

2018 Annual Implementation Plan

for improving student outcomes

Mullauna Secondary College (8744)



Submitted for review by Barbara Laidlaw (School Principal) on 18 February, 2018 at 05:30 PM

Endorsed by Clayton Sturzaker (Senior Education Improvement Leader) on 18 February, 2018 at 06:15 PM

Endorsed by Brett Arandall (School Council President) on 26 February, 2018 at 11:21 AM

Self-evaluation Summary - 2018

Mullauna Secondary College (8744)

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

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	
	Intellectual engagement and self-awareness	

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

Enter your reflective comments	<p>Self assessment undertaken at three levels:</p> <ol style="list-style-type: none"> 1. Leadership Team 2. Heads of Faculty 3. Year Level Coordinators <p>Leadership team to then reflect on the three responses and determine what our correct level should be for each dimension.</p>
Considerations for 2019	This self evaluation has fully informed our plans and areas of focus for 2018.
Documents that support this plan	<p>Mullauna Secondary College (8744) - 2018 - FISO Continua of Practice self-evaluation - Leadership Team.docx (0.1 MB)</p> <p>Mullauna Secondary College (8744) - 2018 - FISO Self-evaluation Summary YLC.docx (0.1 MB)</p> <p>Mullauna Secondary College (8744) - 2018 - Self-evaluation Summary HoF.docx (0.06 MB)</p>

Annual Implementation Plan - 2018

FISO Improvement Initiatives and Key Improvement Strategies

Mullauna Secondary College (8744)

Four Year Strategic Goals	Four Year Strategic Targets	Is this selected for focus this year?	12 month target	FISO initiative
<p>To improve students' learning outcomes and teachers' capacity to develop classroom teaching strategies that enhance such improvements.</p>	<p>Student Attitudes to School For the four year period 2016 – 2019 the Student Attitudes to School Data 7 – 12 is at or above State and Region in the areas listed in the table.</p> <p>NAPLAN For the four year period 2016 – 2019 the year 7 and 9 cohort data for students achieving NAPLAN outcomes Well Above the National Minimum Standard (NMS) is maintained or increased i.e. year 7 Bands 8 & 9 to year 9 Bands 9 & 10. For the four year period 2016 – 2019 the year 7 and 9 cohort data for students achieving NAPLAN outcomes Below the National Minimum Standard (NMS) i.e. year 7</p>	<p>Yes</p>	<p>Outline what you want achieve in the next 12 months against your Strategic Plan target.</p> <ol style="list-style-type: none"> 1. PDP data demonstrates enhanced use of all elements of the instructional model. 2. Student data demonstrates value adding within student learning growth. 3. Feedback from 'Opinion Survey Data' reflects increased levels of satisfaction in the targeted areas. 	<p>Building practice excellence</p>

	<p>Band 4 to year 9 Band 5 is maintained or decreased.</p> <p>THE VICTORIAN CERTIFICATE OF EDUCATION For the four year period 2016-2019 the All Study Score Mean will steadily improve to achieve 30.5 and the percentage of Study Scores of 40 and above will be 10%.</p> <p>SCHOOL STAFF SURVEY (principals and teachers) For the four year period 2016 – 2019 the data is at or above the NEV secondary schools.</p> <p>PARENT OPINION SURVEY For the four year period 2016 – 2019 the data is at or above the state secondary schools mean.</p>			
<p>To improve students' engagement in their learning and their connectedness to school.</p>	<p>Student Attitudes to School For the four year period 2016 – 2019 the Student Attitudes to School Data 7 – 12 is at or above State and Region in the areas:</p> <ul style="list-style-type: none"> • School Connectedness • Learning Confidence • Student Motivation • Classroom Behaviour. <p>Student Attendance Data</p>	<p>Yes</p>	<ol style="list-style-type: none"> 1. An upwards trend towards improvement in student engagement and connectedness targets. 2. Trend towards improved attendance rates within the School Mean and year 9 specifically. 3. An increase in student enrolments. 	<p>Empowering students and building school pride</p>

	<p>ABSENCE DAYS PER FULL TIME EQUIVALENT (FTE)</p> <ul style="list-style-type: none"> • For the four year period 2016 – 2019 the School Mean for Absence Days FTE is at 14.5. • For the four year period 2016 – 2019 the year 9 Absence Days FTE will be an improvement focus with a targeted Mean of 15.5 days. <p>School Staff Survey For the four year period 2016 – 2019 the data is at or above the NEV secondary schools in the areas of:</p> <ul style="list-style-type: none"> • Collective Focus on Student Learning • Guaranteed & Viable Curriculum. <p>Parent Opinion Survey For the four year period 2016 – 2019 the Parent Opinion Data is at or above Secondary Schools in the areas:</p> <ul style="list-style-type: none"> • School Connectedness • Student Motivation • Classroom Behaviour • Teacher morale. 			
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<p>To improve students' wellbeing as a basis for their engagement and achievement.</p>	<p>Student Attitudes to School Data 7 – 12 For the four year period 2016 – 2019 the Student Attitudes to School Data 7 – 12 is at or above State and Region in the areas:</p> <ul style="list-style-type: none"> • School Connectedness • Learning Confidence • Student Motivation • Classroom Behaviour • Teacher Empathy. <p>School Staff Survey For the four year period 2016 – 2019 the data is at or above the NEV secondary schools in the areas of:</p> <ul style="list-style-type: none"> • Trust In Students and Parents • Parent and Community Involvement. <p>Parent Opinion Survey For the four year period 2016 – 2019 the Parent Opinion Data is at or above Secondary Schools in the following areas:</p> <ul style="list-style-type: none"> • Student Safety • Connectedness to Peers. 	<p>Yes</p>	<p>1. To improve student connectedness and wellbeing through continuing to generate and review the college's range of co-curricular programs including their relevance and effectiveness. 2. Develop a whole school Year 7 – 12 Engagement Strategy.</p>	<p>Health and wellbeing</p>
<p>To improve the efficiency and effectiveness of college operations as a means of better aligning college resources to enhance student</p>	<p>School Staff Survey For the four year period 2016 – 2019 the data is at or above the NEV secondary schools in the areas:</p> <ul style="list-style-type: none"> • Leading change 	<p>Yes</p>	<p>1. Continue to build leadership capacity and develop means to evaluate its effectiveness. 2. Continue to develop</p>	<p>Strategic resource management</p>

learning, engagement and wellbeing outcomes.	<ul style="list-style-type: none"> • Instructional leadership Parent Opinion Survey <ul style="list-style-type: none"> • For the four year period 2016 – 2019 the Parent Opinion Data is at or above Secondary Schools in the areas: • School improvement • Reporting • General satisfaction. 		Compass as the management and communication tool. 3. Improve financial systems to support planning for resourcing and growth of the teaching and learning programs of the college.	
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Improvement Initiatives Rationale

Curriculum Planning and Assessment and Curriculum Planning and Assessment.

1. If the college embeds the Curiosity and Powerful Learning instructional model over a four year period then we will have developed a common approach to teaching practice leading to improved student outcomes. We will know that this model has been successful because student learning and opinion data will demonstrate value adding within student learning growth.
2. If the college embeds the Curiosity and Powerful Learning instructional model, develops a whole school Year 7 – 12 Wellbeing Strategy and builds our transition and marketing strategy, we will have created an environment that is welcoming, supportive and attractive to current and prospective students and parents. We will know that these strategies have been successful because our student engagement and connectedness targets will have been met, and enrolments will have grown.
3. Continue to develop and resource our Mullauna Makerspace. Embed the Makerspace philosophy across all curriculum areas to further engage and stimulate students in their learning.
4. Improve the efficiency and effectiveness of college operations to better enable the management and planning for future growth. We will know that we have been successful because programs will be well managed, adequately funded, forward looking and we have met DET fiscal compliance requirements.

Building Leadership Teams:

5. To achieve the initiatives within the Building Practice Excellence priority we recognise the need to build leadership capacity, including for faculty leaders and Year Level Coordinators, to assist our teachers to build their own capacity in teaching and learning and thereby engage and stimulate students in their learning. Progress will be measured through DET Staff, Student and Parent Opinion Survey data.

Goal 1	To improve students' learning outcomes and teachers' capacity to develop classroom teaching strategies that enhance such improvements.
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12 month target 1.1	<ol style="list-style-type: none"> 1. PDP data demonstrates enhanced use of all elements of the instructional model. 2. Student data demonstrates value adding within student learning growth. 3. Feedback from 'Opinion Survey Data' reflects increased levels of satisfaction in the targeted areas.
FISO Initiative	Building practice excellence
Key Improvement Strategies	
KIS 1	<ol style="list-style-type: none"> 1. Develop the Instructional Model focussing on CPL and HITS 2. Promote collaboration through peer observation, curriculum review and development, and moderation practices. 3. Develop staff capacity to use a variety of data sources to inform practice. 4. Develop a whole school literacy strategy.
KIS 2	1. In order to create deeper learning opportunities for students across disciplines , develop the Mullauna Makerspace by improving teacher capacity to implement skills-based, problem solving opportunites within their curriculum planning and delivery.
KIS 3	1. Embed the Compass Continuous Reporting model adopted in 2017, with a focus on teachers providing quality feedback to students.

Goal 2	To improve students' engagement in their learning and their connectedness to school.
12 month target 2.1	<ol style="list-style-type: none"> 1. An upwards trend towards improvement in student engagement and connectedness targets. 2. Trend towards improved attendance rates within the School Mean and year 9 specifically. 3. An increase in student enrolments.
FISO Initiative	Empowering students and building school pride
Key Improvement Strategies	
KIS 1	1. Research and further develop opportunities to Increase and improve student voice and leadership in the college.
KIS 2	1. Develop and build upon current strategies to improve student absence rates and consistent follow up by YLC.

KIS 3	1. Strengthen the transitions and marketing strategy that targets identified primary schools and uses social media to increase the proportion of students from our catchment who enrol at Mullauna.
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Goal 3	To improve students' wellbeing as a basis for their engagement and achievement.
12 month target 3.1	1. To improve student connectedness and wellbeing through continuing to generate and review the college's range of co-curricular programs including their relevance and effectiveness. 2. Develop a whole school Year 7 – 12 Engagement Strategy.
FISO Initiative	Health and wellbeing
Key Improvement Strategies	
KIS 1	1. Develop a whole school engagement strategy including but not limited to: a) a student behaviour management framework b) clear processes and systems for implementing and monitoring students' Individual Learning Plans. c) student feedback re the co-curricular programs to inform actions.

Goal 4	To improve the efficiency and effectiveness of college operations as a means of better aligning college resources to enhance student learning, engagement and wellbeing outcomes.
12 month target 4.1	1. Continue to build leadership capacity and develop means to evaluate its effectiveness. 2. Continue to develop Compass as the management and communication tool. 3. Improve financial systems to support planning for resourcing and growth of the teaching and learning programs of the college.
FISO Initiative	Strategic resource management
Key Improvement Strategies	
KIS 1	KIS 1.1 1. Leadership Team works with curriculum teams and YLC teams to build the leadership capacity of middle managers in the college to drive the AIP priorities

	KIS 1.2 Evaluate the effectiveness and efficiency of meeting times.
KIS 2	KIS 2.1 <ul style="list-style-type: none"> • Provide teacher training in the effective use of Compass modules. KIS 2.2 <ul style="list-style-type: none"> • Leadership Team monitors staff, student and parent use of Compass modules.
KIS 3	KIS 3 The college implements all processes of Compass Ordering and Financial Management module. Ensure that DET fiscal procedures and requirements are adhered to on all occasions.

Define Evidence of Impact and Activities and Milestones - 2018

Mullauna Secondary College (8744)

Goal 1	To improve students' learning outcomes and teachers' capacity to develop classroom teaching strategies that enhance such improvements.
12 month target 1.1	<ol style="list-style-type: none"> 1. PDP data demonstrates enhanced use of all elements of the instructional model. 2. Student data demonstrates value adding within student learning growth. 3. Feedback from 'Opinion Survey Data' reflects increased levels of satisfaction in the targeted areas.
FISO Initiative	Building practice excellence
Key Improvement Strategy 1	<ol style="list-style-type: none"> 1. Develop the Instructional Model focussing on CPL and HITS 2. Promote collaboration through peer observation, curriculum review and development, and moderation practices. 3. Develop staff capacity to use a variety of data sources to inform practice. 4. Develop a whole school literacy strategy.
Actions	<p>KIS 1.1 a) Build the capacity of Heads of Faculty to:</p> <ul style="list-style-type: none"> - Use the CPL model including increasing student engagement - Support their faculties in auditing curriculum documentation to demonstrate alignment with the standards set in the Victorian Curriculum <p>KIS 1 b) Staff receive PL regarding the next phase of the CPL Model.</p>

	<p>KIS 1.2 a) Leadership team's learning walks focus on observing the use of the CPL and HITS. KIS 1.2 b) Peer observation practices as part of the PDP are reviewed with a focus on CPL and HITS.</p> <p>KIS 1.3 a) All staff have access to a variety of data sources to inform teaching and learning including: - On Demand testing - NAPLAN data - VCE/VASS data - Carmel Richardson data - Edrolo</p> <p>KIS 1.3 b) Staff PL re interpreting and analysing data through curriculum, whole staff and faculty meetings</p> <p>KIS 1.4. Form a working party to research, develop and propose a whole school literacy strategy for implementation in 2019. This will include future plans for literacy intervention programs (Bootcamp).</p>			
Evidence of impact	<p>KIS 1.1. The HoF have led the implementation of the next phase of the CPL instructional model. - Staff demonstrate use and understanding through their PDP and classroom observations. - Assessment, learning tasks and documentation explicitly align with the standards of the Victorian Curriculum</p> <p>KIS 1.2. Use of CPL and HITS are visible in classes e.g. students are able to communicate learning intentions and success criteria. - Peer observation focus areas align with school goals and priorities</p> <p>KIS 1.3. Data is analysed and then used to inform teaching and learning. This is evident at faculty meetings, within PDP conversations, learning walks and peer observations.</p> <p>KIS 1.4. A year 7 - 12 literacy strategy is developed and shared with staff in semester 2 for implementation in 2019.</p>			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
GOAL 1.1 KIS 1.1: The college uses the Insight meeting agenda model where 50% of every meeting is 'Developmental'. Thus HoF will use faculty meetings to develop skills, understandings and strategies to embed the next phase of the CPL model including the HITS.	Teaching and Learning Coordinator	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$1.00 <input type="checkbox"/> Equity funding will be used

<p>KIS 1.2: PDP goals reflect the focus on CPL and HITS. Time is allocated for the Leadership Team to conduct regular Learning Walks.</p> <p>KIS 1.3: PL time is allocated to build teachers' understanding and familiarity with various data sets and how to track students' learning growth.</p> <p>KIS 1.4: The working party is formed, a proposal is prepared by the end of semester 1 in readiness for 2019 planning in semester 2.</p>				
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Goal 1	To improve students' learning outcomes and teachers' capacity to develop classroom teaching strategies that enhance such improvements.
12 month target 1.1	<ol style="list-style-type: none"> 1. PDP data demonstrates enhanced use of all elements of the instructional model. 2. Student data demonstrates value adding within student learning growth. 3. Feedback from 'Opinion Survey Data' reflects increased levels of satisfaction in the targeted areas.
FISO Initiative	Building practice excellence
Key Improvement Strategy 2	1. In order to create deeper learning opportunities for students across disciplines , develop the Mullauna Makerspace by improving teacher capacity to implement skills-based, problem solving opportunitis within their curriculum planning and delivery.
Actions	<p>KIS 2.1: Create and deliver a Professional Learning program on Makerspaces that can be tailored for each faculty.</p> <p>KIS 2.2 Provide individual coaching on developing high impact projects and using a Makerspace (including protocols).</p> <p>KIS 2.3 Develop a teacher handbook on using a Makerspace.</p> <p>KIS 2.4 Embed a design model for Makerspace learning and teaching.</p> <p>KIS 2.5 Conduct whole staff professional learning on interdisciplinary learning and thinking.</p> <p>KIS 2.6 Develop inter-disciplinary learning opportunities across years 7 - 9.</p>
Evidence of impact	<p>KIS 2.1 Each faculty has undertaken professional learning workshops.</p> <p>KIS 2.2 a) Increased teacher use of the makerspace</p>

	<p>KIS 2.2 b) Individual projects documented and published on the interdisciplinary/makerspace portal KIS 2.2 c) Staff feedback and analysis of makerspace use</p> <p>KIS 2.3 Handbook will be a living document that is published electronically for all staff on compass resources and reviewed annually or as equipment needs change</p> <p>KIS 2.4 a) Design model will be developed and published within the makerspace rooms and teacher handbook KIS 2.4 b) The design model will be used in all Professional Learning and individual coaching training KIS 2.4 c) The design model will be evaluated using both staff and student feedback/surveys</p> <p>KIS 2.5 Professional learning delivered at staff meetings that build upon the work from Think Nimble and 'Most Likely To Succeed'.</p> <p>KIS 2.6 a) Review year 7 Challenge. KIS 2.6 b) Develop year 8 Challenge. KIS 2.6 c) Review year 9 SkillZ@Mullauna program.</p>
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Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
<p>GOAL 1.2 KIS 2.1 A schedule of PL sessions, at faculty and individual level, is produced and delivered. KIS 2.2 as above. KIS 2.3 The handbook is produced by the end of semester 1 and reviewed by the end of semester 2. KIS 2.4 Design model developed, applied and evaluated by the end of semester 1. KIS 2.5 Time is allocated at staff meetings each term on the Makerspace theme. KIS 2.6 Projects are documented and published on Compass.</p>	Leading Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$1.00 <input type="checkbox"/> Equity funding will be used

Goal 1	To improve students' learning outcomes and teachers' capacity to develop classroom teaching strategies that enhance such improvements.
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12 month target 1.1	1. PDP data demonstrates enhanced use of all elements of the instructional model. 2. Student data demonstrates value adding within student learning growth. 3. Feedback from 'Opinion Survey Data' reflects increased levels of satisfaction in the targeted areas.			
FISO Initiative	Building practice excellence			
Key Improvement Strategy 3	1. Embed the Compass Continuous Reporting model adopted in 2017, with a focus on teachers providing quality feedback to students.			
Actions	KIS 3.1 a) Review the 2017 continuous reporting pilot with all staff and adjust the model accordingly. KIS 3.1 b) PL on effective feedback with a focus on Learning Tasks and continuous reporting via Compass.			
Evidence of impact	KIS 3.1 a) A new reporting template is created based upon the outcome of the review, and is used for the semester 1 reporting cycle. KIS 3.1 b) Time is allocated at Curriculum, faculty and staff meetings with a focus on effective feedback.			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
GOAL 1.3 KIS 3.1 a) Staff survey on reporting is completed in term 1. The reporting template is edited in time for semester 1 reports. KIS 3.1 b) Term 1 the plan for staff PL on 'feedback' will be initiated, and trickle-fed to staff across terms 2, 3 and 4. This focus will be sustained into 2019.	Assistant Principal	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$1.00 <input type="checkbox"/> Equity funding will be used

Goal 2	To improve students' engagement in their learning and their connectedness to school.			
12 month target 2.1	1. An upwards trend towards improvement in student engagement and connectedness targets. 2. Trend towards improved attendance rates within the School Mean and year 9 specifically. 3. An increase in student enrolments.			
FISO Initiative	Empowering students and building school pride			
Key Improvement Strategy 1	1. Research and further develop opportunities to Increase and improve student voice and leadership in the college.			

Actions	Goal 2 KIS 1.1: Review student leadership roles and develop new opportunities in 2018 for implementation in 2019. KIS 1.2: Provide more opportunities for student voice eg; SRC, assemblies, School Council, Lions, Rotary, MUNA, Women's breakfast.			
Evidence of impact	KIS 1.1: Breadth of leadership roles across years 7 to 12 in a variety of areas i.e. House, Year Level, Sport, Music, Debating, ICT team, PAC setup, Green Team. KIS 1.2: Student leaders speaking and engaging in a variety of forums.			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
GOAL 2.1 KIS 1.1: Invite interested students to gain feedback on authentic opportunities for student leadership in the college. ???? KIS 1.2: Provide opportunities for student leadership both inside and outside the college.	Assistant Principal	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$1.00 <input type="checkbox"/> Equity funding will be used

Goal 2	To improve students' engagement in their learning and their connectedness to school.
12 month target 2.1	1. An upwards trend towards improvement in student engagement and connectedness targets. 2. Trend towards improved attendance rates within the School Mean and year 9 specifically. 3. An increase in student enrolments.
FISO Initiative	Empowering students and building school pride
Key Improvement Strategy 2	1. Develop and build upon current strategies to improve student absence rates and consistent follow up by YLC.
Actions	Goal 2 CHECK DET REQUIREMENTS RE MONITORING OF STUDENT ABSENCES & WHEN TO CONTACT HOME KIS 2.1: Build upon current strategies to improve student absence rates and consistent follow up by YLC. KIS 2.2: Improve tracking of student lateness to school.
Evidence of impact	KIS 2.1: The Attendance data is accurate. Parents make fewer complaints about errors in attendance data on Compass.

Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
GOAL 2.2 KIS 2.1: - YLCs monitor timeliness and accuracy of roll marking procedures every day and follow up with teachers. (?? how often) - Continue with daily, Compass auto-generated SMS absence alerts to parents. - YLCs and APs monitor lateness to school.	Leading Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$1.00 <input type="checkbox"/> Equity funding will be used

Goal 2	To improve students' engagement in their learning and their connectedness to school.
12 month target 2.1	1. An upwards trend towards improvement in student engagement and connectedness targets. 2. Trend towards improved attendance rates within the School Mean and year 9 specifically. 3. An increase in student enrolments.
FISO Initiative	Empowering students and building school pride
Key Improvement Strategy 3	1. Strengthen the transitions and marketing strategy that targets identified primary schools and uses social media to increase the proportion of students from our catchment who enrol at Mullauna.
Actions	Goal 2 KIS 3.1: The AP Transitions and Community Partnerships, in conjunction with the Marketing Committee will review the 2017 marketing strategy to improve and develop the plan for 2018. KIS 3.2: The Leadership Team works with the College Council and college community to investigate the development and implementation of a rebrand of the college including a new name: Mitcham College.
Evidence of impact	<ul style="list-style-type: none"> The new marketing plan is updated and implemented for 2018. If approved, the DET process for renaming the school is set in action. The prospectus is published and ready to use in 2018-19. Evidence of feedback is used to inform future school tours. Enrolment documents being used to increase the efficiency of the enrolment process. Mullauna's social media platform is widely subscribed.

Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
GOAL 2.3 - Publish the new college values on all marketing materials and college documentation. - Develop plans for the new prospectus to be used in 2018 depending upon progress with advancing the re-naming of the college. - Seek feedback from participants in school tours and act upon this information. - Streamline the on-site enrolment process including personal meetings with parents and their child. - Strengthen the college on-line social media presence.	Assistant Principal	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$25,000.00 <input type="checkbox"/> Equity funding will be used

Goal 3	To improve students' wellbeing as a basis for their engagement and achievement.
12 month target 3.1	1. To improve student connectedness and wellbeing through continuing to generate and review the college's range of co-curricular programs including their relevance and effectiveness. 2. Develop a whole school Year 7 – 12 Engagement Strategy.
FISO Initiative	Health and wellbeing
Key Improvement Strategy 1	1. Develop a whole school engagement strategy including but not limited to: a) a student behaviour management framework b) clear processes and systems for implementing and monitoring students' Individual Learning Plans. c) student feedback re the co-curricular programs to inform actions.
Actions	Goal 3 KIS 1.1: a) Behaviour management <ul style="list-style-type: none"> • Gain feedback from YLCs and staff. • Source best practice from other schools and DET guidelines. • Improve skillset and reset role of YLCs. • Embed restorative practices into guidelines and in classroom management approach.

	<ul style="list-style-type: none"> Better utilise all aspects of Compass to support engagement guidelines. <p>KIS 1.1: b) ILPs</p> <ul style="list-style-type: none"> Investigate best practices from other schools Purchase 'Insights' module from Compass to provide a collaboration tool to enable better writing and storage of ILPs Research DET guidelines to ensure we are meeting our commitments Set aside time in staff meetings to ensure appropriate PL and time for staff to create the required ILPs Review process mid year and roll out for new semester 2 <p>KIS 1.1: c) Co-curricular program</p> <ul style="list-style-type: none"> Survey student years 7 - 12 regarding the current co-curricular activities and suggestions for future additions to these offerings. 			
Evidence of impact	<p>Goal 3</p> <p>KIS 1 a) Feedback collected, YLCs acting as middle managers and upskilling classroom teachers in restorative practices. All aspects of Compass used to their fullest extent</p> <p>KIS 1 b) DET Guidelines adopted and research of best practice is completed forming the basis for the Mullauna ILP model. The ILP model and Compass Insights module is used by all teachers.</p> <p>KIS 1 c) A plan is developed for the 2019 co-curricular program.</p>			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
<p>GOAL 3.1</p> <p>3.1 a) Research options, survey the school community, develop behaviour guidelines for the college which encompasses students, parents and staff. Intensive Professional Learning for YLCs and PL for all staff.</p> <p>3.1 b) Develop the Mullauna ILP model. PL for all staff in using Compass Insights module and review progress at the end of semester 1.</p> <p>3.1 c) Survey students, and use this data to develop a program for 2019.</p>	Assistant Principal	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 2	<p>\$1.00</p> <p><input type="checkbox"/> Equity funding will be used</p>

Goal 4	To improve the efficiency and effectiveness of college operations as a means of better aligning college resources to enhance student learning, engagement and wellbeing outcomes.
12 month target 4.1	<ol style="list-style-type: none"> 1. Continue to build leadership capacity and develop means to evaluate its effectiveness. 2. Continue to develop Compass as the management and communication tool. 3. Improve financial systems to support planning for resourcing and growth of the teaching and learning programs of the college.
FISO Initiative	Strategic resource management
Key Improvement Strategy 1	<p>KIS 1.1 1. Leadership Team works with curriculum teams and YLC teams to build the leadership capacity of middle managers in the college to drive the AIP priorities</p> <p>KIS 1.2 Evaluate the effectiveness and efficiency of meeting times.</p>
Actions	<p>Goal 4 KIS1. 1</p> <ul style="list-style-type: none"> • Maintain the intent, focus and structure of staff meetings to ensure their purpose is to build teacher capacity in implementing the instructional model. • Leadership Team works with curriculum teams and YLCs to evaluate effectiveness and efficiency of meeting time. • Adopt a tool for measuring effectiveness of strategies designed to build leadership capacity. <p>KIS 1.2 > Working with HoF & YLCs, develop method to evaluate the effectiveness and efficiency of meeting times. > Seek staff input on the model > evaluate the model to assess the efficacy of this work.</p>
Evidence of impact	<p>KIS 1.1 > The AIP goals are evident in the meeting agendas > Meetings are conducted with a PL focus. > Meeting schedules reflect a focus on building teacher capacity in implementing instructional model > Tool researched and used and actions effected (AITSL tool)</p> <p>KIS 1.2 > The model is implemented and data reviewed and changes of practice determined and actioned. > The School Staff Survey shows an improvement in 'teacher collaboration' and 'collective efficacy'.</p>

Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
GOAL 4.1 KIS 1.1 > Use of 'Insight' meeting template (as per Ian Wallis PL) > Strategically align staff meetings with AIP goals. > Research AITSL tool and applicability. KIS 1.2 > Semester 1 - Hof and YLCs have developed a process. > Staff feedback has been sought via faculty and YLC meetings. > Actions considered and timeline developed for strategic implementation.	Leadership Team	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$1.00 <input type="checkbox"/> Equity funding will be used

Goal 4	To improve the efficiency and effectiveness of college operations as a means of better aligning college resources to enhance student learning, engagement and wellbeing outcomes.
12 month target 4.1	1. Continue to build leadership capacity and develop means to evaluate its effectiveness. 2. Continue to develop Compass as the management and communication tool. 3. Improve financial systems to support planning for resourcing and growth of the teaching and learning programs of the college.
FISO Initiative	Strategic resource management
Key Improvement Strategy 2	KIS 2.1 • Provide teacher training in the effective use of Compass modules. KIS 2.2 • Leadership Team monitors staff, student and parent use of Compass modules.
Actions	KIS 2.1 > Provide opportunities for teacher training in Compass Attendance, Analytics, Lesson Plans with the CPL focus, Learning Tasks, Continuous Reporting, ILPs using Insight module, Chronicle, Events and Purchase Orders/Budgeting. KIS 2.2 > Extract usage data from Compass.

	<ul style="list-style-type: none"> > Prioritise Compass Training at appropriate meetings. > Formally and informally seek parent and student satisfaction with Compass. 			
Evidence of impact	<p>KIS 2.1</p> <ul style="list-style-type: none"> > School Staff Survey in the Professional Learning module shows improvement in all categories. <p>KIS 2.2</p> <ul style="list-style-type: none"> > Data shows increased use of all Compass modules. > In all areas listed, staff demonstrate improved application by their effective use of Compass modules. > Improved competence will be reflected in a decreased number of errors in absence data, Reporting, Events Management, Purchase Orders. > PDPs reflect increased use of Analytics data and ILPs. 			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
<p>GOAL 4.2</p> <p>The Developmental component of each staff meeting is allocated to achieving this goal i.e. increasing staff familiarity and expertise in using Compass.</p>	Leadership Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	<p>\$1.00</p> <p><input type="checkbox"/> Equity funding will be used</p>

Goal 4	To improve the efficiency and effectiveness of college operations as a means of better aligning college resources to enhance student learning, engagement and wellbeing outcomes.
12 month target 4.1	<ol style="list-style-type: none"> 1. Continue to build leadership capacity and develop means to evaluate its effectiveness. 2. Continue to develop Compass as the management and communication tool. 3. Improve financial systems to support planning for resourcing and growth of the teaching and learning programs of the college.
FISO Initiative	Strategic resource management
Key Improvement Strategy 3	<p>KIS 3</p> <p>The college implements all processes of Compass Ordering and Financial Management module.</p> <p>Ensure that DET fiscal procedures and requirements are adhered to on all occasions.</p>

<p>Actions</p>	<p>KIS 3.1 > College embeds all processes of Compass Ordering and Financial Management module. > The Business Manager and accounts staff prioritise completion of all Compass training that involves their work and that they regularly update their knowledge. ></p> <p>KIS 3.2 > Work closely with the Work Force Bridging Officer to maximise WFB funding 2017-18. > Ensure that DET fiscal procedures and requirements are adhered to on all occasions.</p>			
<p>Evidence of impact</p>	<p>KIS 3.1 > The financial and Events interface between Compass and our school community is efficient and reliably accurate. > There are fewer complaints about inaccurate data. > More parent financial transactions occur via Compass.</p> <p>KIS 3.2 > The WFB application is approved. > The interface between Compass and CASES21 is implemented efficiently and accurately. > A successful Auditor's Report is tabled at School Council.</p>			
<p>Activities and Milestones</p>	<p>Who</p>	<p>Is this a Professional Learning Priority</p>	<p>When</p>	<p>Budget</p>
<p>GOAL 4.3 KIS 3.1 • Compass Financial Modules implemented fully and accountabilities are monitored by Principal and verified by School Council. Protocols for fiscal management on Compass are explicit and followed.</p> <p>KIS 3.2 • Protocols for DET fiscal management are explicit and followed.</p>	<p>Principal</p>	<p><input checked="" type="checkbox"/> Yes</p>	<p>from: Term 1 to: Term 4</p>	<p>\$1.00 <input type="checkbox"/> Equity funding will be used</p>

<ul style="list-style-type: none"> • A successful auditor's report tabled at School Council. • WFB funding approved. 				
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Professional Learning and Development Plan - 2018

Mullauna Secondary College (8744)

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
GOAL 1.1 KIS 1.1: The college uses the Insight meeting agenda model where 50% of every meeting is 'Developmental'. Thus HoF will use faculty meetings to develop skills, understandings and strategies to embed the next phase of the CPL model including the HITS. KIS 1.2: PDP goals reflect the focus on CPL and HITS. Time is allocated for the Leadership Team to conduct regular Learning Walks. KIS 1.3: PL time is allocated to build teachers' understanding and familiarity with various data sets and how to track students' learning growth. KIS 1.4: The working party is formed, a proposal is prepared by the end of	Teaching and Learning Coordinator	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <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"/> Teaching partners	<input checked="" type="checkbox"/> On-site

semester 1 in readiness for 2019 planning in semester 2.						
<p>GOAL 1.2</p> <p>KIS 2.1 A schedule of PL sessions, at faculty and individual level, is produced and delivered.</p> <p>KIS 2.2 as above.</p> <p>KIS 2.3 The handbook is produced by the end of semester 1 and reviewed by the end of semester 2.</p> <p>KIS 2.4 Design model developed, applied and evaluated by the end of semester 1.</p> <p>KIS 2.5 Time is allocated at staff meetings each term on the Makerspace theme.</p> <p>KIS 2.6 Projects are documented and published on Compass.</p>	Leading Teacher(s)	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"/> Teaching partners <input checked="" type="checkbox"/> Leadership partners	<input checked="" type="checkbox"/> On-site
<p>GOAL 1.3</p> <p>KIS 3.1 a) Staff survey on reporting is completed in term 1. The reporting template is edited in time for semester 1 reports.</p> <p>KIS 3.1 b) Term 1 the plan for staff PL on 'feedback' will be initiated, and trickle-fed to staff across terms 2, 3 and 4. This focus will be sustained into 2019.</p>	Assistant Principal	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"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Leadership partners	<input checked="" type="checkbox"/> On-site

<p>GOAL 3.1 3.1 a) Research options, survey the school community, develop behaviour guidelines for the college which encompasses students, parents and staff. Intensive Professional Learning for YLCs and PL for all staff.</p> <p>3.1 b) Develop the Mullauna ILP model. PL for all staff in using Compass Insights module and review progress at the end of semester 1.</p> <p>3.1 c) Survey students, and use this data to develop a program for 2019.</p>	Assistant Principal	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <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"/> Teaching partners <input checked="" type="checkbox"/> Leadership partners	<input checked="" type="checkbox"/> On-site
<p>GOAL 4.2 The Developmental component of each staff meeting is allocated to achieving this goal i.e. increasing staff familiarity and expertise in using Compass.</p>	Leadership Team	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"/> Whole School Student Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Teaching partners <input checked="" type="checkbox"/> Leadership partners	<input checked="" type="checkbox"/> On-site
<p>GOAL 4.3 KIS 3.1 • Compass Financial Modules implemented fully and accountabilities are monitored by Principal and verified by School Council. Protocols for fiscal management on Compass</p>	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"/> External consultants COMPASS TRAINING	<input checked="" type="checkbox"/> On-site

<p>are explicit and followed.</p> <p>KIS 3.2</p> <ul style="list-style-type: none"> • Protocols for DET fiscal management are explicit and followed. • A successful auditor's report tabled at School Council. • WFB funding approved. 						
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Documents that support the plan

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

Dimension 1

[2017 Teacher PDP handbook Mullauna College.docx \(0.07 MB\)](#)

[Mullauna College School Strategic Plan 2016 - 2019.doc \(0.45 MB\)](#)

Dimension 13

[Parent Opinion Summary Report.pdf \(0.08 MB\)](#)

Self-evaluation Summary

[Mullauna Secondary College \(8744\) - 2018 - FISO Continua of Practice self-evaluation - Leadership Team.docx \(0.1 MB\)](#)

[Mullauna Secondary College \(8744\) - 2018 - FISO Self-evaluation Summary YLC.docx \(0.1 MB\)](#)

[Mullauna Secondary College \(8744\) - 2018 - Self-evaluation Summary HoF.docx \(0.06 MB\)](#)