

2018 Annual Implementation Plan

for improving student outcomes

Sunbury College (8350)



Submitted for review by Cecilia Hoey (School Principal) on 07 February, 2018 at 04:53 PM

Endorsed by Jonathan Lowe (Senior Education Improvement Leader) on 01 March, 2018 at 08:19 AM

Endorsed by Eric Eastaughffe (School Council President) on 30 August, 2018 at 10:00 AM

Self-evaluation Summary - 2018

Sunbury College (8350)

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

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

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

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| Enter your reflective comments | The College is on track with this AIP but to embed in future a clear organisational structure is required along with clear timely and visible policies and procedures. There needs to be more documentation of processes. In the second half of 2017 work has been undertaken to realign our goals and for all policies and procedures to stem from this. The school has been identified as in a position that requires 'transformation' and the College has put in place literacy and numeracy strategies that will enable this process. With the Leadership role of School Policies and Respectful Schools it is expected that documentation will be developed to ensure transparency, consistency and clear protocols for staff, student and parent behaviours and practices. Student health and wellbeing will continue to be a focus. |
| Considerations for 2019 | Given the College has been identified in the 'transform' category there will be a priority review in 2018 prior to the development of our 2018 - 2021 Strategic Plan. We have in place a literacy and numeracy strategic which will form the basis of goals set for the first half of 2018 prior to the review. The review should also analyse these projects and the evidence base we have identified to track improvement. The College is also looking to have as a foci for next year in Professional Learning, the High Impact Teaching Strategies and embedding consistency of practice in relation to student management with a positive school wide behaviour support program of student management. Under equity more time has |

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| | been given for House Leaders and a new leading teacher role - House and School Culture has been introduced to implement strategies to improved student engagement and consistency of practice. Goals in the AIP will be aligned with the new way of measuring school performance. The School Policies leadership role has been given time out of equity to develop policies that reflect Child Safety and Respectful Relationships. |
| Documents that support this plan | Sunbury College AIP MID YEAR Monitoring 2017.docx (0.14 MB) |

Annual Implementation Plan - 2018

FISO Improvement Initiatives and Key Improvement Strategies

Sunbury College (8350)

| Four Year Strategic Goals | Four Year Strategic Targets | Is this selected for focus this year? | 12 month target | FISO initiative |
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| Improve individual student outcomes and growth in all AusVELS (now Victorian Curriculum) disciplines | Using the Curiosity and Powerful Learning Strategy develop a school policy on learning through discussions with staff, students, school council and parents Whole school scehdule for assessment and data developed that informs us about how to lift individual attainment All students progress at least 0.5 per semester as measured against AusVELS | Yes | Outline what you want achieve in the next 12 months against your Strategic Plan target. Modified to suit review period. Target to also now be aligned with the way in which schools are measured. To increase the percentage of students with high or medium gains in NAPLAN reading from 66% Very Low to a Medium rating. To increase the percentage of students with high or | Building practice excellence |

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| | | | medium gains in NAPLAN numeracy from 60% Very Low to a Medium rating. | |
| Enhance the well-being of all students in the school | Attitude to Schooling Survey - maintain and increase School Connectedness, Classroom Behaviour, Connectedness to Peers (2014 Benchmark) Preparedness for Year 11 and 12 - increase the learning confidence component of the Attitude to Schooling Survey (2014 Benchmark) Internally survey student body to gain baseline data on time spent on employment, home study, screen time, sport and recreation | No | | |
| Improve student engagement in their learning | Continue to decrease the student absence rate Include 2 senior students on curriculum committee Include one senior student on selection panels Increase VET provision within the College Significantly increase the retention rate in Years 10 to 12 | Yes | To increase the percentage of student agreement in stimulating learning from 37% (a 4% drop over last three years) to at least 40%. To increase our student attendance rate by 2% from 90%. | Building practice excellence |
| Improve communication with the school and broader community | Increase the number of parents who would recommend this school to their friends and family Staff Climate survey - increase significantly teacher collaboration (2014 benchmark), Parent and Community Involvement (2014 benchmark) | Yes | To increase the percentage of positive endorsement in collective efficacy from 35% Very Low to at least 40% To increase the positive endorsement in academic | Setting expectations and promoting inclusion |

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| | Parent Survey - Significantly increase Approachability (2014 benchmark) | | emphasis from 31% Very Low to at least 35% | |
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| Improvement Initiatives Rationale |
| Given we are moving into a review phase and have been notified of a priority review the focus will be on our School Performance Report for 2017 and so therefore our targets need to be aligned with the measurements undertaken to form the School Performance Report. This gives us a clear goal and one that can be measured. Our current work to improve Literacy and Numeracy levels will continue along with our work on developing key school values that we can embed in every aspect of our school life. |

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| Goal 1 | Improve individual student outcomes and growth in all AusVELS (now Victorian Curriculum) disciplines |
| 12 month target 1.1 | Modified to suit review period. Target to also now be aligned with the way in which schools are measured. To increase the percentage of students with high or medium gains in NAPLAN reading from 66% Very Low to a Medium rating. To increase the percentage of students with high or medium gains in NAPLAN numeracy from 60% Very Low to a Medium rating. |
| FISO Initiative | Building practice excellence |
| Key Improvement Strategies | |
| KIS 1 | Implement the third year of the College Literacy Action Plan in line with Dept Literacy Strategy. |
| KIS 2 | Implement a numeracy development program in the junior secondary years, with an emphasis on effective implementation of the Maths Pathways program. |

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| Goal 2 | Improve student engagement in their learning |
| 12 month target 2.1 | To increase the percentage of student agreement in stimulating learning from 37% (a 4% drop over last three years) to at least 40%. To increase our student attendance rate by 2% from 90%. |

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| FISO Initiative | Building practice excellence |
| Key Improvement Strategies | |
| KIS 1 | Develop a Professional Development Program around the High Impact Teaching Strategies. |
| KIS 2 | Promote and encourage improved attendance rates across the school. |

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| Goal 3 | Improve communication with the school and broader community |
| 12 month target 3.1 | To increase the percentage of positive endorsement in collective efficacy from 35% Very Low to at least 40% To increase the positive endorsement in academic emphasis from 31% Very Low to at least 35% |
| FISO Initiative | Setting expectations and promoting inclusion |
| Key Improvement Strategies | |
| KIS 1 | - Develop clear processes following a Positive school wide behaviour model that offers consistency of practice and enhances the classroom environment. |
| KIS 2 | Further develop a culture of connectedness and academic excellence. |

Define Evidence of Impact and Activities and Milestones - 2018

Sunbury College (8350)

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| Goal 1 | Improve individual student outcomes and growth in all AusVELS (now Victorian Curriculum) disciplines |
| 12 month target 1.1 | Modified to suit review period. Target to also now be aligned with the way in which schools are measured. To increase the percentage of students with high or medium gains in NAPLAN reading from 66% Very Low to a Medium rating. To increase the percentage of students with high or medium gains in NAPLAN numeracy from 60% Very Low to a Medium rating. |

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| FISO Initiative | Building practice excellence | | | |
| Key Improvement Strategy 1 | Implement the third year of the College Literacy Action Plan in line with Dept Literacy Strategy. | | | |
| Actions | <ul style="list-style-type: none"> - Run PD with staff regarding literacy strategies across the school - Put in place processes to measure student growth in literacy - Create Extension and support Literacy classes at yrs 7 and 8 - Run classes that prepare students for NAPLAN - Develop classroom protocols around the High Impact Teaching strategies | | | |
| Evidence of impact | <ul style="list-style-type: none"> - PAT results in Reading increasing to reflect student growth in line with or above ACER expectations from Nov 2017 to Nov 2018. - NAPLAN growth move from Very Low to Medium in Reading - Improved student engagement in learning as measured in the Attitudes to School Survey from 2017 results to 2018. - Evidence of classroom practice that implements literacy strategies | | | |
| Activities and Milestones | Who | Is this a Professional Learning Priority | When | Budget |
| Extension and Support Classes for Literacy - Leading Teacher Literacy . 6 salary our of Equity, English Leading Teacher time release 4 periods) and PD time including CRT coverage | Leading Teacher(s) | <input checked="" type="checkbox"/> Yes | from: Term 1 to: Term 4 | \$90,000.00 <input checked="" type="checkbox"/> Equity funding will be used |
| Run and partake in PD for staff in relation to literacy strategies | All Staff | <input checked="" type="checkbox"/> Yes | from: Term 1 to: Term 3 | \$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used |
| Plan for PAT Testing and NAPLAN Testing - timetabling rooms etc. | Leading Teacher(s) | <input type="checkbox"/> No | from: Term 4 to: Term 4 | \$0.00 <input type="checkbox"/> Equity funding will be used |
| Align staff PD plans with this goal | Leadership Team | <input checked="" type="checkbox"/> Yes | from: Term 1 to: Term 4 | \$0.00 <input type="checkbox"/> Equity funding will be used |

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| Employ three teachers on fixed term contract to provide more individualised support | Sub School Leader/s | <input type="checkbox"/> No | from: Term 1 to: Term 4 | \$240,000.00 <input checked="" type="checkbox"/> Equity funding will be used |
| Support student participation and attendance with provision of books and equipment to low income earning families upon request | Assistant Principal | <input type="checkbox"/> No | from: Term 1 to: Term 4 | \$30,000.00 <input checked="" type="checkbox"/> Equity funding will be used |

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|-----------------------------------|---|-------------------------------|-------------|---------------|
| Goal 1 | Improve individual student outcomes and growth in all AusVELS (now Victorian Curriculum) disciplines | | | |
| 12 month target 1.1 | Modified to suit review period. Target to also now be aligned with the way in which schools are measured. To increase the percentage of students with high or medium gains in NAPLAN reading from 66% Very Low to a Medium rating. To increase the percentage of students with high or medium gains in NAPLAN numeracy from 60% Very Low to a Medium rating. | | | |
| FISO Initiative | Building practice excellence | | | |
| Key Improvement Strategy 2 | Implement a numeracy development program in the junior secondary years, with an emphasis on effective implementation of the Maths Pathways program. | | | |
| Actions | <ul style="list-style-type: none"> - Implement the Maths Pathways program at Yrs 7 and 8 - Implement rich task activities through the Maths Pathways program at Yrs 7 and 8 - Train at least 8 teachers in the Maths Pathways program - At Yrs 7 and 8 timetable classes for accessibility to computer/iPads to ensure Maths Pathways can run effectively - Put in place processes to measure student growth in numeracy - Run extension and support numeracy classes at Yr 9 - Run classes that prepare students for NAPLAN - Develop classroom protocols around the High Impact Teaching strategies | | | |
| Evidence of impact | <ul style="list-style-type: none"> - PAT results in Numeracy increasing to reflect student growth in line with or above ACER expectations from Nov 2017 to Nov 2018 - NAPLAN growth move from Very Low to Medium in Numeracy - Improved student engagement in learning as measured in the Attitudes to schooling survey from 2017 results to 2018. - Evidence of classroom practice that implements literacy and numeracy strategies | | | |
| Activities and Milestones | Who | Is this a Professional | When | Budget |

| | | Learning Priority | | |
|---|------------------------|---|----------------------------|--|
| Maths Pathways up and fully running (Funded by Equity - LTO (Numeracy Modelling) 3 periods time allowance, funding support for students unable to pay for the program, time release for teacher training) | Leading Teacher(s) | <input checked="" type="checkbox"/> Yes | from: Term 1 to: Term 4 | \$70,000.00 <input checked="" type="checkbox"/> Equity funding will be used |
| Numeracy Community of Practice | School Leadership Team | <input checked="" type="checkbox"/> Yes | from: Term 1 to: Term 4 | \$50,000.00 <input checked="" type="checkbox"/> Equity funding will be used |
| Numeracy Extension group at Year 8 - ex Maths Teacher employed to work with extension withdrawal group. | KLA Leader | <input type="checkbox"/> No | from: Term 1 to: Term 4 | \$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used |
| Numeracy support group at Year 8 - literacy teacher or aide employed to work with supporting maths pathways in either in-class or withdrawal process. | KLA Leader | <input type="checkbox"/> No | from: Term 1 to: Term 4 | \$20,000.00 <input checked="" type="checkbox"/> Equity funding will be used |
| Purchase 50 iPads to support student learning in Maths Pathways | KLA Leader | <input type="checkbox"/> No | from: Term 1 to: Term 4 | \$22,000.00 <input checked="" type="checkbox"/> Equity funding will be used |

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| Goal 2 | Improve student engagement in their learning |
| 12 month target 2.1 | To increase the percentage of student agreement in stimulating learning from 37% (a 4% drop over last three years) to at least 40%. To increase our student attendance rate by 2% from 90%. |
| FISO Initiative | Building practice excellence |
| Key Improvement Strategy 1 | Develop a Professional Development Program around the High Impact Teaching Strategies. |
| Actions | - Create PD time in the meeting schedule - Develop Professional Planning Teams based on subject/class groups linked to HITS |

| | <ul style="list-style-type: none"> - Develop Professional Learning teams based on teaching foci - ie LP7, Maths Pathways, Literacy team, Respectful Relationships, School Wide Positive Behaviour Support - Engage with Melb University Pre-Service Teaching Program - Develop PD around each of the High Impact Teaching Strategies - Undertake a review of course offerings from Year 8 to 10 with student input with a view to implementing a program that fosters stimulating learning making best use of new facilities | | | |
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| Evidence of impact | <ul style="list-style-type: none"> - Improved Student Attitudes to schooling date - from 37% to 40% - Staff PDPs have focus on this goal - Classroom observation records of use of High Impact Teaching Strategies - Review of course offerings impacting course offerings and programs in 2019 | | | |
| Activities and Milestones | Who | Is this a Professional Learning Priority | When | Budget |
| PD on High Impact teaching strategies | Teaching and Learning Coordinator | <input checked="" type="checkbox"/> Yes | from: Term 1 to: Term 4 | \$5,000.00 <input type="checkbox"/> Equity funding will be used |
| Organisation of Professional Learning teams that reflect student learning areas rather than strictly on KLA basis | Teaching and Learning Coordinator | <input type="checkbox"/> No | from: Term 1 to: Term 4 | \$0.00 <input type="checkbox"/> Equity funding will be used |
| Become an Outer Melbourne School Base School in Partnership with the MGSE | Teaching and Learning Coordinator | <input checked="" type="checkbox"/> Yes | from: Term 1 to: Term 4 | \$10,000.00 <input type="checkbox"/> Equity funding will be used |
| Further develop the role of the Inclusive Practices Leader with a focus on improving student engagement for at risk students | Leading Teacher(s) | <input checked="" type="checkbox"/> Yes | from: Term 1 to: Term 4 | \$110,000.00 <input checked="" type="checkbox"/> Equity funding will be used |
| Begin a review of curriculum offerings from Year 8-10 as part of the priority review process (CRT time release for visits to schools) | Assistant Principal | <input checked="" type="checkbox"/> Yes | from: Term 2 to: Term 4 | \$3,000.00 <input type="checkbox"/> Equity funding will be used |

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| Align staff PD plans with this goal | Leadership Team | <input checked="" type="checkbox"/> Yes | from: Term 1 to: Term 4 | \$0.00 <input type="checkbox"/> Equity funding will be used |
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| Goal 2 | Improve student engagement in their learning | | | |
| 12 month target 2.1 | To increase the percentage of student agreement in stimulating learning from 37% (a 4% drop over last three years) to at least 40%. To increase our student attendance rate by 2% from 90%. | | | |
| FISO Initiative | Building practice excellence | | | |
| Key Improvement Strategy 2 | Promote and encourage improved attendance rates across the school. | | | |
| Actions | <ul style="list-style-type: none"> - Develop a clear process for monitoring attendance data - Reference the importance of attendance in newsletters and in parent meetings and student assemblies - Collate and publish data that shows a correlation between attendance at school and academic success - Change the Tuesday timetable so that not all single periods - Include attendance prerequisites on attendance in extra curricula events and for selection in special programs - Develop programs that promote interest in schooling and self development - Continue to foster connection to schooling through well-being programs, support and the Connect program | | | |
| Evidence of impact | <ul style="list-style-type: none"> - Student attendance to increase by 2% from 90% - Increased number of 'approved' as opposed to 'unapproved' absences | | | |
| Activities and Milestones | Who | Is this a Professional Learning Priority | When | Budget |
| Fund an administration Assistant to work on attendance and wellbeing | Principal | <input type="checkbox"/> No | from: Term 1 to: Term 4 | \$65,000.00 <input checked="" type="checkbox"/> Equity funding will be used |

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| Connect staff to be directed to monitor attendance of students in their connect group | Assistant Principal | <input checked="" type="checkbox"/> Yes | from: Term 1 to: Term 4 | \$0.00 <input type="checkbox"/> Equity funding will be used |
| House Leaders to undertake regular attendance reviews and update Compass on long term issues - Note Year Level Coords = House Leaders and Yr 7 | Year Level Co-ordinator(s) | <input checked="" type="checkbox"/> Yes | from: Term 1 to: Term 4 | \$20,000.00 <input checked="" type="checkbox"/> Equity funding will be used |
| Importance of attendance to be promoted through reporting process, establishment of prerequisites for entry into special programs and publicity to parents and students . Also the responsibility of Yr 7 Coords and House Leaders and all staff. | School Leadership Team | <input type="checkbox"/> No | from: Term 1 to: Term 4 | \$0.00 <input type="checkbox"/> Equity funding will be used |

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| Goal 3 | Improve communication with the school and broader community | | | |
| 12 month target 3.1 | To increase the percentage of positive endorsement in collective efficacy from 35% Very Low to at least 40% To increase the positive endorsement in academic emphasis from 31% Very Low to at least 35% | | | |
| FISO Initiative | Setting expectations and promoting inclusion | | | |
| Key Improvement Strategy 1 | - Develop clear processes following a Positive school wide behaviour model that offers consistency of practice and enhances the classroom environment. | | | |
| Actions | - Establish a School Wide Positive Behaviour Support management model that promotes consistency of practice. | | | |
| Evidence of impact | - Staff attitudes to schooling survey shows improvement in collective efficacy from 35% to at least 40% - Improvement in student connectedness to school ratings in Attitudes to School Survey | | | |
| Activities and Milestones | Who | Is this a Professional Learning Priority | When | Budget |

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| Establish a positive school wide behaviour management model through Curriculum Day and PD - lead by leading teachers and House Leaders/ Yr 7 Coords. Will need to have specialist speakers etc. | Leading Teacher(s) | <input checked="" type="checkbox"/> Yes | from: Term 1 to: Term 4 | \$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used |
| Establish a team to work on SWPBS model over the target year and evaluate progress and provide PD on methodology | Leading Teacher(s) | <input checked="" type="checkbox"/> Yes | from: Term 1 to: Term 4 | \$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used |
| Provide wellbeing program that fosters inclusion | Wellbeing Team | <input type="checkbox"/> No | from: Term 1 to: Term 4 | \$0.00 <input type="checkbox"/> Equity funding will be used |
| Production of support materials and acknowledgement systems | Leading Teacher(s) | <input type="checkbox"/> No | from: Term 1 to: Term 4 | \$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used |

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| Goal 3 | Improve communication with the school and broader community |
| 12 month target 3.1 | To increase the percentage of positive endorsement in collective efficacy from 35% Very Low to at least 40% To increase the positive endorsement in academic emphasis from 31% Very Low to at least 35% |
| FISO Initiative | Setting expectations and promoting inclusion |
| Key Improvement Strategy 2 | Further develop a culture of connectedness and academic excellence. |
| Actions | <ul style="list-style-type: none"> - Develop a leadership role for House and School Culture. - House Leaders and Yr 7 Coordinators to build the culture of success through regular organised House Meetings / Assemblies. - Continue to develop whole School Awards Night and feature success from VCE. - Institute processes that recognise and celebrate academic excellence. |
| Evidence of impact | <ul style="list-style-type: none"> - Staff attitudes to schooling survey shows improvement in collective efficacy from 35% to at least 40% - Positive endorsement in academic emphasis from 31% to at least 35%. |

| Activities and Milestones | Who | Is this a Professional Learning Priority | When | Budget |
|--|--------------------------------|--|----------------------------|--|
| Hold regular House Assemblies/ Level Assemblies to celebrate success and promote endeavour. | Year Level Co-ordinator(s) | <input type="checkbox"/> No | from: Term 1 to: Term 4 | \$10,000.00 <input type="checkbox"/> Equity funding will be used |
| Establish Leading Teacher position to oversee enhancement of house culture - provide time release to enable. | Leading Teacher(s) | <input type="checkbox"/> No | from: Term 1 to: Term 4 | \$20,000.00 <input checked="" type="checkbox"/> Equity funding will be used |
| Develop a clear extension program from yr 7-9 in literacy, numeracy and STEM (to factor in new buildings). | KLA Leader | <input checked="" type="checkbox"/> Yes | from: Term 1 to: Term 4 | \$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used |
| Employ an additional youth worker to support engagement and wellbeing. | Student Wellbeing Co-ordinator | <input type="checkbox"/> No | from: Term 1 to: Term 4 | \$50,000.00 <input checked="" type="checkbox"/> Equity funding will be used |

Professional Learning and Development Plan - 2018

Sunbury College (8350)

| Professional Learning Priority | Who | When | Key Professional Learning Strategies | Organisational Structure | Expertise Accessed | Where |
|--|--------------------|----------------------------|---|--|--|---|
| Extension and Support Classes for Literacy - Leading Teacher Literacy . 6 salary our of Equity, English Leading Teacher time release 4 periods) and PD time including CRT coverage | Leading Teacher(s) | from: Term 1 to: Term 4 | <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Formalised PLC/PLTs | <input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> PLC/PLT Meeting | <input checked="" type="checkbox"/> Literacy expertise | <input checked="" type="checkbox"/> On-site |

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| Run and partake in PD for staff in relation to literacy strategies | All Staff | from: Term 1 to: Term 3 | <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Peer observation including feedback and reflection | <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting | <input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Maths/Sci Specialist | <input checked="" type="checkbox"/> On-site |
| Align staff PD plans with this goal | Leadership Team | from: Term 1 to: Term 4 | <input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Individualised Reflection | <input checked="" type="checkbox"/> PLC/PLT Meeting | <input checked="" type="checkbox"/> Internal staff | <input checked="" type="checkbox"/> On-site |
| Maths Pathways up and fully running (Funded by Equity - LTO (Numeracy Modelling) 3 periods time allowance, funding support for students unable to pay for the program, time release for teacher training) | Leading Teacher(s) | from: Term 1 to: Term 4 | <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development | <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 |
| Numeracy Community of Practice | School Leadership Team | from: Term 1 to: Term 4 | <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs | <input checked="" type="checkbox"/> Communities of Practice | <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants Kathy Palmer | <input checked="" type="checkbox"/> Off-site CoP Meets at Galli and at partner schools |
| PD on High Impact teaching strategies | Teaching and Learning Coordinator | from: Term 1 to: Term 4 | <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Peer observation including feedback and reflection | <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 |

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| Become an Outer Melbourne School Base School in Partnership with the MGSE | Teaching and Learning Coordinator | from: Term 1 to: Term 4 | <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Individualised Reflection | <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions | <input checked="" type="checkbox"/> External consultants Uni of Melbourne Partnership | <input checked="" type="checkbox"/> On-site |
| Further develop the role of the Inclusive Practices Leader with a focus on improving student engagement for at risk students | Leading Teacher(s) | from: Term 1 to: Term 4 | <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Individualised Reflection | <input checked="" type="checkbox"/> PLC/PLT Meeting | <input checked="" type="checkbox"/> Internal staff | <input checked="" type="checkbox"/> On-site |
| Begin a review of curriculum offerings from Year 8-10 as part of the priority review process (CRT time release for visits to schools) | Assistant Principal | from: Term 2 to: Term 4 | <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development | <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions | <input checked="" type="checkbox"/> Internal staff | <input checked="" type="checkbox"/> On-site |
| Align staff PD plans with this goal | Leadership Team | from: Term 1 to: Term 4 | <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Individualised Reflection | <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions | <input checked="" type="checkbox"/> Internal staff | <input checked="" type="checkbox"/> On-site |
| Connect staff to be directed to monitor attendance of students in their connect group | Assistant Principal | from: Term 1 to: Term 4 | <input checked="" type="checkbox"/> Planning | <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions | <input checked="" type="checkbox"/> Internal staff | <input checked="" type="checkbox"/> On-site |
| House Leaders to undertake regular attendance reviews and update Compass on long term issues - Note Year Level Coords = House Leaders and Yr 7 | Year Level Co-ordinator(s) | from: Term 1 to: Term 4 | <input checked="" type="checkbox"/> Planning | <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions | <input checked="" type="checkbox"/> Internal staff | <input checked="" type="checkbox"/> On-site |
| Establish a positive school wide behaviour management | Leading Teacher(s) | from: Term 1 to: Term 4 | <input checked="" type="checkbox"/> Formalised PLC/PLTs | <input checked="" type="checkbox"/> Whole School Student Free Day | <input checked="" type="checkbox"/> School improvement partnerships | <input checked="" type="checkbox"/> On-site |

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| model through Curriculum Day and PD - lead by leading teachers and House Leaders/ Yr 7 Coords. Will need to have specialist speakers etc. | | | | <input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions | | |
| Establish a team to work on SWPBS model over the target year and evaluate progress and provide PD on methodology | Leading Teacher(s) | from: Term 1 to: Term 4 | <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation | <input checked="" type="checkbox"/> Timetabled Planning Day | <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants DET specialists on this program | <input checked="" type="checkbox"/> On-site |
| Develop a clear extension program from yr 7-9 in literacy, numeracy and STEM (to factor in new buildings). | KLA Leader | from: Term 1 to: Term 4 | <input checked="" type="checkbox"/> Curriculum development | <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions | <input checked="" type="checkbox"/> Internal staff | <input checked="" type="checkbox"/> On-site |

Documents that support the plan

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

Dimension 1

- [2017YearPlanner.xls \(0.09 MB\)](#)
- [Engaging students in independant reading.pptx \(1.37 MB\)](#)
- [Independent Reading Session 1.pptx \(1.87 MB\)](#)
- [Inferring the meaning of words.pptx \(0.77 MB\)](#)
- [LITERACY INITIATIVE 3 YEAR ACTION PLAN.docx \(0.02 MB\)](#)
- [LITERACY PROFESSIONAL DEVELOPMENT- Teaching Aides.pptx \(3.72 MB\)](#)
- [LITERACY PROFESSIONAL DEVELOPMENT- Year 9 Teachers.pptx \(2.43 MB\)](#)
- [LITERACY PROFESSIONAL DEVELOPMENT.pptx \(2.21 MB\)](#)
- [PDP - Building Professional Capacity \(staff handout\).pdf \(0.43 MB\)](#)
- [PDP – Building Professional Capacity 2017 - Selection Sheet.docx \(0.13 MB\)](#)
- [PP-FSY 2017.pptx \(0.54 MB\)](#)
- [Substantive Talk.pptx \(2.19 MB\)](#)
- [Sunbury College- PAT.pptx \(2.64 MB\)](#)

[Writing Workshop.pptx \(1.33 MB\)](#)

Dimension 2

[2017 Health Yearly planner.docx \(0.12 MB\)](#)

[2017 PE timeline.docx \(0.03 MB\)](#)

[2017 Scope and Sequence.docx \(0.02 MB\)](#)

[Drama Year 7 2017.docx \(0.04 MB\)](#)

[Unit 1 and 2 English Planner.docx \(0.02 MB\)](#)

[Unit 3 and 4 English Planner 2017.docx \(0.02 MB\)](#)

[Year 10 Course Outline 2017.docx \(0.02 MB\)](#)

[Year 10 English Planner 2017.docx \(0.02 MB\)](#)

[Year 7 Food Studies Year Planner 2017.docx \(0.04 MB\)](#)

[Year 8 English Planner 2017.docx \(0.02 MB\)](#)

[Year 9 English Planner 2017.docx \(0.03 MB\)](#)

Dimension 3

[NAPLAN 2017 - FSY.docx \(1.19 MB\)](#)

[Year 7 2017 NAPLAN Numeracy Item analysis.xlsx \(0.03 MB\)](#)

[Year 7 Item analysis 2017.xlsx \(0.05 MB\)](#)

[Year 9 master 2017.xlsx \(0.59 MB\)](#)

Dimension 5

[Presentation October 12th.pptx \(0.87 MB\)](#)

[Presentation values.pptx \(0.66 MB\)](#)

[Responses All 170605.pdf \(0.15 MB\)](#)

[Value survey blurb.docx \(0.05 MB\)](#)

Dimension 6

[Collation of Staff Pressure Points.docx \(0.02 MB\)](#)

[Current state assessment .docx \(0.01 MB\)](#)

[NAPLAN 2017 - FSY.docx \(1.19 MB\)](#)

[Presentation Sept 12.pptx \(1.59 MB\)](#)

[Responses All 170605.pdf \(0.15 MB\)](#)

[Year 7 2017 NAPLAN Numeracy Item analysis.xlsx \(0.03 MB\)](#)

[Year 7 Item analysis 2017.xlsx \(0.05 MB\)](#)

Dimension 7

[classroom rules - The 3 R's.docx \(0.01 MB\)](#)

[Essential Skills for Classroom Management.pdf \(1.04 MB\)](#)

[SIT Agenda June 19th.docx \(0.13 MB\)](#)

[SIT Minutes August 24th.docx \(0.02 MB\)](#)

[Teacher Induction Presentation 2017.pptx \(2.47 MB\)](#)

Dimension 8

[Presentation values.pptx \(0.66 MB\)](#)

Dimension 9

[Academic Awards 2017.docx \(0.01 MB\)](#)

[CONNECT House Challenge 2017.docx \(0.12 MB\)](#)

[CONNECT Program 2017 - Term 3&4.docx \(0.4 MB\)](#)

[Principals awards Semester 1 2017 running sheet.docx \(0.02 MB\)](#)

Dimension 10

[EXCLUSION PROCESS FINAL.docx \(0.32 MB\)](#)

[Sunbury College Code of Conduct.docx \(0.02 MB\)](#)

[Sunbury College Engagement and Well-Being Policy Final.docx \(0.69 MB\)](#)

Dimension 12

[Longitudinal Maths Year 7 2017.docx \(0.07 MB\)](#)

[Longitudinal Reading Year 7 2017.docx \(0.07 MB\)](#)

[NAPLAN 2017 - FSU.docx \(1.19 MB\)](#)

[Pat- Parents 2017 Year 7.docx \(0.01 MB\)](#)

[Yr 7 2018 Sunbury College draft.xlsx \(0.03 MB\)](#)

Dimension 13

[Parents Opinion Survey Report.pdf \(0.08 MB\)](#)

Dimension 16

[Parents Opinion Survey Report.pdf \(0.08 MB\)](#)

Self-evaluation Summary

[Sunbury College AIP MID YEAR Monitoring 2017.docx \(0.14 MB\)](#)