

2021 Annual Implementation Plan

for improving student outcomes

Sunbury College (8350)



Submitted for review by Darryn Kruse (School Principal) on 03 March, 2021 at 08:24 PM
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Endorsed by Eric Eastaughffe (School Council President) on 22 April, 2021 at 12:27 PM

Self-evaluation Summary - 2021

	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	Evolving moving towards Embedding
	Curriculum planning and assessment	Evolving
	Evidence-based high-impact teaching strategies	Evolving
	Evaluating impact on learning	Evolving
Professional leadership	Building leadership teams	Embedding
	Instructional and shared leadership	Evolving moving towards Embedding
	Strategic resource management	Embedding
	Vision, values and culture	Embedding

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

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

Enter your reflective comments	There has generally been growth across all four priority areas through 2020, but the greatest growth has particularly been in "excellence in teaching and learning" and "professional leadership", as a lot of the foundational work completed in the 2019 and 2020 AIPs focussed on these areas.
Considerations for 2021	<p>The aim of our Strategic Plan (and therefore this AIP) is to raise student engagement and achievement, through enhancing relationships within the school, increasing student agency, voice and understanding in their learning, and an emphasis on continuous improvement in the teaching and learning process, with a growing emphasis on meeting students at point of need. The underlying rationale is the importance of students as informed and empowered partners in their learning.</p> <p>Each year, a few key improvement strategies (KIS) will become "whole school" foci, while smaller groups within the school (such as a number of working parties) will work on progressing each of the others. In 2021, the emphasis on consolidating and extending our instructional model, on embedding our professional learning teams and on continuing to strengthen our literacy programs will be important directions a focus as they are seen as the next step in the achievement of our strategic plan. Similarly, there will be a whole school emphasis on SWPBS and resilience, as part of the work on the "Building</p>

	<p>Relationships” KIS. There is also continuing work in areas of eLearning and student leadership. The bulk of this work will set the school up for a significant focus on student agency and voice in their learning in 2022. The last year of our current Strategic Plan.</p> <p>This year, in response to the lengthy periods of remote and flexible learning due to the COVID-19 pandemic, there is an additional DET-mandated goal comprising of three compulsory key improvement strategies added to every school's AIP. Happily the three key improvement strategies are strongly in line with the thrust of our Strategic Plan and can be incorporated into our work in 2021 in a cohesive and coherent way.</p>
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SSP Goals Targets and KIS

Goal 1	2021 Priorities Goal
Target 1.1	Support for the 2021 Priorities
Key Improvement Strategy 1.a Curriculum planning and assessment	Learning, catch-up and extension priority
Key Improvement Strategy 1.b Health and wellbeing	Happy, active and healthy kids priority
Key Improvement Strategy 1.c Building communities	Connected schools priority
Goal 2	To improve student empowerment and confidence in learning
Target 2.1	By 2022 increase the percentile factors of survey outcomes (parent) about: <ul style="list-style-type: none"> • student agency and voice • confidence and resiliency skills • student connectedness
Target 2.2	By 2022 improve the percentage of positive responses to survey outcomes (student) about: <ul style="list-style-type: none"> • sense of confidence • student voice and agency • sense of connectedness.
Key Improvement Strategy 2.a Empowering students and building school pride	Build student capacity to lead and influence all members of the school community.

Key Improvement Strategy 2.b Empowering students and building school pride	Empower students with agency and voice in their learning.
Key Improvement Strategy 2.c Empowering students and building school pride	Build student capacity to act as effective partners in their own learning.
Goal 3	To increase student engagement in learning.
Target 3.1	By 2022, increase the percentile factors of survey outcomes in the parent opinion survey about: <ul style="list-style-type: none"> • motivation and support • stimulating learning environment • high expectations for success
Target 3.2	By 2022, improve attendance data: <ul style="list-style-type: none"> • non approved absences from a mean of 6 days to a mean of 2 days • approved absences from a mean of 20 days to a mean of 15 days.
Target 3.3	By 2022, increase the percentile factors of survey outcomes in the student attitudes to school survey about: <ul style="list-style-type: none"> • motivation and interest • stimulated learning • high expectations for success • self-regulation and goal setting • attitudes to attendance

Key Improvement Strategy 3.a Building practice excellence	Stimulate and personalise student learning by meeting a student's point of learning need.
Key Improvement Strategy 3.b Building communities	Further enhance relationships and connections within the school community.
Key Improvement Strategy 3.c Building practice excellence	Develop and implement an eLearning plan to support stimulating learning.
Goal 4	To maximise the growth of student learning and academic outcomes
Target 4.1	By 2022, increase the VCE outcomes in allstudy score to 30 and in English, Further Mathematics and Mathematical Methods to equal to or higher than state mean scores.
Target 4.2	.By 2022, increase the percentage of Year 9 students gaining medium and high growth in: <ul style="list-style-type: none"> • NAPLAN reading • NAPLAN writing • NAPLAN numeracy
Target 4.3	By 2022, improve the percentile factors of survey outcomes for the following factors: <ul style="list-style-type: none"> • collective efficacy in the staff survey • teacher collaboration in the staff survey • effective teaching in the parent survey • differentiated learning challenge in the student attitudes to school survey

Key Improvement Strategy 4.a Building practice excellence	Develop and implement an agreed and flexible teaching and learning framework, which incorporates an instructional model.
Key Improvement Strategy 4.b Building practice excellence	Build professional learning teams to implement a whole school professional learning program aligned to school priorities, including continuous improvement of teaching and learning.
Key Improvement Strategy 4.c Building practice excellence	Strengthen and embed the literacy and numeracy improvement strategies to maximise growth in outcomes.

Define Actions, Outcomes and Activities

Goal 1	2021 Priorities Goal
12 Month Target 1.1	By the end of 2021 improve the percentage of positive responses to survey outcomes (student) about: # sense of confidence # student voice and agency # sense of connectedness
KIS 1 Curriculum planning and assessment	Learning, catch-up and extension priority
Actions	KIS 1.a.i Establish an effective tutoring and small group teaching program across the college focused on learning support and extension KIS 1.a.ii Further develop the DET High Ability Program in the college
Outcomes	<p>Students</p> <ul style="list-style-type: none"> • will develop their reading skills and strategies through active and informed participation in an independent reading program • impacted by remote and flexible learning will show improved learning growth • with low literacy or numeracy will show improved learning growth • requiring extension or enhanced learning will have a range of opportunities <p>Staff/Teachers will</p> <ul style="list-style-type: none"> • identify student learning needs and will use evidence to identify learning needs and opportunities to improve • deliver intervention and extension programs to identified students • further develop and implement a data-informed and student-centred approach to Maths teaching at Years 7-10 • group students according to levels of understanding and establish point of need learning in Maths and English to support an individual growth focus <p>Leaders will</p> <ul style="list-style-type: none"> • organise resources to enable school-based programs in literacy, numeracy and extension

	<ul style="list-style-type: none"> organise staffing to enable classroom support, modelling, and feedback support reflection of data - NAPLAN, PAT, etc. develop professional learning centred around key understandings and evidence-based practice lead tutor-teachers and classroom in the development of the literacy and numeracy programs 			
Success Indicators	<p># Timetables, artefacts and records of tutoring and extension programs # IEPs and anecdotal records of student engagement with tutoring and extension programs # records of student participation in tutoring and extension program</p> <p>#.Observations of students more effectively accessing written texts. # Growth in NAPLAN reading data 2021 # Growth in PAT reading test year 7- 9</p> <p># Maintain or grow in NAPLAN numeracy data in 2021 (already met 2022 target) # Growth in PAT numeracy testing data year 7 to 10</p>			
Activities and Milestones	Who	Is this a PL Priority	When	
Employ teacher-tutors and allocate tutoring within existing staff members' teaching allotments	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	
Analyse school data sets to allocate students most appropriately to MYLNS, PSD and Tutoring without duplication	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	
Establish bespoke professional learning program for teacher-tutors including DET-provided online programs, external PL and conferencing with Assistant Principal overseeing the program	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	

Enrol students in the Victorian High-Ability Program, including using the exception process to increase numbers of students involved in the program	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	
Reinforce extension opportunities for students through extension workshops, targeted activities and reinvigorating competitions and events	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	
KIS 2 Health and wellbeing	Happy, active and healthy kids priority			
Actions	<p>KIS 1.b.i Implement the Active Schools Extracurricular Program</p> <p>KIS 1.b.ii Focus on mental health training, in particular MHFA and SAFEminds, for staff and senior students</p> <p>KIS 1.b.iii Maintain and augment, particularly where opportunities were missed in 2020, an engaging camps and excursions program</p>			
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> • have access to a range of extra curricular activities at lunchtimes and after school • learn, in Year 10, to recognise signs of mental health issues in self and others and be empowered to seek appropriate help for those in need • have opportunities in Years 7-9 to attend camps and excursions, both as a year level cohort and through subject choice for further opportunities <p>Staff/Teachers will:</p> <ul style="list-style-type: none"> • encourage and support a broad activities program at lunchtime and after school • have the opportunity to complete the Youth Mental Health First Aid training program • work with students to support the Teen Mental Health First Aid (TMHFA) program • organise, run and support a program of camps, excursions and activities • encourage student participation in the happy, active and healthy kids priority 			

	<p>Leaders will:</p> <ul style="list-style-type: none"> • encourage and support a broad activities program at lunchtime and after school • oversee the establishment of the TMHFA program at year 8 and the Youth Mental Health First Aid training program for staff • further investigate additional mental health support programs for students and staff • oversee the organisation, running and support of a program of camps, excursions and activities • encourage student participation in the happy, active and healthy kids priority 			
Success Indicators	<p># records of participation in extra curricular activities at lunchtimes and after school # schedule of programs for extra-curricular activities, camps and excursions # schedule for TMHFA and YMHFA programs # staff and student reflections on mental health training programs # plan developed for enhanced Year 9 program in 2022</p>			
Activities and Milestones	Who	Is this a PL Priority	When	
Employ a Sports Assistant through the AFL Intern Program to establish a lunchtime activities program and to assist with targeted sports development within HPE classes.	<input checked="" type="checkbox"/> KLA Leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	
Explore and run additional opportunities for lunchtime and after-school activities	<input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Wellbeing Team <input checked="" type="checkbox"/> Year Level Co-ordinator(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	
Timetable and run Teen Mental Health First Aid program for all Year 10 classes	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	

Run Youth Mental Health First Aid training for interested staff during end-of-year activities program	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	<input checked="" type="checkbox"/> PLP Priority	from: Term 4 to: Term 4	
Adapt and run three days of camping activity for Year 7 and Year 8 and an early day camp for Year 9, while exploring additional Year 9 camping opportunities later in the year to make up for lost opportunities in 2020.	<input checked="" type="checkbox"/> Leading Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	
Establish a working party to investigate potential directions for a new Year 9 Program	<input checked="" type="checkbox"/> Leading Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	
KIS 3 Building communities	Connected schools priority			
Actions	KIS 1.c.i Develop and begin to implement an enhanced student leadership program KIS 1.c.ii Implement the My Career Portfolio program KIS 1.c.iii Reinstate and reinvent transition activities within and beyond the college			
Outcomes	Students will: <ul style="list-style-type: none"> • have a range of opportunities to take on leadership roles across the college • have a series of clear pathways to decision-making in the school • have opportunities to develop their leadership skills • identify post-secondary pathways and explain how they can achieve entry to those pathways • understand the importance of attendance and the link to better health outcomes, better employment outcomes, and higher incomes across their lives • experience a range of activities designed to provide successful transition from primary school to secondary school, between year levels and from school to work or further education pathways 			

	<p>Staff/Teachers will:</p> <ul style="list-style-type: none"> • contribute to various elements of the student leadership program • ensure learning through the My Career Portfolio supports students in career pathways and informed student choice • participate in meetings with primary school staff, collaborating to share student data and curriculum expertise • engage with transition processes within and beyond the college <p>Leaders:</p> <ul style="list-style-type: none"> • encourage, support and champion student leadership opportunities and processes in the school • create the conditions to build strong partnerships with local and wider communities to support transitions into further education, training and employment • provide the structures and resources so that all students have access to and participate in the My Careers Portfolio program. • collaborate with partner schools in the Sunbury & Diggers Rest Network to ensure an effective primary to secondary transition program • create conditions and processes to support students through various transitions 			
Success Indicators	<p># vibrant and multi-layered student leadership program exists # student leadership training program, including student leadership camp # My Career Portfolio program implemented through several year levels # multi-layered primary-secondary transition program reestablished # 50% drop in unexplained absences from 2020 # a range of activities run to provide transition support between year levels and from school to further pathways</p>			
Activities and Milestones	Who	Is this a PL Priority	When	
Establish enhanced student leadership coordinator role in the college with significant time allowance	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	
Embed student leadership program in the college through: • SRC • increased and broadened student leadership roles throughout the college • regular meeting between student leaders and adult leaders in the school	<input checked="" type="checkbox"/> Student Leadership Coordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	

<ul style="list-style-type: none"> • student membership on selection panels, school council, etc. • leadership development camp 				
Implement the My Career Portfolio process across the college	<input checked="" type="checkbox"/> Managed Individual Pathways Coordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	
Document an absences flow chart and/or stepped procedures with particular emphasis on reducing the number of unexplained absences.	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	
Reestablish the Year 6 to 7 Transition program	<input checked="" type="checkbox"/> Leading Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	
Goal 2	To increase student engagement in learning.			
12 Month Target 2.1	Increase the percentile factors of survey outcomes in the parent opinion survey about: # motivation and support # stimulating learning environment # high expectations for success			
12 Month Target 2.2	Improve attendance data: # non approved absences from a mean of 6 days to a mean of 2 days # approved absences from a mean of 20 days to a mean of 18 days.			
12 Month Target 2.3	Increase the percentile factors of survey outcomes in the student attitudes to school survey about: # motivation and interest # stimulated learning # high expectations for success # self-regulation and goal setting # attitudes to attendance # resilience			

KIS 1 Building communities	Further enhance relationships and connections within the school community.
Actions	<p>KIS 2.a.i Consolidate and embed School-Wide Positive Behaviour Support (SWPBS) practices across the college.</p> <p>KIS 2.a.ii Develop and document clear processes to identify and support students at risk; implement generic procedures, specific strategies and individualised programs for the red tier of the SWPBS structure</p> <p>KIS 2.a.iii Further implement a program to develop and promote resilience across the college</p>
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> • be able to articulate and learn expected behaviours within and beyond the classroom • be rewarded and encouraged in positive behaviours • work with teachers to implement the classroom matrix • build their understandings and experiences of resilience • understand and reflect the importance of the school values and associated behaviours <p>Staff/Teachers will:</p> <ul style="list-style-type: none"> • explicitly teach expected behaviours within and beyond the classroom • reward and encourage positive behaviours • work with students to implement the classroom matrix • contribute to the development of functional behaviour responses for the most challenging behaviours (red tier on the SWPBS pyramid) • incorporate school values in curriculum and in teaching and learning • encourage student voice and agency in decision-making within and beyond the classroom <p>Leaders will:</p> <ul style="list-style-type: none"> • model and demonstrate how to create and influence positive behaviours within and beyond the classroom • oversee processes for the teaching, encouragement and reward for positive behaviours • refine and implement processes, practices and expectations for increasing recognition and acknowledgement of positive behaviours • lead the processes of developing functional behaviour responses for the most challenging behaviours (red tier on the SWPBS pyramid) • structure and support a school-wide program to develop and promote resilience
Success Indicators	<p># School-Wide Evaluation Tool (SET) data</p> <p># relevant areas of parent, staff and student attitudinal surveys</p>

	# regular newsletter contributions and updates # outline of resilience program across the college # PD on positive reinforcement strategies provided for staff # functional behaviour responses developed for the most challenging behaviours (red tier on the SWPBS pyramid) # teachers will incorporate SWPBS lessons in their classroom curriculum # an increase in the use of rewards systems			
Activities and Milestones	Who	Is this a PL Priority	When	
Develop and implement processes to teach the expected whole school behaviours in the school and classroom matrices <ul style="list-style-type: none"> • leadership by Student Engagement and Positive Behaviour Support Leading Teacher • creation of cross-KLA lessons to be delivered in classes across the year • development by students of promotional materials supporting expected behaviours • maintenance and extension of reward system for expected behaviours 	<input checked="" type="checkbox"/> Leading Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	
Develop and record functional behaviour responses for the most challenging behaviours (red tier on the SWPBS pyramid)	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	
Embed a program to develop and promote resilience across the college <ul style="list-style-type: none"> • introductory information provided at staff meeting • professional reading provided to teaching staff • introduction of key concepts at students assemblies • weekly pastoral care program based on resiliency project • year-level specific lesson plans developed and resourced • student diary redesigned to include resilience project material 	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Leading Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	
KIS 2	Develop and implement an eLearning plan to support stimulating learning.			

Building practice excellence				
Actions		KIS 2.b.i Develop a long-term eLearning plan		
		KIS 2.b.ii Enable Learning Specialists to support early adopters of classroom based eLearning		
Outcomes		<p>Students will:</p> <ul style="list-style-type: none"> • increasingly use ICT in their learning • contribute to the development of a whole school eLearning plan <p>Staff/Teachers will:</p> <ul style="list-style-type: none"> • be supported to use ICT in the teaching process • contribute to the development of a whole school eLearning plan <p>Leaders will:</p> <ul style="list-style-type: none"> • oversee the development of a whole school eLearning plan 		
Success Indicators		# long-term eLearning plan is developed		
		# Learning Specialists document successes of early adopters		
Activities and Milestones		Who	Is this a PL Priority	When
Oversee the development of a whole-school eLearning plan		<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4
Establish a regime of point of need support and coaching for early adopters of new ICT processes		<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4
Establish a customised professional learning program to support new eLearning processes.		<input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 2

			to: Term 4	
Make resources available for early adopters to support implementation	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	
Goal 3	To maximise the growth of student learning and academic outcomes			
12 Month Target 3.1	Increase the VCE outcomes in allstudy score to 28 and in at least two of English, Further Mathematics and Mathematical Methods.			
12 Month Target 3.2	Increase the percentage of Year 9 students gaining medium and high growth in: # NAPLAN reading # NAPLAN numeracy			
12 Month Target 3.3	improve the percentile factors of survey outcomes for the following factors: # collective efficacy in the staff survey # teacher collaboration in the staff survey # effective teaching in the parent survey # differentiated learning challenge in the student attitudes to school survey			
KIS 1 Building practice excellence	Develop and implement an agreed and flexible teaching and learning framework, which incorporates an instructional model.			
Actions	KIS 3.a.i Embed the Sunbury College Instructional Model across the college community KIS 3.a.ii Establish both whole-school and targeted professional learning programs to support the college instructional model KIS 3.a.iii Further develop understandings and practice in the area of effective feedback as part of the college instructional model.			
Outcomes	Students will: <ul style="list-style-type: none"> • be able to recognise and articulate all elements of the GENAR school instructional model • understand their active role in the learning process • generate data to guide teacher planning • begin to develop greater understanding of own baseline and growth data 			

	<ul style="list-style-type: none"> • understand the importance of growth mindset and learning challenge • provide feedback on the implementation of the instructional model <p>Teachers will:</p> <ul style="list-style-type: none"> • implement the agreed instructional model in their classroom • incorporate agreed evidence-based instructional strategies (such as those found in the High Impact Teaching Strategies or Classroom Strategies that Work frameworks) into Sunbury College Instructional Model • incorporate agreed school wide lenses (such as literacy, numeracy, eLearning) to the instructional model • develop learning experiences and curriculum using the agreed instructional model • reflect, evaluate and improve classroom practice and curriculum with colleagues using the instructional model • reflect on, plan and trial feedback processes within the instructional model • identify professional learning needs to assist the implementation of the instructional model <p>Leaders will:</p> <ul style="list-style-type: none"> • apply appropriate school-wide lenses, such as literacy, numeracy and eLearning • ensure that students and the school community understand and value the agreed instructional model • support a growing understanding of the implementation of feedback across the college • be able to incorporate the instructional model into their leadership priorities 			
Success Indicators	<ul style="list-style-type: none"> # College Instructional Model implemented # consistent use of instructional model in the classrooms # Instructional model is evidenced in curriculum documentation # Teaching and Learning Framework has been developed to support Instructional model # Teaching and Learning Framework published in brochure format # Students and teachers can articulate instructional model -- both substance and purpose # Parents can articulate the purpose and key elements of the instructional model # professional learning on feedback is established 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Communicate and reinforce the Sunbury College Learning and Teaching Framework through various verbal and printed means -- in-class posters, student assemblies, reference in class, staff meetings and professional learning, website, newsletters, printed glossy brochure	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Leading Teacher(s) 	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	

<p>Teachers will continue with professional development to implement the Sunbury College Instructional Model through:</p> <ul style="list-style-type: none"> • reflecting on professional reading • classroom observations • self and peer reflections • whole staff professional development sessions • targeted workshops for use of the Sunbury College Instructional Model in eLearning, literacy, numeracy, student agency • induction process for new staff <p>Staff evaluation/requests of/for additional learning needs will take place later in the year.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teaching and Learning Coordinator 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLP Priority 	<p>from: Term 1 to: Term 4</p>	
<p>Focus on Feedback as an element of our Learning and Teaching Framework through whole school Curriculum Day and ongoing whole-school, PLT and individual professional learning</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Principal 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLP Priority 	<p>from: Term 1 to: Term 4</p>	
<p>KIS 2 Building practice excellence</p>	<p>Build professional learning teams to implement a whole school professional learning program aligned to school priorities, including continuous improvement of teaching and learning.</p>			
<p>Actions</p>	<p>KIS 3.a.i Consolidate and embed professional learning teams to develop targeted inquiry-based professional learning based on perceived student learning needs</p> <p>KIS 3.a.ii Build a whole-school approach to the collection and use of evidence and data to focus on continuous improvement of teaching and learning</p>			
<p>Outcomes</p>	<p>Students will:</p> <ul style="list-style-type: none"> • generate data to guide teacher planning • begin to develop greater understanding of own baseline and growth data • understand the importance of growth mindset and learning challenge • provide feedback on the implementation of the instructional model <p>Teachers will:</p>			

	<ul style="list-style-type: none"> • incorporate agreed evidence-based instructional strategies (such as those found in the High Impact Teaching Strategies or Classroom Strategies that Work frameworks) into Sunbury College Instructional Model • incorporate agreed school wide lenses (such as literacy, numeracy, eLearning) to the instructional model • develop learning experiences and curriculum using the agreed instructional model • identify professional learning needs to assist the implementation of the instructional model • reflect, evaluate and improve classroom practice and curriculum with colleagues using the instructional model • increasingly use student outcomes data to identify cohort based teaching challenges • participate in professional learning teams with targeted inquiry-based professional learning based on perceived student learning needs <p>Leaders will:</p> <ul style="list-style-type: none"> • apply appropriate school-wide lenses, such as literacy, numeracy and eLearning to professional learning planning • ensure that students and the school community understand and value the agreed instructional model • be able to incorporate the instructional model into their leadership priorities • embed data collection and access processes across the college • continue to support professional learning teams to enable shared planning, reflection and inquiry • oversee the establishment of a more formalised "professional learning communities" approach from the beginning of 2021 			
Success Indicators	<ul style="list-style-type: none"> # Whole-school and targeted professional learning programs are documented # Professional learning teams increasingly focused on classroom planning and implementation for specific cohorts # Growth in availability and use of data in planning for student cohorts # Records of meetings of professional planning teams demonstrate a focus on learning needs of specific student cohorts # Records of meetings of professional planning teams demonstrate a focus on shared teacher inquiry as professional learning # Teaching staff performance and development plans (PDPs) include goals related to work in professional planning teams # Survey outcomes for the following factors: collective efficacy in the staff survey at 55 or above; teacher collaboration in the staff survey at 65 or above; differentiated learning challenge in the student attitudes to school survey at or above 50 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Develop a schedule of data collection and use as well as related policy <ul style="list-style-type: none"> • Establish robust single conduit for 7-10 (and appropriate 11-12) data through Compass and Service Provision Assessment (SPA) • Provide staff professional learning opportunities for data collection 	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	

<p>and use.</p> <ul style="list-style-type: none"> • Develop an agreed process for the analysis and review of Year 7 diagnostic and growth data to support student learning. • Develop and implement a process for the collection and maintenance of student learning information to support student learning. • Embed an agreed process for analysis and review of VCE Data Service and Victorian Assessment Software System (VASS) information to support student learning. • Explore professional development processes to support data use and analysis. 				
<p>Establish processes to support and enrich professional learning teams' inquiries, including access to professional learning, professional reading, and the development of a peer observation process embedded within the PLT structure.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> Principal 	<input type="checkbox"/> PLP Priority	<p>from: Term 1 to: Term 4</p>	
<p>KIS 3 Building practice excellence</p>	<p>Strengthen and embed the literacy and numeracy improvement strategies to maximise growth in outcomes.</p>			
<p>Actions</p>	<p>KIS 3.c.i Further develop a whole-school focus on teaching vocabulary across the curriculum</p> <p>KIS 3.c.ii Further develop and enhance a differentiated Maths program at Years 7-10 and independent reading program across Year 7-9</p> <p>KIS 3.c.iii Incorporate Fountas and Pinnell into the Reading Program at Year 7 level</p>			
<p>Outcomes</p>	<p>Students will</p> <ul style="list-style-type: none"> ? develop their reading skills and strategies through active and informed participation in an independent reading program ? Improve their reading and writing through vocabulary acquisition ? Build their language skills by learning a range of vocabulary within different KLAs. ? Improve their growth, effort and accuracy scores in mathematics by setting goals through the feedback sessions ? Improve their ability to use mathematical language by completing rich tasks ? Advocate for themselves in their choice of learning experiences, choosing from a Learning Map ? Apply their mathematics in real life project-based work to increase their use of mathematical language 			

	<p>Teachers will</p> <ul style="list-style-type: none"> ? understand and implement best practice for teaching vocabulary across KLAs ? further develop and implement an independent reading program in English classes at Years 7-9 ? further develop and implement a data-informed and student-centred approach to Maths teaching at Years 7-10 ? Group students according to levels of understanding and teach focus groups to meet point of learning in Maths and English at Years 7-9 <p>Leaders will</p> <ul style="list-style-type: none"> • organise resources to enable school-based programs in independent reading, the teaching of vocabulary, Maths Pathways at Years 7-8 and student-referenced maths programs at Year 9-10 • develop professional learning for new English and maths staff to build knowledge of relevant programs • organise staffing to enable classroom support, modelling, and feedback • support reflection of data - NAPLAN, PAT, etc. • develop professional learning centred around key understandings and evidence-based practice related to teaching vocabulary • as learning specialists, coach and mentor new staff to maths pathways and those needing further development • lead collaborative groups in the development of the literacy and numeracy programs 			
Success Indicators	<p># Growth in NAPLAN reading data 2020 # Growth in PAT reading test year 7- 9 # Unit plans for English include teaching vocabulary and reading strategies</p> <p># Maintain or grow in NAPLAN data in 2020 (already met 2022 target) # Growth in PAT testing data year 7 to 10 # Unit plans for year 9 revised and updated # Units plans for year 10 developed and continually improved</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
<p>Develop whole school focus on teaching vocabulary across the curriculum</p> <ul style="list-style-type: none"> -Literacy coach (AP) to facilitate whole school professional learning on vocabulary Instruction across the curriculum (staff meeting time, KLA meeting time and through PLTs) - Build whole school staff knowledge and application of effective 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Literacy Leader 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLP Priority 	<p>from: Term 2 to: Term 4</p>	

<p>vocabulary instruction and its direct impact on student learning</p> <ul style="list-style-type: none"> - Establish instructional consistency across the school around teaching and learning -Use best practice pedagogy on teaching vocabulary (Marzano's 6 step process, resources from Bastow training, teacher 'read alouds', teaching morphology, sorting and categorising words, graphic organisers, multiple exposures, vocabulary games, visual representations) - Build knowledge and application of tiered words as a whole staff and in KLAs: direct instruction of tier 2 terms for all students as part of regular instruction and direct instruction of tier 3 terms as part of instruction in subject area classes -Inform parents of Literacy initiatives and Literacy team to facilitate parent information session 				
<p>Review classroom, staffroom and learning resource hub allocation to support Year 7, 8 and 9 Independent Reading, Year 8 Maths Pathways and new Year 10 standard maths program, providing opportunities for:</p> <ul style="list-style-type: none"> - Team teaching - Modelling -Teacher observations (developed through PLTs) -Literacy coach to support and guide PLT teams with targeted resources -1:1 conferring between students and staff -Text selection strategies -Using data (PAT and Naplan) and formative assessment to inform teaching practice and differentiate learning - Informal teacher observations - Small group intervention (literacy support and extension program) - Regular contact and professional learning facilitated by Numeracy Leader, eLearning Learning Specialists, Literacy Coach and Literacy modelling -MYLNs professional learning and implementation -Promotion of literacy initiatives with whole school community (communicated to parents) through newsletters, compass and 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Principal 	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 1</p>	

Facebook -Literacy Parent Information session run by the school literacy team				
Provide time release for numeracy and literacy leadership and support: - Ongoing professional learning through Literacy and numeracy network meetings - Ongoing development of whole school literacy action plan - Literacy Coach to facilitate staff professional learning on reading strategies across the curriculum and 'teacher read alouds' - Professional learning for Integration Aides in supporting teachers and students in the Independent reading program - Ongoing professional learning for all staff on formative assessment through whole school and KLA learning time - Support MYLNs professional learning and implementation - Literacy Modelling and support - eLearning Maths/Science Learning Specialists for Maths Pathways - Maths support teaching at Years 8 & 9	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	
Purchase a range of additional resources to support the Maths programs and the Independent reading program -Specific genre and reading level texts appropriate for our years 7-9 students -Professional reading for all staff (Literacy and Numeracy) - Resources for 'rich tasks' in Maths Pathways	<input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Numeracy Leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	
Provide training, in-class support teaching and modelling, and broader support for the incorporation of Fountas and Pinnell into the Reading Program at Year 7 level	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Literacy Leader	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	