

2018 Annual Implementation Plan

for improving student outcomes

Point Cook Prep - Year 9 College (4159)



Submitted for review by Frank Vetere (School Principal) on 14 March, 2018 at 10:31 AM

Endorsed by Judy Maguire (Senior Education Improvement Leader) on 14 March, 2018 at 02:31 PM

Endorsed by Monia Choudhary (School Council President) on 14 March, 2018 at 04:05 PM

Self-evaluation Summary - 2018

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

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

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

Enter your reflective comments	Point Cook College participated in a comprehensive peer plus one review in 2017. The review was robust and inclusive of the entire community. The feedback and analysis of evidence pointed to a clear need to develop a very clear focus on developing teacher capacity, developing an instructional model and developing high quality teaching and learning documents that will support growth for all. As a reflection we are pleased with the initial and subsequent steps to build a strong foundation for the next 3 years. The College human, physical and financial resources have been directly linked to our improvement agenda.
Considerations for 2018	Being the first year on the new Strategic plan 2018 is set to establish some strong foundations for the next 3 years. We have been bold in our targets and goals as listed in the annual implementation plan and are keen to celebrate some quick gains across all indicators. We are however cognisant of developing sustainable practices that will enable ongoing growth across all programs. There has a strong focus on performance and development of all staff and recruitment has been focused on attracting the right people to support long term improvement. We have a number of new and developing leaders who are highly committed and open to learning. in 2018 we are set to develop our policy and process documents that will support our

	improvement agenda. There will be a significant investment in resources to support our improvement agenda in particular in the area of staff development and whole school literacy improvement.
Documents that support this plan	SWVR 4156 Point Cook P-9 College Peer Review Report (Final).docx (0.64 MB)

Annual Implementation Plan - 2018

FISO Improvement Initiatives and Key Improvement Strategies

Point Cook Prep - Year 9 College (4159)

Four Year Strategic Goals	Four Year Strategic Targets	Is this selected for focus this year?	12 month target	FISO initiative
To ensure every student achieves their potential and maximises their achievement and learning growth across all curriculum areas and year levels.	NAPLAN performance (for example: there will be a continuous increase in the percentage of students achieving in the top two bands in NAPLAN Years 3, 5, 7 and 9 Reading, Writing and Numeracy (using 2017 outcomes as the baseline) so that student outcomes are consistently equal to or better than similar schools).	Yes	Outline what you want achieve in the next 12 months against your Strategic Plan target. NAPLAN performance in the top two bands will increase to: 27% 5 Numeracy to 41% 31% 7 Numeracy to 33% 14% 9 Numeracy to 41% 34% 5 Reading to 54% 35% 7 Reading to 40% 16% 9 Reading to 40% 22% 5 Writing to 65% 25% 7 Writing to 30% 14% 9 Writing to 30%	Building practice excellence

	<p>NAPLAN relative growth (for example: percentages of students in the high growth bands for Reading, Writing and Numeracy continuously increase each year so that 30 per cent or more of students are achieving in the high growth bands by 2021 for Reading, Numeracy and Writing).</p>	No	<p>NAPLAN relative growth Numeracy: 21.7% 3 to 5 will increase to 30% high growth 37.1% 5 to 7 will maintain the level of growth 17.7% 7 to 9 will increase to 25 % high growth NAPLAN relative growth Reading: 23% 3 to 5 will increase to 30% high growth 45.1% 5 to 7 will maintain the level of growth 22.4% 7 to 9 will increase to 30% high growth NAPLAN relative growth Writing: 20% 3 to 5 will increase to 25% high growth 32.6% 5 to 7 will increase to 40% high growth 34.6% 7 to 9 will increase to 40% high growth</p>	
	<p>Victorian Curriculum Teacher Judgement data across Foundation–Year 6 (for example: allocation of A’s and B’s increases each year over the period of the SSP so that 40 per cent or more of students are achieving at the ‘A’ or ‘B’ level for Reading, Writing and Mathematics by 2020; tracking student growth—ensure an average of one Victorian Curriculum level per year or more for one year’s input for every student across Foundation–Year 9 and</p>	Yes	<p>Victorian Curriculum Teacher Judgement of A&Bs will increase to: Prep - 6 42% Reading and Viewing 50% 24% Speaking and Listening 30% 31% Writing 40% 26% Measurement and Geometry 30% 39% Number and Algebra</p>	Building practice excellence

	all curriculum areas; Teacher judgements data in Years 3, 5, 7 and 9 English and Mathematics to be aligned to NAPLAN results—within a 10 per cent range).		45% 23% Probability and Statistics 30% 7-9 23% Reading and Viewing 33% 19% Speaking and Listening 30% 17% Writing 25% Victorian Curriculum Teacher Judgement of students receiving C or above; 65% Measurement and Geometry 75% 65% Number and Algebra 75% 64% Probability and Statistics 75%	
	The whole-school percentage endorsement of Academic Emphasis, Teacher Collaboration and Guaranteed and Viable Curriculum in the School Climate module of the Staff Opinion Survey, continuously improve over the review period and reach 75 per cent or more by 2021.	Yes	Academic Emphasis: 60% Positive (+8) Teacher Collaboration: 62% Positive (+20%) Guaranteed and Viable Curriculum: 75% Positive (+33%)	Building practice excellence
To create a contemporary stimulating learning environment where students are intellectually engaged, motivated and have agency in their learning.	Increase positive and reduce negative and neutral responses across all factors in the Attitudes to School Survey. Achieve a minimum of 75% across all variables of the Attitude to School Survey in Excellence in Teaching and Learning and Positive Climate.	Yes	Increase positive responses in Student Attitudes School Survey by 15% to 71% Reduce negative responses in Student Attitudes School Survey by 15% in all variables	Intellectual engagement and self-awareness

	Student attendance data continuously improves so that days absent are equal to or better than State mean levels by 2019, remaining better than State means in 2020 and 2021 and College outcomes compare favourably with similar school data by 2021.	Yes	Student attendance data continues to improve in 2018 by 5%. Reduce absences to a maximum of 15 days per student in P-6 and a maximum of 19 days in 7-9. Reduce unexplained absences to a maximum average of 5 days per student.	Health and wellbeing
Develop a high performing professional learning culture with an unrelenting focus on growth for all.	Increase positive and reduce negative and neutral responses across all factors in the staff opinion survey. Achieve a minimum of 75% across all variables of the staff opinion survey.	Yes	Achieve a minimum of 75% across all variables of the staff opinion survey.	Building practice excellence
	School means for the Parent Opinion Survey (PO Survey) of School improvement, Approachability, Parent Input and General satisfaction to be at the 85th percentile or better by 2021	Yes	Achieve a minimum of 65% in school improvement, approachability, Parent Input and general satisfaction.	Parents and carers as partners

Improvement Initiatives Rationale
<p>When teachers adopt consistent teaching and learning protocols and practices across all classrooms, then in-class variability is reduced and student achievement will increase.</p> <p>When teachers and teams reflect on individual student and cohort performance and purposefully act on data and evidence about learning, then the student learning experience deepens and outcomes improve.</p> <p>When data and evidence is used to monitor, provide feedback about, and enhance student performance, then students' progress accelerates.</p> <p>When students are motivated, actively involved in their learning and take greater charge of their own and each other's learning, then achievement and engagement improves.</p> <p>When teachers and students work together and where student voice is heard and respected, students build their confidence, optimism and efficacy, resulting in a more</p>

positive school climate where achievement, engagement and wellbeing outcomes are optimised.

When students have an understanding of their existing competencies and learning is visible, they understand the steps required to progress to the next level and engage more deeply in learning.

When there is a deliberate, whole school plan to embed a professional learning culture where leaders and teachers expect, and are expected, to be active learners, to reflect, receive feedback and improve their curriculum planning, assessment, teaching and learning practices, then continuous improvement in student outcomes will accelerate.

If the College can be characterised as having effective and powerful instructional and shared leadership, with capacity to monitor performance, give accurate and regular feedback to staff and provide for strong and collective accountability, then improvement efforts will be more effectively directed and outcomes for students will improve.

If parent partnerships are collaborative, based on effective communication, mutual trust and shared responsibility for the education of the students learning will be maximised.

Goal 1	To ensure every student achieves their potential and maximises their achievement and learning growth across all curriculum areas and year levels.
12 month target 1.1	NAPLAN performance in the top two bands will increase to: 27% 5 Numeracy to 41% 31% 7 Numeracy to 33% 14% 9 Numeracy to 41% 34% 5 Reading to 54% 35% 7 Reading to 40% 16% 9 Reading to 40% 22% 5 Writing to 65% 25% 7 Writing to 30% 14% 9 Writing to 30%
FISO Initiative	Building practice excellence
Key Improvement Strategies	
KIS 1	Ensure a Guaranteed and Viable Curriculum linked to evidenced based research practices is embedded across the College, maximising differentiation for all students.
12 month target 1.2	Victorian Curriculum Teacher Judgement of A&Bs will increase to: Prep - 6 42% Reading and Viewing 50%

	<p>24% Speaking and Listening 30%</p> <p>31% Writing 40%</p> <p>26% Measurement and Geometry 30%</p> <p>39% Number and Algebra 45%</p> <p>23% Probability and Statistics 30%</p> <p>7-9</p> <p>23% Reading and Viewing 33%</p> <p>19% Speaking and Listening 30%</p> <p>17% Writing 25%</p> <p>Victorian Curriculum Teacher Judgement of students receiving C or above;</p> <p>65% Measurement and Geometry 75%</p> <p>65% Number and Algebra 75%</p> <p>64% Probability and Statistics 75%</p>
FISO Initiative	Building practice excellence
Key Improvement Strategies	
KIS 1	Ensure consistency of assessment practices, linked to evidenced based research.
12 month target 1.3	<p>Academic Emphasis: 60% Positive (+8)</p> <p>Teacher Collaboration: 62% Positive (+20%)</p> <p>Guaranteed and Viable Curriculum: 75% Positive (+33%)</p>
FISO Initiative	Building practice excellence
Key Improvement Strategies	
KIS 1	Build teacher capacity to maintain, implement or modify their abilities in utilising High Impact Teaching Strategies within their teaching and learning programs.
KIS 2	Ensure consistency of literacy practices are embedded across the College.
KIS 3	Develop data literacy across the College.

Goal 2	To create a contemporary stimulating learning environment where students are intellectually engaged, motivated and have agency in their learning.
12 month target 2.1	Increase positive responses in Student Attitudes School Survey by 15% to 71% Reduce negative responses in Student Attitudes School Survey by 15% in all variables
FISO Initiative	Intellectual engagement and self-awareness
Key Improvement Strategies	
KIS 1	Maximise learning opportunities that promote the Digital Technologies curriculum and proficient, safe and ethical use of ICT.
KIS 2	Increase student connections beyond the school to allow for the development of a broader social conscience and intercultural capabilities.
KIS 3	Maximise student leadership opportunities across the whole College so that student voice is an integral part of College planning.
KIS 4	Develop strong relationships, authentic engagement practices and high and consistent expectations across the College.
KIS 5	Ensure all students are supported effectively to achieve academic, physical, social and emotional growth.
12 month target 2.2	Student attendance data continues to improve in 2018 by 5%. Reduce absences to a maximum of 15 days per student in P-6 and a maximum of 19 days in 7-9. Reduce unexplained absences to a maximum average of 5 days per student.
FISO Initiative	Health and wellbeing
Key Improvement Strategies	
KIS 1	Increase Student Attendance to ensure maximum opportunities to consolidate learning.
Goal 3	Develop a high performing professional learning culture with an unrelenting focus on growth for all.
12 month target 3.1	Achieve a minimum of 75% across all variables of the staff opinion survey.

FISO Initiative	Building practice excellence
Key Improvement Strategies	
KIS 1	Continue to build the instructional and educational leadership capacity of those in leadership roles, including the knowledge and capabilities of emerging/aspirant leaders, so that all leaders are enabled to lead change and contribute their full potential to school improvement efforts and further
KIS 2	Ensuring teacher practice is focused on maximising the potential of every student and growing students' learning through the Performance and Development processes and developing a strengthened culture of collaboration, shared responsibility and collective accountability in teams and across the who
KIS 3	Realign and reinvest in the Timperley Model to structure ongoing teacher inquiries, action research and professional learning.
KIS 4	Researching, developing and implementing a peer observational practice program to give staff more opportunities to learn from each other, share curriculum, assessment and teaching approaches and to ensure more consistent practice, give and receive feedback and reflect on their practice
12 month target 3.2	Achieve a minimum of 65% in school improvement, approachability, Parent Input and general satisfaction.
FISO Initiative	Parents and carers as partners
Key Improvement Strategies	
KIS 1	Further strengthening parent involvement and engagement as partners in improving their child's achievement, engagement and wellbeing outcomes.

Define Evidence of Impact and Activities and Milestones - 2018

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Goal 1	To ensure every student achieves their potential and maximises their achievement and learning growth across all curriculum areas and year levels.
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12 month target 1.1	NAPLAN performance in the top two bands will increase to: 27% 5 Numeracy to 41% 31% 7 Numeracy to 33% 14% 9 Numeracy to 41% 34% 5 Reading to 54% 35% 7 Reading to 40% 16% 9 Reading to 40% 22% 5 Writing to 65% 25% 7 Writing to 30% 14% 9 Writing to 30%			
FISO Initiative	Building practice excellence			
Key Improvement Strategy 1	Ensure a Guaranteed and Viable Curriculum linked to evidenced based research practices is embedded across the College, maximising differentiation for all students.			
Actions	Create a Guaranteed and Viable Curriculum for English, Mathematics and the General Capabilities Develop continuous reporting process, utilising the GVC Appoint Learning Specialists with clear well defined roles and responsibilities			
Evidence of impact	Point Cook College Guaranteed and Viable Curriculum Maps published to key stakeholders including the wider school community The GVC will be utilised during planning sessions The GVC will be referred to by leadership when driving the school curriculum processes Reporting against the GVC will be evident through a continuous reporting process			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Creation of Guaranteed and Viable Curriculum documentation	Assistant Principal	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Appointment of Curriculum Planning and Assessment Neighbourhood Leaders - current Leading Teachers within the College to be appointed with a CPA lens	Assistant Principal	<input type="checkbox"/> No	from: Term 3 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Develop Continuous Reporting Process via COMPASS - further investigation to take hold, start small with English and Mathematics initially	Assistant Principal	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Appointment of Learning Specialists, 2 English Primary, 1 English Secondary, 2 Mathematics Primary, 1 Mathematics Secondary	Assistant Principal	<input type="checkbox"/> No	from: Term 1 to: Term 1	\$60,000.00 <input type="checkbox"/> Equity funding will be used

Goal 1	To ensure every student achieves their potential and maximises their achievement and learning growth across all curriculum areas and year levels.
12 month target 1.2	Victorian Curriculum Teacher Judgement of A&Bs will increase to: Prep - 6 42% Reading and Viewing 50% 24% Speaking and Listening 30% 31% Writing 40% 26% Measurement and Geometry 30% 39% Number and Algebra 45% 23% Probability and Statistics 30% 7-9 23% Reading and Viewing 33% 19% Speaking and Listening 30% 17% Writing 25% Victorian Curriculum Teacher Judgement of students receiving C or above; 65% Measurement and Geometry 75% 65% Number and Algebra 75% 64% Probability and Statistics 75%
FISO Initiative	Building practice excellence
Key Improvement Strategy 1	Ensure consistency of assessment practices, linked to evidenced based research.
Actions	Create Assessment Schedule Implement data accountability through management and monitoring processes Develop Bespoke Professional Learning Program Develop professional learning for Neighbourhood Leaders

Evidence of impact	Published Assessment Schedule - with a monitor and review cycle Published data management process, with consistent practices across the College and centrally housed Teachers will develop professional learning goals through the performance and development process			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Assessment schedule launched	Leadership Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Complete teacher self-assessment on Assessment Schedule priorities, utilise to develop bespoke professional learning program for 2018.	Leadership Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Goal 1	To ensure every student achieves their potential and maximises their achievement and learning growth across all curriculum areas and year levels.
12 month target 1.3	Academic Emphasis: 60% Positive (+8) Teacher Collaboration: 62% Positive (+20%) Guaranteed and Viable Curriculum: 75% Positive (+33%)
FISO Initiative	Building practice excellence
Key Improvement Strategy 1	Build teacher capacity to maintain, implement or modify their abilities in utilising High Impact Teaching Strategies within their teaching and learning programs.
Actions	Develop Bespoke Professional Learning Program linked to the HITS Appoint HITS Neighbourhood Leader Create teacher feedback cycle
Evidence of impact	The HITS will be evident in all lessons taught across the college There will be growth in Teacher self-assessment of their capacity to use the HITS in their teaching and learning programs evidenced in Performance and Development process

Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
1st Self-Assessment completed by teachers to influence bespoke PL program	Assistant Principal	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Develop PL program utilising the teacher Self-Assessment	Assistant Principal	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Tag Neighbourhood Leaders as HITS leaders	Assistant Principal	<input type="checkbox"/> No	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Reassess teachers using the HITS self-assessment continuum to measure growth of the PL program	Assistant Principal	<input checked="" type="checkbox"/> Yes	from: Term 4 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Goal 1	To ensure every student achieves their potential and maximises their achievement and learning growth across all curriculum areas and year levels.
12 month target 1.3	Academic Emphasis: 60% Positive (+8) Teacher Collaboration: 62% Positive (+20%) Guaranteed and Viable Curriculum: 75% Positive (+33%)
FISO Initiative	Building practice excellence
Key Improvement Strategy 2	Ensure consistency of literacy practices are embedded across the College.
Actions	Create Literacy Improvement Team Develop Literacy Improvement Plan Develop management and monitoring of Literacy data collection

	Implement instructional coaching intervention in both English As Additional Language and Literacy pedagogies Commence literacy intervention programs in need areas Select candidates to attend Bastow Literacy Leaders course			
Evidence of impact	Staff opinion survey intellectual stimulation will increase Student learning outcome English data will increase NAPLAN Bands will increase in the top two bands and decrease in the bottom			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Literacy Improve Team will consist of Teaching and Learning Assistant Principals Literacy Improvement Leading Teacher English as an Additional Language Leading Teacher 2 Curriculum Planning and Assessment Leading Teachers School based Speech Pathologist	Assistant Principal	<input type="checkbox"/> No	from: Term 1 to: Term 1	\$50,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Literacy Improvement Team to familiarise themselves with FISO improvement cycle. Developing set timelines and specific data to be collect in order to implement and assist in enhancing intended outcomes.	School Improvement Team	<input type="checkbox"/> No	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Literacy Improvement Team will manage teacher capacity building through instructional coaching utilising data to drive which teachers receive coaching.	School Improvement Team	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Literacy Improvement Team will manage through data analysis which students receive intervention.	School Improvement Team	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Goal 1	To ensure every student achieves their potential and maximises their achievement and learning growth across all curriculum areas and year levels.
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12 month target 1.3	Academic Emphasis: 60% Positive (+8) Teacher Collaboration: 62% Positive (+20%) Guaranteed and Viable Curriculum: 75% Positive (+33%)			
FISO Initiative	Building practice excellence			
Key Improvement Strategy 3	Develop data literacy across the College.			
Actions	Leadership team to undertake and lead professional learning in developing collective capacity for data literacy			
Evidence of impact	Teaching and learning leadership will influence the use of data during PLT cycles Teaching and learning leadership will develop teacher capacity to use data to influence teaching and learning programs Teachers will utilise data to influence teaching and learning programs			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Teaching and learning leadership to complete PLT cycle on how to interpret data to influence teaching and learning programs	Leadership Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Teaching and learning leadership will build teacher capacity to utilise data within teaching and learning programs.	Leadership Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Goal 2	To create a contemporary stimulating learning environment where students are intellectually engaged, motivated and have agency in their learning.
12 month target 2.1	Increase positive responses in Student Attitudes School Survey by 15% to 71% Reduce negative responses in Student Attitudes School Survey by 15% in all variables
FISO Initiative	Intellectual engagement and self-awareness

Key Improvement Strategy 1	Maximise learning opportunities that promote the Digital Technologies curriculum and proficient, safe and ethical use of ICT.			
Actions	<p>Ensure the Digital technologies capability is included at every year level</p> <p>Continue to increase teacher capacity in ICT through bespoke PD and PDP goals</p> <p>Monitor and assess 1:1 iPad program with a view to extending to Year 1 and 2 in 2019</p> <p>Develop and embed a College wide Cybersafety curriculum.</p> <p>Embed consistent Learning Management Systems across each Neighbourhood.</p>			
Evidence of impact	<p>Explicit evidence of Digital Technologies capabilities links throughout all College curriculum documentation and planning.</p> <p>Whole school Cybersafety programme is published and explicitly taught at all year levels.</p> <p>Consistent and increased use of classroom technology as evident in staff PL attendance, requests for support and staff ICT surveys</p> <p>Extension of the 1:1 iPad program at year 1 and 2 in 2019.</p>			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Audit PCC GVC to ensure that the Digital technologies capabilities are included at every year level. Provide explicit PL around the integration of the Capabilities Actively contribute to the Hobson's Bay community of practice around Critical and Creative Thinking.	Leading Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Scheduled and deliver PL according to staff needs as identified through staff ICT survey and PDP goals. Enhance Student leadership opportunities by creating an ICT leadership group Investigate opportunities for community education programs in ICT.	Assistant Principal	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$8,200.00 <input type="checkbox"/> Equity funding will be used
Consult with stakeholder about the viability of extending the 1:1 iPad program into junior years Develop a strategy for the implementation	Assistant Principal	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Introduce whole College Cybersafety curriculum to staff through the PLTs and supported through a modelling/coaching program Review program in Term 4 and make recommendations for 2019	Curriculum Co-ordinator (s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$2,000.00 <input type="checkbox"/> Equity funding will be used

Publicise and celebrate whole College Cybersafety awareness days Enhance Student leadership opportunities in E Smart team Maintain and increase links with external support organisations eg eSmart and Office of eSafety Commissioner Review and extend Cybersafety doll program in Grade 1 and 2 Complete Cybersafety Passport in junior years Review eSMART student use agreement to make it more student friendly Provide opportunities for community education programs in cybersafety delivered by students.				
Survey and investigate use of Learning Management Systems across year levels. Whole College recommendation of appropriate year level LMS(s) is agreed upon PD and coaching opportunities are provided to staff	Assistant Principal	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Develop a Digital Technologies curriculum scope and sequence Provide support to staff on the teaching and assessment of the DT	Assistant Principal	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Goal 2	To create a contemporary stimulating learning environment where students are intellectually engaged, motivated and have agency in their learning.
12 month target 2.1	Increase positive responses in Student Attitudes School Survey by 15% to 71% Reduce negative responses in Student Attitudes School Survey by 15% in all variables
FISO Initiative	Intellectual engagement and self-awareness
Key Improvement Strategy 2	Increase student connections beyond the school to allow for the development of a broader social conscience and intercultural capabilities.
Actions	Embed Ethical and Intercultural capabilities within the PCC GVC. Embed Studies of Asia, Indigenous Education and Environmental Sustainability Education within the PCC GVC. Investigate the viability of a second choice and study tour in LOTE program.

	<p>Implement local, global and national projects consistent with College priorities Create a physical school environment that celebrates our multicultural community. Develop an understanding of and commitment to a PCC Social Conscience Strategy. Create a learning environment that acknowledges, respects and values Koorie cultures and identities.</p>			
Evidence of impact	<p>Explicit evidence of Intercultural and Ethical links throughout all curriculum and planning documentation. Explicit evidence of Studies of Asia, Environmental Sustainability Education and Indigenous Education links throughout all curriculum and planning documentation. At the end of 2018 a second LOTE option will be offered to students. At the end of 2018 a second study tour will have been developed. Participation in local and/ or global projects is evident across all year levels. Links are established and maintained with external organisations that support local and global projects Cross curricular projects are planned for, conducted and evaluated. PCC Social Conscience Strategy documented. Dedicated Social Conscience practices embedded at every year level. Standard practices in place that acknowledge Koorie cultures and identities.</p>			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
<p>Audit current year level scope and sequence documentation to overlay the Ethical and Intercultural Capabilities. Develop an assessment rubric to assist teaching staff to document and report on learning and growth. Lead PL around the integration of E&I Capability</p>	Leading Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
<p>Investigate local, national and global projects through links with external organisation such as iEarn, Global Lyncs... Investigate BRIDGE program for introduction in one year level Stengthen projects that link to our sister school-SMP1 Singaraja Develop staff intercultural and sustainability tour.</p>	Leading Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$5,000.00 <input type="checkbox"/> Equity funding will be used
<p>Create a STEAM project based on the theme "Stories of Us". Plan and install Signpost showing places in the world our community members come from.</p>	Assistant Principal	<input type="checkbox"/> No	from: Term 1 to: Term 3	\$5,000.00 <input type="checkbox"/> Equity funding will be used

<p>Celebrate multicultural week through a range of whole school activities Continue to involve our community through our Community Partnerships Program-Twilight Market, Cooking classes</p>				
<p>Develop the implementation protocols for PCC Social Conscience Strategy. Map a range of social conscience projects suited to each level and curriculum content. Support staff to involve students in social conscience projects-Blankets for Homeless Share projects with the wider community including the use of media and College communication platforms</p>	Curriculum Co-ordinator (s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$5,000.00 <input type="checkbox"/> Equity funding will be used
<p>Research viability of a second choice in LOTE program. Recruit relevant high quality staff and fund resources</p>	Assistant Principal	<input type="checkbox"/> No	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
<p>Audit current year level scope and sequence documentation to overlay Studies of Asia, Environmental Sustainability Education and Koorie Education. Develop an assessment rubric to assist teaching staff to document and report on learning and growth. Lead PL around the integration of Studies of Asia, Environmental Sustainability and Indigenous Education.</p>	Curriculum Co-ordinator (s)	<input type="checkbox"/> No	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
<p>Review current processes against Marrung Strategy to ensure Koorie acknowledgment practices are in place. Increase opportunities for College Koorie members to participate in decision making that affects them. Increase the cultural awareness of staff to better support Koorie students. Support the community to enhance learners' understanding of Koorie culture and history</p>	Assistant Principal	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Goal 2	To create a contemporary stimulating learning environment where students are intellectually engaged, motivated and have agency in their learning.			
12 month target 2.1	Increase positive responses in Student Attitudes School Survey by 15% to 71% Reduce negative responses in Student Attitudes School Survey by 15% in all variables			
FISO Initiative	Intellectual engagement and self-awareness			
Key Improvement Strategy 3	Maximise student leadership opportunities across the whole College so that student voice is an integral part of College planning.			
Actions	Continue to provide and extend opportunities for student leadership within the College Continue and extend opportunities student voice and agency Further raise the profile of student leaders and their role and impact within and beyond the College.			
Evidence of impact	Student leaders are actively involved in authentic leadership roles. Documented leadership programs, roles and responsibilities. Students are able to identify, explore and gain expert knowledge appropriate to their year level in areas of personal interest. College community will be more aware of the identity of student leaders and the purpose of their specific roles.			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Continue and expand eLeaders (Cybersafety) Team Investigate the possibility of an ICT student experts group Extend opportunities for students to lead Radio and PCC TV programs	Curriculum Co-ordinator (s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$2,000.00 <input type="checkbox"/> Equity funding will be used
Develop opportunities of Entrepreneurial and student led programs throughout the College	Assistant Principal	<input type="checkbox"/> No	from: Term 2 to: Term 3	\$0.00 <input type="checkbox"/> Equity funding will be used
Create opportunities for elected student leaders to be more visible within and beyond the College; Conduct student led activities to address specific needs; lunchtime activities, awareness raising days/practices for specific purposes,	Assistant Principal	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

assemblies, House celebrations and commemorative events. Collect ideas and feedback from student body and use to lead change within the College community. Attend targeted conferences beyond the College to enhance skills and knowledge of self and others. Raise profile within the community by providing regular contributions via College communication channels.				
Explore other leadership opportunities including SWPBS ambassadors, lunchtime activity leaders, Travel safe ambassadors, Reading buddies	Assistant Principal	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Student Leadership Program documentation relieved and updated to include all new initiatives	Leadership Team	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Goal 2	To create a contemporary stimulating learning environment where students are intellectually engaged, motivated and have agency in their learning.
12 month target 2.1	Increase positive responses in Student Attitudes School Survey by 15% to 71% Reduce negative responses in Student Attitudes School Survey by 15% in all variables
FISO Initiative	Intellectual engagement and self-awareness
Key Improvement Strategy 4	Develop strong relationships, authentic engagement practices and high and consistent expectations across the College.
Actions	Strengthen relationships and build a sense of acceptance, connectedness and belonging by consistently and proactively establishing trust, validation and safety. Embed practices across the College that promote positive relationships, increase student engagement and develop a growth mindset.
Evidence of impact	Berry St Education Model strategies and evidence based practices consistent and visible across the College. Adherence to Respectful Relationships protocols visible in all College policies and practices. Rights, Resilience and Respectful Relationships units embedded in curriculum content at all year levels SWPBS framework articulated and consistently adhered to within the College community SWPBS data reflects a decrease in referrals to leadership with all staff capable of implementing Restorative practices

	Student Attitudes to School survey responses reflect an enhanced climate for learning. Reporting to parents to specifically include Personal and Social capabilities			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Introduce the Berry St Education Model as an agreed practice across the College. Curriculum Days allocated as BSEM training days for all staff. BSEM teaching strategies employed by all staff. BSEM practices explicitly taught at all year levels. BSEM 'sunspot' classrooms established as professional learning communities.	Assistant Principal	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Consolidate the School Wide Positive Behaviour Support framework as the agreed practice for managing student behaviour. Explore opportunities to further strengthen the links between SWPBS and House Communities. Create permanent SWPBS references and signage. Rejuvenate the SWPBS team by recruiting new staff. Induct new and returning staff around SWPBS practices.	Assistant Principal	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Audit College documentation and practices in line with Respectful Relationships guidelines. Conduct disclosure training with all staff. Embed the eight elements of Resilience, Rights and Respectful Relationships Education as part of core curriculum at each year level. Provide professional learning for staff to ensure consistent understanding and delivery. Create classroom resource kits appropriate to year levels.	Assistant Principal	<input type="checkbox"/> No	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
Personal and Social Capabilities Scope and sequence overlaid with BSEM and Respectful Relationships curriculum within the GVC.	Assistant Principal	<input type="checkbox"/> No	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used

Goal 2	To create a contemporary stimulating learning environment where students are intellectually engaged, motivated and have agency in their learning.			
12 month target 2.1	Increase positive responses in Student Attitudes School Survey by 15% to 71% Reduce negative responses in Student Attitudes School Survey by 15% in all variables			
FISO Initiative	Intellectual engagement and self-awareness			
Key Improvement Strategy 5	Ensure all students are supported effectively to achieve academic, physical, social and emotional growth.			
Actions	Embed Personal and Social capabilities within the PCC GVC. Develop wellbeing programs targeted to the explicit needs of groups and individuals. Allocate explicit teaching time to address factors contributing to the mental health of adolescents.			
Evidence of impact	Scaffolded scope and sequence F-9 for Personal and Social capabilities. Section of the reports identifying Personal and Social growth for all students. Explicit needs support/wellbeing groups documented and programs evaluated. Skills developed within targeted intervention groups evident in homeroom. Learning profiles created for all students, updated annually. SSGs and/or ILPs in place for all PSD and 'referred' students. PSD program targets needs of all identified students with a disability. Targeted cohort programs to address mental health challenges. The SPACE established as an effective support space that meets the needs of all students. Integration Aides facilitate programs targeted to meet the needs of students within their allocated neighbourhood. Links to external services in place to support families. Regular timetabled sessions in Years 7-9 to explore factors contributing to improved mental health			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Audit current year level scope and sequence documentation to overlay the Personal and Social Capabilities. Develop an assessment rubric to assist teaching staff to document and report on learning and growth.	Assistant Principal	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Lead Professional Learning around the integration of Personal and Social Capabilities. Include Personal and Social Capability component in half yearly reports to parents.				
Develop the relocated SPACE as a multifunctional support centre with an indoor/outdoor retreat Allocate an area within the SPACE to be developed as a 7-9 'chill zone' with relevant resources. Create class kits of equipment to support students with self regulation strategies.	Wellbeing Team	<input type="checkbox"/> No	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
Introduce PIVOT Social and Emotional competency survey and establish baseline data.	Assistant Principal	<input checked="" type="checkbox"/> Yes	from: Term 3 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Learning profiles created for all students and uploaded to COMPASS with PSD and 'at risk' students as a primary focus.	All Staff	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
At risk students identified and allocated to groups according to needs. Programs developed and monitored to support above groups, facilitated by Integration Aides under supervision of SSSOs.	Wellbeing Team	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Neighbourhood Leaders and homeroom teachers supported to develop ILPs and/or SSGs for students as required. PSD program and processes lead and monitored by Speech Pathologist.	Wellbeing Team	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Establish mental health programs that address specific needs and cohorts. Explore outside agencies and programs to introduce within the College. Liaise with families to provide support and link to external agencies. Introduce timetabled sessions in 7-9 that address potential risks to their mental health.	Wellbeing Team	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Goal 2	To create a contemporary stimulating learning environment where students are intellectually engaged, motivated and have agency in their learning.			
12 month target 2.2	Student attendance data continues to improve in 2018 by 5%. Reduce absences to a maximum of 15 days per student in P-6 and a maximum of 19 days in 7-9. Reduce unexplained absences to a maximum average of 5 days per student.			
FISO Initiative	Health and wellbeing			
Key Improvement Strategy 1	Increase Student Attendance to ensure maximum opportunities to consolidate learning.			
Actions	Create a documented Attendance Improvement Strategy.			
Evidence of impact	Attendance Improvement Strategy documented and implemented. Improved attendance rates across the College.			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Review Attendance policy and create an Attendance Improvement Strategy that includes rationale, processes, parent communications, staff professional learning and student awareness.	Assistant Principal	<input type="checkbox"/> No	from: Term 1 to: Term 3	\$0.00 <input type="checkbox"/> Equity funding will be used

Goal 3	Develop a high performing professional learning culture with an unrelenting focus on growth for all.			
12 month target 3.1	Achieve a minimum of 75% across all variables of the staff opinion survey.			
FISO Initiative	Building practice excellence			

Key Improvement Strategy 1	Continue to build the instructional and educational leadership capacity of those in leadership roles, including the knowledge and capabilities of emerging/aspirant leaders, so that all leaders are enabled to lead change and contribute their full potential to school improvement efforts and further			
Actions	Develop an launch PCC instructional model Re-structure of leadership team to reflect new strategic intent Participation in various Bastow programs including Principal Preparation and Middle Leaders Engage Leadership Coach - Huddle Education systems			
Evidence of impact	PCC instructional model published Leadership structure redesigned and rolled out with key staffing appointments made Participation in Bastow programs leadership team engage in leadership coaching			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Instructional model developed and launched based on gradual release of responsibility	School Improvement Team	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Leadership team redesigned and implemented. Literacy improvement team created	Principal	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Participation in Bastow programs UP, Create, and Literacy leadership	Principal	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$5,000.00 <input type="checkbox"/> Equity funding will be used
Engagement of Huddle Learning systems to work with leadership team collectively and individually	Principal	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$10,000.00 <input type="checkbox"/> Equity funding will be used

Goal 3	Develop a high performing professional learning culture with an unrelenting focus on growth for all.			
12 month target 3.1	Achieve a minimum of 75% across all variables of the staff opinion survey.			
FISO Initiative	Building practice excellence			
Key Improvement Strategy 2	Ensuring teacher practice is focused on maximising the potential of every student and growing students' learning through the Performance and Development processes and developing a strengthened culture of collaboration, shared responsibility and collective accountability in teams and across the who			
Actions	Whole College Performance and Development Program rolled out with a line of sight to education state targets through to school strategic plan, Annual Implementation plan and Individual Performance plans Implementation of Professional practice initiatives - Professional learning Days and learning specialist Professional Learning Calendar created with a focus on bespoke learning inline with Annual Implementation Plan			
Evidence of impact	All staff participation in Performance and development process Professional learning day structure in place professional learning calendar published			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Performance and Development process implemented	Principal	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Professional Learning days implemented	Principal	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
learning Specialist appointed with a focus on strategic goals	Principal	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Goal 3	Develop a high performing professional learning culture with an unrelenting focus on growth for all.			
12 month target 3.1	Achieve a minimum of 75% across all variables of the staff opinion survey.			
FISO Initiative	Building practice excellence			
Key Improvement Strategy 3	Realign and reinvest in the Timperley Model to structure ongoing teacher inquiries, action research and professional learning.			
Actions	All staff will employ the Timperley teacher inquiry cycle			
Evidence of impact	PLT will use Timperley cycle during meeting times Evidence in Performance and development plans			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
All Neighbourhood leaders will ensure the Timperley Inquiry cycle is implemented in teams	Leading Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Goal 3	Develop a high performing professional learning culture with an unrelenting focus on growth for all.			
12 month target 3.1	Achieve a minimum of 75% across all variables of the staff opinion survey.			
FISO Initiative	Building practice excellence			
Key Improvement Strategy 4	Researching, developing and implementing a peer observational practice program to give staff more opportunities to learn from each other, share curriculum, assessment and teaching approaches and to ensure more consistent practice, give and receive feedback and reflect on their practice			
Actions	The leadership team will research, develop and implement a peer observational practice program for all staff with a focus on the Point Cook College instructional model			

Evidence of impact	Peer observational practice Program developed and implemented All teaching staff will engage in peer observational practice program			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Leadership team to undertake inquiry into Peer observational practice program and implement.	Leadership Team	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
All Teaching staff to participate in Peer observational practice program as evidenced in their Performance and Development plans	All Staff	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Goal 3	Develop a high performing professional learning culture with an unrelenting focus on growth for all.			
12 month target 3.2	Achieve a minimum of 65% in school improvement, approachability, Parent Input and general satisfaction.			
FISO Initiative	Parents and carers as partners			
Key Improvement Strategy 1	Further strengthening parent involvement and engagement as partners in improving their child's achievement, engagement and wellbeing outcomes.			
Actions	Maintain and improve Community Partnership program Redesign systems in terms of reporting to parents Enhance the use of Compass to engage parents as partners			
Evidence of impact	Continued improvement in parent opinion regarding parent involvement New reporting system developed and launched			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget

Leadership team to consult with community in the development and implementation of a new reporting structure inline with DET guidelines	Leadership Team	<input type="checkbox"/> No	from: Term 3 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
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Professional Learning and Development Plan - 2018

Point Cook Prep - Year 9 College (4159)

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Creation of Guaranteed and Viable Curriculum documentation	Assistant Principal	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"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Primary Mathematics and Science specialists <input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> School improvement partnerships	<input checked="" type="checkbox"/> On-site
Develop Continuous Reporting Process via COMPASS - further investigation to take hold, start small with English and Mathematics initially	Assistant Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> VCAA Curriculum Specialist <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants COMPASS operations people	<input checked="" type="checkbox"/> On-site
Assessment schedule launched	Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Literacy expertise	<input checked="" type="checkbox"/> On-site

Complete teacher self-assessment on Assessment Schedule priorities, utilise to develop bespoke professional learning program for 2018.	Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> School improvement partnerships	<input checked="" type="checkbox"/> On-site
1st Self-Assessment completed by teachers to influence bespoke PL program	Assistant Principal	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Leadership partners	<input checked="" type="checkbox"/> On-site
Develop PL program utilising the teacher Self-Assessment	Assistant Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Reassess teachers using the HITS self-assessment continuum to measure growth of the PL program	Assistant Principal	from: Term 4 to: Term 4	<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
Teaching and learning leadership to complete PLT cycle on how to interpret data to influence teaching and learning programs	Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Leadership partners	<input checked="" type="checkbox"/> On-site
Teaching and learning leadership will build teacher capacity to utilise data within teaching and learning programs.	Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Leadership partners <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Introduce the Berry St Education Model as an agreed practice across the	Assistant Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> External consultants	<input checked="" type="checkbox"/> On-site

College. Curriculum Days allocated as BSEM training days for all staff. BSEM teaching strategies employed by all staff. BSEM practices explicitly taught at all year levels. BSEM 'sunspot' classrooms established as professional learning communities.					Berry St Professionals	
Introduce PIVOT Social and Emotional competency survey and establish baseline data.	Assistant Principal	from: Term 3 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
All Neighbourhood leaders will ensure the Timperley Inquiry cycle is implemented in teams	Leading Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative	<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

- [PCC Professional Learning Program.pptx \(0.81 MB\)](#)
- [PL Calendar 2018 - Curriculum Day 1 and 2 \(2\).pdf \(0.05 MB\)](#)
- [PL Calendar 2018 - Term 1.pdf \(0.07 MB\)](#)
- [PL Cycle Process.docx \(0.15 MB\)](#)
- [Self assessment - Bespoke PL - ENG AS.pdf \(0.06 MB\)](#)
- [Self assessment - Bespoke PL - HITS.pdf \(0.06 MB\)](#)

Dimension 2

- [Assessment Schedule Framework drat2.docx \(0.75 MB\)](#)
- [Counting Planning .docx \(0.02 MB\)](#)
- [Literacy Improvement Plan 2018.doc \(0.05 MB\)](#)

[P - 9 Scope 1and2.docx \(0.02 MB\)](#)

[PL Calendar Ass Sch start up 2018.pptx \(1.15 MB\)](#)

Dimension 3

[Assessment Schedule Framework drat2.docx \(0.75 MB\)](#)

[Literacy Improvement Plan 2018.doc \(0.05 MB\)](#)

[Pcc Professional Learning Program.pptx \(0.81 MB\)](#)

[PL Cycle Process.docx \(0.15 MB\)](#)

Dimension 4

[Assessment Schedule PCC P-9 V2.pdf \(0.45 MB\)](#)

[PL Calendar Ass Sch start up 2018.pptx \(1.15 MB\)](#)

Dimension 5

[SWPBS STAFF MATRIX - PDF.pdf \(0.06 MB\)](#)

Dimension 6

[CMTEE Cycle Process.docx \(0.05 MB\)](#)

Dimension 8

[BPS poster.pptx \(0.26 MB\)](#)

[Student Matrix - JANUARY 2017 .pdf \(0.08 MB\)](#)

[SWPBS COMMUNITY MATRIX - PDF.pdf \(0.08 MB\)](#)

[SWPBS STAFF MATRIX - PDF.pdf \(0.06 MB\)](#)

Dimension 9

[Attendance POLICY 2016.pdf \(0.15 MB\)](#)

[PCC FINAL School Environment Management Plan.docx \(0.03 MB\)](#)

[Student Leadership Guidelines 2016.pdf \(0.11 MB\)](#)

[SWPBS COMMUNITY MATRIX - PDF.pdf \(0.08 MB\)](#)

[SWPBS STAFF MATRIX - PDF.pdf \(0.06 MB\)](#)

[Uniform Policy- Feb 2018 updated.pdf \(0.15 MB\)](#)

Dimension 10

[PCC Referral Process 2018 -2.docx \(0.06 MB\)](#)

[Student Matrix - JANUARY 2017 .pdf \(0.08 MB\)](#)

[SWPBS COMMUNITY MATRIX - PDF.pdf \(0.08 MB\)](#)

[SWPBS STAFF MATRIX - PDF.pdf \(0.06 MB\)](#)

Self-evaluation Summary

[SWVR 4156 Point Cook P-9 College Peer Review Report \(Final\).docx \(0.64 MB\)](#)