

# Self-evaluation Summary – 2019

Excellence in teaching and learning	Building practice excellence	Evolving moving towards Embedding
	Curriculum planning and assessment	Emerging moving towards Evolving
	Evidence-based high-impact teaching strategies	Evolving moving towards Embedding
	Evaluating impact on learning	Emerging moving towards Evolving
Professional leadership	Building leadership teams	Evolving
	Instructional and shared leadership	Embedding
	Strategic resource management	Embedding
	Vision, values and culture	Excelling
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 moving towards Excelling
	Intellectual engagement and self-awareness	Emerging
Community engagement in learning	Building communities	Embedding
	Global citizenship	Emerging moving towards Evolving
	Networks with schools, services and agencies	Evolving moving towards Embedding
	Parents and carers as partners	Embedding

## 2020 Annual Implementation Plan Actions, Outcomes and Activities

<b>Goal 1</b>	Optimise student learning outcomes for all students in all classes every day.			
<b>KIS 1</b> Curriculum planning and assessment	Leverage the Professional Learning Communities to further build teacher capacity and leadership to track and monitor student progress to inform future learning. (CPA)			
<b>Actions</b>	Review backward mapping in all curriculum areas beginning with the Victorian Curriculum Standards and VCAA Study Designs. Whole school focus on data: Types of data and how to interpret the data and identify students' learning needs. Discussing the data in depth and identifying the individual students and their point of need (putting a face on the data).			
<b>Outcomes</b>	Through the interpretation of the data the staff are able to identify the needs of individual students and plan/differentiate their learning programs accordingly. Students: work programs will reflect their point of need and they will be more stimulated and confident. Staff: based on the data staff will be able to discuss students' learning needs at PLCs. They will have the confidence to authentically differentiate programs for their students. Leaders: attend DET PLC training in order to lead the restructure of staff learning teams. Community: Parent Opinion Survey will show parents' confidence in their child's learning			
<b>Success Indicators</b>	Authentic teacher judgements on semester reports that reflect ability rather than 'at expected level' as a default. The student Attitude to School survey will reflect improvement in the areas of Stimulating Learning and Differentiated learning. The Parent Opinion Survey will show an improvement in Stimulating Learning Environment and Effective Teaching.			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Establish PLC and SIT teams	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00  <input type="checkbox"/> Equity funding will be used

<b>Goal 1</b>	Optimise student learning outcomes for all students in all classes every day.			
<b>KIS 2</b> Curriculum planning and assessment	Embed consistent best practice using an instructional model including evidence based high impact teaching strategies. (CPA)			
<b>Actions</b>	Introduce the concept of PLC's to leverage this work. Ensure that the induction process of new staff fully covers CPL			
<b>Outcomes</b>	Teachers: staff will work in three collaborative PLC teams (Team 1: Hums, Eng; Team 2 STEM; Team 3: ART, HPE, German) with each team having a common agenda for every meeting. Leaders: the 3 Leading Teachers will each lead one of the PLCs assisted by Heads of Faculty. The whole Leadership Team will participate in the DET PLC training. Students: learners will experience a more consistent implementation of the CPL instructional model			
<b>Success Indicators</b>	Staff Opinion Survey - Collective Focus on Student Learning Student Attitude to School Survey - Effective Teaching Time, Learning Confidence			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Term 1 - restructure of meeting schedule - launch of PLC teams	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to:Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Induction of all new staff to include information about PLC teams	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to:Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Semester 2 - PLC training for leadership team	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 3 to:Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
PLC professional learning focussed workshops with David Pelosi and Ian Wallis	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to:Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used

<b>Goal 1</b>	Optimise student learning outcomes for all students in all classes every day.			
<b>KIS 3</b> Building practice excellence	Develop and implement a whole school approach to explicit teaching of writing and vocabulary (BPE)			
<b>Actions</b>	<p>The college developed 4 School Improvement Teams one of which is Whole School Literacy.</p> <p>Review of literacy intervention program (Bootcamp) resulting in the decision to replace the Toe By Toe program with UNSW-Quicksmart Literacy program via equity funding.</p> <p>MYLNS - Literacy Coach shared with 3 other schools and funded by DET.</p> <p>Community of Practice project with 3 feeder primary schools focussed on student writing Grade 6 &amp; year 7.</p>			
<b>Outcomes</b>	<p>Students: the targeted students below standard (On Demand &amp; NAPLAN) will experience support, increase their confidence and experience growth in literacy skills.</p> <p>Teachers: will be able to confidently identify best practice for explicitly teaching vocabulary. Faculties will establish exemplars for teaching styles of writing, with a focus on audience and purpose, across all subject areas.</p>			
<b>Success Indicators</b>	Growth in NAPLAN Reading and Writing targets as listed above.			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Fortnightly SIT meetings on the meeting schedule	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Run QuickSmart Literacy program with two tutors t/f 0.5 each and a supervising teacher with a PoR time allowance.	<input checked="" type="checkbox"/> Literacy Support	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$53,366.00  <input checked="" type="checkbox"/> Equity funding will be used

<b>Goal 2</b>	Optimise staff capacity to embed the use of data and evidence based best practice to maximise learning growth for all students.			
<b>KIS 1</b> Curriculum planning and assessment	Using the Curiosity and Powerful Learning model, leverage the PLC approach to build teachers' capacity to connect feedback to data about students' actions and performance. (CPA)			
<b>Actions</b>	<p>Teachers: staff will work in three collaborative PLC teams (Team 1: Hums, Eng; Team 2 STEM; Team 3: ART, HPE, German) with each team having a common agenda for every meeting.</p> <ul style="list-style-type: none"> <li>- focus on the CPL instructional model lesson plan (Learning Intention, Success Criteria &amp; Exit Pass)</li> <li>- focus on teacher judgments against the Victorian Curriculum Standards</li> <li>- embed the concept of continuous reporting</li> <li>- focus on Learning Tasks and feedback (complements the work of the Feedback SIT team)</li> <li>- create worked examples to help scaffold learning for students and promote learning growth</li> </ul>			
<b>Outcomes</b>	<p>Staff Opinion Survey shows growth in the measures for Academic Emphasis and Guaranteed and Viable Curriculum.</p> <p>Attitudes to School Survey shows improvement in Effective Teaching Time and Differentiated Learning Challenge.</p>			
<b>Success Indicators</b>	<p>Staff Opinion Survey shows growth in the measures for Academic Emphasis and Guaranteed and Viable Curriculum.</p> <p>Attitudes to School Survey shows improvement in Effective Teaching Time and Differentiated Learning Challenge.</p>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Formation of PLC teams and new staff meeting schedule	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
DET - PLC training for the Leadership Team	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used

<b>Goal 3</b>	Develop student voice and agency to enhance intellectual engagement, high expectations and inclusion.			
<b>KIS 1</b> Intellectual engagement and self-awareness	Using the Curiosity and Powerful Learning instructional model, develop teachers capacity to understand and cultivate positive, authentic relationships.			
<b>Actions</b>	Leverage the PLC teams to: <ul style="list-style-type: none"> <li>- Define positive, authentic relationships.</li> <li>- Investigate CPL and the link to relationships.</li> <li>- Explore students' Co-curricular involvement.</li> <li>- share ideas about the use of Exit passes &amp; Check ins.</li> <li>- Develop a deeper understanding of the link between students' emotional wellbeing vs academic wellbeing</li> <li>- develop staff familiarity with the Restorative Relationships approach to student management practices</li> <li>- encourage staff to celebrate the positives with students</li> <li>- include the positives in the Year Level Staff Meetings</li> <li>- Investigate what students think a positive, authentic relationship looks like?</li> </ul>			
<b>Outcomes</b>	As per the targets listed above. Healthy, happy, resilient kids.			
<b>Success Indicators</b>	AToS growth as outlined in the targets above.			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
DET - PLC training for the Leadership Team	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Professional Learning for staff on the link between students' positive sense of wellbeing and their academic engagement and achievement.	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$500.00  <input type="checkbox"/> Equity funding will be used

<b>Goal 3</b>	Develop student voice and agency to enhance intellectual engagement, high expectations and inclusion.			
<b>KIS 2</b> Health and wellbeing	Develop and implement an agreed whole school well-being framework for staff and students.			
<b>Actions</b>	<p>Initiate a SIT team to research this KIS and develop a recommendation to the staff.</p> <ul style="list-style-type: none"> <li>- Research frameworks used in other schools e.g SWPB, Mind matters, Resilience Project, Growth Mindset, Restorative Practice.</li> <li>- Draft a whole school behaviour management framework for the whole staff to discuss, contribute to and then endorse.</li> <li>- Include an action plan that explicitly expresses behavioural expectations of students and teachers.</li> <li>- Ensure that the framework references and embeds the Mullauna College values "Curiosity, Courage, Community"</li> <li>- Incorporate the framework into the existing pastoral care program in the college.</li> </ul>			
<b>Outcomes</b>	<p>All members of the college community will work within a shared understanding of expected positive behaviours which will be reinforced through the use of common terminology.</p> <p>Students will experience consistently positive interactions between themselves and their teachers.</p> <p>Teachers will experience clarity regarding expectations of their role in developing positive relationships with students. Teachers will have a stronger skill-set regarding classroom management.</p>			
<b>Success Indicators</b>	<p>Attitude To School Survey will show improvement in the measures for 'Teacher Concern' (teacher empathy) and Resilience.</p> <p>School Staff Survey will show improvement in the measures for 'Trust in Students and Parents' and 'collective Responsibility'.</p>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
SIT team researches models in other settings and proposes a model for Mullauna College	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to:Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
SIT team involves students in evaluating the draft model and encourages them to have input into a local framework.	<input checked="" type="checkbox"/> Student(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
SIT team involves whole staff in evaluating the draft model including student's input and an agreed framework is developed.	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used