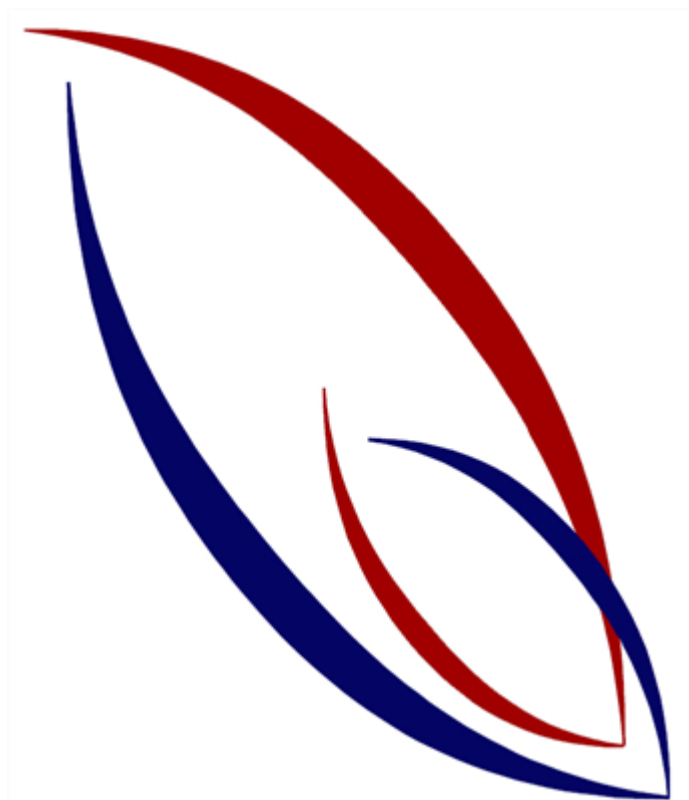


2018 Annual Implementation Plan

for improving student outcomes

Keilor Downs Secondary College (8715)



Submitted for review by Linda Maxwell (School Principal) on 20 December, 2017 at 01:28 PM
Endorsed by Jason Smallwood (Senior Education Improvement Leader) on 22 December, 2017 at 11:33 AM
Awaiting endorsement by School Council President

Self-evaluation Summary - 2018

Keilor Downs Secondary College (8715)

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

Positive climate for learning	Empowering students and building school pride	Embedding moving towards Excelling
	Setting expectations and promoting inclusion	Embedding moving towards Excelling
	Health and wellbeing	Embedding moving towards Excelling
	Intellectual engagement and self-awareness	Embedding

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

Enter your reflective comments	Although the school is doing well in most areas, two areas which need further support and effort are engaging parents and students in decision-making and increasing our level of community partnerships. Another area that requires specific attention is the whole-school, sustainable use of specific student data to guide learning. All of these have specific strategies for improvement in place for 2018.
Considerations for 2019	Much of our work for 2018 is a consolidation or refinement of long-term projects and strategies. STEM has emerged as a priority area since our SSP was developed and parent engagement has become an increasingly important area for us. We have had a long-term plan to improve our curriculum planning and assessment to promote independent learning in students and this is coming to fruition and should result in a noticeable and positive impact on our instructional practice across the school.
Documents that support this plan	

Annual Implementation Plan - 2018

FISO Improvement Initiatives and Key Improvement Strategies

Keilor Downs Secondary College (8715)

Four Year Strategic Goals	Four Year Strategic Targets	Is this selected for focus this year?	12 month target	FISO initiative
<p>To provide a challenging and differentiated curriculum which caters for the individual learning needs of all students and builds confident, independent learners.</p>	<p>NAPLAN relative growth at 7 – 9 will improve to consistently demonstrate: Reading: Low < 18% High > 32% Writing: Low < 20% High > 30% Numeracy: Low < 20% High > 30%</p> <p>VCE All Study Score Mean will maintain at or above 30 VCE English mean maintains at or above 29 Percentage of VCE study scores above 40 will maintain at or above 6.5% Year 7 – 10 VELS teacher judgements show a distribution of achievement similar to NAPLAN results</p>	<p>Yes</p>	<p>Outline what you want achieve in the next 12 months against your Strategic Plan target.</p> <p>NAPLAN relative growth at 7 – 9 will improve to consistently demonstrate: Reading: Low < 18% High > 32% Writing: Low < 20% High > 30% Numeracy: Low < 20% High > 30%</p> <p>Reduce the percentage of students in the bottom two NAPLAN bands for reading at Year 9 to < 15%</p> <p>Maintain a higher percentage of students in the top two NAPLAN bands for reading at Year 9 to > 20%</p> <p>VCE All Study Score Mean will maintain at or above 30</p>	<p>Curriculum planning and assessment</p>

			<p>VCE English mean maintains at or above 29 Percentage of VCE study scores above 40 will maintain at or above 6.5%</p> <p>Year 7 – 10 VELS teacher judgements show a distribution of achievement similar to NAPLAN results</p>	
<p>To provide a stimulating learning environment that enables the full engagement of all students in their learning and develops their productive leadership in the college and broader community.</p>	<p>Student Attitude to School data to show the following improvement: Learning confidence: at or above 3.73 Stimulating learning: at or above 3.18 Teacher effectiveness: at or above 3.67 Teacher empathy: at or above 3.66 Year 12 Senior VCAL completion rates to improve to above 60%</p>	<p>Yes</p>	<p>The changes in ATOSS mean that targets need to be expressed differently for 2018. We have tried to match like with like where possible. Generally, our target is to have no factor below the third quartile. We have targeted a 10% improvement in the specific factors which best match the original SSP targets:</p> <p>Sense of confidence > 44.5% Stimulated learning > 43.5% Effective teaching time > 52.6% Teacher concern > 56.5%</p> <p>Year 12 Senior VCAL completion rates to improve to above 60%</p>	<p>Building practice excellence</p>

<p>To provide a safe and secure learning environment that fosters high levels of personal resilience and promotes empathy and inclusiveness in all students.</p>	<p>Student Attitude to School data to show the following improvement: Student distress: at or above 5.18 Student morale: at or above 4.83</p>	<p>Yes</p>	<p>Again, there is no direct match between the old ATOSS factors and those for 2018. We have again targeted a 10% improvement in similar factors in the new survey.</p> <p>Resilience > 48% Sense of connectedness > 66.6%</p> <p>As there is now a specific student voice factor, we have added a target in this area.</p> <p>Student voice & agency > 57%</p>	<p>Empowering students and building school pride</p>
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Improvement Initiatives Rationale

The initiatives chosen support the priorities that were identified in our 2015 School Self-Evaluation Report and were then reinforced by the findings of our Peer Review Report.

We will continue the long-term work we are doing with Jane Pollock in fully implementing a standards-referenced curriculum and common standards-based assessment. This year we will refine our curriculum standards work to ensure a planned, sequential articulation of skills and knowledge across all year levels in all KLA's. The key focus of our professional learning will be on fully implementing the GANAG instructional model to enhance delivery of the high-yield strategies and effectively incorporate ICT through Pollock's i5 model. The outcome of this work should be seen in the improved rigour and consistency of our curriculum, an improved ability to track student learning data, leading to an improvement in the learning independence of students.

Our second priority area will still be focused on moving us to the next level of student engagement and wellbeing outcomes. Our focus will be to on implementing strategies to increase the level of student voice in real decision-making and to improve the level of student agency, particularly in the area of providing feedback on our provision of a stimulating learning environment. We will continue to strengthen our social curriculum by implementing a new Year 7 subject, incorporating Respectful Relationships, and planning for extension of this into Year 8 in 2019. We will continue to build community engagement and extracurricular opportunities to maximize our students' potential as resilient, active citizens. There will be continued focus on improving the capacity of our Houses and general staff in the areas of mental health support and specific special needs and a refreshment of our SWPBS strategies and approaches to further develop our positive learning climate. The outcome of this will be seen in improved levels of student self-regulation.

Goal 1	To provide a challenging and differentiated curriculum which caters for the individual learning needs of all students and builds confident, independent learners.
12 month target 1.1	<p>NAPLAN relative growth at 7 – 9 will improve to consistently demonstrate: Reading: Low < 18% High > 32% Writing: Low < 20% High > 30% Numeracy: Low < 20% High > 30%</p> <p>Reduce the percentage of students in the bottom two NAPLAN bands for reading at Year 9 to < 15%</p> <p>Maintain a higher percentage of students in the top two NAPLAN bands for reading at Year 9 to > 20%</p> <p>VCE All Study Score Mean will maintain at or above 30</p> <p>VCE English mean maintains at or above 29 Percentage of VCE study scores above 40 will maintain at or above 6.5%</p> <p>Year 7 – 10 VELS teacher judgements show a distribution of achievement similar to NAPLAN results</p>
FISO Initiative	Curriculum planning and assessment
Key Improvement Strategies	
KIS 1	To implement standards based, documented curriculum including planned differentiation and an agreed school-wide model of instruction
KIS 2	To implement standards based, moderated assessment to provide student feedback and data to inform point of need teaching

Goal 2	To provide a stimulating learning environment that enables the full engagement of all students in their learning and develops their productive leadership in the college and broader community.
12 month target 2.1	<p>The changes in ATOSS mean that targets need to be expressed differently for 2018. We have tried to match like with like where possible.</p> <p>Generally, our target is to have no factor below the third quartile. We have targeted a 10% improvement in the specific factors</p>

	<p>which best match the original SSP targets:</p> <p>Sense of confidence > 44.5% Stimulated learning > 43.5% Effective teaching time > 52.6% Teacher concern > 56.5%</p> <p>Year 12 Senior VCAL completion rates to improve to above 60%</p>
FISO Initiative	Building practice excellence
Key Improvement Strategies	
KIS 1	To provide an engaging and stimulating learning environment which responds to student needs
KIS 2	To further enhance choices and programs within the key transitional stages to facilitate individual pathways
KIS 3	To continue the development of student leadership programs at all year levels which enhance engagement and develops student voice

Goal 3	To provide a safe and secure learning environment that fosters high levels of personal resilience and promotes empathy and inclusiveness in all students.
12 month target 3.1	<p>Again, there is no direct match between the old ATOSS factors and those for 2018. We have again targeted a 10% improvement in similar factors in the new survey.</p> <p>Resilience > 48% Sense of connectedness > 66.6%</p> <p>As there is now a specific student voice factor, we have added a target in this area.</p> <p>Student voice & agency > 57%</p>
FISO Initiative	Empowering students and building school pride

Key Improvement Strategies	
KIS 1	To further develop comprehensive wellbeing and welfare support & services addressing school-wide and individual needs
KIS 2	To continue to refine SWPBS approaches and enhance pro-social education within curriculum

Define Evidence of Impact and Activities and Milestones - 2018

Keilor Downs Secondary College (8715)

Goal 1	To provide a challenging and differentiated curriculum which caters for the individual learning needs of all students and builds confident, independent learners.
12 month target 1.1	<p>NAPLAN relative growth at 7 – 9 will improve to consistently demonstrate: Reading: Low < 18% High > 32% Writing: Low < 20% High > 30% Numeracy: Low < 20% High > 30%</p> <p>Reduce the percentage of students in the bottom two NAPLAN bands for reading at Year 9 to < 15%</p> <p>Maintain a higher percentage of students in the top two NAPLAN bands for reading at Year 9 to > 20%</p> <p>VCE All Study Score Mean will maintain at or above 30</p> <p>VCE English mean maintains at or above 29</p> <p>Percentage of VCE study scores above 40 will maintain at or above 6.5%</p> <p>Year 7 – 10 VELs teacher judgements show a distribution of achievement similar to NAPLAN results</p>
FISO Initiative	Curriculum planning and assessment
Key Improvement Strategy 1	To implement standards based, documented curriculum including planned differentiation and an agreed school-wide model of instruction

<p>Actions</p>	<p>To further refine KLA documentation of Victorian Curriculum Standards 7-10 and to fully integrate the four Capabilities, to be assessed and reported on by mid-year: Critical and Creative Thinking; Ethical; Intercultural and Personal and Social</p> <p>To ensure that all KLA's have differentiated learning activities and assessment tasks at Years 7 & 8, for both enrichment and supported levels.</p> <p>To implement an intensive professional learning program by the Instructional Practice Team on delivering the thinking skills within the GANAG framework in alignment with the FISO & HITS.</p> <ul style="list-style-type: none"> • Identify Similarities & Differences • Use Analysis Techniques • Generate and Test Hypotheses 			
<p>Evidence of impact</p>	<p>All KLA standards based documentation include the allocated capabilities within their units for 7-10 Semester 1 & 2 subjects. Semester 1 & 2 Learning Tasks will directly reflect assessment of standards and are being consistently used to make informed judgements for end of semester reporting.</p> <p>All units across 7 - 10 will be written directly to standards, with key learning activities differentiated to three levels.</p> <p>The Differentiation PLT have designed and delivered KLA based professional learning sessions to draft sample Year 7 & 8 Semester 2 units that model our agreed differentiation approaches..</p> <p>All staff have been involved in specific Differentiation PD and worked in KLA teams to differentiate learning activities and assessment tasks for Year 7 & 8.</p> <p>Instructional Practice team have delivered at least three after school Professional Development sessions each semester on the application of thinking skills within the GANAG framework.</p> <p>Most teachers are trialing thinking skills in their instructional practice and providing exemplars of learning materials to share with other teachers.</p>			
<p>Activities and Milestones</p>	<p>Who</p>	<p>Is this a Professional Learning Priority</p>	<p>When</p>	<p>Budget</p>

Maintain a high level of leadership in this area through supporting the Instructional Practice Team, including the addition of Leading Teachers in Differentiation and ICT and a Learning Specialist - Instructional Practice	School Leadership Team	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$90,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Provide a high level of time release to support the Learning Area PLTs to implement standards based curriculum and assessment. Ensure a focus on this work on Professional Practice days.	School Leadership Team	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$18,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Continue long-term professional learning with Jane Pollock to ensure effective implementation of GANAG instructional practice model, high yield strategies and effective use of ICT through the i5 approach. This includes consultancy fees and time release for key team.	Leading Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$24,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Design & deliver a coordinated professional learning program focused on instructional practice through curriculum days, after school PD sessions, time release for Differentiation team and Instructional Practice team.	Leading Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$3,000.00 <input checked="" type="checkbox"/> Equity funding will be used

Goal 1	To provide a challenging and differentiated curriculum which caters for the individual learning needs of all students and builds confident, independent learners.
12 month target 1.1	<p>NAPLAN relative growth at 7 – 9 will improve to consistently demonstrate: Reading: Low < 18% High > 32% Writing: Low < 20% High > 30% Numeracy: Low < 20% High > 30%</p> <p>Reduce the percentage of students in the bottom two NAPLAN bands for reading at Year 9 to < 15%</p> <p>Maintain a higher percentage of students in the top two NAPLAN bands for reading at Year 9 to > 20%</p> <p>VCE All Study Score Mean will maintain at or above 30</p> <p>VCE English mean maintains at or above 29</p> <p>Percentage of VCE study scores above 40 will maintain at or above 6.5%</p>

	Year 7 – 10 VELs teacher judgements show a distribution of achievement similar to NAPLAN results
FISO Initiative	Curriculum planning and assessment
Key Improvement Strategy 2	To implement standards based, moderated assessment to provide student feedback and data to inform point of need teaching
Actions	<p>To refine and embed common standards-based assessment tasks across all KLAs at 7-10 that extend this to include ‘above’ and ‘below’ levels.</p> <p>Refine continuous reporting mechanisms using Compass Learning Tasks for Years 7-12 and refine moderated assessment mechanisms to provide appropriate student feedback to improve student outcomes.</p> <p>VCE & PD Leading Teachers to work with VCE teachers in small teams to facilitate the understanding of their VCE data to inform 2018 teaching practice and to share best practice instructional, revision and exam preparation strategies. Individualized support for new VCE teachers and targeted VCE network participation will also increase.</p> <p>To improve the teaching and assessment of reading through establishing a Literacy Leader position to lead the development of a 7 - 12 continuum of skills based on the reading standards, researching best practice and recommending consistent strategies across classes to improve reading, supporting the English KLA to implement agreed processes to assess reading and developing effective ways to capture and publish student reading data.</p> <p>Establish a Data Leadership Team to design and implement an annualized data regime to capture, analyze and communicate key data sets such as NAPLAN, assessment tasks, SACs, VCE, On-Demand testing and key surveys. Implement a sustainable IT platform and evaluation opportunities for staff to access and review data to inform students’ point of need.</p>
Evidence of impact	<p>All standards-based assessment tasks for Semester 1 have been implemented in all units at Year 7. All assessment tasks for Semester 2 have been implemented in all units at Years 7 & 8.</p> <p>The second annual cycle of continuous reporting via Compass Learning Tasks has occurred successfully, including timely completion of assessment and reporting tasks by all teachers, according to timelines stipulated in the Assessment & Reporting Policy.</p> <p>Feedback gathered from teachers through KLA reflection and specific opinion survey data shows a significant level of knowledge and satisfaction on assessment and reporting issues.</p> <p>All VCE teachers will have participated in several PD sessions designed to improve ability to analyze VCE data in order to inform</p>

	<p>their teaching practice. All teachers have participated in professional learning activities to share best practice and new VCE teachers feel well supported by individualized coaching and participation in networks.</p> <p>The Literacy Leader has researched, disseminated and designed an agreed approach in the English KLA to teach, assess and monitor students reading, based on clear processes and protocols to be implemented across all English classes in 2019.</p> <p>The analytics function of Compass has been set up for NAPLAN & On Demand data for all 7-10 students and 2018 data has been added.</p> <p>Data collection systems and effective analysis tools have been further refined and analysis of Semester 1 & 2 assessment tasks data for all students has been produced. Resulting intervention strategies have been implemented by Houses and KLAs.</p>			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Provide time release to all KLAs to focus on developing and refining assessment tasks which address the standards and are differentiated to at least three levels. This will also be a key focus of Professional Practice days.	KLA Leader	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$8,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Ensure that the Curriculum Leading Teacher and Reporting Coordinator have sufficient time and resources to embed Compass reporting system, particularly continuous reporting to parents on assessment tasks	Leading Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$2,000.00 <input type="checkbox"/> Equity funding will be used
Support the VCE Leading Teacher (and Teaching & Learning Team) to design and lead a series of after-school PD sessions on VCE data and strategies, provide time release for key leaders to work with individual VCE teachers and provide time release and support for VCE teachers to run and attend subject teams across our VCE network.	Leading Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$60,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Create a new Literacy Leader POR to develop a consistent reading strategy across 7 - 12 and provide time release for them to establish a small working party to support this.	School Leadership Team	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used

Quarantine time for the Principal Team to work on a project to set up an annualized data regime, sustainable systems to make student data visible, including working with a Compass consultant and establishing an effective IT platform so that teachers can access data at need.	School Leadership Team	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$35,000.00 <input type="checkbox"/> Equity funding will be used
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Goal 2	To provide a stimulating learning environment that enables the full engagement of all students in their learning and develops their productive leadership in the college and broader community.
12 month target 2.1	<p>The changes in ATOSS mean that targets need to be expressed differently for 2018. We have tried to match like with like where possible. Generally, our target is to have no factor below the third quartile. We have targeted a 10% improvement in the specific factors which best match the original SSP targets:</p> <p>Sense of confidence > 44.5% Stimulated learning > 43.5% Effective teaching time > 52.6% Teacher concern > 56.5%</p> <p>Year 12 Senior VCAL completion rates to improve to above 60%</p>
FISO Initiative	Building practice excellence
Key Improvement Strategy 1	To provide an engaging and stimulating learning environment which responds to student needs
Actions	<p>To ensure a persistent, integrated PD focus on the delivery of engaging instructional practice, particularly through the use of IT and the i5 model, to effectively deliver GANAG instructional model and promote the high-yield strategies</p> <p>To investigate students' perceptions of stimulating learning & learning confidence by continuing to implement PIVOT surveys to allow students to provide structured, longitudinal feedback to teachers on their classroom practice.</p> <p>To implement a sustainable student feedback structure based around the Attitude to Schools Survey by setting up focus groups and communication mechanisms to more deeply investigate student perceptions about their school and classroom experiences.</p>
Evidence of impact	All staff will have participated in at least 3 sessions per term in a coherent, planned sequence of professional development activities based on instructional practice, differentiation and effective use of IT.

	<p>Members of the Teaching & Learning Leadership Team and Instructional Practice team will have developed and collected a wide range of exemplary learning activities and assessment tasks demonstrating effective delivery of GANAG, thinking skills and IT</p> <p>PIVOT surveys are an annualized, sustainable tool being used by over 90% of teachers and results are being regularly shared with students to improve teacher practice</p> <p>A student feedback structure re the ATOSS involving focus groups has been established and resulting feedback has been communicated to both staff and students. A refreshed approach to the survey has been implemented.</p>			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Provide support for the Teaching & Learning Team, involving Leading Teachers & Learning Specialist, to deliver a sequence of planned, cohesive after-school PD sessions for staff on effective instructional practice and provide individualized coaching to interested teachers.	Leading Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Continue to support roll out of PIVOT with at least 90% of staff, including a budget component in the Professional Development budget.	Leading Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$10,000.00 <input type="checkbox"/> Equity funding will be used
Provide support for House Leaders to design and implement a system of ATOSS focus groups, investigate alternative approaches to completing survey and track any improvements in 2018 data.	Sub School Leader/s	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$3,200.00 <input checked="" type="checkbox"/> Equity funding will be used

Goal 2	To provide a stimulating learning environment that enables the full engagement of all students in their learning and develops their productive leadership in the college and broader community.
12 month target 2.1	The changes in ATOSS mean that targets need to be expressed differently for 2018. We have tried to match like with like where possible. Generally, our target is to have no factor below the third quartile. We have targeted a 10% improvement in the specific factors which best match the original SSP targets:

	<p>Sense of confidence > 44.5%</p> <p>Stimulated learning > 43.5%</p> <p>Effective teaching time > 52.6%</p> <p>Teacher concern > 56.5%</p> <p>Year 12 Senior VCAL completion rates to improve to above 60%</p>			
FISO Initiative	Building practice excellence			
Key Improvement Strategy 2	To further enhance choices and programs within the key transitional stages to facilitate individual pathways			
Actions	<p>To develop our STEM programs further by: implementing refreshed elective subjects and VCE Systems in the electronics/robotics area; completing our new STEM lab as an exemplar; implementing the new Digital Technologies subject at Year 7 and investigating other curriculum and facilities opportunities for extending STEM.</p> <p>Carry out a review of existing vocational pathways and offerings, including PreCal, VCAL & VET, as well as opportunities to support disengaged students at Years 7 - 9.</p>			
Evidence of impact	<p>New curriculum and resources in the Year 9 & 10 Electronics electives have been evaluated and recommendations made for 2019</p> <p>VCE Systems has successfully run at Year 11 and a viable class has been retained for 2019</p> <p>B1 STEM lab is functioning effectively and been resourced and designed as an exemplar STEM lab</p> <p>New Year 7 Digital Technology subject has been delivered successfully in both semesters, evaluated and refined in response to any recommendations</p> <p>A working party has investigated new opportunities for expanding STEM in the curriculum and recommendations made for 2019</p> <p>A working party has conducted a review of existing vocational pathways and offerings, including PreCal, VCAL & VET, and opportunities to support disengaged students at Years 7 - 9 and made recommendations for 2019</p>			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget

Support the Electronics/Systems teacher with resources and professional development to implement new approaches in electronics electives and VCE systems	Assistant Principal	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$25,000.00 <input type="checkbox"/> Equity funding will be used
Provide support for the Facilities Team to work with the Technology KLA to ensure that B1 STEM lab is set up effectively and is resourced sufficiently to allow the new Electronics/Systems curriculum to be delivered	Assistant Principal	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$35,000.00 <input type="checkbox"/> Equity funding will be used
Ensure that the new Digital Technology subject at Year 7 is resourced effectively and the teaching team is supported by the ICT Support position.	Team Leader(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$11,000.00 <input type="checkbox"/> Equity funding will be used
Provide time release and a small budget to support a working party (including Facilities/IT AP, Pathways LT and relevant teachers) to investigate further STEM opportunities in the curriculum	Leading Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$1,700.00 <input type="checkbox"/> Equity funding will be used
Provide time release and a small budget to support a working party (including Pathways LT, VCAL Coordinator and relevant teachers) to carry out a review of vocational pathways and investigate new opportunities in this area	Leading Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$3,200.00 <input type="checkbox"/> Equity funding will be used

Goal 2	To provide a stimulating learning environment that enables the full engagement of all students in their learning and develops their productive leadership in the college and broader community.
12 month target 2.1	<p>The changes in ATOSS mean that targets need to be expressed differently for 2018. We have tried to match like with like where possible. Generally, our target is to have no factor below the third quartile. We have targeted a 10% improvement in the specific factors which best match the original SSP targets:</p> <p>Sense of confidence > 44.5% Stimulated learning > 43.5% Effective teaching time > 52.6% Teacher concern > 56.5%</p> <p>Year 12 Senior VCAL completion rates to improve to above 60%</p>

FISO Initiative	Building practice excellence			
Key Improvement Strategy 3	To continue the development of student leadership programs at all year levels which enhance engagement and develops student voice			
Actions	<p>To continue to develop student leadership programs at all year levels which enhance engagement and develops stronger student voice. This includes setting up a sustainable structure of student voice focus groups across a range of key areas such as environment, and teaching & learning.</p> <p>To develop definitions and practices to distinguish and differentially support student leadership, altruism and student voice in terms of SMAD, formal leadership programs and student voice mechanisms.</p> <p>To develop the Year 12 Leadership Structure further to include Year 12 involvement in a wider range of school activities and to investigate strategies to enhance Year 11 leadership.</p>			
Evidence of impact	<p>A sustainable structure for student voice focus groups is established and implemented and there is evidence of student decision-making in a range of areas</p> <p>A student engagement strategy is developed and published outlining the various strands of student leadership, opportunities for involvement and the support and resources required to sustain them</p> <p>Year 12 Leaders have been involved in a range of school activities, undertaken training in required areas and had an even higher profile than previously.</p> <p>Increased leadership opportunities have been offered to Year 11 students a strategy has been developed to promote even greater future involvement</p>			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Ensure that the Student Engagement Team is resourced with time and money to develop and implement a comprehensive student engagement strategy	Leading Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$32,000.00 <input checked="" type="checkbox"/> Equity funding will be used

Support has been provided to establish student voice groups in key areas by including as a priority for relevant Assistant Principals.	Assistant Principal	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$14,000.00 <input type="checkbox"/> Equity funding will be used
Support the Wellbeing AP & VCE LT with time and resources to develop leadership capacity in Year 11 & 12 students	Assistant Principal	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$2,000.00 <input type="checkbox"/> Equity funding will be used

Goal 3	To provide a safe and secure learning environment that fosters high levels of personal resilience and promotes empathy and inclusiveness in all students.
12 month target 3.1	Again, there is no direct match between the old ATOSS factors and those for 2018. We have again targeted a 10% improvement in similar factors in the new survey. Resilience > 48% Sense of connectedness > 66.6% As there is now a specific student voice factor, we have added a target in this area. Student voice & agency > 57%
FISO Initiative	Empowering students and building school pride
Key Improvement Strategy 1	To further develop comprehensive wellbeing and welfare support & services addressing school-wide and individual needs
Actions	Further develop the capacity of teachers to identify and support students with wellbeing issues and further build the capacity of House Coordinators to deal with low level wellbeing issues e.g. friendship issues, mild anxiety, transition concerns Establish the new Youth Worker position, with a focus on increased implementation of small group early intervention programs including issues such as grief and loss, anger management, social skills and improved self image Develop more effective data collection procedures and strategies that identify and support students with financial needs Continue to extend relationships with external services such as Brimbank Youth Services, Travencore and RCH

	Develop effective coordination and communication mechanisms to effectively support internal and external wellbeing personnel including SWC's, psychologists, Doctors in Schools program, Health Promotion Nurse and Youth Worker			
Evidence of impact	<p>House Leaders and Coordinators have all undertaken specific professional development in assessing and supporting low level wellbeing issues and consistent processes and protocols are evident across all Houses</p> <p>The new Youth Worker position is successfully established and an expanded range of small group wellbeing programs has been conducted to support identified students, with outcomes evaluated through student and staff feedback</p> <p>Effective processes to identify and track students with financial needs have been developed and documented, internal processes are coordinated and well communicated and funding sources and allocation have been evaluated.</p> <p>Consistent communication and transition protocols have been developed and documented with key external agencies, and Brimbank Youth worker has been effectively integrated into our wellbeing service to students</p> <p>Sustainable systems have been set up, including scheduling, record-keeping and student communication mechanisms, to facilitate effective coordination across all wellbeing staff</p>			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Allocate specific funding within the professional development budget to build the capacity of staff to support wellbeing issues. Ensure time is allocated to wellbeing issues within the internal PD program, pupil-free days and professional practice days	Leading Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$2,400.00 <input checked="" type="checkbox"/> Equity funding will be used
Establish a new Youth Worker position and provide funding to ensure an extended range of small group, early intervention programs are conducted	Wellbeing Team	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$24,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Convene a Working party to establish processes and protocols to identify and track students with financial issues and ensure that funding support from relevant internal welfare funding is efficient and equitable	Wellbeing Team	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$2,000.00 <input checked="" type="checkbox"/> Equity funding will be used

Support the Wellbeing Team with money and time to develop and disseminate protocols for working effectively with key external agencies	Wellbeing Team	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Provide leadership support and funding to establish a new ES position to coordinate effective communication and record-keeping systems across both internal and external wellbeing personnel	Assistant Principal	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$7,500.00 <input checked="" type="checkbox"/> Equity funding will be used

Goal 3	To provide a safe and secure learning environment that fosters high levels of personal resilience and promotes empathy and inclusiveness in all students.
12 month target 3.1	Again, there is no direct match between the old ATOSS factors and those for 2018. We have again targeted a 10% improvement in similar factors in the new survey. Resilience > 48% Sense of connectedness > 66.6% As there is now a specific student voice factor, we have added a target in this area. Student voice & agency > 57%
FISO Initiative	Empowering students and building school pride
Key Improvement Strategy 2	To continue to refine SWPBS approaches and enhance pro-social education within curriculum
Actions	A coherent, planned social curriculum program is developed from 7 - 10 including the implementation and evaluation of the new Year 7 social education subject (Explore Me); the development and documentation of a new Year 8 social education subject (Explore Us) in preparation for implementation in 2019; the review of Year 10 social education subject 'Explore Your World' to determine whether to include it as a compulsory subject for all Year 10 students in 2019; the review of Year 9 subject (Explore Community) to further increase pro-social education elements and an investigation of options for including more social curriculum in the Year 11 & 12 programs.. To conduct an evaluation and refreshment of SWPBS strategies and processes such as refining the matrix, extending reward systems, evaluating data collection, updating the handbook, ensuring the induction of new staff & delivering professional development on identified issues.

Evidence of impact	<p>New social curriculum coordinator position is successfully established, the new Year 7 Explore subject has been successfully implemented and feedback from Year 7 students and 'Explore' teachers has been evaluated. and recommendations made for 2019.</p> <p>Curriculum for Year 8 Explore subject has been developed and a resource book has been produced for 2019 implementation.</p> <p>Review of Year 9 & 10 Explore elements has been conducted and recommendations for future implementation have been disseminated.</p> <p>Options for expanding social education opportunities in Year 11 & 12 have been investigated and recommendations made for 2019.</p> <p>SWPBS mechanisms such as the matrix, classroom posters, handbook and reward systems have been reviewed and refreshed; induction processes and materials for new staff have been reviewed and updated and at least two specific PD sessions to further support implementation of SWPBS have been planned and delivered to all staff</p>			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Create a new social education coordinator position and provide funding and time for a team (including RAPPS coordinator and Curriculum LT) to implement the new Explore curriculum from 7 - 10	Assistant Principal	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$11,700.00 <input checked="" type="checkbox"/> Equity funding will be used
Assign SWPBS as a priority area for House Leaders and provide time and resources to ensure an effective review and refreshment of the program, including induction and staff development	Sub School Leader/s	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$4,000.00 <input checked="" type="checkbox"/> Equity funding will be used

Professional Learning and Development Plan - 2018

Keilor Downs Secondary College (8715)

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organizational Structure	Expertise Accessed	Where
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Continue long-term professional learning with Jane Pollock to ensure effective implementation of GANAG instructional practice model, high yield strategies and effective use of ICT through the i5 approach. This includes consultancy fees and time release for key team.	Leading Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalized PLC/PLTs	<input checked="" type="checkbox"/> Whole School Student Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants Dr Jane Pollock	<input checked="" type="checkbox"/> On-site
Design & deliver a coordinated professional learning program focused on instructional practice through curriculum days, after school PD sessions, time release for Differentiation team and Instructional Practice team.	Leading Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalized PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Provide time release to all KLAs to focus on developing and refining assessment tasks which address the standards and are differentiated to at least three levels. This will also be a key focus of Professional Practice days.	KLA Leader	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalized PLC/PLTs	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Support the VCE Leading Teacher (and Teaching & Learning Team) to design and lead a series of after-school PD sessions on VCE data and strategies, provide	Leading Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Formalized PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

time release for key leaders to work with individual VCE teachers and provide time release and support for VCE teachers to run and attend subject teams across our VCE network.						
Provide support for the Teaching & Learning Team, involving Leading Teachers & Learning Specialist, to deliver a sequence of planned, cohesive after-school PD sessions for staff on effective instructional practice and provide individualized coaching to interested teachers.	Leading Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Formalized PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Continue to support roll out of PIVOT with at least 90% of staff, including a budget component in the Professional Development budget.	Leading Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Individualized Reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Allocate specific funding within the professional development budget to build the capacity of staff to support wellbeing issues. Ensure time is allocated to wellbeing issues within the internal PD program, pupil-free days and professional practice days	Leading Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Whole School Student Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants TBA We use a range of agencies and external expertise according to identified needs	<input checked="" type="checkbox"/> On-site

Assign SWPBS as a priority area for House Leaders and provide time and resources to ensure an effective review and refreshment of the program, including induction and staff development	Sub School Leader/s	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
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Documents that support the plan

The school has uploaded the following documents to support the self-evaluation.