

# Annual Implementation Plan - 2020

## Define Actions, Outcomes and Activities

East Doncaster Secondary College (7773)



Awaiting for review by School Principal  
Awaiting endorsement by Senior Education Improvement Leader  
Awaiting endorsement by School Council President

## Define Actions, Outcomes and Activities

<b>Goal 1</b>	Improve student achievement outcomes
<b>12 Month Target 1.1</b>	<p>Increase the percentage of student achieving high growth in NAPLAN for:            Numeracy from 25% (2019) to 30% (2020)            Reading from 27.9% (2019) to 29% (2020)            Writing from 24.8% (2019) to 26% (2020)</p> <p>Increase the percentage of Year 9 students achieving benchmark growth in NAPLAN for:            Numeracy to exceed 19% in 2020            Reading to exceed 28% in 2020            Writing to exceed 21% in 2020</p>
<b>12 Month Target 1.2</b>	<p>Increase the percentages of students in the top two bands of NAPLAN for:</p> <p>Year 7            Numeracy from 66% (2019) to 68% (2020)            Reading from 43% (2019) to 45% (2020)            Writing from 29% (2019) to 31% (2020)</p> <p>Year 9            Numeracy from 44% (2019) to 46% (2020)            Reading from 37% (2019) to 38%(2020)            Writing from 16% (2019) to 18% (2020)</p>
<b>12 Month Target 1.3</b>	<p>Increase the VCE median all study score to be at 32.5 by 2020            Improve the percentages of students who achieve 40+ to 10%            Improve the variability between NAPLAN achievement percentile and VCE achievement as shown in VASS Report 20 to sit at/or above the 59th Median Percentile ranking for the VCE Study Score component            For no fewer than six VCE subjects to sit below the Adjusted Score line in VASS Report 10</p>

<b>12 Month Target 1.4</b>	Improve VCAL completion rates, particularly at Intermediate level, from 90% (2019) to 95% (2020)
<b>12 Month Target 1.5</b>	<p>Improve percentages of students who are at and above expected levels to:</p> <p>English:</p> <p>Reading &amp; Viewing 95%</p> <p>Speaking &amp; Listening 96%</p> <p>Writing 93%</p> <p>Mathematics:</p> <p>Measurement &amp; Geometry- 85%</p> <p>Algebra- 83%</p> <p>Statistics and Probability- 84%</p>
<b>KIS 1</b> Evaluating impact on learning	Establish whole school approaches to purposeful assessment, which includes student goal setting and effective feedback mechanisms
<b>Actions</b>	<ul style="list-style-type: none"> <li>• Revisit with all staff concepts of formative and summative assessment and collaborate on strategies for integrating effective formative assessments into the curriculum</li> <li>• Professional learning on effective and authentic formative assessment practices/strategies</li> <li>• Explicit focus at the Domain level on the use of formative assessments and how this impacts the T&amp;L program</li> <li>• Implement moderation strategies across all year levels, with a specific focus on Middle School</li> <li>• Professional learning on effective feedback strategies</li> <li>• Review the process and practices for goal setting as part of the reporting process</li> </ul>
<b>Outcomes</b>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• set purposeful and meaningful learning goals</li> <li>• regularly reflect upon their goals and alter them as the year progresses according to feedback</li> <li>• understand the difference between formative and summative assessment and how each relates to their own learning progress</li> <li>• reflect upon the feedback provided to them and know how to incorporate this into their future work</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>• monitor student learning goals and use this as a measure to inform their teaching practice</li> <li>• discuss goals with students who are at risk of underperforming</li> </ul>

	<ul style="list-style-type: none"> <li>work collaboratively on reviewing and adjusting assessments after engaging in professional learning provided</li> <li>participate in moderation strategies as established in their Domains</li> </ul> <p>Leaders will:</p> <ul style="list-style-type: none"> <li>provide the framework for moderation discussions/protocols that will be delivered in Domain time</li> <li>develop and deliver professional learning on formative and summative assessment and how each inform the teaching and learning program</li> <li>support Domain Leaders in implementing College priorities into their meetings</li> <li>work closely with Domain teams to support their work</li> </ul>			
<b>Success Indicators</b>	<p>Students will:</p> <ul style="list-style-type: none"> <li>reflect upon their learning goals and make adjustments if required</li> <li>have been successful in meeting the 12 month targets set for NAPLAN high growth and top-two band achievement</li> <li>have increased Attitudes to School Survey on 'Self-Regulation and Goal Setting' to 80% in 2020</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>adjust Learning Tasks and documented curriculum so that there is a greater balance between formative and summative assessment</li> <li>engage in moderation of student work with their teams; there will be particular improvement in the Middle School</li> <li>have increased Staff Opinion Survey on 'Understanding Formative Assessment' to 70% in 2020</li> </ul> <p>Leaders will:</p> <ul style="list-style-type: none"> <li>have developed a 2020 Meeting Schedule that enables sufficient Professional Learning and Learning Domain time and resources to have prioritised these elements</li> <li>have developed a whole school professional learning plan that outlines the College direction and the supports in place to achieve this</li> <li>have increased Staff Opinion Survey on 'Instructional Leadership' to 76% in 2020</li> </ul>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Complete professional learning on effective and authentic formative assessment practices/strategies and effective feedback strategies	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> School Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$6,000.00

				<input type="checkbox"/> Equity funding will be used
<p>Review existing documented curriculum and assessment practices as a means of integrating effective formative assessments into the curriculum</p> <p>Review and consolidate moderation strategies/practices across all year levels, with a specific focus on Middle School Learning Domain teams</p> <p>Review the process and practices for goal setting as part of the reporting process with a view to improving the process and gaining increased student ownership, agency and voice</p>	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> School Leadership Team <input checked="" type="checkbox"/> Student(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	<p>\$0.00</p> <input type="checkbox"/> Equity funding will be used
<b>KIS 2</b> Building practice excellence	Develop and embed a cohesive, whole school literacy and numeracy strategy throughout all learning areas			
<b>Actions</b>	<ul style="list-style-type: none"> <li>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</li> <li>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</li> <li>Literacy and Numeracy Professional Learning Teams in place for 2020, both with a specific focus on Year 8 literacy across the curriculum and Year 8 Maths</li> <li>Pilot PLC's using Inquiry Cycle with Year 8 Maths team and Year 8 English team</li> <li>Focus in all Domains on documenting the literacy strategies being used into their curriculum</li> <li>Year 8 Maths curriculum will include documented pedagogical strategies</li> <li>PDP process will include a Literacy goal whereby teachers will track 4 students in one of their classes and implement strategies to ensure learning progress</li> </ul>			
<b>Outcomes</b>	<p>Students will:</p> <ul style="list-style-type: none"> <li>undertake differentiated learning in Year 8 Maths</li> <li>be able to articulate elements of the Literacy Framework (as evidenced through Learning Walks, student work, peer observations)</li> </ul>			

	<ul style="list-style-type: none"> <li>• use tools provided to guide self and peer assessment of formative and summative assessment</li> <li>• use subject metalanguage confidently</li> <li>• be able to independently select scaffolds to guide their writing of subject-specific text-types</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>• identify the individual needs of students in their class</li> <li>• work collaboratively to analyse literacy data and implement appropriate strategies to ensure student learning improvement across all year levels and subject</li> <li>• focus on the Numeracy data at Year 8, and implement and document appropriate strategies to ensure learning improvement</li> <li>• engage in Inquiry cycle to explicitly meet the learning needs of students (Specifically Year 8 Maths and English teachers)</li> <li>• document explicit literacy and numeracy strategies into their curriculum</li> <li>• continue to embed the whole school literacy framework in all of their classes by providing students with scaffolds and exemplars of subject text-types</li> <li>• all subject areas include grammar, punctuation and spelling on rubrics</li> </ul> <p>Leaders will:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• support the work of the Literacy and Numeracy Professional Learning teams via access to professional learning as well as time to collaborate as appropriate</li> <li>• model the use of literacy and numeracy strategies in their classrooms</li> <li>• assist in the collection and collation of data to support teachers in making informed decisions about the literacy strategies and facilitate conversations around effective pedagogy</li> <li>• seek feedback from all teams to ensure that appropriate supports are provided via Learning Domain Meetings and Curriculum Leadership Team meetings</li> </ul>
<b>Success Indicators</b>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• have greater success in writing and numeracy tasks</li> <li>• be able to use the technical language of their subject (both verbally and in writing)</li> <li>• be able to confidently apply appropriate structure to a range of written genres</li> <li>• Have been successful in meeting the 12 month targets set for NAPLAN high growth and top-two band achievement</li> <li>• have been successful in meeting the 12 month targets set for VCE achievement</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>• have documented literacy and numeracy strategies in their curriculum</li> <li>• have shared, collaborated, implemented and reflected upon literacy and numeracy strategies</li> <li>• have been successful in meeting the 12 month target for the Staff Opinion Survey on 'Teacher Collaboration'</li> </ul>

- have increased Staff Opinion Survey on 'Professional learning targeted to improving literacy and numeracy' to 87% in 2020
- School leaders will:
- have prioritised literacy and numeracy 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 collated data to support teachers in making informed decisions about the literacy and numeracy strategies that need to be implemented in their classroom.
  - have monitored the use of literacy strategies and implementation of the College Literacy Framework via Learning Walks, PDP discussions and classroom visits.
  - have prioritised the sharing and documenting of these strategies in their Domain time
  - have developed a 2020 Meeting Schedule that enables sufficient Professional Learning and Learning Domain time and resources to have prioritised these elements
  - have increased Staff Opinion Survey on 'Instructional Leadership' to 76% in 2020

Activities and Milestones	Who	Is this a PL Priority	When	Budget
<p>FISO group - to work collaboratively with the other schools to improve literacy across the curriculum by sharing exemplars and strategies for use in the classroom across all learning domains areas</p> <p>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 on student writing in 2020</p> <p>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</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> All Staff</li> <li><input checked="" type="checkbox"/> Learning Specialist(s)</li> <li><input checked="" type="checkbox"/> Literacy Leader</li> <li><input checked="" type="checkbox"/> Numeracy Leader</li> <li><input checked="" type="checkbox"/> School Leadership Team</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> PLP Priority</li> </ul>	<p>from: Term 1 to: Term 4</p>	<p>\$35,000.00</p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Equity funding will be used</li> </ul>

New staff 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				
Newly formed PLT's for Literacy and Numeracy to work with individual teachers and teacher teams to consolidate strategies to implement the Whole School Literacy Framework and the Year 8 Maths program	<input checked="" type="checkbox"/> Literacy Improvement Teacher <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Numeracy Improvement Teacher <input checked="" type="checkbox"/> Numeracy Leader <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
<b>Goal 2</b>	Enhance student engagement to improve student learning outcomes			
<b>12 Month Target 2.1</b>	Improve the rate of positive endorsement in the Staff Opinion Survey for the measure of Teacher Collaboration to 57%			
<b>12 Month Target 2.2</b>	Improve the rates of positive endorsement in the Student Attitudes to School Surveys (AToSS) for the measures of Teacher Concern to 35%, Stimulating Learning to 53%, Differentiated Learning Challenge to 56%, and Effective Teaching Time to 62%.			
<b>12 Month Target 2.3</b>	Reduce the percentage of students who have 20 or more days of absence to less than 17%			
<b>KIS 1</b> Evidence-based high-impact teaching strategies	Embed consistent and effective instructional practice, including the high impact teaching strategies			
<b>Actions</b>	<ul style="list-style-type: none"> <li>• Revisit Great Teaching @ EDSC and link elements to all professional learning delivered at the College as well as tie to PDP.</li> <li>• Focus on instructional practice and HITS at the Domain level and via curriculum documentation</li> <li>• Continue to monitor the implementation of the EDSC Instructional Model via learning walks, Compass audits and the PDP</li> </ul>			



	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Establish close links between the EDSC Instructional Model and the College Literacy Framework.</li> <li>• Strengthen Peer Observation Program to support the improvement of teacher practice</li> </ul>
<b>Outcomes</b>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• experience a variety of HITS in their classes</li> <li>• be able to identify the use of the Instructional Model in the classroom</li> <li>• provide feedback to teachers based on Great Teaching @ EDSC document</li> <li>• be able to articulate the learning intentions and success criteria during learning walks</li> <li>• use metacognitive language and scaffolds to reflect on learning.</li> </ul> <p>Teachers will</p> <ul style="list-style-type: none"> <li>• learn and apply a variety of high impact teaching strategies in the classroom and document these into their curriculum</li> <li>• share highly effective teaching strategies with their peers</li> <li>• apply the learnings from their CPL into their curriculum and upskill their colleagues</li> <li>• identify elements of Great Teaching @ EDSC which they need to strengthen as part of their PDP</li> <li>• complete PDP plans which incorporate specific documentation and planning related to the EDSC Instructional Model</li> <li>• reference multiple sources of data to inform and evaluate their teaching practices.</li> <li>• regularly seek feedback from students regarding the effectiveness of their teaching.</li> <li>• 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.</li> </ul> <p>Leaders will</p> <ul style="list-style-type: none"> <li>• create a student survey based on Great Teaching @ EDSC</li> <li>• support teachers to improve their pedagogical practice via professional learning, learning walks, modelling and the PDP process</li> <li>• provide opportunities for all teachers to celebrate the great teaching that is taking place across the College</li> <li>• support teachers in the use of the Instructional Model via modelling lesson plans on Compass, engaging in peer observation and reflection.</li> <li>• identify teachers who are implementing the Instructional Model effectively so that they can provide support to others.</li> <li>• provide time for teachers to engage in peer observation and reflection.</li> <li>• make data sets available to teachers e.g. Student attitudes to school survey, responses from student focus groups, NAPLAN, PAT</li> </ul>

<b>Success Indicators</b>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• have understood the learning intentions and success criteria in each lesson</li> <li>• have regularly reflected on their learning.</li> <li>• have provided feedback to teachers regarding learning process.</li> <li>• have been successful in meeting the 12 month targets set for Attitudes To School Survey responses in 'Stimulated Learning' and 'Effective teaching time'</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>• consistently document lessons according to the EDSC Instructional Model.</li> <li>• have implemented high impact teaching strategies in the classroom and documented these into their curriculum.</li> <li>• have utilised data to reflect upon their teaching practices.</li> <li>• have successfully completed the PDP plans and process in these elements</li> <li>• have increased Staff Opinion Survey on 'Use of pedagogical model' to 79% in 2020</li> <li>• have increased Staff Opinion Survey on 'Use high impact teaching strategies' to 76% in 2020</li> </ul> <p>Leaders will:</p> <ul style="list-style-type: none"> <li>• have supported teachers in the use of the Instructional Model via modelling lesson plans on Compass, participation in fortnightly Learning Walks, engaging in peer observation and reflection.</li> <li>• have identified champions of practice and provided opportunities for them to share with others.</li> <li>• have ensured time is available for teachers to engage in peer observation and reflection.</li> <li>• have facilitated professional learning on the Instructional Model and HITS and will have used the PDP process to support teachers.</li> <li>• have collected data to monitor evidence of teacher application</li> <li>• have developed a 2020 Meeting Schedule that enables sufficient Professional Learning and Learning Domain time and resources to have prioritised these elements</li> </ul>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
<p>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 and the 'Great Teaching @EDSC' document</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> All Staff</li> <li><input checked="" type="checkbox"/> Learning Specialist(s)</li> <li><input checked="" type="checkbox"/> School Leadership Team</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> PLP Priority</li> </ul>	<p>from: Term 1 to: Term 4</p>	<p>\$4,500.00</p> <p><input type="checkbox"/> Equity funding will be used</p>

<p>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</p> <p>Staff PDP plans incorporate specific documentation and planning related to the EDSC Instructional Model and the adoption of HITS</p>	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> School Leadership Team <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
<b>Goal 3</b>	Improve student wellbeing and connectedness with the College			
<b>12 Month Target 3.1</b>	Improve the rates of positive endorsement in the Student Attitudes to School Surveys (AToSS) for the measures Sense of Connectedness to 55% and Advocate at School to 64%			
<b>12 Month Target 3.2</b>	Improve rates of positive endorsement in the student Attitudes to School Surveys(AToSS) for the measures of Respect for Diversity to 47%, Resilience to 63 %, School Stage Transitions: Year 7 and new to 65% Years 10-12 to 60%			
<b>12 Month Target 3.3</b>	Improve rates of positive endorsement to the Parent Opinion Survey for the measures of School Connectedness to 84%, Student Agency and Voice to 70% and Transitions to 76%			
<b>KIS 1</b> Health and wellbeing	Improve awareness and access to health and wellbeing supports and proactive whole-school programs			
<b>Actions</b>	<ul style="list-style-type: none"> <li>• Review of current Wellbeing Programs and the development of a revised and documented Whole-School Wellbeing Program, including Respectful Relationships</li> <li>• Engage Student Voice and Agency in the review, development and implementation of Whole School wellbeing programs</li> <li>• Implement a number of pilot initiatives focusing on wellbeing.</li> <li>• Initiate closer relationships with external agencies and the wider College community via parent/student forums.</li> <li>• Development of a dedicated wellbeing page on the College newsletter and website.</li> <li>• Officially opening the College’s new Wellbeing Centre with a Wellbeing Week.</li> <li>• Review roles of Wellbeing Team to ensure the role descriptions and duties meet the needs of the College community.</li> </ul>			
<b>Outcomes</b>	Students will: <ul style="list-style-type: none"> <li>• be able to identify Wellbeing staff and where they are located</li> </ul>			

	<ul style="list-style-type: none"> <li>• participate in an increased number of proactive Whole-School wellbeing programs</li> <li>• provide feedback to teachers/Wellbeing Coordinators via focus groups on the efficacy of wellbeing programs</li> <li>• participate in working parties, forums, College events and Wellbeing Week</li> <li>• participate in peer tutoring and mentoring programs</li> <li>• plan and lead teacher professional learning workshops</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>• undertake professional learning of identified Wellbeing foci</li> <li>• engage in the review of Wellbeing programs</li> <li>• participate in and reviewing pilot Wellbeing initiatives</li> <li>• use inclusive language within the classroom that encourages respectful classroom relationships and celebrate the diversity of our College community</li> </ul> <p>Leaders will:</p> <ul style="list-style-type: none"> <li>• plan for a coordinated sequence of Professional Learning that enables staff to engage with, understand and deliver key wellbeing programs</li> <li>• resource the Student Wellbeing Program to enable the planning, implementation and review of proactive wellbeing programs</li> </ul>
<p><b>Success Indicators</b></p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• have had access and exposure to a wider range of wellbeing program opportunities</li> <li>• have been successful in meeting the 12 month targets set for Attitudes To School Survey responses on 'Sense of Connectedness' and 'Advocate at School'</li> <li>• have been successful in meeting the 12 month targets set for Attitudes to School Survey responses on the measures of 'Respect for Diversity', 'Resilience' and 'School Stage Transitions'</li> <li>• have been successful in meeting the 12 month targets set for the percentage of students who have 20 or more days of absence from the College</li> </ul> <p>Teachers will :</p> <ul style="list-style-type: none"> <li>• have had access and exposure to a wider range of wellbeing program opportunities with their students</li> <li>• have increased Staff Opinion Survey on 'Build Resilience and a resilient supportive environment' to 66% and 'Staff Safety and Wellbeing Consultation and Participation' to 68% in 2020</li> </ul> <p>Leaders will :</p> <ul style="list-style-type: none"> <li>• have developed a 2020 Meeting Schedule that enables sufficient Professional Learning and resources to have prioritised these elements</li> </ul>

	<ul style="list-style-type: none"> <li>Utilise 'Equity Funding' resources to allow for the successful implementation of a wider range of Wellbeing programs</li> </ul>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
<p>Review completed of current Wellbeing Programs and the development of a revised Whole-School Wellbeing programs, including Respectful Relationships</p> <p>Student Voice and Agency captured in a meaningful way in the review, development and implementation of Whole School wellbeing programs</p> <p>Implementation of a number of pilot initiatives focusing on strengthening and broadening the current wellbeing program</p> <p>A dedicated Wellbeing page on the College newsletter and website is established</p> <p>The College's new Wellbeing Centre is officially opened in Term 2</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> School Leadership Team</li> <li><input checked="" type="checkbox"/> Student(s)</li> <li><input checked="" type="checkbox"/> Wellbeing Team</li> </ul>	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$96,000.00  <input checked="" type="checkbox"/> Equity funding will be used
<b>KIS 2</b> Health and wellbeing	Implement, monitor and evaluate the impact of the 'Positive futures' program on student connectedness			
<b>Actions</b>	<ul style="list-style-type: none"> <li>Implement, monitor and review the Vertical Mentoring program (Positive Futures)</li> <li>Provide further professional learning on identified Positive Futures foci</li> <li>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 and Managing Bullying</li> <li>Conduct student focus groups to unpack ATSS data and collect feedback on student programs</li> <li>Developing resources to support the Positive Futures program.</li> <li>Link resources and outcomes from the College's role as a lead school for the 'Respectful Relationship' to the Positive Futures program</li> </ul>			

<p><b>Outcomes</b></p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• participate in the Vertical Mentoring Program with staff and their peers</li> <li>• improve participation in College and co-curricular events</li> <li>• demonstrate greater learning confidence, resilience and respect for diversity.</li> <li>• provide feedback on curriculum and the Positive Futures program</li> <li>• participate in focus groups in relation to Positive Futures</li> <li>• demonstrate greater leadership, voice and agency</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>• develop, trial, teach, review and document curriculum material for the Positive Futures program</li> <li>• undertake professional learning to support their capacity to deliver the Positive Futures program</li> <li>• use multiple forms of data to inform and guide the Positive Futures approach</li> <li>• demonstrate changes in practice guided by Positive Futures foci.</li> <li>• use inclusive language within the classroom that encourages respectful classroom relationships</li> <li>• utilise a greater level of student voice, agency and leadership in their practices and pedagogies</li> </ul> <p>Leaders will:</p> <ul style="list-style-type: none"> <li>• develop the EDSC Positive Futures program</li> <li>• allocate resources and time to facilitate the EDSC Positive Futures program.</li> <li>• provide Professional Learning that enables staff to understand and deliver key Positive Futures elements</li> <li>• link 'Respectful Relationships' resources and outcomes with the Positive Futures program</li> <li>• provide opportunities for students to participate in forums and working parties.</li> <li>• engage external agencies to assist in staff development in leading student voice.</li> <li>• develop a 2020 Meeting Schedule that enables sufficient Professional Learning and Learning Domain time and resources to have prioritised these elements</li> </ul>
<p><b>Success Indicators</b></p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• demonstrate greater participation in College and extracurricular events</li> <li>• demonstrate greater learning confidence, resilience and respect for diversity.</li> <li>• provide feedback on the curriculum and Positive Futures program</li> <li>• achieve 90% or above attendance in the EDSC Vertical mentoring program</li> <li>• have been successful in meeting the 12 month targets set for the percentage of students who have 20 or more days of absence from the College</li> <li>• have been successful in meeting the 12 month targets set for Attitudes To School Survey responses for the measures of 'School Connectedness, 'Advocate at School', 'Student Agency and Voice' and 'Transitions'</li> <li>• have been successful in improving Attitudes To School Survey for the measures of 'Teacher Concern' to 35% and 'Managing</li> </ul>

	<p>Bullying' to 55% in 2020</p> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>• Have developed, trialed, delivered, reviewed and documented curriculum material for the Positive Futures program</li> <li>• have implemented strategies from professional learning</li> <li>• Use inclusive language within the classroom that encourages respectful classroom relationships</li> <li>• have been successful for meeting the 12 months targets for the Staff Opinion Survey on 'Teacher Collaboration'</li> <li>• have increased Staff Opinion Survey on 'Build Resilience and a resilient supportive environment' to 66% in 2020</li> </ul> <p>Leaders will:</p> <ul style="list-style-type: none"> <li>• develop the EDSC Positive Futures program</li> <li>• allocate resources and time to facilitate the sustainability of the EDSC Positive Futures program</li> <li>• develop a 2020 Meeting Schedule that enables sufficient Professional Learning and Learning Domain time and resources to have prioritised these elements and enabled staff to understand and deliver key Positive Futures elements</li> <li>• implement, monitor and measure the impact of Positive Futures</li> <li>• involve students, staff, parents and external agencies in forums and working parties</li> <li>• utilise 'Equity Funding' resources to allow for the successful implementation of the Positive Futures program</li> <li>• have increased Staff</li> </ul>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Continuation of professional learning workshops to staff focused on the implementation of 'Positive Futures' strategies	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> School Leadership Team <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Wellbeing Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Implementation and review of the Vertical Mentoring program (Positive Futures) Program	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> School Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1	\$5,000.00

<p>Student Voice and Agency captured in a meaningful way in the review and further development of the 'Positive Futures' agenda and programs</p> <p>Staff develop curriculum that builds an understanding of “Positive Futures” elements to further develop all students’ social and emotional skills and growth mindsets</p> <p>The College's 'Respectful Relationship' program will be aligned to complement and enhance the resources of the 'Positive Futures' program</p>	<p><input checked="" type="checkbox"/> Student(s)</p> <p><input checked="" type="checkbox"/> Teacher(s)</p>		<p>to: Term 4</p>	<p><input type="checkbox"/> Equity funding will be used</p>
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