level to be at least 25% of students in Literacy and 35% in Numeracy Maintain a VCE Median study score at or above 32 and the percentage of scores of 40+ at or above 11%. Student Attitudes to School Survey – Continue to seek improvement in Effective Teaching Time, 62%, Stimulating Learning, 54% Teacher Concern, 40% Multiple sources of data to indicate that at least 85% of teachers are consistently and visibly using the Instructional Model. Staff PDP plans incorporate specific documentation and planning relating to the College Instructional Model All teachers provide ongoing online feedback, including what the student has achieved and how they could improve, on all common learning domain learning tasks
KIS 1 Building practice excellence	<ul style="list-style-type: none"> Continue to improve literacy outcomes for all students at all levels of ability, including Non-English Speaking Background (NESB) and English as an Additional Language (EAL) students
Actions	<ul style="list-style-type: none"> - Continue to work with FISO group to improve literacy across the curriculum by sharing exemplars and strategies for use in the classroom across a range of curriculum areas. - Continue to implement (with targeted support) the College Literacy Framework that is to be used to guide teachers of all subject areas in their curriculum development and assessment planning. - Teachers who have undertaken Literacy for Learning Training in 2017 & 2018 continue to work within teams, trialing and sharing

	<p>strategies from their training.</p> <ul style="list-style-type: none"> - Teachers are trialing the Literacy Teaching and Learning Cycle in their classrooms. - The College professional learning plan provides opportunities for teachers to develop their capacity to understand their roles as teachers of literacy via Literacy for Learning Training. - Teachers identify the literacy levels of students in their classes and plan teaching strategies accordingly. - Professional Learning Program provides teachers with opportunities to revisit and apply strategies from Literacy for Learning Modules.
<p>Outcomes</p>	<p>Students will:</p> <ul style="list-style-type: none"> - Be able to define what genre they are using and what language choices they are making when they write (as evidenced through Learning Walks, student work, peer observations) - Use tools provided to guide self and peer assessment of formative and summative assessment - Use subject metalanguage confidently - Be able to independently select scaffolds to guide their writing of subject-specific text-types - Show improved outcomes in NAPLAN, PAT, VCE assessment and learning tasks. <p>Teachers will:</p> <ul style="list-style-type: none"> - Provide students with scaffolds and exemplars of subject text-types - Identify subject-specific language to be taught - Devise strategies for explicitly teaching the language of their subject - Collate and share literacy strategies across Domains - Have documented curriculum which incorporates literacy strategies for their subject - Use evidence and data to inform choice of literacy strategies to cater for individual/cohort needs - All subject areas include grammar, punctuation and spelling on rubrics - Continue to develop their understanding of effective literacy strategies through participation in literacy PD and through collaborating with colleagues. <p>Leaders will:</p> <ul style="list-style-type: none"> - Continue to deliver abridged format of literacy for learning training and conduct PL for staff - Provide further CPL opportunities for teachers to further develop their understanding of literacy strategies and apply these to their own curriculum documentation and lesson planning. - Continue to provide support for teachers as they implement the Whole College Literacy Framework. - Allocate time for teachers to engage in Literacy for learning PD as well as for opportunities to collaborate and engage in peer observation. - Assist in the collection and collation of data to support teachers in making informed decisions about the literacy strategies - Monitor use of literacy strategies and implementation

	<p>SEIL will:</p> <ul style="list-style-type: none"> - Identify schools that may add value to our Literacy practices 			
<p>Success Indicators</p>	<p>Students will:</p> <ul style="list-style-type: none"> - have greater success in writing - be able to use the technical language of their subject (both verbally and in writing) - be able to engage in critical reflection on work and confidently peer assess - be able to confidently apply appropriate structure to a range of written genres <p>Teachers will:</p> <ul style="list-style-type: none"> - have documented literacy strategies in their curriculum - have identified subject specific language to guide their teaching - will have included spelling, grammar and punctuation on rubrics - have shared, collaborated, implemented and reflected upon literacy strategies. <p>School leaders will:</p> <ul style="list-style-type: none"> - have prioritised literacy professional learning for staff - have continued to provide support for teachers as they implement the Whole College Literacy Framework. - have provided opportunities to collaborate and engage in peer observation. - have collected and collate data to support teachers in making informed decisions about the literacy strategies that need to be implemented in their classroom. - have monitored the use of literacy strategies and implementation of the College Literacy Framework via PDP discussions and classroom visits. - have prioritised the sharing and documenting of these strategies in their Domain time. 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
<ul style="list-style-type: none"> • FISO group - Joint literacy benchmark tasks for English and Science task to be completed in Semester 1. Data collated and evaluated. Joint Professional Development Day between the four Colleges to be delivered in June 2019 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> School Leadership Team 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLP Priority 	<p>from: Term 1 to: Term 4</p>	<p>\$8,000.00</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Equity funding will be used

<ul style="list-style-type: none"> Professional Development to be undertaken on a whole College level to consolidate and embed the College's Literacy Framework document to assist all Teachers to teach literacy across the curriculum, with an explicit focus of EAL learners, 	<input checked="" type="checkbox"/> School Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <input type="checkbox"/> Equity funding will be used
<ul style="list-style-type: none"> College Professional Learning Action Plan published in Term 1, enabling a focus and structure of Continuous Professional Learning at the College that will ensure that all staff will have completed the 'Literacy for Learning Module', professional learning on the College's 'Literacy Framework' and the opportunity to undertake further professional learning on the application of literacy strategies in the classroom 	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
<ul style="list-style-type: none"> Teachers to complete 'Literacy for Learning' Training as well as work within teams to implement the Whole School Literacy Framework and have the opportunity, via our Continuous Professional Learning streams to undertake further professional learning on the application of literacy strategies in the classroom 	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$12,000.00 <input type="checkbox"/> Equity funding will be used
<ul style="list-style-type: none"> Learning Specialist Teacher (Literacy) to work with individual teachers and teacher teams to consolidate strategies to implement the Whole School Literacy Framework. 	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <input checked="" type="checkbox"/> Equity funding will be used
KIS 2 Building practice excellence	<ul style="list-style-type: none"> Further develop the instructional practice of every teacher, using the College instructional model, data and High Impact Teaching Strategies (HITS), to ensure a consistent approach to teaching and learning. 			
Actions	<ul style="list-style-type: none"> - Continue to monitor the implementation of the EDSC Instructional Model via learning walks, Compass audits and the Performance and Development Process. - Continue to develop teacher knowledge and understanding of the purpose and value of an Instructional Model, the use of data and HITS through targeted professional learning. - Establish close links between the EDSC Instructional Model and the College Literacy Framework. - Continue to develop teacher capacity to use the Instructional Model and the HITS via peer observation and reflection. - Teacher teams review and update curriculum documentation and collaboratively plan lesson sequences with a specific focus on 			

	<p>effective pedagogy.</p> <ul style="list-style-type: none"> - Teacher teams use data to inform their instructional practice and review the effectiveness of their curriculum and assessments. - Continue to make close links between the EDSC Instructional Model and the PDP process.
<p>Outcomes</p>	<p>Students will:</p> <ul style="list-style-type: none"> - Be able to articulate the learning intentions and success criteria during learning walks - Use metacognitive language and scaffolds to reflect on learning. - Be constructive in their feedback to teachers regarding learning process. - Attitudes To School Survey responses reflect positive improvement in stimulated learning and effective teaching time. <p>Teachers will:</p> <ul style="list-style-type: none"> - Complete PDP plans which incorporate specific documentation and planning related to the EDSC Instructional Model. - Learn and apply a variety of high impact teaching strategies in the classroom and document these into their curriculum. - Reference multiple sources of data to inform and evaluate their teaching practices. - Regularly seek feedback from students regarding the effectiveness of their teaching. - Share lesson plans, resources and engage in peer observation to ensure consistency across classes and to engage in regular discussions about the most effective teaching strategies. <p>Leaders will:</p> <ul style="list-style-type: none"> - Support teachers in the use of the Instructional Model via modelling lesson plans on Compass, engaging in peer observation and reflection. - Identify teachers who are implementing the Instructional Model effectively so that they can provide support to others. - Provide time for teachers to engage in peer observation and reflection. - Facilitate professional learning on the Instructional Model and HITS and use the PDP to support teachers. - Make data sets available to teachers e.g. Student attitudes to school survey, responses from student focus groups, NAPLAN, PAT
<p>Success Indicators</p>	<p>Students will:</p> <ul style="list-style-type: none"> - understand the learning intentions and success criteria in each lesson - regularly reflect on their learning. - Provide feedback to teachers regarding learning process. - respond positively to questions related to stimulated learning and effective teaching time in the Student Attitudes to School Survey. - have a greater time on tasks <p>Teachers will:</p> <ul style="list-style-type: none"> - have documented lessons according to the EDSC Instructional Model. - have implement high impact teaching strategies in the classroom and documented these into their curriculum.

- have utilised data to reflect upon their teaching practices.
 - have evidence of regularly seeking feedback from students regarding the effectiveness of their teaching.
 - have collaborated with colleagues to implement the most effective teaching strategies in their classrooms.
- Leaders will:
- have supported teachers in the use of the Instructional Model via modelling lesson plans on Compass, engaging in peer observation and reflection.
 - have identified champions of practice and provided opportunities for them to share with others.
 - have ensured time is available for teachers to engage in peer observation and reflection.
 - have facilitated professional learning on the Instructional Model and HITS and will have used the PDP process to support teachers.
 - have supported teachers in the use of data e.g. Student attitudes to school survey, responses from student focus groups, NAPLAN, PAT
 - have collected data to monitor evidence of teacher application

Activities and Milestones	Who	Is this a PL Priority	When	Budget
<ul style="list-style-type: none"> Results of learning walks shared with the College Leadership Team and staff to further develop the capacity of teachers to use the Instructional Model, student data and High Impact Teaching Strategies to adjust their teaching practices accordingly. 	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <input type="checkbox"/> Equity funding will be used
<ul style="list-style-type: none"> Staff are involved in continuous professional learning and professional learning teams focused on improving their instructional practice in line with the College's Instructional Model, the use of data and HITS. 	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$4,000.00 <input type="checkbox"/> Equity funding will be used
<ul style="list-style-type: none"> Staff PDP plans incorporate specific documentation and planning related to the EDSC Instructional Model and the adoption of HITS 	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Goal 2	<p>Engagement: To create a culture of curiosity through providing a stimulating learning environment where there are increased opportunities for higher levels of student cognitive engagement, challenge, independence, self-directed inquiry and deep learning.</p>
12 Month Target 2.1	<p>Student Attitudes to School Survey – Continue to seek improvement in School Connectedness (Sense of Belonging), 60%, Effective Teaching Time, 62%, Stimulating Learning, 54%, Teacher Concern 40%</p> <p>Parent Opinion Survey – General School Satisfaction 80%, School Pride & Confidence 82%</p> <p>Student retention – Percentage of Year 7 students who remain at the College through to Year 12 to continue to exceed 72%</p>
KIS 1 Building practice excellence	<ul style="list-style-type: none"> • Professional learning: Building teacher and leadership capacity <p>1.1 Build the capacity of teachers to increase student engagement and active participation in learning by adopting strategies to embed critical thinking and deeper learning into pedagogies and curriculum.</p>
Actions	<p>Continue to provide Deep Learning Framework through a variety of professional learning platforms and peer observation Continue to develop capacity of teachers to analyse, use and model effective use of data- Year 7 ALPHA teachers will continue to collaborate to plan and trial cross curricular strategies to encourage inquiry and questioning Extend the trialing of cross-curricular strategies to other year level teams Adapting and refining our peer observation processes to increase participation</p>
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> - Engage in deep learning tasks that focus on inquiry and questioning - Articulate the skills that they are demonstrating - Indicate through student surveys and reflections that they are being extended by their teachers - Reflect on their experiences of deep learning strategies - Provide feedback to teachers about the effectiveness of new strategies <p>Teachers will</p> <ul style="list-style-type: none"> - Collaboratively use data and a cycle of inquiry to measure the impact of deep learning strategies - Engage in peer observation and reflect on the use of deep learning strategies - Use Deep Learning strategies in more classes - Will trial and document strategies to encourage inquiry and questioning (in domains and Deep Learning CPL)

	<p>Leaders will</p> <ul style="list-style-type: none"> - Facilitate a professional learning framework for Deep Learning CPL members to conduct deep learning professional development - Utilise data as the basis of targeted professional learning <p>Observe a documented increase in structured peer observation</p> <p>SEIL will:</p> <ul style="list-style-type: none"> - Attend our CPL sessions and offer feedback - Provide opportunities for leaders/CPL facilitators to observe professional learning in other similar schools
<p>Success Indicators</p>	<p>Students have:</p> <ul style="list-style-type: none"> - Engaged in deep learning tasks that focused on inquiry and questioning - Articulated the skills that they are demonstrating - Indicated through student surveys and reflections that they have been extended by their teachers - Reflected on their experiences of deep learning strategies - Provided feedback to teachers about the effectiveness of new strategies <p>Teachers have:</p> <ul style="list-style-type: none"> - Collaboratively used data and a cycle of inquiry to measure the impact of deep learning strategies - Engaged in peer observation and reflect on the use of deep learning strategies - Used Deep Learning strategies in more classes - Trialed and documented strategies to encourage inquiry and questioning (in domains and Deep Learning CPL) <p>Leaders have:</p> <ul style="list-style-type: none"> - Facilitated a professional learning framework for Deep Learning CPL members to conduct deep learning professional development - Utilised data as the basis of targeted professional learning - Observed a documented increase in structured peer observation

Activities and Milestones	Who	Is this a PL Priority	When	Budget
<ul style="list-style-type: none"> Professional Learning Action Plan published in Term 1 enabling a focus and structure of Continuous Professional Learning at the College that will ensure that more staff will have completed the 'Deeper Learning' PLC module by the end of 2019 	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
<ul style="list-style-type: none"> Staff are involved in continuous professional development and professional learning teams focused on improving pedagogical practice to facilitate deeper learning in their classrooms. 	<input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$4,000.00 <input type="checkbox"/> Equity funding will be used
<ul style="list-style-type: none"> Staff PDP plans incorporate specific documentation and planning related to the VCE Checklist for all VCE teachers and/or action plans based on Year 7-10 data 	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
<ul style="list-style-type: none"> Year 7 and 8 ALPHA Curriculum will incorporate cross-curricula strategies to embed inquiry and questioning skills 	<input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
KIS 2 Building practice excellence	<ul style="list-style-type: none"> Professional Learning: Building teacher and leadership capacity: 1.2 Build the leadership capacity of teachers in the classroom and the whole school community 			
Actions	<ul style="list-style-type: none"> - Evaluate, continue and embed the Shadowing Program to build leadership capacity through observation and reflection. - Refine and enhance Learning Specialist roles (Literacy, Peer Observation & Feedback, Positive Futures and Pedagogy) to provide opportunities for classroom-based leadership. Evaluate these roles after six months. - Mentor new leaders, including heads of faculty and coordinators, to develop leadership capacity with a focus on open-to-learning conversations via Instructional Coaching 			

Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> - Provide feedback to teachers in leadership roles via focus groups <p>Teachers will:</p> <ul style="list-style-type: none"> - Actively participate in shadowing program. - Demonstrate evidence of increased leadership capacity via pre and post surveys of shadowing program - Display increased understanding of leadership roles and structures evidenced through PDP discussions and documentation - Use Open to Learning conversation strategies <p>Leaders will:</p> <ul style="list-style-type: none"> - Organise professional learning for Domain Leaders and Year Level Coordinators - Complete evaluation of Learning Specialist roles and refine job descriptions as necessary - Provide role clarification where required for teachers who participate in the Shadowing program <p>SEIL will:</p> <ul style="list-style-type: none"> - Consider opportunities for the EDSC Leadership team to shadow him - Share resources for leadership development 			
Success Indicators	<p>Students have:</p> <ul style="list-style-type: none"> - Provided feedback to teachers in leadership roles via focus groups <p>Teachers have:</p> <ul style="list-style-type: none"> - Actively participated in shadowing program. - Demonstrated evidence of increased leadership capacity via pre and post surveys of shadowing program - Displayed increased understanding of leadership roles and structures evidenced through PDP discussions and documentation - Used open to learning conversation strategies <p>Leaders have:</p> <ul style="list-style-type: none"> - Organised professional learning for domain leaders and year level coordinators - Refined the EDSC Leadership Development Program for implementation in Semester 2, 2020 - Completed evaluation of Learning Specialist roles and refined job descriptions as necessary - Provided role clarification where required for teachers who participated in the Shadowing program 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget

<ul style="list-style-type: none"> Leadership Team will continue to engage in professional learning focused on 'Open to Learning Conversations' in 2019 	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$3,500.00 <input type="checkbox"/> Equity funding will be used
<ul style="list-style-type: none"> Selected staff will participate in the 'Shadowing and Mentoring' program 	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <input type="checkbox"/> Equity funding will be used
<ul style="list-style-type: none"> Define and refine role(s) of Learning Specialist teachers to assist and support staff 	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Goal 3	Wellbeing: To continue to foster a safe and supportive environment and culture, one that promotes positive relationships, values diversity and is inclusive, and supports the development of students' optimism, social and emotional skills, so that they are well placed for success now and beyond school			
12 Month Target 3.1	Student Attitudes To School Survey at Years 10 to 12 to continue to improve in Student Distress (Experiences of Bullying) 11%, Student Morale (Student Motivation and Interest) 65% and Connectedness to Peers (School Connectedness) 60% Parent Opinion Survey to continue to improve in – Student Connectedness 88%, Parent Participation & Involvement 65% and General School Satisfaction 80%			
KIS 1 Empowering students and building school pride	<ul style="list-style-type: none"> Support every student to build their social and emotional wellbeing through Positive Futures. 			

Actions	<ul style="list-style-type: none"> - Analyse Student Attitudes to School Survey data and reflect on areas of concern through a series of student focus groups to provide feedback about Teacher Concern, Stimulated Learning and Student Advocacy. - Trialing pastoral care/mentoring models - Conduct student focus groups to unpack ATSS data and collect feedback on student programs - Developing resources to support the Positive Futures program. - Evaluate and review wellbeing programs and services to guarantee relevance and support outcomes and to ensure better communication channels - Link resources and outcomes from the College's role as a lead school for the 'Respectful Relationship' to the Positive Futures program
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> - Improve College attendance and engagement in their learning - Improve participation in College and extracurricular events - Demonstrate greater learning confidence, resilience and respect for diversity. - Provide feedback on curriculum and Positive Futures program - Participate in trial programs and focus groups in relation to Positive Futures <p>Teachers will:</p> <ul style="list-style-type: none"> - Develop, trial and prepare to teach curriculum material for the Positive Futures program. - Undertake professional learning to run the Positive Futures program. - Use multiple forms of data to inform and guide the Positive Futures approach. - Demonstrate changes in practice guided by Positive Futures foci. - Use inclusive language within the classroom that encourages respectful classroom relationships. <p>Leaders will:</p> <ul style="list-style-type: none"> - Develop the EDSC Positive Futures program - Allocate resources and time to facilitate the EDSC Positive Futures program. - Provide Professional Learning that enables staff to understand and deliver key Positive Futures elements - Implement and monitor Positive Futures agenda - Link 'Respectful Relationships' resources and outcomes with the Positive Futures program <p>SEIL will:</p> <ul style="list-style-type: none"> - Offer advice in regard to professional learning - Provide support for the College leadership team

Success Indicators	<p>Students will:</p> <ul style="list-style-type: none"> - Attend school. - Participate in College and extracurricular events - Demonstrate greater learning confidence, resilience and respect for diversity. - Provide feedback on the curriculum and Positive Futures program - Participate in trial programs and focus groups in relation to Positive Futures <p>Teachers will:</p> <ul style="list-style-type: none"> - Develop, trial and prepare to teach curriculum material for the Positive Futures program. - Undertake professional learning to implement the Positive Futures program. - Use inclusive language within the classroom that encourages respectful classroom relationships. <p>Leaders will:</p> <ul style="list-style-type: none"> - Develop the EDSC Positive Futures program - Allocate resources and time to facilitate the EDSC Positive Futures program. - Provide Professional Learning that enables staff to understand and deliver key Positive Futures elements - Implement, monitor and measure the impact of Positive Futures. 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
<ul style="list-style-type: none"> • 'Positive Futures' PLT will design a Positive Futures framework and document curriculum which includes explicit strategies for teachers use in and outside of the classroom and within the proposed vertical Tutor-Groups structure for 2020 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLT Leaders 	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$4,000.00 <input checked="" type="checkbox"/> Equity funding will be used
<ul style="list-style-type: none"> • Positive Futures' PLT and Learning Specialist teacher will plan and deliver professional learning workshops to staff focused on the implementation of 'Positive Futures' strategies and the implementation of a vertical tutor-group structure in 2020 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLT Leaders 	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$2,000.00 <input type="checkbox"/> Equity funding will be used

<ul style="list-style-type: none"> Staff are involved in continuous professional development and professional learning teams focused on the implementation of 'Positive Futures' strategies and the implementation of a vertical tutor-group structure in 2020 	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$4,000.00 <input checked="" type="checkbox"/> Equity funding will be used
<ul style="list-style-type: none"> Staff develop curriculum that builds an understanding of "Positive Futures" elements to further develop all students' social and emotional skills and growth mindsets 	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
<ul style="list-style-type: none"> Leadership and outcomes of the College's 'Respectful Relationship' program will be aligned to complement and enhance the resources of the 'Positive Futures' program 	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
KIS 2 Empowering students and building school pride	<ul style="list-style-type: none"> Continue to create opportunities to build authentic relationships and promote student voice, student feedback and direct influence on classroom learning, activities, and assessment. 			
Actions	<ul style="list-style-type: none"> Analyse and monitor data, including Attitude to Schools Survey and focus group feedback, to monitor the implementation of the EDSC Positive Futures program. Involve students in decisions about teaching and learning programs and policy Actively develop students' leadership skills, and work with a variety of community stakeholders to provide opportunities for students to practise these - including Student Leadership Team, Class Captains, House Captains and involvement in extracurricular and community activities. Teachers use student feedback to inform teaching and learning Enable growth in student voice and agency by building on the 'Teach the Teacher' program. 			

<p>Outcomes</p>	<p>Students will:</p> <ul style="list-style-type: none"> - Provide teachers with feedback - Participate in working parties, forums and College events - Participate in peer tutoring and mentoring programs - Plan and lead teacher professional learning workshops <p>Teachers will:</p> <ul style="list-style-type: none"> - Undertake professional learning to use student voice and build authentic relationships. - Collect, analyse and action student feedback to create greater opportunities for student input. - Provide opportunities for student-led curriculum development and assessment. - Participate in student-led professional learning workshops. <p>Leaders will:</p> <ul style="list-style-type: none"> - Develop a professional learning schedule that caters for student-led workshops. - Provide opportunities for students to participate in forums and working parties. - Engage the community and professionals to assist in staff development in leading student voice. - Build on the Teach the Teacher program. <p>SEIL will:</p> <ul style="list-style-type: none"> - Offer advice in regard to professional learning - Provide support for the College leadership team
<p>Success Indicators</p>	<p>Students will:</p> <ul style="list-style-type: none"> - Provide feedback to teachers. - Participate in working parties, forums and College events - Participate in peer tutoring and mentoring programs <p>Teachers will:</p> <ul style="list-style-type: none"> - Apply professional learning from student-led workshops. - Use student voice and build authentic relationships in their classrooms. - Use student-led curriculum development and assessment in their classrooms. <p>Leaders will:</p> <ul style="list-style-type: none"> - Create a professional learning schedule that caters for student-led workshops, such as the Teach the Teacher program. - Involve students, community and professionals in forums and working parties.

Activities and Milestones	Who	Is this a PL Priority	When	Budget
<ul style="list-style-type: none"> Student leaders will be engaged in leadership development activities throughout the year 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Sub School Leader/s 	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$2,000.00 <input type="checkbox"/> Equity funding will be used
<ul style="list-style-type: none"> Selected teachers work closely with students to develop and deliver professional learning to teachers 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Teacher(s) 	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
<ul style="list-style-type: none"> Selected students will participate in working parties, forums and College events and participate in student-led professional learning workshops using a "Teach the Teacher" structure to inform teaching practice. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s) 	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$4,000.00 <input checked="" type="checkbox"/> Equity funding will be used