

2018 Annual Implementation Plan

for improving student outcomes

Mallacoota P-12 College (3515)

Draft



Mallacoota P-12 College

Submitted for review by Tim Cashmore (School Principal) on 20 February, 2018 at 02:19 PM
Endorsed by Marcus Batt (Senior Education Improvement Leader) on 08 March, 2018 at 07:20 PM
Awaiting endorsement by School Council President

Self-evaluation Summary - 2018

Mallacoota P-12 College (3515)

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

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

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

Enter your reflective comments	Please refer to School Self Evaluation and School Review findings as attached
Considerations for 2019	<p>ACTIONS from our School Review - 2018</p> <ul style="list-style-type: none"> ? Develop a current vision and values statement for the college via collaborative processes involving students, staff and parents ? Revisit and redevelop the behaviour management processes at the college and to ensure consistency of implementation of student behaviour and wellbeing processes and procedures ? Redevelop the classroom instructional model using collaborative processes, and to ensure that consistency of implementation occurs across the college, making sure that differentiation, high expectations, enhancement activities and intervention programs are used effectively in all classrooms ? Implement a student voice strategy across all year levels, focusing on improving student engagement and connectedness to the college, through provision of regular opportunities for students to set learning goals, provide feedback to teachers regarding their learning, and by implementing regular student focus groups which give students opportunities to provide feedback regarding the college

	<p>? Maintain a focus on literacy and numeracy, and on improving VCE outcomes, ensuring that every student has the opportunity to reach their full potential</p> <p>? Implement strategies to create a cohesive staff team that has a collective focus on teamwork, collaboration and improved student learning</p> <p>? Develop, with other Far Eastern Gippsland secondary providers, mechanisms for provision of a blended learning model, where the strengths of the small classes at the college are supported by increasing opportunities for students to interact and share with other students studying the same subjects in other schools, in person or via the use of technology, particularly at the senior year levels.</p> <p>? Develop stronger relationships with parents through revised and enhanced communication processes to ensure, for example, an understanding in the parent community of what is happening in the classrooms at the school.</p>
Documents that support this plan	<p>Pre-review Self-evaluation Report 2017 AAA.docx (0.09 MB)</p> <p>SEVR 3515 Mallacoota P12 Priority Review report (Final) (003).docx (0.74 MB)</p>

Annual Implementation Plan - 2018

FISO Improvement Initiatives and Key Improvement Strategies

Mallacoota P-12 College (3515)

Four Year Strategic Goals	Four Year Strategic Targets	Is this selected for focus this year?	12 month target	FISO initiative
To improve the academic achievement of all students.	Improvement in PIVOT data as a whole school each year. ATSS – teacher effectiveness to move to the third quartile	Yes	Outline what you want achieve in the next 12 months against your Strategic Plan target. NAPLAN Learning gain in high growth is to be at 40% or higher for Years 3-5, 5-7 and Years 7-9.in 2018	Building practice excellence

	<p>SS – Teacher efficacy, academic emphasis, Collaboration to be above State mean.</p> <p>NAPLAN Growth (High vs Low). Relative Growth scores measuring learning gain from Year 3 to Year 5, Year 5 to Year 7 and Year 7 to Year 9 will increase in the high relative growth band and decrease in the low relative growth band</p> <p>Growth in learning confidence to the third quartile</p> <p>Increase in VCE study at or above GAT predicted</p> <p>See incremental growth in V.C.E. Study Scores over 4 year plan</p> <p>Above state average in VCE study scores.</p>		<p>Relative Growth scores measuring learning gain from Year 3 to Year 5, 5 to 7 and 7 to 9 in Reading to be at or above State benchmark in High Relative Growth and lower than State benchmark in Low Relative Growth</p> <p>'Effective Teacher Practice' moving positively to the second quartile or above in all four elements.</p> <p>Teacher efficacy, academic emphasis and collaboration to be at or above State means</p> <p>Learning Confidence from <5% to be at or above the second quartile. To raise the percentage of students who feel connected to school from 35% to be at or near State average of 62%</p> <p>VCE Mean Study Scores move from 26.54 to at or above State Mean Study Scores of 28.79 Increase in VCE Study scores at or above GAT</p>	
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			Predicted VCAL	
To improve the engagement and wellbeing of all students.	<p>Connectedness to peers Student Morale, school connectedness, student motivation – 5-6 & 7-12 to move to the third quartile.</p> <p>Attendance Data to target Unapproved Attendance Data from 4.5 average to less than 3 for F-6 and 11.2 average to 6 for 7-12</p> <p>All children are on track in their health, development and well-being, and their early learning experience sets them up for life</p>	Yes	<p>Attitudes to School: Sense of Connection currently less than 5% to at or above 50th percentile Sense of Confidence currently less than 5% to at or above above 50th percentile Motivation and Interest currently less than 15% to at or above 50th percentile Resilience currently at 20% above 50th percentile. Unapproved Attendance Data from 4.5 average to less than 3 for F-6 and 11.2 average to 6 for 7-12</p>	Setting expectations and promoting inclusion

Improvement Initiatives Rationale
Please refer to Self Evaluation and Review findings December 2017

Goal 1	To improve the academic achievement of all students.
12 month target 1.1	NAPLAN Learning gain in high growth is to be at 40% or higher for Years 3-5, 5-7 and Years 7-9.in 2018 Relative Growth scores measuring learning gain from Year 3 to Year 5, 5 to 7 and 7 to 9 in Reading to be at or above State bench mark in High Relative Growth and lower than State bench mark in Low Relative Growth

	<p>'Effective Teacher Practice' moving positively to the second quartile or above in all four elements.</p> <p>Teacher efficacy, academic emphasis and collaboration to be at or above State means</p> <p>Learning Confidence from <5% to be at or above the second quartile. To raise the percentage of students who feel connected to school from 35% to be at or near State average of 62%</p> <p>VCE Mean Study Scores move from 26.54 to at or above State Mean Study Scores of 28.79 Increase in VCE Study scores at or above GAT Predicted VCAL</p>
FISO Initiative	Building practice excellence
Key Improvement Strategies	
KIS 1	Collaboratively develop an evidence based instructional model that is consistently implemented, documented and evaluated. Focusing on The Area reading Strategy.
KIS 2	. Professional learning and pedagogy will be collaborative and informed by the collection, analysis and evaluation of student data. Focusing on HIT and Practice Principles
KIS 3	Professional learning is collaborative, involving reflection and feedback. Leading Coaching Observation and Feedback Appointing a BASTOW Maths Coach.
KIS 4	Student voice and agency will be supported by student focus groups Gathering Student opinion and focus beyond the survey. Community learning Program through Alpine.
Goal 2	To improve the engagement and wellbeing of all students.

12 month target 2.1	Attitudes to School: Sense of Connection currently less than 5% to at or above 50th percentile Sense of Confidence currently less than 5% to at or above above 50th percentile Motivation and Interest currently less than 15% to at or above 50th percentile Resilience currently at 20% above 50th percentile. Unapproved Attendance Data from 4.5 average to less than 3 for F-6 and 11.2 average to 6 for 7-12
FISO Initiative	Setting expectations and promoting inclusion
Key Improvement Strategies	
KIS 1	Clear vision, values and culture are developed and embedded across the school community and reflected in school policy and practices.
KIS 2	Create opportunities to promote student voice, feedback and direct influence on classroom learning, engagement and assessment
KIS 3	The school will implement practices to support students and manage behaviour. Investigate Dan Petro and School Wide Positive Behaviours. Look at best practice - Springvale Rise Primary.

Define Evidence of Impact and Activities and Milestones - 2018

Mallacoota P-12 College (3515)

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12 month target 1.1	NAPLAN Learning gain in high growth is to be at 40% or higher for Years 3-5, 5-7 and Years 7-9.in 2018 Relative Growth scores measuring learning gain from Year 3 to Year 5, 5 to 7 and 7 to 9 in Reading to be at or above State bench mark in High Relative Growth and lower than State bench mark in Low Relative Growth 'Effective Teacher Practice' moving positively to the second quartile or above in all four elements.

	<p>Teacher efficacy, academic emphasis and collaboration to be at or above State means</p> <p>Learning Confidence from <5% to be at or above the second quartile. To raise the percentage of students who feel connected to school from 35% to be at or near State average of 62%</p> <p>VCE Mean Study Scores move from 26.54 to at or above State Mean Study Scores of 28.79 Increase in VCE Study scores at or above GAT Predicted VCAL</p>
FISO Initiative	Building practice excellence
Key Improvement Strategy 1	Collaboratively develop an evidence based instructional model that is consistently implemented, documented and evaluated. Focusing on The Area reading Strategy.
Actions	<p>To continue to develop and support staff capacity in our agreed Teaching Framework model and to build staff capacity to implement an agreed Instructional Model and consistently implement high impact strategies (HITS). Assist teachers to accurately plan and assess against the Victorian Curriculum, using rubrics, and assessment 'for' learning and the establishment of data walls. We aim to introduce the reader's workshop in all classrooms P-10 by the end of 2018. English and Literacy teachers will dedicate one lesson per week to the reader's workshop.</p>
Evidence of impact	<p>Students will ... See consistency between teachers on how a lesson is structured. Articulate the Learning Intentions and if they have been successful during the lesson. Have the opportunity to provide regular feedback in a variety of ways to teachers about the effectiveness of their practice.</p> <p>Staff will ... Demonstrate a sound knowledge of the developing instructional model; what the beginning, middle and end of a lesson looks like and sounds like. Plan and implement lessons that follow the model. Work collaboratively within PLTs to conduct coaching and observation sessions and provide expert timely feedback. Embed the HITS into their planning, especially differentiation, questioning and feedback.</p> <p>School leaders will ... Support staff through professional learning and conversations to deepen their understanding of HITS.</p>

	Support and model the use of the school's instructional model. Facilitate and support collaborative practices across the school.			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
<p>Maintain and strengthen our current Professional Learning Teams, SIT and Leadership Teams The focus of these teams will be on Peer Coaching and observation and High Impact Teaching Strategies. Scheduled in week 7 of each term in 2018.</p> <p>Develop a shared understanding of learning intentions and success criteria in the classroom building in to teachers planning</p> <p>Whole staff professional learning on the High Impact Teaching Strategies (HITS), link these to our Instructional Model and ensure a whole school focus on the three HITS of questioning, differentiation and feedback semester two.</p> <p>Appoint a Learning Specialist who with the Principal and Assistant Principal will coach staff using the Mallacoota P-12 College Instructional Model</p> <p>Review the Mallacoota P12 Instructional Model in term four and renew the model wherever deemed necessary.</p> <p>Expand the structure and role for the current Curriculum Team.</p> <p>Invite teachers to join the Curriculum Team.</p> <p>Professional Development focussed in P12 Meeting structure with FISO Champion leading professional development through Network McCrell Initiatives on Classroom Practice on instructional models.</p> <p>Staged implementation of the instructional model focused on component parts of the learning model. Learning Intentions, ELearning intentions and Success Criteria treated individually over the course of this year.</p> <p>Staff to reform Coaching teams with focus on classroom practice from our Effective Teaching Framework and our developing Instructional Model.</p>	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$4,000.00 <input type="checkbox"/> Equity funding will be used

<p>Each lesson will have a clear objective that student's will be introduced to, for example, "To identify the point of view used in our novel and describe the impact that point of view has on the reader." The teacher will then run a 'mini lesson'</p> <p>The school will further adapt 15 minutes active reading time per day which will occur immediately after lunch. During this time, students will read their novel and fill out their 'reader's note book' by taking notes about their thinking.</p>				
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FISO Initiative	Building practice excellence
Key Improvement Strategy 2	<p>Professional learning and pedagogy will be collaborative and informed by the collection, analysis and evaluation of student data.</p> <p>Focusing on HIT and Practice Principles</p>

Actions	<p>Continue to develop understanding of data sets to inform teaching and to continue to support in how to triangulate data sets. Staff briefing on assessment and moderation schedule and requirements for 2018. Staff will share student assessments through PLTs in informing student progress and future planning. The establishment of data walls to inform teaching practice and student progress.</p>			
Evidence of impact	<p>Students will ... Understand their progress/knowledge achieved and articulate what they need to learn next. Be able to clearly see what they are being assessed on. Be able to explain their learning and be able to discuss their progress with subject teachers.</p> <p>Teachers will ... Design their curriculum, ensuring they can assess with increasing accuracy using content descriptors and achievement standards. Plan and implement assessments consistent with the assessment schedule. Demonstrate our clear knowledge when assessing students against the Victorian Curriculum. Ensure that curriculum documentation accurately outlines assessment for learning. Be able to analyse student data and to triangulate data. Provide students with adequate time and opportunities to be prepared for NAPLAN. Work collaboratively with colleagues and Literacy and Maths Leaders to develop understanding of data collection and how it can impact teaching and learning.</p> <p>School leaders will ... Support staff through regular professional learning to build staff capacity. Introduce opportunities to triangulate data and ensure time is given to analyse data sets. Facilitate meeting times including planning and organisation as a follow-up to meetings. Ensure curriculum documents reflect assessment tasks. Work closely with Literacy and Maths Leaders.</p>			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Develop a shared understanding between teachers and students on what feedback looks like in the classroom; teacher to student, student to teacher. Introduce an agreed, collaborative formal model for receiving feedback from students e.g PIVOT	All Staff	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$4,000.00 <input type="checkbox"/> Equity funding will be used

<p>Analyse student attitudes to school survey data at the whole school then at PLT level with specific emphasis on the effective teaching practice domain. Implement agreed changes based on the survey data.</p> <p>Staff briefing on assessment and moderation schedule and requirements for 2017.</p> <p>Staff professional learning on analysis of each data set after the data becomes available including VCE (previous year's results), Progressive Achievement Test, On Demand and NAPLAN.</p> <p>Assessment schedule made explicit to all teachers and training provided on how to upload and share through Cases and Google Docs.</p> <p>Monitor use of assessment schedule through Sector and Faculty meetings.</p> <p>Item analysis from 2017 NAPLAN and analysis of previous year's VCE results (term 1) and monitoring of VCE student progress including using a case study approach within Sector meeting Frameworks.</p>				
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	Increase in VCE Study scores at or above GAT Predicted VCAL			
FISO Initiative	Building practice excellence			
Key Improvement Strategy 3	Professional learning is collaborative, involving reflection and feedback. Leading Coaching Observation and Feedback Appointing a BASTOW Maths Coach.			
Actions	Reforming Coaching Teams to observe and coach through the Teaching Framework and an agreed instructional model. Support staff within PLTs model of agreed instruction through Network FISO champion. Building staff capacity in giving and seeking feedback through observation and coaching.			
Evidence of impact	<p>Students will..</p> <p>Have the opportunity to feedback to staff through " Effective Teaching Survey", PIVOT and focus groups.</p> <p>Staff will</p> <p>Plan and implement assessments consistent with the assessment schedule.</p> <p>Demonstrate clear design knowledge when assessing students against the Victorian Curriculum.</p> <p>Be able to use a consistent approach to create meaningful tools to assess student learning.</p> <p>Ensure that curriculum documentation accurately outlines assessment for learning.</p> <p>Be able to analyse student data and begin to triangulate data and access data..</p> <p>School leaders will ...</p> <p>Support staff through regular professional learning to build staff capacity.</p> <p>Continue to develop triangulating data and ensure time is given to analyse data sets.</p> <p>Facilitate meeting times including planning and organisation as a follow-up to meetings.</p> <p>Ensure curriculum documents reflect assessment tasks.</p> <p>Engage with our Literacy Leaders.</p>			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Assessment for learning included in curriculum document. Successful Coaching rounds that support and develop teacher practice.	All Staff	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$2,000.00 <input type="checkbox"/> Equity funding will be used

<p>Staff professional learning on analysis of each data set after the data becomes available including VCE (previous year's results), Progressive Achievement Test, On Demand and NAPLAN. Assessment schedule made explicit to all teachers and training provided on how to share their results. Monitor use of assessment schedule through Sector and Faculty meetings.</p>				
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FISO Initiative	Building practice excellence
Key Improvement Strategy 4	<p>Student voice and agency will be supported by student focus groups Gathering Student opinion and focus beyond the survey. Community learning Program through Alpine.</p>
Actions	<p>Enhance student voice, leadership and agency. Student leaders exert influence around rules, policies and facilities through formal feedback processes and decision-making forums.</p>

Evidence of impact	<p>Students will ... Actively participate in decision making, presenting their views, concerns and ideas on the school and their education. Produce student-led media about the school. Fully and proudly participate in school life. Collaboratively co-construct an agreed model of enhancing student feedback on curriculum, lesson structure and assessment.</p> <p>Teachers will ... Seek and include student views about curriculum content, lesson structure and assessment. Encourage students to have a greater say in decisions that effect their lives at school.</p> <p>School leaders will ... Engage with the SRC in discussion about the rules students can and should have within a school and how this can happen. Ensure SRC executive and SRC student body are provided with professional learning about meeting procedure.</p>			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
<p>Students will have the opportunity to examine and analyse school responses to the AtSS with a view to build school capacity and student engagement through the homegroup system. The Student Representative Council (SRC) will continue to be more fully representative of the student body. Their role will be more clearly defined and a variety of activities will be planned and implemented by the students for our school community. SRC representatives will be trained in meeting procedures as well as on how to gather information and input from the student body. Training will also be provided for the SRC executive and student leaders such as house captains and bus captains. Student representatives on College Council will undertake an induction program on College Council procedures and how to have effective input to meetings and Council operations.</p>	Assistant Principal	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$2,000.00 <input checked="" type="checkbox"/> Equity funding will be used

Goal 2	To improve the engagement and wellbeing of all students.
12 month target 2.1	Attitudes to School: Sense of Connection currently less than 5% to at or above 50th percentile Sense of Confidence currently less than 5% to at or above above 50th percentile Motivation and Interest currently less than 15% to at or above 50th percentile Resilience currently at 20% above 50th percentile. Unapproved Attendance Data from 4.5 average to less than 3 for F-6 and 11.2 average to 6 for 7-12
FISO Initiative	Setting expectations and promoting inclusion
Key Improvement Strategy 1	Clear vision, values and culture are developed and embedded across the school community and reflected in school policy and practices.
Actions	Develop and design a new set of Visions and Values for MP12 through defined feedback from students, community members and staff. Attempt contact by phone each family with an unapproved student absence each occurrence Consistent response to student behaviour through professional learning opportunities for all staff through the meeting Framework working closely with critical friend Dan Petro in managing student behaviour. Review and modify positive awards, recognitions. Explicit teaching of expected behaviours. Complete Building Upgrade. Trend data towards the stated target for 2019.
Evidence of impact	Students will ... Consistently display College values through day-to-day interactions with peers and staff. Participate in engagement programs designed to increase resilience and coping strategies through Home Groups Be able to develop positive and respectful relationships with peers, staff and community. Teachers will ... Use behaviour incident data to inform teaching. Assist in the running of Engagement programs.

	<p>Consistently use the Behaviour Matrix to model and acknowledge positive behaviour. Implement Respectful Relationships and Safe Schools curriculum in appropriate subject areas. Use restorative practices techniques to resolve student behaviour issues.</p> <p>School leaders will ... Organise and run professional development to build staff capacity in teaching positive behaviour and resilience strategies to students. Coordinate and facilitate school engagement programs. Ensure that our curriculum incorporates the necessary Respectful Relationships and Safe Schools content.</p>			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
<p>To develop the SWPBS approach, guided by Critical Friend Dan Petro including staff professional development on teaching expected behaviours and resilience, continual monitoring of the acknowledgement system and the teaching of positive behaviours and resilience.</p> <p>L/Ship and SIT Teams to lead Staff, Students and School Community in re-designing our Vision and Value Statements.</p> <p>Audit the current school curriculum to identify aspects of Respectful Relationships and Safe Schools that are already being taught and modify the current curriculum to incorporate content that is not being covered.</p> <p>Professional development for staff to deliver new aspects of Respectful Relationships and Safe Schools.</p> <p>Develop student resilience and wellbeing through four sessions for :</p> <p>Term 1 - Learning Curve - Home Groups. Term 2 - Antibullying program - focus on cybersafety. Toni Renshaw Term 3 - Learning Curve -Home Groups. Term 4 - Learning Curve -Home Groups. "Tomorrow Man" "Shine Program"</p>	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	<p>\$4,000.00</p> <p><input type="checkbox"/> Equity funding will be used</p>

<p>All teachers will be trained in Restorative Practices to complement our student management plan. Provide self-esteem programs for girls and build resilience through programs such as 'Shine'. Keep developing goal setting for all students Years 5-12. Home Group coordinators collaboratively develop a goal setting model then implement across the year levels. Marrung Survey implemented and focus on 2018 is to increase an adult Aboriginal and/or Torres Strait Islander presence in our classrooms, such as Aboriginal Education Workers working in partnership with teachers within the classroom Establishing murals and examples of both traditional and contemporary Aboriginal and Torres Strait Islander cultural artifacts on display.</p>				
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FISO Initiative	Setting expectations and promoting inclusion
Key Improvement Strategy 2	Create opportunities to promote student voice, feedback and direct influence on classroom learning, engagement and assessment
Actions	Enhance student voice, leadership and agency. Student leaders exert influence around rules, policies and facilities through formal feedback processes and decision-making forums.
Evidence of impact	Students will ... Actively participate in decision making, presenting their views, concerns and ideas on the school and their education. Produce student-led media about the school.

	<p>Fully and proudly participate in school life. Collaboratively co-construct an agreed model of enhancing student feedback on curriculum, lesson structure and assessment.</p> <p>Teachers will ... Seek and include student views about curriculum content, lesson structure and assessment. Encourage students to have a greater say in decisions that effect their lives at school.</p> <p>School leaders will ... Engage with the SRC in discussion about the rules students can and should have within a school and how this can happen. Ensure SRC executive and SRC student body are provided with professional learning about meeting procedure.</p>
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Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
<p>The Student Representative Council (SRC) will be remodelled to be more fully representative of the student body. Their role will be more clearly defined and a variety of activities will be planned and implemented by the students for our school community. SRC representatives will be trained in meeting procedures as well as on how to gather information and input from the student body. Training will also be provided for the SRC executive and student leaders such as house captains and bus captains. Student representatives on College Council will undertake an induction program on College Council procedures and how to have effective input to meetings and Council operations.</p>	Leadership Team	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$3,000.00 <input type="checkbox"/> Equity funding will be used

Goal 2	To improve the engagement and wellbeing of all students.
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	Resilience currently at 20% above 50th percentile. Unapproved Attendance Data from 4.5 average to less than 3 for F-6 and 11.2 average to 6 for 7-12			
FISO Initiative	Setting expectations and promoting inclusion			
Key Improvement Strategy 3	The school will implement practices to support students and manage behaviour. Investigate Dan Petro and School Wide Positive Behaviours. Look at best practice - Springvale Rise Primary.			
Actions	Embed SWPBS across the P12 College. Respectful Relationships and Safe Schools aligned with our school-based Vic Curriculum. Introduce and expand school-wide wellbeing and resilience programs.			
Evidence of impact	<p>Students will ...</p> <p>Consistently display College values through day-to-day interactions with peers and staff. Participate in engagement programs designed to increase resilience and coping strategies. Be able to develop positive and respectful relationships with peers, staff and community.</p> <p>Teachers will ...</p> <p>Be using the SWPBS matrix in class consistently to acknowledge and redirect student behaviour. Use behaviour incident data to inform teaching. Assist in the running of Engagement programs. Consistently use the Behaviour Log to track and record student behaviour. Model and acknowledge positive behaviour. Implement Respectful Relationships and Safe Schools curriculum in appropriate subject areas. Use restorative practices techniques to resolve student behaviour issues.</p> <p>School leaders will ...</p> <p>Organise and run professional development to build staff capacity in teaching positive behaviour and resilience strategies to students. Coordinate and facilitate school engagement programs. Ensure that our curriculum incorporates the necessary Respectful Relationships and Safe Schools content.</p>			
Activities and Milestones	Who	Is this a Professional	When	Budget

		Learning Priority		
<p>Continue to implement and develop the SWPBS approach, including staff professional development on teaching expected behaviours and resilience, continual monitoring of the acknowledgement system and the teaching of positive behaviours and resilience during the Tuesday pastoral care sessions. Audit the current school curriculum to identify aspects of Respectful Relationships and Safe Schools that are already being taught and modify the current curriculum to incorporate content that is not being covered.</p> <p>Professional development for staff to deliver new aspects of Respectful Relationships and Safe Schools. Access expertise and information from partner schools to facilitate professional learning and course content.</p> <p>Term 1 - Learning Curve - Home Groups Term 2 - Antbullying program - focus on cybersafety. Toni Renshaw Term 3 - Learning Curve -Home Groups Term 4 - Learning Curve -Home Groups. ."Tomorrow Man" "Shine Girl"</p> <p>All teachers will be trained in Restorative Practices to complement our student management plan.</p> <p>Provide self-esteem programs for girls and build resilience through programs such as 'Shine'.</p> <p>Introduce goal setting for all students Years 5-12.</p> <p>Home Group teachers collaboratively develop a goal setting model then implement across the year levels.</p>	Leadership Team	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$4,000.00 <input checked="" type="checkbox"/> Equity funding will be used

Professional Learning and Development Plan - 2018

Mallacoota P-12 College (3515)

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
<p>Maintain and strengthen our current Professional Learning Teams, SIT and Leadership Teams The focus of these teams will be on Peer Coaching and observation and High Impact Teaching Strategies. Scheduled in week 7 of each term in 2018. Develop a shared understanding of learning intentions and success criteria in the classroom building in to teachers planning</p> <p>Whole staff professional learning on the High Impact Teaching Strategies (HITS), link these to our Instructional Model and ensure a whole school focus on the three HITS of questioning, differentiation and feedback semester two.</p> <p>Appoint a Learning Specialist who with the Principal and Assistant Principal will coach staff using the Mallacoota P-12 College Instructional Model</p> <p>Review the Mallacoota P12 Instructional Model in term four and renew the model</p>	All Staff	from: Term 1 to: Term 4	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Formalised PLC/PLTs 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Whole School Student Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Bastow program/course <input checked="" type="checkbox"/> External consultants <p>SEIL Coaching Leadership in Classroom Observations</p> <p>BASTOW CLT and SIT Team Program</p>	<input checked="" type="checkbox"/> On-site

<p>wherever deemed necessary. Expand the structure and role for the current Curriculum Team. Invite teachers to join the Curriculum Team. Professional Development focussed in P12 Meeting structure with FISO Champion leading professional development through Network McCrell Initiatives on Classroom Practice on instructional models.</p> <p>Staged implementation of the instructional model focused on component parts of the learning model. Learning Intentions, ELearning intentions and Success Criteria treated individually over the course of this year. Staff to reform Coaching teams with focus on classroom practice from our Effective Teaching Framework and our developing Instructional Model.</p> <p>Each lesson will have a clear objective that student's will be introduced to, for example, "To identify the point of view used in our novel and describe the impact that point of view has on the reader."</p>						
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<p>The teacher will then run a 'mini lesson' The school will further adapt 15 minutes active reading time per day which will occur immediately after lunch. During this time, students will read their novel and fill out their 'reader's note book' by taking notes about their thinking.</p>						
<p>To develop the SWPBS approach, guided by Critical Friend Dan Petro including staff professional development on teaching expected behaviours and resilience, continual monitoring of the acknowledgement system and the teaching of positive behaviours and resilience. L/Ship and SIT Teams to lead Staff, Students and School Community in re-designing our Vision and Value Statements. Audit the current school curriculum to identify aspects of Respectful Relationships and Safe Schools that are already being taught and modify the current curriculum to incorporate content that is not being covered.</p>	<p>All Staff</p>	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Individualised Reflection 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Whole School Student Free Day <input checked="" type="checkbox"/> Communities of Practice <input checked="" type="checkbox"/> PLC/PLT Meeting 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> External consultants <p>Dan Petro - Behaviour Analyst</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> On-site

<p>Professional development for staff to deliver new aspects of Respectful Relationships and Safe Schools.</p> <p>Develop student resilience and wellbeing through four sessions for :</p> <p>Term 1 - Learning Curve - Home Groups.</p> <p>Term 2 - Antibullying program - focus on cybersafety. Toni Renshaw</p> <p>Term 3 - Learning Curve - Home Groups.</p> <p>Term 4 - Learning Curve - Home Groups. "Tomorrow Man" "Shine Program"</p> <p>All teachers will be trained in Restorative Practices to complement our student management plan.</p> <p>Provide self-esteem programs for girls and build resilience through programs such as 'Shine'.</p> <p>Keep developing goal setting for all students Years 5-12.</p> <p>Home Group coordinators collaboratively develop a goal setting model then implement across the year levels.</p> <p>Marrung Survey implemented and focus on 2018 is to increase an adult Aboriginal and/or Torres Strait Islander presence in our classrooms,</p>						
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<p>such as Aboriginal Education Workers working in partnership with teachers within the classroom Establishing murals and examples of both traditional and contemporary Aboriginal and Torres Strait Islander cultural artifacts on display.</p>						
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Documents that support the plan

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

Dimension 1

- [Pre-review Self-evaluation Report 2017 AAA.docx \(0.09 MB\)](#)
- [SEVR 3515 Mallacoota P12 Priority Review report \(Final\) \(003\).docx \(0.74 MB\)](#)

Self-evaluation Summary

- [Pre-review Self-evaluation Report 2017 AAA.docx \(0.09 MB\)](#)
- [SEVR 3515 Mallacoota P12 Priority Review report \(Final\) \(003\).docx \(0.74 MB\)](#)

2018 Annual Implementation Plan

- [Pre-review Self-evaluation Report 2017 AAA.docx \(0.09 MB\)](#)
- [SEVR 3515 Mallacoota P12 Priority Review report \(Final\) \(003\).docx \(0.74 MB\)](#)