

2018 Annual Implementation Plan

for improving student outcomes

Maribyrnong Secondary College (8015)



Submitted for review by Nick Scott (School Principal) on 13 March, 2018 at 08:06 PM
Endorsed by John Stone (Senior Education Improvement Leader) on 14 March, 2018 at 07:36 AM
Awaiting endorsement by School Council President

Self-evaluation Summary - 2018

Maribyrnong Secondary College (8015)

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

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| 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 | Evolving |

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

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| Enter your reflective comments | Clearly there are areas that require attention. |
| Considerations for 2019 | The activities in the 2018 AIP are intended to progress the College in the areas identified. |
| Documents that support this plan | |

Annual Implementation Plan - 2018

FISO Improvement Initiatives and Key Improvement Strategies

Maribyrnong Secondary College (8015)

| Four Year Strategic Goals | Four Year Strategic Targets | Is this selected for focus this year? | 12 month target | FISO initiative |
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| <p>STUDENT ACHIEVEMENT Support literacy and numeracy capability in Years 7-9 with particular attention to increasing high growth outcomes in Year 9 NAPLAN measures by 10%.</p> | <p>2016</p> <ul style="list-style-type: none"> • Consistent delivery of mathematics instruction across Years 7 to 10. • 5% increase in NAPLAN high-growth Numeracy results. • OnDemand, PAT-R, YARC, NAPLAN data sets included in student profiles in Compass administration system. | No | Not applicable in 2018. | |
| | <p>2017</p> <ul style="list-style-type: none"> • 100% of students counselled appropriately regarding Year 10 and 11 maths courses. • 100% of “at risk” students profiled fully in literacy and numeracy achievement and teaching recommendations. | No | Not applicable in 2018. | |
| | <p>2018</p> <ul style="list-style-type: none"> • Staff are developed and 100 % of courses include differentiated advice. | Yes | <p>Staff are developed and 100 % of courses include differentiated advice.</p> <p>100% of courses include</p> | Building practice excellence |

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| | <ul style="list-style-type: none"> 100% of courses include literacy and numeracy recommendations. | | literacy and numeracy recommendations. | |
| | 2019 <ul style="list-style-type: none"> All initiatives reviewed and practices consolidated. | No | Not applicable in 2018. | |
| STUDENT ACHIEVEMENT Plan, implement, and evaluate progress towards consistent pedagogical approaches incorporating Marzano's model and Hattie's findings into a "Maribyrnong Model" of instructional practice. | 2016 <ul style="list-style-type: none"> 100% of relevant courses are F-10 compliant. Reports delivered through Compass where appropriate. | No | Not applicable in 2018. | |
| | 2017 <ul style="list-style-type: none"> 100% compliance with teaching and assessment. The MMIP is described and incorporated into all unit planning templates. | No | Not applicable in 2018. | |
| | 2018 <ul style="list-style-type: none"> 100% of courses developed and delivered. | Yes | 100% of courses developed and delivered. | Curriculum planning and assessment |
| | 2019 <ul style="list-style-type: none"> All initiatives reviewed and practices consolidated. | No | Not applicable in 2018. | |
| | 2016 | No | Not applicable in 2018. | |

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| STUDENT ACHIEVEMENT Continue to implement a VCE improvement strategy that results in consistent median study scores of 31 or more, and 40+ percentages of 8% or more. | <ul style="list-style-type: none"> • Maintain 30+ median study score, increase 40+ study score percentage over 2015 level. • Increase in average study score in "Commerce" Unit 3/4 subjects. | | | |
| | 2017 <ul style="list-style-type: none"> • More teachers available to teach Year 12. • Less variance in teacher practice and assessments in repeated classes. | No | Not applicable in 2018. | |
| | 2018 <ul style="list-style-type: none"> • Consistent median study score of 31 achieved. 8%+ of 40+ scores achieved. | Yes | Consistent median study score of 31 achieved. 8%+ of 40+ scores achieved. | Evidence-based high-impact teaching strategies |
| | 2019 <ul style="list-style-type: none"> • All initiatives reviewed and practices consolidated. | No | Not applicable in 2018. | |
| STUDENT ACHIEVEMENT Increase sport representation in state and national teams by 20%. | 2016 <ul style="list-style-type: none"> • 35% of student athletes in either State or National Age group teams each year. | No | Not applicable in 2018. | |
| | 2017 | No | Not applicable in 2018. | |

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| | <ul style="list-style-type: none"> Increased awareness from key primary schools, 100% attendance by invited primary school participants. Primary school sports academies operating in up to three selected sports. | | | |
| | 2018 <ul style="list-style-type: none"> Increased enrolments in year 7 MSA intake as a result of primary school academy programs. | Yes | Increased enrolments in year 7 MSA intake as a result of primary school academy programs. | Building communities |
| | 2019 <ul style="list-style-type: none"> All initiatives reviewed and practices consolidated. | No | Not applicable in 2018. | |
| ENGAGEMENT Provide a welcoming and inclusive environment for students of all backgrounds including targeted welfare and support structures. | 2016 <ul style="list-style-type: none"> Greater than 80% participation from African-Australian families in 2016 initiatives. | No | Not applicable in 2018. | |
| | 2017 <ul style="list-style-type: none"> Positions of responsibility, role descriptions and programs developed for initiatives including debating, robotics, school production, Tournament of the Minds, Duke of Edinburgh. | No | Not applicable in 2018. | |

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| | <ul style="list-style-type: none"> • Staff leaders for these initiatives identified. | | | |
| | 2018 <ul style="list-style-type: none"> • Positions of responsibility, role descriptions and programs developed for additional initiatives. | Yes | Positions of responsibility, role descriptions and programs developed for additional initiatives. | Empowering students and building school pride |
| | 2019 <ul style="list-style-type: none"> • All initiatives reviewed and practices consolidated. | No | Not applicable in 2018. | |
| ENGAGEMENT Expand senior secondary provision to match the interest, aptitudes and aspirations of the whole-college cohort. | 2016 <ul style="list-style-type: none"> • Three additional vocational offerings identified. | No | Not applicable in 2018. | |
| | 2017 <ul style="list-style-type: none"> • Additional courses developed and student counselling for 2018 introduction undertaken. | No | Not applicable in 2018. | |
| | 2018 <ul style="list-style-type: none"> • Deliver at least one additional vocational offering. | Yes | Deliver at least one additional vocational offering. | Curriculum planning and assessment |
| | 2019 <ul style="list-style-type: none"> • All initiatives reviewed and practices consolidated. | No | Not applicable in 2018. | |

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| <p>ENGAGEMENT Develop robust student feedback systems and transition experiences to facilitate higher levels of student engagement as measured through the Attitudes to School survey.</p> | <p>2016</p> <ul style="list-style-type: none"> Sites and materials updated. | No | Not applicable in 2018. | |
| | <p>2017</p> <ul style="list-style-type: none"> 90% satisfaction in transition experiences as reported by students. Establish an Alumni network for Maribyrnong Sports Academy. Interact with the Alumni network 4 times per year via Newsletter and every two years via functions. Move student voice measures in Attitudes to School Survey into top 25% of all schools. | No | Not applicable in 2018. | |
| | <p>2018</p> <ul style="list-style-type: none"> Establish a career expo program with Victoria University and invite Universities with “elite athlete” status to attend subject selection evenings/expos. Establish partnerships with Australian and international organisations that can facilitate sports themed career pathways including a range of US Colleges in particular sports. | Yes | <p>Establish a career expo program with Victoria University and invite Universities with “elite athlete” status to attend subject selection evenings/expos.</p> <p>Establish partnerships with Australian and international organisations that can facilitate sports themed career pathways including a range of US Colleges in</p> | Networks with schools, services and agencies |

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| | <ul style="list-style-type: none"> 85% of exiting student athletes enter tertiary pathways including sport-themed courses and careers, including US College pathways. | | <p>particular sports.</p> <p>85% of exiting student athletes enter tertiary pathways including sport-themed courses and careers, including US College pathways.</p> | |
| | <p>2019</p> <ul style="list-style-type: none"> All initiatives reviewed and practices consolidated. | No | Not applicable in 2018. | |
| <p>WELLBEING Develop initiatives that lead to reduced incidences of student distress and crisis and increased levels of student resilience and respectful relationships that meet the government's "Education State" targets for students.</p> | <p>2016</p> <ul style="list-style-type: none"> Benchmark and develop approaches to personal and social growth of students using the content and achievement standards in the Personal and Social Capability in the recently released Victorian Curriculum. Create baseline data for resilience levels of Sports Academy and mainstream students. Increase the proportion of students who report high resilience by 20% over the life of the strategic plan. | No | Not applicable in 2018. | |
| | <p>2017</p> | No | Not applicable in 2018. | |

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| | <ul style="list-style-type: none"> • 50% increase in student satisfaction regarding communication initiatives. | | | |
| | 2018 <ul style="list-style-type: none"> • Initiatives operating successfully with 90% satisfaction levels reported by students. | Yes | Initiatives operating successfully with 90% satisfaction levels reported by students. | Health and wellbeing |
| | 2019 <ul style="list-style-type: none"> • All initiatives reviewed and practices consolidated. | No | Not applicable in 2018. | |
| WELLBEING Lead and support other Victorian schools to develop innovative programs to meet the government's "Education State" targets for increased physical activity levels amongst students and staff. | 2016 <ul style="list-style-type: none"> • Baseline data collected. | No | Not applicable in 2018. | |
| | 2017 <ul style="list-style-type: none"> • 90% of Sports Academy students meeting National Activity Guidelines for physical activity by 2019 (injured and rehabilitating athletes excluded). • Increase by 20% the proportion of mainstream students undertaking physical activity at the rate one hour per day/five days per week. | No | Not applicable in 2018. | |

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| | 2018 <ul style="list-style-type: none"> Resources published for use by broader school community. | Yes | Resources published for use by broader school community. | Health and wellbeing |
| | 2019 <ul style="list-style-type: none"> All initiatives reviewed and practices consolidated. | No | Not applicable in 2018. | |
| PRODUCTIVITY Strengthen the professional capacity of all staff to support student learning, engagement and wellbeing in the mainstream and academy programs through effective use of time, space, funding, facilities and community resources. | 2016 <ul style="list-style-type: none"> Building program is delivered on time and on budget. 100% of College equity goals are met. All staff are compliant with practices described in PDP documentation. Candidates are identified and program is delivered. Appoint a new Sports Director and new Middle School Assistant Principal. | No | Not applicable in 2018. | |
| | 2017 <ul style="list-style-type: none"> Building program is delivered on time and on budget. 100% of College equity goals are met. All staff are compliant with practices described in PDP documentation. | No | Not applicable in 2018. | |

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| | <p>2018</p> <ul style="list-style-type: none"> • Building program is delivered on time and on budget. • 100% of College equity goals are met. • All staff are compliant with practices described in PDP documentation. | Yes | <p>Building program is delivered on time and on budget.</p> <p>100% of College equity goals are met.</p> <p>All staff are compliant with practices described in PDP documentation.</p> | Strategic resource management |
| | <p>2019</p> <ul style="list-style-type: none"> • All initiatives reviewed and practices consolidated. | No | Not applicable in 2018. | |
| <p>PRODUCTIVITY Establish new and innovative partnerships with a range of community stakeholders and national and international school partnerships.</p> | <p>2016</p> <ul style="list-style-type: none"> • New Memorandum of Understanding agreements developed with existing and new partners (e.g. Cricket Victoria, Basketball Victoria, Football Federation Victoria). • Relationship developed with NSW Sports High Schools Association (based at Westfields SHS Sydney) to build a national coalition of sport schools. • Victorian “Sports School” coalition by formed by 2017/18 by engaging with other Victorian schools that have Sport Academies (Rowville, Box Hill, Parkdale, Hallam, | No | Not applicable in 2018. | |

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| | <p>Bendigo, Grovedale, Warrnambool, Alkira, etc)</p> <ul style="list-style-type: none"> Professional Development for government schools and teachers interested in developing expertise in sport specialisms provided by MSA. | | | |
| | <p>2017</p> <ul style="list-style-type: none"> Community use of Sports Academy facilities – 50+ user groups annually. Case study for MSA against the IOC framework of Youth Athlete Development produced and used as a catalyst to host an International Sports School conference in Melbourne in collaboration with VU in 2017. Sport Academy intellectual property shared with other aspiring government sport specialisms and sister schools. | No | Not applicable in 2018. | |
| | <p>2018</p> <ul style="list-style-type: none"> Programs and initiatives successfully delivered. | Yes | Programs and initiatives successfully delivered. | Building communities |
| | <p>2019</p> <ul style="list-style-type: none"> All initiatives reviewed and practices consolidated. | No | Not applicable in 2018. | |

Improvement Initiatives Rationale

The first two years of the 2016 to 2019 SSP have progressed smoothly. The improvement initiatives highlighted above for 2018 have been discussed with the SEIL. Remaining challenges include: promoting high learning gains for a larger proportion of students in Years 7 to 10; developing deeper pedagogical practice in order to improve high order learning across all levels and key learning areas; investigating the diversification of curriculum offerings in Years 10 to 12; systematically gathering feedback over time about pathways and destinations in order to strengthen the Athlete Development Program; systematically collecting student feedback about learning processes in classrooms to inform teaching and make lessons more stimulating; and developing more concerted approaches to building morale, reducing stress and building constructive relationships between students and teachers to improve learning outcomes for all students.

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| Goal 1 | STUDENT ACHIEVEMENT Support literacy and numeracy capability in Years 7-9 with particular attention to increasing high growth outcomes in Year 9 NAPLAN measures by 10%. |
| 12 month target 1.1 | Staff are developed and 100 % of courses include differentiated advice. 100% of courses include literacy and numeracy recommendations. |
| FISO Initiative | Building practice excellence |
| Key Improvement Strategies | |
| KIS 1 | Target staff professional development to differentiated teaching approaches that reflect student profiling. |
| KIS 2 | Ensure courses in all KLAs reflect literacy and numeracy recommendations based on profiled results. |

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| Goal 2 | STUDENT ACHIEVEMENT Plan, implement, and evaluate progress towards consistent pedagogical approaches incorporating Marzano's model and Hattie's findings into a "Maribyrnong Model" of instructional practice. |
| 12 month target 2.1 | 100% of courses developed and delivered. |
| FISO Initiative | Curriculum planning and assessment |

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| Key Improvement Strategies | |
| KIS 1 | Develop and deliver courses using the MMIP. |

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| Goal 3 | STUDENT ACHIEVEMENT Continue to implement a VCE improvement strategy that results in consistent median study scores of 31 or more, and 40+ percentages of 8% or more. |
| 12 month target 3.1 | Consistent median study score of 31 achieved. 8%+ of 40+ scores achieved. |
| FISO Initiative | Evidence-based high-impact teaching strategies |
| Key Improvement Strategies | |
| KIS 1 | Support high-performance of VCE teaching teams to implement initiatives and PD undertaken during 2016 and 2017. |

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| Goal 4 | STUDENT ACHIEVEMENT Increase sport representation in state and national teams by 20%. |
| 12 month target 4.1 | Increased enrolments in year 7 MSA intake as a result of primary school academy programs. |
| FISO Initiative | Building communities |
| Key Improvement Strategies | |
| KIS 1 | Encourage primary school enrolments in MSA at Year 7. |

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| Goal 5 | ENGAGEMENT Provide a welcoming and inclusive environment for students of all backgrounds including targeted welfare and support structures. |
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| 12 month target 5.1 | Positions of responsibility, role descriptions and programs developed for additional initiatives. |
| FISO Initiative | Empowering students and building school pride |
| Key Improvement Strategies | |
| KIS 1 | Review additional potential extra-curricular offerings and support staff capability to deliver. |

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| Goal 6 | ENGAGEMENT Expand senior secondary provision to match the interest, aptitudes and aspirations of the whole-college cohort. |
| 12 month target 6.1 | Deliver at least one additional vocational offering. |
| FISO Initiative | Curriculum planning and assessment |
| Key Improvement Strategies | |
| KIS 1 | Expand the vocational offerings provided in the Senior School program. |

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| Goal 7 | ENGAGEMENT Develop robust student feedback systems and transition experiences to facilitate higher levels of student engagement as measured through the Attitudes to School survey. |
| 12 month target 7.1 | Establish a career expo program with Victoria University and invite Universities with “elite athlete” status to attend subject selection evenings/expos. Establish partnerships with Australian and international organisations that can facilitate sports themed career pathways including a range of US Colleges in particular sports. 85% of exiting student athletes enter tertiary pathways including sport-themed courses and careers, including US College pathways. |

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| FISO Initiative | Networks with schools, services and agencies |
| Key Improvement Strategies | |
| KIS 1 | Continue to develop the focus on sports-specific career paths for Sports Academy students. |
| KIS 2 | Provide opportunities for student athletes to gain sports themed certification in a range of industry programs–e.g. SARIP, Year 10 Work Experience. |

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| Goal 8 | WELLBEING Develop initiatives that lead to reduced incidences of student distress and crisis and increased levels of student resilience and respectful relationships that meet the government’s “Education State” targets for students. |
| 12 month target 8.1 | Initiatives operating successfully with 90% satisfaction levels reported by students. |
| FISO Initiative | Health and wellbeing |
| Key Improvement Strategies | |
| KIS 1 | Rollout initiatives developed in 2016 and 2017. |

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| Goal 9 | WELLBEING Lead and support other Victorian schools to develop innovative programs to meet the government’s “Education State” targets for increased physical activity levels amongst students and staff. |
| 12 month target 9.1 | Resources published for use by broader school community. |
| FISO Initiative | Health and wellbeing |
| Key Improvement Strategies | |

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| KIS 1 | Codify initiatives developed in 2016 and 2017 for use by the broader education community. |
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| Goal 10 | PRODUCTIVITY Strengthen the professional capacity of all staff to support student learning, engagement and wellbeing in the mainstream and academy programs through effective use of time, space, funding, facilities and community resources. |
| 12 month target 10.1 | Building program is delivered on time and on budget. 100% of College equity goals are met. All staff are compliant with practices described in PDP documentation. |
| FISO Initiative | Strategic resource management |
| Key Improvement Strategies | |
| KIS 1 | Ensure effective fiscal governance by school council so that College building program is delivered. |
| KIS 2 | Ensure effective fiscal governance by school council so that College equity goals are met. |
| KIS 3 | Ensure PDP-monitored work practices of College staff are supportive and effective. |

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| Goal 11 | PRODUCTIVITY Establish new and innovative partnerships with a range of community stakeholders and national and international school partnerships. |
| 12 month target 11.1 | Programs and initiatives successfully delivered. |
| FISO Initiative | Building communities |
| Key Improvement Strategies | |

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| KIS 1 | Deliver programs and initiatives developed in 2016 and 2017. |
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Define Evidence of Impact and Activities and Milestones - 2018

Maribyrnong Secondary College (8015)

| Goal 1 | STUDENT ACHIEVEMENT Support literacy and numeracy capability in Years 7-9 with particular attention to increasing high growth outcomes in Year 9 NAPLAN measures by 10%. | | | |
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| 12 month target 1.1 | Staff are developed and 100 % of courses include differentiated advice. 100% of courses include literacy and numeracy recommendations. | | | |
| FISO Initiative | Building practice excellence | | | |
| Key Improvement Strategy 1 | Target staff professional development to differentiated teaching approaches that reflect student profiling. | | | |
| Actions | Target staff professional development to differentiated teaching approaches that reflect student profiling. | | | |
| Evidence of impact | Staff are developed and 100 % of courses include differentiated advice. | | | |
| Activities and Milestones | Who | Is this a Professional Learning Priority | When | Budget |
| Introductory PPP activity to ensure profile students are identified and documented. This activity involves relevant teachers, Leading Teachers and KLA leaders. | All Staff | <input checked="" type="checkbox"/> Yes | from: Term 2 to: Term 2 | \$0.00 <input type="checkbox"/> Equity funding will be used |

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| <p>KLA meetings organised to provide time for development of differentiated activities.</p> <p>This activity involves relevant teachers, Leading Teachers and KLA leaders.</p> | All Staff | <input checked="" type="checkbox"/> Yes | from: Term 2 to: Term 4 | \$0.00 <input type="checkbox"/> Equity funding will be used |
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| Goal 1 | STUDENT ACHIEVEMENT Support literacy and numeracy capability in Years 7-9 with particular attention to increasing high growth outcomes in Year 9 NAPLAN measures by 10%. | | | |
| 12 month target 1.1 | Staff are developed and 100 % of courses include differentiated advice. 100% of courses include literacy and numeracy recommendations. | | | |
| FISO Initiative | Building practice excellence | | | |
| Key Improvement Strategy 2 | Ensure courses in all KLAs reflect literacy and numeracy recommendations based on profiled results. | | | |
| Actions | Ensure courses in all KLAs reflect literacy and numeracy recommendations based on profiled results. | | | |
| Evidence of impact | 100% of courses include literacy and numeracy recommendations. | | | |
| Activities and Milestones | Who | Is this a Professional Learning Priority | When | Budget |
| <p>Curriculum Day time devoted to incorporation of literacy and numeracy curriculum ideas.</p> <p>This activity involves relevant teachers, Leading Teachers and KLA leaders.</p> | All Staff | <input checked="" type="checkbox"/> Yes | from: Term 3 to: Term 3 | \$0.00 <input type="checkbox"/> Equity funding will be used |

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| Goal 2 | STUDENT ACHIEVEMENT Plan, implement, and evaluate progress towards consistent pedagogical approaches incorporating Marzano's model and Hattie's findings into a "Maribyrnong Model" of instructional practice. | | | |
| 12 month target 2.1 | 100% of courses developed and delivered. | | | |
| FISO Initiative | Curriculum planning and assessment | | | |
| Key Improvement Strategy 1 | Develop and deliver courses using the MMIP. | | | |
| Actions | Develop and deliver courses using the MMIP. | | | |
| Evidence of impact | 100% of courses developed and delivered. | | | |
| Activities and Milestones | Who | Is this a Professional Learning Priority | When | Budget |
| KLA meetings organised to provide time for development of MMIP curriculum initiatives. This activity involves relevant teachers, Leading Teachers and KLA leaders. | All Staff | <input checked="" type="checkbox"/> Yes | from: Term 1 to: Term 4 | \$0.00 <input type="checkbox"/> Equity funding will be used |

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| Goal 3 | STUDENT ACHIEVEMENT Continue to implement a VCE improvement strategy that results in consistent median study scores of 31 or more, and 40+ percentages of 8% or more. | | | |
| 12 month target 3.1 | Consistent median study score of 31 achieved. 8%+ of 40+ scores achieved. | | | |
| FISO Initiative | Evidence-based high-impact teaching strategies | | | |
| Key Improvement Strategy 1 | Support high-performance of VCE teaching teams to implement initiatives and PD undertaken during 2016 and 2017. | | | |

| Actions | Support high-performance of VCE teaching teams to implement initiatives and PD undertaken during 2016 and 2017. | | | |
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| Evidence of impact | Consistent median study score of 31 achieved. 8%+ of 40+ scores achieved. | | | |
| Activities and Milestones | Who | Is this a Professional Learning Priority | When | Budget |
| Year 12 teacher and Senior School team data analysis interviews. This activity involves Senior School Assistant Principal, Leading Teachers and Year Level Coordinators. | Leadership Team | <input checked="" type="checkbox"/> Yes | from: Term 1 to: Term 2 | \$0.00 <input type="checkbox"/> Equity funding will be used |

| Goal 4 | STUDENT ACHIEVEMENT Increase sport representation in state and national teams by 20%. | | | |
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| 12 month target 4.1 | Increased enrolments in year 7 MSA intake as a result of primary school academy programs. | | | |
| FISO Initiative | Building communities | | | |
| Key Improvement Strategy 1 | Encourage primary school enrolments in MSA at Year 7. | | | |
| Actions | Encourage primary school enrolments in MSA at Year 7. | | | |
| Evidence of impact | Increased enrolments in Year 7 MSA intake as a result of primary school academy programs. | | | |
| Activities and Milestones | Who | Is this a Professional Learning Priority | When | Budget |

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| Implement refined Grade 6 to Year 7 trialling process developed in 2017. This activity involves Sports Director, Academy Leading Teachers and Academy Sports Scientists. | Leadership Team | <input checked="" type="checkbox"/> Yes | from: Term 2 to: Term 2 | \$0.00 <input type="checkbox"/> Equity funding will be used |
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| Goal 5 | ENGAGEMENT Provide a welcoming and inclusive environment for students of all backgrounds including targeted welfare and support structures. | | | |
| 12 month target 5.1 | Positions of responsibility, role descriptions and programs developed for additional initiatives. | | | |
| FISO Initiative | Empowering students and building school pride | | | |
| Key Improvement Strategy 1 | Review additional potential extra-curricular offerings and support staff capability to deliver. | | | |
| Actions | Review additional potential extra-curricular offerings and support staff capability to deliver. | | | |
| Evidence of impact | Positions of responsibility, role descriptions and programs developed for additional initiatives. | | | |
| Activities and Milestones | Who | Is this a Professional Learning Priority | When | Budget |
| Promote activities amongst staff and students and develop position descriptions with LCC. This activity involves relevant teachers, Leading Teachers and the administration. | Leadership Team | <input checked="" type="checkbox"/> Yes | from: Term 2 to: Term 4 | \$0.00 <input type="checkbox"/> Equity funding will be used |

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| Goal 6 | ENGAGEMENT Expand senior secondary provision to match the interest, aptitudes and aspirations of the whole-college cohort. | | | |
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| 12 month target 6.1 | Deliver at least one additional vocational offering. | | | |
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| FISO Initiative | Curriculum planning and assessment | | | |
| Key Improvement Strategy 1 | Expand the vocational offerings provided in the Senior School program. | | | |
| Actions | Expand the vocational offerings provided in the Senior School program. | | | |
| Evidence of impact | Deliver at least one additional vocational offering. | | | |
| Activities and Milestones | Who | Is this a Professional Learning Priority | When | Budget |
| Promote VET programs at the College Course Counselling information evenings. This activity involves relevant teachers, Leading Teachers, the administration, KLA Leaders and the Curriculum Coordinator. | Leadership Team | <input checked="" type="checkbox"/> Yes | from: Term 3 to: Term 3 | \$500.00 <input type="checkbox"/> Equity funding will be used |
| Include VET options in the College Course Counselling processes. This activity involves relevant teachers, Leading Teachers, the administration, KLA Leaders and the Curriculum Coordinator. | Leadership Team | <input checked="" type="checkbox"/> Yes | from: Term 3 to: Term 4 | \$0.00 <input type="checkbox"/> Equity funding will be used |

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| Goal 7 | ENGAGEMENT Develop robust student feedback systems and transition experiences to facilitate higher levels of student engagement as measured through the Attitudes to School survey. |
| 12 month target 7.1 | Establish a career expo program with Victoria University and invite Universities with “elite athlete” status to attend subject selection evenings/expos. Establish partnerships with Australian and international organisations that can facilitate sports themed career pathways including a |

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| | range of US Colleges in particular sports. 85% of exiting student athletes enter tertiary pathways including sport-themed courses and careers, including US College pathways. | | | |
| FISO Initiative | Networks with schools, services and agencies | | | |
| Key Improvement Strategy 1 | Continue to develop the focus on sports-specific career paths for Sports Academy students. | | | |
| Actions | Continue to develop the focus on sports-specific career paths for Sports Academy students. | | | |
| Evidence of impact | 85% of exiting student athletes enter tertiary pathways including sport-themed courses and careers, including US College pathways. | | | |
| Activities and Milestones | Who | Is this a Professional Learning Priority | When | Budget |
| Establish a career expo program with Victoria University and invite Universities with “elite athlete” status to attend subject selection evenings/expos. This activity involves relevant teachers, Leading Teachers, the administration, KLA Leaders and the Sports Director. | Leadership Team | <input checked="" type="checkbox"/> Yes | from: Term 3 to: Term 4 | \$0.00 <input type="checkbox"/> Equity funding will be used |

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| Goal 7 | ENGAGEMENT Develop robust student feedback systems and transition experiences to facilitate higher levels of student engagement as measured through the Attitudes to School survey. |
| 12 month target 7.1 | Establish a career expo program with Victoria University and invite Universities with “elite athlete” status to attend subject selection evenings/expos. Establish partnerships with Australian and international organisations that can facilitate sports themed career pathways including a range of US Colleges in particular sports. |

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| | 85% of exiting student athletes enter tertiary pathways including sport-themed courses and careers, including US College pathways. | | | |
| FISO Initiative | Networks with schools, services and agencies | | | |
| Key Improvement Strategy 2 | Provide opportunities for student athletes to gain sports themed certification in a range of industry programs—e.g. SARIP, Year 10 Work Experience. | | | |
| Actions | Provide opportunities for student athletes to gain sports themed certification in a range of industry programs—e.g. SARIP, Year 10 Work Experience. | | | |
| Evidence of impact | 85% of exiting student athletes enter tertiary pathways including sport-themed courses and careers, including US College pathways. | | | |
| Activities and Milestones | Who | Is this a Professional Learning Priority | When | Budget |
| <p>Establish partnerships with Australian and international organisations that can facilitate sports themed career pathways including a range of US Colleges in particular sports.</p> <p>This activity involves relevant teachers, Leading Teachers, the administration, KLA Leaders and the Sports Director.</p> | Leadership Team | <input checked="" type="checkbox"/> Yes | from: Term 2 to: Term 4 | \$0.00 <input type="checkbox"/> Equity funding will be used |

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| Goal 8 | <p>WELLBEING</p> <p>Develop initiatives that lead to reduced incidences of student distress and crisis and increased levels of student resilience and respectful relationships that meet the government’s “Education State” targets for students.</p> |
| 12 month target 8.1 | Initiatives operating successfully with 90% satisfaction levels reported by students. |
| FISO Initiative | Health and wellbeing |
| Key Improvement Strategy 1 | Rollout initiatives developed in 2016 and 2017. |

| Actions | Rollout initiatives developed in 2016 and 2017. | | | |
|---|---|--|----------------------------|--|
| Evidence of impact | Initiatives operating successfully with 90% satisfaction levels reported by students. | | | |
| Activities and Milestones | Who | Is this a Professional Learning Priority | When | Budget |
| Rollout initiatives developed in 2016 and 2017. This activity involves relevant teachers, Leading Teachers, the administration, KLA Leaders and the Student Welfare Coordinator. | Leadership Team | <input checked="" type="checkbox"/> Yes | from: Term 1 to: Term 4 | \$0.00 <input type="checkbox"/> Equity funding will be used |

| Goal 9 | WELLBEING Lead and support other Victorian schools to develop innovative programs to meet the government's "Education State" targets for increased physical activity levels amongst students and staff. | | | |
|-----------------------------------|--|--|------|--------|
| 12 month target 9.1 | Resources published for use by broader school community. | | | |
| FISO Initiative | Health and wellbeing | | | |
| Key Improvement Strategy 1 | Codify initiatives developed in 2016 and 2017 for use by the broader education community. | | | |
| Actions | Codify initiatives developed in 2016 and 2017 for use by the broader education community. | | | |
| Evidence of impact | Resources published for use by broader school community. | | | |
| Activities and Milestones | Who | Is this a Professional Learning Priority | When | Budget |

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|--|-----------------|---|----------------------------|---|
| <p>Codify initiatives developed in 2016 and 2017 for use by the broader education community.</p> <p>This activity involves relevant teachers, Leading Teachers, the administration, KLA Leaders and the Sports Director.</p> | Leadership Team | <input checked="" type="checkbox"/> Yes | from: Term 1 to: Term 4 | <p>\$0.00</p> <p><input type="checkbox"/> Equity funding will be used</p> |
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| Goal 10 | PRODUCTIVITY Strengthen the professional capacity of all staff to support student learning, engagement and wellbeing in the mainstream and academy programs through effective use of time, space, funding, facilities and community resources. | | | |
| 12 month target 10.1 | Building program is delivered on time and on budget. 100% of College equity goals are met. All staff are compliant with practices described in PDP documentation. | | | |
| FISO Initiative | Strategic resource management | | | |
| Key Improvement Strategy 1 | Ensure effective fiscal governance by school council so that College building program is delivered. | | | |
| Actions | Ensure effective fiscal governance by school council so that College building program is delivered. | | | |
| Evidence of impact | Building program is delivered on time and on budget. | | | |
| Activities and Milestones | Who | Is this a Professional Learning Priority | When | Budget |
| Tender and construct Stage 3 of the College Master Plan. This activity involves the Principal and School Council members. | Principal | <input checked="" type="checkbox"/> Yes | from: Term 2 to: Term 4 | <p>\$1,600,000.00</p> <p><input type="checkbox"/> Equity funding will be used</p> |

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| Goal 10 | PRODUCTIVITY Strengthen the professional capacity of all staff to support student learning, engagement and wellbeing in the mainstream and academy programs through effective use of time, space, funding, facilities and community resources. | | | |
| 12 month target 10.1 | Building program is delivered on time and on budget. 100% of College equity goals are met. All staff are compliant with practices described in PDP documentation. | | | |
| FISO Initiative | Strategic resource management | | | |
| Key Improvement Strategy 2 | Ensure effective fiscal governance by school council so that College equity goals are met. | | | |
| Actions | Ensure effective fiscal governance by school council so that College equity goals are met. | | | |
| Evidence of impact | 100% of College equity goals are met. | | | |
| Activities and Milestones | Who | Is this a Professional Learning Priority | When | Budget |
| See activities detailed in Equity Funding Planner. This activity involves relevant teachers, Leading Teachers, the administration, KLA Leaders, the Sports Director and Student welfare Team. | Leadership Team | <input checked="" type="checkbox"/> Yes | from: Term 1 to: Term 4 | \$0.00 <input checked="" type="checkbox"/> Equity funding will be used |

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| Goal 10 | PRODUCTIVITY Strengthen the professional capacity of all staff to support student learning, engagement and wellbeing in the mainstream and academy programs through effective use of time, space, funding, facilities and community resources. | | | |
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| 12 month target 10.1 | Building program is delivered on time and on budget. 100% of College equity goals are met. All staff are compliant with practices described in PDP documentation. | | | |
| FISO Initiative | Strategic resource management | | | |
| Key Improvement Strategy 3 | Ensure PDP-monitored work practices of College staff are supportive and effective. | | | |
| Actions | Ensure PDP-monitored work practices of College staff are supportive and effective. | | | |
| Evidence of impact | All staff are compliant with practices described in PDP documentation. | | | |
| Activities and Milestones | Who | Is this a Professional Learning Priority | When | Budget |
| Staff undertake Department PDP process and College-specific PDP requirements. This activity involves all staff, Leading Teachers, the administration, KLA Leaders and the Sports Director. | All Staff | <input checked="" type="checkbox"/> Yes | from: Term 1 to: Term 4 | \$0.00 <input type="checkbox"/> Equity funding will be used |

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| Goal 11 | PRODUCTIVITY Establish new and innovative partnerships with a range of community stakeholders and national and international school partnerships. | | | |
| 12 month target 11.1 | Programs and initiatives successfully delivered. | | | |
| FISO Initiative | Building communities | | | |
| Key Improvement Strategy 1 | Deliver programs and initiatives developed in 2016 and 2017. | | | |

| Actions | Deliver programs and initiatives developed in 2016 and 2017. | | | |
|---|--|--|----------------------------|--|
| Evidence of impact | Programs and initiatives successfully delivered. | | | |
| Activities and Milestones | Who | Is this a Professional Learning Priority | When | Budget |
| Deliver programs and initiatives developed in 2016 and 2017. This activity involves all staff teachers, Leading Teachers, the administration, KLA Leaders and the Sports Director. | Leadership Team | <input checked="" type="checkbox"/> Yes | from: Term 2 to: Term 4 | \$0.00 <input type="checkbox"/> Equity funding will be used |

Professional Learning and Development Plan - 2018

Maribyrnong Secondary College (8015)

| Professional Learning Priority | Who | When | Key Professional Learning Strategies | Organisational Structure | Expertise Accessed | Where |
|--|-----------|----------------------------|---|--|---|---|
| Introductory PPP activity to ensure profile students are identified and documented. This activity involves relevant teachers, Leading Teachers and KLA leaders. | All Staff | from: Term 2 to: Term 2 | <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development | <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions | <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Subject association | <input checked="" type="checkbox"/> On-site |
| KLA meetings organised to provide time for development of differentiated activities. | All Staff | from: Term 2 to: Term 4 | <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development | <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions | <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Subject association | <input checked="" type="checkbox"/> On-site |

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| <p>This activity involves relevant teachers, Leading Teachers and KLA leaders.</p> | | | | | | |
| <p>Curriculum Day time devoted to incorporation of literacy and numeracy curriculum ideas.</p> <p>This activity involves relevant teachers, Leading Teachers and KLA leaders.</p> | All Staff | from: Term 3 to: Term 3 | <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development | <input checked="" type="checkbox"/> Whole School Student Free Day | <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Subject association <input checked="" type="checkbox"/> Literacy Leaders | <input checked="" type="checkbox"/> On-site |
| <p>KLA meetings organised to provide time for development of MMIP curriculum initiatives.</p> <p>This activity involves relevant teachers, Leading Teachers and KLA leaders.</p> | All Staff | 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"/> Internal staff <input checked="" type="checkbox"/> Subject association | <input checked="" type="checkbox"/> On-site |
| <p>Year 12 teacher and Senior School team data analysis interviews.</p> <p>This activity involves Senior School Assistant Principal, Leading Teachers and Year Level Coordinators.</p> | Leadership Team | from: Term 1 to: Term 2 | <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 |
| <p>Implement refined Grade 6 to Year 7 trialling process developed in 2017.</p> <p>This activity involves Sports</p> | Leadership Team | from: Term 2 to: Term 2 | <input checked="" type="checkbox"/> Preparation | <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions | <input checked="" type="checkbox"/> Internal staff | <input checked="" type="checkbox"/> On-site |

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|--|-----------------|----------------------------|--|--|--|---|
| Director, Academy Leading Teachers and Academy Sports Scientists. | | | | <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> PLC/PLT Meeting | | |
| <p>Promote activities amongst staff and students and develop position descriptions with LCC.</p> <p>This activity involves relevant teachers, Leading Teachers and the administration.</p> | Leadership Team | from: Term 2 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"/> Internal staff | <input checked="" type="checkbox"/> On-site |
| <p>Promote VET programs at the College Course Counselling information evenings.</p> <p>This activity involves relevant teachers, Leading Teachers, the administration, KLA Leaders and the Curriculum Coordinator.</p> | Leadership Team | from: Term 3 to: Term 3 | <input checked="" type="checkbox"/> Planning | <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions | <input checked="" type="checkbox"/> Internal staff | <input checked="" type="checkbox"/> On-site |
| <p>Include VET options in the College Course Counselling processes.</p> <p>This activity involves relevant teachers, Leading Teachers, the administration, KLA Leaders and the Curriculum Coordinator.</p> | Leadership Team | from: Term 3 to: Term 4 | <input checked="" type="checkbox"/> Planning | <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions | <input checked="" type="checkbox"/> Internal staff | <input checked="" type="checkbox"/> On-site |

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|--|-----------------|----------------------------|---|---|--|---|
| <p>Establish a career expo program with Victoria University and invite Universities with “elite athlete” status to attend subject selection evenings/expos.</p> <p>This activity involves relevant teachers, Leading Teachers, the administration, KLA Leaders and the Sports Director.</p> | Leadership Team | from: Term 3 to: Term 4 | <input checked="" type="checkbox"/> Planning | <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions | <input checked="" type="checkbox"/> Internal staff | <input checked="" type="checkbox"/> On-site |
| <p>Establish partnerships with Australian and international organisations that can facilitate sports themed career pathways including a range of US Colleges in particular sports.</p> <p>This activity involves relevant teachers, Leading Teachers, the administration, KLA Leaders and the Sports Director.</p> | Leadership Team | from: Term 2 to: Term 4 | <input checked="" type="checkbox"/> Planning | <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions | <input checked="" type="checkbox"/> Internal staff | <input checked="" type="checkbox"/> On-site |
| <p>Rollout initiatives developed in 2016 and 2017.</p> <p>This activity involves relevant teachers, Leading Teachers, the administration, KLA Leaders and the Student Welfare Coordinator.</p> | Leadership Team | from: Term 1 to: Term 4 | <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation | <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions | <input checked="" type="checkbox"/> Internal staff | <input checked="" type="checkbox"/> On-site |

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|--|-----------------|----------------------------|---|---|--|---|
| <p>Codify initiatives developed in 2016 and 2017 for use by the broader education community.</p> <p>This activity involves relevant teachers, Leading Teachers, the administration, KLA Leaders and the Sports Director.</p> | Leadership Team | from: Term 1 to: Term 4 | <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation | <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions | <input checked="" type="checkbox"/> Internal staff | <input checked="" type="checkbox"/> On-site |
| <p>Tender and construct Stage 3 of the College Master Plan.</p> <p>This activity involves the Principal and School Council members.</p> | Principal | from: Term 2 to: Term 4 | <input checked="" type="checkbox"/> Planning | <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions | <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants Spowers Architects | <input checked="" type="checkbox"/> On-site |
| <p>See activities detailed in Equity Funding Planner.</p> <p>This activity involves relevant teachers, Leading Teachers, the administration, KLA Leaders, the Sports Director and Student welfare Team.</p> | Leadership Team | from: Term 1 to: Term 4 | <input checked="" type="checkbox"/> Planning | <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions | <input checked="" type="checkbox"/> Internal staff | <input checked="" type="checkbox"/> On-site |
| <p>Staff undertake Department PDP process and College-specific PDP requirements.</p> <p>This activity involves all staff, Leading Teachers, the administration, KLA Leaders and the Sports Director.</p> | All Staff | from: Term 1 to: Term 4 | <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> 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 |

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|--|------------------------|------------------------------------|---|--|---|--|
| <p>Deliver programs and initiatives developed in 2016 and 2017.</p> <p>This activity involves all staff teachers, Leading Teachers, the administration, KLA Leaders and the Sports Director.</p> | <p>Leadership Team</p> | <p>from: Term 2 to: Term 4</p> | <p><input checked="" type="checkbox"/> Planning</p> | <p><input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions</p> | <p><input checked="" type="checkbox"/> Internal staff</p> | <p><input checked="" type="checkbox"/> On-site</p> |
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Documents that support the plan

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

Draft