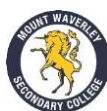


2018 Annual Implementation Plan

for improving student outcomes

Mount Waverley Secondary College (8105)



Submitted for review by Karen Wade (School Principal) on 05 December, 2017 at 04:43 PM
Endorsed by Allen McAuliffe (Senior Education Improvement Leader) on 17 December, 2017 at 05:08 PM
Endorsed by Abigail Smith (School Council President) on 26 February, 2018 at 12:56 PM

Self-evaluation Summary - 2018

Mount Waverley Secondary College (8105)

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

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

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

Enter your reflective comments	<p>While we are into the third year of our current Strategic Plan, this year has seen the implementation of a new leadership structure at the college, including new positions such as the Head of Positive Education, Data Assessment and Reporting, Community Engagement, and Pedagogy, as well as a third Assistant Principal. We have made good progress with embedding the Explicit Instructional Model across the college. Curriculum documentation has been a focus this year and assessment schedules have been developed and shared with teaching teams, the Learning Executive, students and parents. We have seen enhanced student voice across the college with the implementation of Mount Matters at Years 9, 10 and 11. School leaders have sought feedback from students and parents about various programs at the college. Improvements in transition (particularly at Years 8-9 and 10-11) have been the result of the introduction of course counselling at Years 10-11, and a more robust Early Commencement Program. We are in the process of developing a formal Alumni program as part of the VASSP OurSchool program. The University of Melbourne Network of Schools has provided an opportunity to share skills and knowledge with school leaders from other schools has provided access to current educational research and experts to help support the work we are doing in the area of literacy. Our Head of Pedagogy is working with the FISO network to develop a Student Learning Model based on the Explicit Instructional Model.</p>
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	As a partner school of the Monash Tech School we have membership on the steering committee which allows us to collaborate to develop STEM curriculum.
Considerations for 2019	<p>A focus for 2018 will be to enhance and further incorporate High Impact Teaching Strategies across the college through a targeted professional learning plan. We will use these High Impact Teaching Strategies to support a more consistent approach to the use of data to inform classroom practice. In line with college-wide Common Assessment Tasks we will aim to develop and use quality common assessment rubrics to allow for differentiation, moderation and consistent teacher judgement .Continuous reporting will be trialled in Semester One and implemented across the college in Semester Two. We wish to implement teacher-student conferencing at all year levels. The introduction of Learning Goals will empower students to become active participants in their own learning. The Student Learning Model will enable students to become more accountable for their learning.</p> <p>We aim to embed Positive Education strategies more meaningfully in the curriculum and develop a whole school formalised approach to Positive Education for 2019 and beyond.</p> <p>With the introduction of a Literacy Learning Specialist, our aim in 2018 is to implement a whole school professional learning program to build teacher capacity in order to enhance the teaching of writing across the curriculum.</p>
Documents that support this plan	

Annual Implementation Plan - 2018

FISO Improvement Initiatives and Key Improvement Strategies

Mount Waverley Secondary College (8105)

Four Year Strategic Goals	Four Year Strategic Targets	Is this selected for focus this year?	12 month target	FISO initiative
			Outline what you want achieve in the next 12 months against your Strategic Plan target.	

<p>Quality Teaching and Curriculum that engages and motivates students and supports learning</p>	<ul style="list-style-type: none"> All staff have completed Professional Learning on the use and analysis of data Improvement in attitudes to school survey, specifically: <table border="1" data-bbox="387 293 1458 571"> <thead> <tr> <th>Factor Name</th> <th>2014</th> <th>2015</th> <th>2016</th> <th>2017</th> <th>2018</th> </tr> </thead> <tbody> <tr> <td>Learning Confidence</td> <td>54.6</td> <td>74.0</td> <td>63.7</td> <td>69</td> <td>75+</td> </tr> <tr> <td>School Connectedness</td> <td>36.7</td> <td>43.4</td> <td>26.4</td> <td>61</td> <td>75+</td> </tr> <tr> <td>Stimulating Learning</td> <td>16.3</td> <td>20.3</td> <td>9.6</td> <td>52</td> <td>50+</td> </tr> <tr> <td>Student Motivation</td> <td>45.4</td> <td>77.2</td> <td>76.2</td> <td>69</td> <td>75+</td> </tr> <tr> <td>Teacher Effectiveness</td> <td>8.3</td> <td>20.6</td> <td>7.7</td> <td>64</td> <td>50+</td> </tr> <tr> <td>Teacher Empathy</td> <td>12.1</td> <td>24.8</td> <td>12.2</td> <td>38</td> <td>50+</td> </tr> </tbody> </table> <ul style="list-style-type: none"> Increased percentages of students achieving high and medium growth in all areas of literacy and numeracy learning as evident in NAPLAN results. VCE Mean Study Score of 33.5 or more All curriculum documentation progressively aligned with AusVELS and the Australian Curriculum. <p>Documented professional learning provided to support staff with this process.</p>	Factor Name	2014	2015	2016	2017	2018	Learning Confidence	54.6	74.0	63.7	69	75+	School Connectedness	36.7	43.4	26.4	61	75+	Stimulating Learning	16.3	20.3	9.6	52	50+	Student Motivation	45.4	77.2	76.2	69	75+	Teacher Effectiveness	8.3	20.6	7.7	64	50+	Teacher Empathy	12.1	24.8	12.2	38	50+	<p>Yes</p>	<p>To improve Learning Confidence from 69% to 75% in 2018.</p>	<p>Building practice excellence</p>
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<p>Students and teachers have high expectations and consistent practices that support learning.</p>	<ul style="list-style-type: none"> Staff (teaching and non-teaching) supported by ongoing professional learning programs <ul style="list-style-type: none"> Improvements in Staff Professional Learning Survey data: <table border="1" data-bbox="387 1007 1458 1374"> <thead> <tr> <th>Factor Name Whole School/PrinTeachers</th> <th>2014</th> <th>2015</th> <th>2016</th> <th>2017</th> <th>2018</th> </tr> </thead> <tbody> <tr> <td>Renewal of Knowledge and Skills</td> <td>(339) 68.2/68.2</td> <td>77.65/78.04</td> <td>69.38/69.97</td> <td>61.3/61.3</td> <td>384</td> </tr> <tr> <td>Applicability of P/L</td> <td>(362) 68.26/68.26</td> <td>73.69/74.01</td> <td>70.63/70.85</td> <td>53/53</td> <td>384</td> </tr> <tr> <td>Collective Participation</td> <td>(379) 67.83/66.24</td> <td>65.78/69.53</td> <td>71.76/71.48</td> <td>64.3/63.3</td> <td>412</td> </tr> <tr> <td>Active Participation</td> <td>(320) 54.52/54.52</td> <td>60.67/60.68</td> <td>62.27/62.32</td> <td>48.1/48.1</td> <td>405</td> </tr> </tbody> </table>	Factor Name Whole School/PrinTeachers	2014	2015	2016	2017	2018	Renewal of Knowledge and Skills	(339) 68.2/68.2	77.65/78.04	69.38/69.97	61.3/61.3	384	Applicability of P/L	(362) 68.26/68.26	73.69/74.01	70.63/70.85	53/53	384	Collective Participation	(379) 67.83/66.24	65.78/69.53	71.76/71.48	64.3/63.3	412	Active Participation	(320) 54.52/54.52	60.67/60.68	62.27/62.32	48.1/48.1	405	<p>Yes</p>	<p>Increase Classroom Behaviour from 62% to 75% in 2018.</p>	<p>Curriculum planning and assessment</p>												
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<ul style="list-style-type: none"> Reduction in Suspensions No Expulsions 					
Whole School Parent Opinion Data : Specifically					
Factor Name	2014	2015	2016	2017	2018
Transitions	5.39	5.25	5.15	90	5.6
Student Safety	6.03	6.10	5.75	87	6.2
Connectedness to Peers	5.88	5.91	5.57	93	6.0
Connectedness to School	5.19	5.32	5.08	94	5.5

Improvement Initiatives Rationale

We are in the final year of our current Strategic Plan, and have selected the above Improvement Initiatives as a focus for this year as these are the areas in which our data shows that there is still a need for improvement.

Goal 1	Quality Teaching and Curriculum that engages and motivates students and supports learning
12 month target 1.1	To improve Learning Confidence from 69% to 75% in 2018.
FISO Initiative	Building practice excellence
Key Improvement Strategies	
KIS 1	Build teacher capacity to analyse data to inform teaching and learning.
KIS 2	Implement evidence based High Impact Teaching and Learning Strategies across the college.
KIS 3	Implement the Student Learning Model.

Goal 2	Students and teachers have high expectations and consistent practices that support learning.
12 month target 2.1	Increase Classroom Behaviour from 62% to 75% in 2018.
FISO Initiative	Curriculum planning and assessment
Key Improvement Strategies	
KIS 1	Embed an agreed guaranteed and viable curriculum that is consistently implemented.
KIS 2	Build teacher capacity to target teaching and learning of literacy for all students.

Goal 3	Students and staff feel safe, valued, understood and supported Staff working collaboratively to support and learn from one another.
12 month target 3.1	Increase Teacher Collaboration from 36% to 40% in 2018.
FISO Initiative	Building practice excellence
Key Improvement Strategies	
KIS 1	Develop a whole school approach to Positive Education.
KIS 2	Implement a systematic approach enabling staff and students to set, monitor and reflect on challenging goals.
KIS 3	Continue to provide opportunities for student voice and connectedness.

Define Evidence of Impact and Activities and Milestones - 2018

Mount Waverley Secondary College (8105)

Goal 1	Quality Teaching and Curriculum that engages and motivates students and supports learning			
12 month target 1.1	To improve Learning Confidence from 69% to 75% in 2018.			
FISO Initiative	Building practice excellence			
Key Improvement Strategy 1	Build teacher capacity to analyse data to inform teaching and learning.			
Actions	<ul style="list-style-type: none"> - Develop teacher capacity and understanding to analyse and use student data to plan for effective teaching. - Heads of Faculties are trained as Data Coaches to assist staff in analysing classroom data. 			
Evidence of impact	<ul style="list-style-type: none"> - Staff are utilising data on an ongoing basis to improve the quality of curriculum and instructional practice through moderation. - Teachers are working in teams to discuss, plan for and reflect on teaching practices through the use of data as evidence, with the aim of identifying and teaching to each students' point of learning. 			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Establish Professional Learning Communities (PLCs)	Leadership Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Develop data training program for Heads of Faculties	Leading Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$2,000.00 <input type="checkbox"/> Equity funding will be used

Goal 1	Quality Teaching and Curriculum that engages and motivates students and supports learning			
12 month target 1.1	To improve Learning Confidence from 69% to 75% in 2018.			
FISO Initiative	Building practice excellence			
Key Improvement Strategy 2	Implement evidence based High Impact Teaching and Learning Strategies across the college.			

Actions	<ul style="list-style-type: none"> - Develop teacher knowledge and capacity to plan for and implement High Impact Teaching Strategies. - High Impact Teaching Strategies being used are embedded in the relevant curriculum documentation. - Teacher PDP Plans will reflect the use and evidence of High Impact Teaching Strategies. 			
Evidence of impact	<ul style="list-style-type: none"> - Evidence of High Impact Teaching Strategies will be incorporated in curriculum documentation. - Evidence of High Impact Teaching Strategies will be through triad peer observation feedback and discussed in PLC meetings. 			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
High Impact Teaching Strategies presented to all staff at the start of year Professional Learning Day and further unpacked during PLC time throughout the year.	Leading Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Evidence of High Impact Teaching Strategies will be documented in teacher PDPs.	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	Quality Teaching and Curriculum that engages and motivates students and supports learning
12 month target 1.1	To improve Learning Confidence from 69% to 75% in 2018.
FISO Initiative	Building practice excellence
Key Improvement Strategy 3	Implement the Student Learning Model.
Actions	<ul style="list-style-type: none"> - Consult with relevant staff curriculum teams to develop a Student Learning Model. - Seek feedback from a range of student groups regarding the Student Learning Model. - Student Learning Model is produced and released.
Evidence of impact	<ul style="list-style-type: none"> - Student Learning Model is introduced to students and displayed in all learning spaces. - Students reflect on their learning using the Student Learning Model.

Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Student Learning Model created, implemented and introduced to students. Student Learning Model is reflected in student feedback about their learning.	Leading Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$500.00 <input type="checkbox"/> Equity funding will be used

Goal 2	Students and teachers have high expectations and consistent practices that support learning.
12 month target 2.1	Increase Classroom Behaviour from 62% to 75% in 2018.
FISO Initiative	Curriculum planning and assessment
Key Improvement Strategy 1	Embed an agreed guaranteed and viable curriculum that is consistently implemented.
Actions	<ul style="list-style-type: none"> - Develop teacher knowledge and capacity to work as effective teams utilising a common assessment task process, to improve student learning outcomes through collaborative planning and assessment practices. - CATs are uploaded onto Compass each semester with feedback. - CATs are moderated across all Learning Teams throughout the year.
Evidence of impact	<ul style="list-style-type: none"> -CATs are used across all curriculum areas and uploaded onto Compass. -Moderation processes are established and clear for all teachers, who are undertaking moderation. -Feedback is provided on Compass to all students.

Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Teachers are trained in the use of Compass to enable continuous reporting and feedback to students and parents.	Leadership Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Folders of sample moderated student work are put together by Learning Teams.	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
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Goal 2	Students and teachers have high expectations and consistent practices that support learning.			
12 month target 2.1	Increase Classroom Behaviour from 62% to 75% in 2018.			
FISO Initiative	Curriculum planning and assessment			
Key Improvement Strategy 2	Build teacher capacity to target teaching and learning of literacy for all students.			
Actions	<ul style="list-style-type: none"> - Develop teacher capacity and understanding to plan for and use effective literacy strategies. -Employ a Literacy Learning Specialist to develop a shared understanding of literacy at the college. -Develop a college wide Literacy Plan 			
Evidence of impact	<ul style="list-style-type: none"> - Professional learning would occur across the year relating to effective literacy strategies. - Literacy Learning Specialist to model best practice literacy strategies for staff. -Work has commenced on a college wide Literacy Plan. 			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Professional Learning Day to inform staff of the DET Literacy strategy.	Leadership Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Learning Specialist to coach Heads of Faculty and teaching staff the use of effective literacy strategies to trial in their classrooms.	Learning Specialist(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Goal 3	Students and staff feel safe, valued, understood and supported Staff working collaboratively to support and learn from one another.			
12 month target 3.1	Increase Teacher Collaboration from 36% to 40% in 2018.			
FISO Initiative	Building practice excellence			
Key Improvement Strategy 1	Develop a whole school approach to Positive Education.			
Actions	-Develop teacher, student, and parent knowledge and capacity to plan for a whole school approach to Positive Education. -Students and teachers using Positive Education strategies in the classroom -Whole school approach to Positive Education through the Berry Street Model to be investigated, for implementation in 2019.			
Evidence of impact	-Positive education strategies observed in classrooms. -Further investigation of the Berry Street Model through professional learning opportunities for staff.			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Resilience strategies to be to used in homegroup and mentoring sessions across the college.	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$1,000.00 <input type="checkbox"/> Equity funding will be used
Berry Street Model facilitator to run professional learning sessions with Leadership Team and all staff.	Leading Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$10,000.00 <input type="checkbox"/> Equity funding will be used
Curriculum program targeting character strengths to be trialed at Year 7.	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	Students and staff feel safe, valued, understood and supported Staff working collaboratively to support and learn from one another.			
12 month target 3.1	Increase Teacher Collaboration from 36% to 40% in 2018.			
FISO Initiative	Building practice excellence			
Key Improvement Strategy 2	Implement a systematic approach enabling staff and students to set, monitor and reflect on challenging goals.			
Actions	-Develop student and teacher knowledge and capacity to develop and implement learning goals. - Students are working in vertical peer groups with a student and teacher mentor to set meaningful goals in the areas of community, choice and engagement.			
Evidence of impact	- Student goals are documented on Compass and reviewed throughout the year. -Teacher PDP goals are documented on Edupay and regularly reviewed throughout the year in PLC teams.			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Vertical Student Learning Goal groups to meet regularly throughout the year with student and teacher mentors to develop and review goals.	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Teacher PDP teams to meet regularly throughout the year with Leading Teachers to discuss and receive feedback on professional practice.	Leadership Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Goal 3	Students and staff feel safe, valued, understood and supported Staff working collaboratively to support and learn from one another.			
12 month target 3.1	Increase Teacher Collaboration from 36% to 40% in 2018.			

FISO Initiative	Building practice excellence			
Key Improvement Strategy 3	Continue to provide opportunities for student voice and connectedness.			
Actions	<ul style="list-style-type: none"> - Encourage, promote and support opportunities for students to engage in student leadership and student voice activities and events. - Mount Matters program runs at Years 7,8 9, 10 and 11. - Teach the Teacher (student-led professional development) sessions occur during the year. - Introduce a student leadership team at Year 7, as well as including Year 8 students in the Teach the Teacher team. -Students engage in opportunities within the wider community such as those offered by Rotary, Lions and VicSRC. 			
Evidence of impact	<ul style="list-style-type: none"> - Student leadership teams are evident across all year levels. -Students participation in wider community events is documented. 			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
-Mount Matters Program runs at Years 9, 10 and 11 and at the Junior Campus.	Leading Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 3	\$1,000.00 <input type="checkbox"/> Equity funding will be used
-Year 7 Student Leadership Team is introduced.	Leading Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$1,000.00 <input type="checkbox"/> Equity funding will be used

Professional Learning and Development Plan - 2018

Mount Waverley Secondary College (8105)

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
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Establish Professional Learning Communities (PLCs)	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"/> Internal staff	<input checked="" type="checkbox"/> On-site
Develop data training program for Heads of Faculties	Leading Teacher(s)	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"/> Internal staff <input checked="" type="checkbox"/> External consultants UMNOS	<input checked="" type="checkbox"/> On-site
High Impact Teaching Strategies presented to all staff at the start of year Professional Learning Day and further unpacked during PLC time throughout the year.	Leading Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Whole School Student Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Evidence of High Impact Teaching Strategies will be documented in teacher PDPs.	Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Teachers are trained in the use of Compass to enable continuous reporting and feedback to students and parents.	Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Folders of sample moderated student work are put together by Learning Teams.	Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants UMNOS	<input checked="" type="checkbox"/> On-site

			<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team			
Professional Learning Day to inform staff of the DET Literacy strategy.	Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Whole School Student Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> External consultants UMNOS	<input checked="" type="checkbox"/> On-site
Learning Specialist to coach Heads of Faculty and teaching staff the use of effective literacy strategies to trial in their classrooms.	Learning Specialist(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Resilience strategies to be used in homegroup and mentoring sessions across the college.	Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Berry Street Model facilitator to run professional learning sessions with Leadership Team and all staff.	Leading Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Student Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants Berry Street	<input checked="" type="checkbox"/> On-site

Curriculum program targeting character strengths to be trialed at Year 7.	Leading Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Vertical Student Learning Goal groups to meet regularly throughout the year with student and teacher mentors to develop and review goals.	Teacher(s)	from: Term 1 to: Term 4	<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"/> Internal staff <input checked="" type="checkbox"/> External consultants Alumni	<input checked="" type="checkbox"/> On-site
Teacher PDP teams to meet regularly throughout the year with Leading Teachers to discuss and receive feedback on professional practice.	Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
-Mount Matters Program runs at Years 9, 10 and 11 and at the Junior Campus.	Leading Teacher(s)	from: Term 1 to: Term 3	<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
-Year 7 Student Leadership Team is introduced.	Leading Teacher(s)	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

Documents that support the plan

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

2018 Annual Implementation Plan

[AIP 2017-end of year.pdf \(0.69 MB\)](#)