2018 Annual Implementation Plan
for improving student outcomes

John Fawkner Secondary College (8894)

Self-evaluation Summary - 2018

John Fawkner Secondary College (8894)

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
	Curriculum planning and assessment	Emerging moving towards Evolving
	Evidence-based high-impact teaching strategies	Emerging
	Evaluating impact on learning	Emerging

Professional leadership	Building leadership teams	Emerging
	Instructional and shared leadership	Emerging moving towards Evolving
	Strategic resource management	Emerging moving towards Evolving
	Vision, values and culture	Emerging

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

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

Enter your reflective comments	2018 KIS • develop and communicate the whole college vision and values, emphasising the College's focus on high expectations and continuous improvement • build the instructional leadership capacity of all in leadership roles, including the knowledge and capabilities of emerging/aspirant leaders and PLT leaders, so that all leaders are enabled to lead change and contribute their full potential to school improvement efforts and further support the development of the College's performance and development culture.

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• establish a community of reflective practitioners focused on continuous school improvement by:

o ensuring teacher practice is focused on maximising the potential of every student and growing students' learning through the Performance and Development processes and developing a strengthened culture of collaboration, shared responsibility and collective accountability in teams and across the whole college

o researching, developing and implementing a peer observational practice program to give staff more opportunities to learn from each other, share curriculum, assessment and teaching approaches, give and receive feedback and reflect on their practice.

• build teacher and PLTs knowledge of what constitutes practice excellence, including their capacity to differentiate curriculum and teaching
• develop and implement a consistent whole school approach to the collection, analysis and effective use of data and build data literacy in the staff
• develop a whole school instructional model that includes agreed pedagogical approaches and integrates high impact teaching strategies, ensuring consistent implementation of the model across the school.

• create opportunities for students to develop a 'growth' mindset and be involved in their learning through active student voice
• inc. high expectations of all members of the school community in learning, attendance, engagement, wellbeing and behaviour
• strengthen teacher and student capacity to deliver feedback

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Considerations for 2019

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The panel suggested the following items be considered in next steps:
• developing and embedding a whole college approach to teaching and learning to enable greater consistency of pedagogical practice
• revision of school values to include a high expectations emphasis
• establishing higher levels of staff accountability and feedback
• developing leadership including building literacy and numeracy leadership capacity
• documenting an assessment schedule which includes reference to norm–referenced/standards–based assessments
• establishing more effective data analysis and moderation practices across the College.
• developing Professional Learning Team (PLT) practices
• developing and implementing a literacy improvement model
• evaluating the targeted Literacy and Numeracy (TLN) program
• establishing more explicit role clarity.
• development of authentic student voice and learner agency
• implementation of a consistent approach to behaviour management such as the School Wide Positive Behaviour Approach (SWPBA)
• ensure a whole college vision and values is developed and communicated so that there is increased clarity and vision in provision of Sports program
• use the Year 7 attendance model to raise accountability of students in terms of attendance at all year levels in all programs
• use Compass to build higher levels of accountability and engagement across the whole college community
• develop understanding by all stakeholders of the role of social, emotional and intellectual engagement in enabling improved outcomes
• a development of a sense of whole college high expectations related to pathways and careers programs.
• develop a whole college wellbeing model that focuses on developing a growth mindset and a positive behaviour management program
• review and improve the college careers and pathways planning processes
• review middle school curriculum, pedagogy and assessment practices ensuring they build rigour, resilience, learner agency and self–awareness

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Documents that support this plan

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NWVR 8894 John Fawkner SC Peer+1 Review Report (Final).docx (0.61 MB)

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Annual Implementation Plan - 2018

FISO Improvement Initiatives and Key Improvement Strategies

John Fawkner Secondary College (8894)

| Four Year Strategic Goals | Four Year Strategic Targets | Is this selected for focus this year? | 12 month target

Outline what you want achieve in the next 12 months against your Strategic Plan target. | FISO initiative |
|---|---|---|---|---|

Establish a high performing learning culture across the school FISO priority: Professional Leadership FISO dimension: Instructional and shared leadership	Staff Opinion Survey (SO Survey) - Professional Learning module opinion of Active Participation and Feedback show continuous improvement each year, using 2017 as a baseline for data, and have 65% positive endorsement or better by 2021					Yes	SO Survey (Professional Learning) [Positive Endorsement] - Active Participation - 45% - Feedback - 42%

SO Survey (Professional Learning)

SO Module	2017	2018	2019	2020	2021
Active Participation	43.7%	45%	55%	65%	70%
Feedback	34.6%	35%	45%	55%	65%

SO Survey—School Climate module opinion of Collective Efficacy, Academic Emphasis and Collective Focus on Student Learning to show continuous improvement each year, using 2017 as a baseline for data, and have 70% positive endorsement or better by 2021.

SO Module	2017	2018	2019	2020	2021
Collective Efficacy	38.6%	40%	45%	60%	70%
Academic Emphasis	26.5%	30%	45%	60%	70%
Collective Focus on Student Learning	58.5%	60%	65%	70%	75%

SO Survey—Leadership module opinion of Instructional Leadership show continuous improvement each year, using 2017 as a baseline for data, to have 70% positive endorsement or better by 2021.

SO Module	2017	2018	2019	2020	2021
Instructional Leadership	40.2%	48%	55%	65%	70%

SO Survey—Teaching and Learning modules as selected to show continuous improvement each year, using 2017 as a baseline for data, to have 60% positive endorsement or better by 2021.

SO Module	2017	2018	2019	2020	2021
Use data for curriculum planning	40%	42%	50%	60%	70%
Plan differentiated learning activities	45.7%	48%	55%	55%	65%
Use high impact teaching strategies	34.3%	35%	40%	50%	60%
Moderate assessment tasks together	22.9%	25%	35%	45%	60%
Use student feedback to improve practise	45.7%	47%	50%	60%	70%
Understand how to analyse data	34.3%	35%	40%	50%	60%

SO Survey (School Climate) [Positive Endorsement]
- Collective efficacy - 40%
- Academic Emphasis - 30%
- Collective focus on student learning - 60%

SO Survey (Leadership) [Positive Endorsement]
- Instructional Leadership - 48%

SO Survey (Teaching and Learning) [Positive Endorsement]
- Use data for curriculum planning - 42%
- Plan differentiated learning activities- 48%
- Use high impact teaching strategies - 35%
- Moderate assessment tasks together - 25%
- Use student feedback to improve practice - 47%
- Understand how to analyse data - 35%

Building practice excellence

Parent Opinion Survey (PO Survey) of General Satisfaction and School Improvement show continuous improvement each year, using 2017 as a baseline for data, show 75 per cent or more rate their opinion of these variables as positive.

PO Survey	2017	2018	2019	2020	2021
General Satisfaction	62%	62%	65%	70%	75%
School Improvement	58%	60%	65%	70%	75%

Have an improved return rate for PO Survey to be at 50% or higher by 2021

No

PO Survey (Parent Opinion Survey) [Positive Endorsement]
- General satisfaction - 62%
- School

PO Survey Return Rate	2017	2018	2019	2020	2021			improvement - 60%
	22.8%	30%	35%	45%	50%			PO Survey Return Rate - 30%

ATOSS measures of Effective Teaching Time, Motivation and Interest, Differentiated Learning, High Expectations for Success, Stimulated Learning and Managing Bullying to be at or above the 70% positive endorsement by 2021.						Yes	ATOSS (Student Opinion Survey) [Positive Endorsement]	Building practice excellence
ATOSS Measures	**2017**	**2018**	**2019**	**2020**	**2021**		- Effective Teaching Time - 30%	
Effective Teaching Time	55%	57%	60%	65%	70%		- Motivation and Interest - 35%	
Motivation and Interest	59%	60%	64%	68%	70%		- Differentiated Learning - 35%	
Differentiated Learning	55%	57%	60%	65%	70%		- High Expectations for Success - 20%	
High Expectations for Success	63%	65%	68%	70%	70%		- Stimulated Learning - 30%	
Stimulated Learning	45%	47%	55%	62%	70%		- Managing Bullying - 25%	
Managing Bullying	47%	50%	57%	64%	70%			

Goal: To improve student achievement and the learning growth of every student across all curriculum areas, but particularly in Literacy and Numeracy.
FISO priority: Excellence in teaching and learning.
FISO dimensions: Building Practice Excellence. Curriculum Planning and Assessment

Using 2017 data as a baseline, improve NAPLAN Relative Growth so that the percentages of students in the medium to high growth bands across all domains increases each year so that 80 per cent or better of students are achieving in the medium and high growth bands by 2021. — **No**

NAPLAN (% of students in 7-9 with medium and high growth)
Reading - 60%
Writing - 75%
Spelling - 75%
G&P - 75%
Numeracy - 78%

NAPLAN Measure	2017	2018	2019	2020	2021
Reading - Gain (7-9) - Percentage of Students demonstrating Medium and High Growth	58.3	60	65	70	80 per cent or better
Writing - Gain (7-9) - Percentage of Students demonstrating Medium and High Growth	72.3	75	80	80	80 per cent or better
Spelling - Gain (7-9) - Percentage of Students demonstrating Medium and High Growth	72.9	75	80	80	80 per cent or better
G & P - Gain (7-9) - Percentage of Students demonstrating Medium and High Growth	72.9	75	80	80	80 per cent or better
Numeracy - Gain (7-9) - Percentage of Students demonstrating Medium and High Growth	76.1	78	80	80	80 per cent or better

Using 2017 data as a baseline, NAPLAN data at Year 9 shows an increase in the percentages of students achieving in the top two bands for Reading, Writing and Numeracy so that 10 to 15 per cent or better are achieving in the top two bands by 2021.

NAPLAN (% of yr9 students in top bands)
Reading - 2%
Writing - 1%
Numeracy 10%

NAPLAN Measure	2017	2018	2019	2020	2021
Reading - Yr 9 Students Achieving in top two bands	1.8%	2%	5%	7%	10% or better
Writing- Yr 9 Students Achieving in top two bands	0%	1%	5%	7%	10% or better
Numeracy- Yr 9 Students Achieving in top two bands	7.3%	10%	12%	13%	15% or better

Using 2018 OnDemand Data as a baseline, to reduce variation in teacher judgement data Years 7-10; showing that each student is achieving 1 years growth for 1 years learning — **No**

OnDemand Average Scores
Yr 7 Maths
Yr 7 English
Yr 8 Maths
Yr 8 English
Yr 9 Maths
Yr 9 English
Yr 10 Maths
Yr 10 English

NAPLAN (% of

OnDemand Data (average)	2018	2019	2020	2021
Yr 7 - Numeracy	4.1	4.8	5.9	6.5
Y 7 - English	5.6	6.0	6.5	7.0
Yr 8 - Numeracy	3.7	4.2	5.9	7.0
Yr 8 - English	5.7	6.2	7.2	8.0
Yr 9 - Numeracy	5.4	6.2	7.2	8.5
Yr 9 - English	5.6	6.2	7.5	8.7
Yr 10 - Numeracy	5.7	6.5	8.0	9.5
Yr 10 - English	6.7	7.5	8.8	10.0

Using 2017 NAPLAN data as a baseline, have a decrease in the number of students in the bottom 2 bands of NAPLAN at Year 9 by 2021.

NAPLAN Measure	2017	2018	2019	2020	2021
Reading - Students achieving in the bottom two bands	47.2%	45%	40%	35%	25%
Writing - Students achieving in the bottom two bands	53.7%	50%	45%	40%	25%
Spelling - Students achieving in the bottom two bands	36.4%	32%	30%	25%	20%
G & P - Students achieving in the bottom two bands	43.7%	40%	35%	30%	25%
Numeracy- Students achieving in the bottom two bands	40.0%	38%	35%	30%	25%

(right column) students in bottom 2 bands)
Reading - 45%
Writing - 50%
Spelling - 32%
G&P - 40%
Numeracy - 38%

SO Survey—School Climate module opinion of Collective Efficacy, Academic Emphasis and Guaranteed and Viable Curriculum show continuous improvement each year, using 2017 as a baseline for data, to have 70% positive endorsement or better by 2021.   **Yes**

SO Module	2017	2018	2019	2020	2021
Collective Efficacy	38.6%	48%	55%	65%	70%
Academic Emphasis	26.5%	30%	45%	60%	70%
Guaranteed and Viable Curriculum	42.7%	50%	60%	65%	70%

SO Survey—Teaching and Learning modules as selected to show continuous improvement each year, using 2017 as a baseline for data, to have 60% positive endorsement or better by 2021.

SO Module	2017	2018	2019	2020	2021
Use data for curriculum planning	40%	42%	50%	60%	70%
Plan differentiated learning activities	45.7%	48%	55%	55%	65%
Use high impact teaching strategies	34.3%	35%	40%	50%	60%
Moderate assessment tasks together	22.9%	25%	35%	45%	60%
Use student feedback to improve practise	45.7%	47%	50%	60%	70%
Understand how to analyse data	34.3%	35%	40%	50%	60%

(right column) SO Survey (School Climate) [Positive Endorsement]
- Collective efficacy - 48%
- Academic Emphasis - 30%
- Guaranteed and viable curriculum - 50%

SO Survey (Teaching and Learning) [Positive Endorsement]
- Use data for curriculum planning - 42%
- Plan differentiated learning activities- 48%
- Use high impact teaching strategies - 35%
- Moderate assessment tasks together - 25%
- Use student feedback to improve practice - 47%
- Understand how to analyse data - 35%

(far-right column) Building practice excellence

Using 2017 data as baseline, VCE Median Study Scores and VCE English Study Score to improve each year of the plan.   **No**

VCE Data	2017	2018	2019	2020	2021
VCE English Study Score Mean	25.39	26	27	28	29
VCE Study score at or above GAT prediction	24.50	25	26	27	29
VCE Median All Study Score	25.49	26	26.5	27	28

Using 2017 data as baseline, VCAL Certificate Completion Rates to be at 95% or higher by 2021, with VCAL Literacy completion rates to be at 80% or higher

VCAL Level	2017	2018	2019	2020	2021
Intermediate VCAL	51%	55%	60%	80%	95% or higher

(right column) VCE English Mean Study Score - 26
VCE GAT - 25
VCE Median All Study Score - 26

VCAL Completion Rates
Intermediate - 55%
Senior - 90%

Senior VCAL	90%	90%	92%	95%	95% or higher		Foundation R&W - 52% Intermediate R&W - 72% Senior R&W - 67%

VCAL Strand	2017	2018	2019	2020	2021
Foundation Literacy R&W	50%	52%	57%	65%	80% or higher
Intermediate Literacy R&W	70%	72%	75%	80%	80% or higher
Senior Literacy R&W	65.2%	67%	70%	75%	80% or higher

Goal	Detail	Yes/No	Measure
Goal: To create a stimulating and safe learning environment where there are increased opportunities to empower students and maximise their social, emotional and cognitive engagement. FISO priority: Positive climate for learning. FISO dimensions: Empowering students and building school pride; Intellectual engagement and self–awareness.	Using 2017 data to benchmark improvement, improve student ATOSS opinions so that positive ratings in attitudes to attendance, student voice, stimulated learning, resilience and self–regulation show continuous improvement over the SSP period and reach an 80 per cent positive endorsement or better by 2021.	Yes	ATOSS (Student Opinion Survey) [Positive Endorsement] - Attitudes to Attendance - 75% - Student Voice and Agency - 60% - Stimulated Learning - 55% - Resilience - 65% - Self Regulation and Goal Setting - 65% Student Absence Rates (FTE/year) - Year 7 - 28 days - Year 8 - 26 days - Year 9 - 28 days - Year 10 - 35 days - Year 11 - 25 days - Year 12 - 27 days -Year 7-12 - 28.16 days

ATOSS Measure	2017	2018	2019	2020	2021
Attitudes to Attendance	72%	75%	80%	85%	80% or better
Student Voice and Agency	50%	60%	70%	80%	80% or better
Stimulated Learning	45%	55%	65%	75%	80% or better
Resilience	61%	65%	75%	80%	80% or better
Self Regulation and Goal Setting	62%	65%	75%	80%	80% or better

Improve student attendance so that days absent is equal to or better than the State mean by 2021. (what is state mean in 2017)

Student Absence Rates (days per full time equivalent by Year)

Year Level	2017	2018	2019	2020	2021
Year 7	30.15	28	25	23	19
Year 8	28.61	26	23	21	19
Year 9	30.12	28	25	23	20
Year 10	39.37	35	31	27	24
Year 11	27.11	25	22	20	19
Year 12	29.34	27	24	22	19
Year 7-12	31.49	28.16	25	22.66	20

PO Survey factors in high expectations for success, stimulated learning environment, effective teaching, promoting positive behaviour and managing bullying to show continuous improvement using 2017 positive endorsement data as a benchmark.	No	PO Survey (Parent Opinion Survey) [Positive Endorsement] - High expectations for success - 70% - Stimulated learning environment - 70% - Effective teaching - 65% - Promoting positive behavior - 65% - Managing bullying - 65%

PO Survey Factor	2017	2018	2019	2020	2021
High Expectations for Success	69%	70%	75%	80%	85%
Stimulated Learning Environment	64%	70%	75%	80%	85%
Effective Teaching	62%	65%	70%	75%	80%
Promoting Positive Behaviour	62%	65%	70%	75%	80%
Managing Bullying	62%	65%	70%	75%	80%

Also the right-most column for the goal row reads: Empowering students and building school pride

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Improvement Initiatives Rationale

After the school review process in 2017 and associated self evaluation, the College recognizes that in order to improve student outcomes and promote a culture of high expectations we need to get several key areas of the college operating effectively. Many of these will be the focus for 2018 including:
- Implementation of an agreed instructional model - after years of staffing turn over and use of the Powerful Learning Model, there has been inconsistent levels of uptake and success.
- Implementation of Literacy for Learning - the data presented for 2017 after the implementation of the TLN initiative has proven ineffective in targeting improvement in NAPLAN or promoting student engagement in literacy.

- Implementation of a PLC culture - in previous years there have been attempts to implement a similar structure, however staff attitudes towards collective efficacy and use of data in the school remain stagnant.
- Implementation of Positive Learning Framework - ATOSS measures along with previous years data around exits from class, suspensions, classroom productivity and attendance have resulted in the need to adopt a whole school approach to learning.

Goal 1	Establish a high performing learning culture across the school FISO priority: Professional Leadership FISO dimension: Instructional and shared leadership
12 month target 1.1	SO Survey (Professional Learning) [Positive Endorsement] - Active Participation - 45% - Feedback - 42% SO Survey (School Climate) [Positive Endorsement] - Collective efficacy - 40% - Academic Emphasis - 30% - Collective focus on student learning - 60% SO Survey (Leadership) [Positive Endorsement] - Instructional Leadership - 48% SO Survey (Teaching and Learning) [Positive Endorsement] - Use data for curriculum planning - 42% - Plan differentiated learning activities- 48% - Use high impact teaching strategies - 35% - Moderate assessment tasks together - 25% - Use student feedback to improve practice - 47% - Understand how to analyse data - 35%
FISO Initiative	Building practice excellence
Key Improvement Strategies	
KIS 1	Establish PLC culture with a focus on quality feedback
12 month target 1.2	ATOSS (Student Opinion Survey) [Positive Endorsement] - Effective Teaching Time - 30% - Motivation and Interest - 35% - Differentiated Learning - 35% - High Expectations for Success - 20% - Stimulated Learning - 30% - Managing Bullying - 25%
FISO Initiative	Building practice excellence
Key Improvement Strategies	
KIS 1	Build teacher capacity to effectively teach to an agreed instructional model

Goal 2	Goal: To improve student achievement and the learning growth of every student across all curriculum areas, but particularly in Literacy and Numeracy. FISO priority: Excellence in teaching and learning. FISO dimensions: Building Practice Excellence. Curriculum Planning and Assessment
12 month target 2.1	SO Survey (School Climate) [Positive Endorsement] - Collective efficacy - 48% - Academic Emphasis - 30% - Guaranteed and viable curriculum - 50% SO Survey (Teaching and Learning) [Positive Endorsement] - Use data for curriculum planning - 42% - Plan differentiated learning activities- 48% - Use high impact teaching strategies - 35% - Moderate assessment tasks together - 25% - Use student feedback to improve practice - 47% - Understand how to analyse data - 35%
FISO Initiative	Building practice excellence
Key Improvement Strategies	
KIS 1	Build teacher capacity to effectively differentiate teaching for all students
KIS 2	Build teacher capacity to effectively teach literacy within all learning areas and studies

Goal 3	Goal: To create a stimulating and safe learning environment where there are increased opportunities to empower students and maximise their social, emotional and cognitive engagement. FISO priority: Positive climate for learning. FISO dimensions: Empowering students and building school pride; Intellectual engagement and self–awareness.
12 month target 3.1	ATOSS (Student Opinion Survey) [Positive Endorsement] - Attitudes to Attendance - 75% - Student Voice and Agency - 60% - Stimulated Learning - 55% - Resilience - 65% - Self Regulation and Goal Setting - 65% Student Absence Rates (FTE/year) - Year 7 - 28 days - Year 8 - 26 days - Year 9 - 28 days - Year 10 - 35 days - Year 11 - 25 days - Year 12 - 27 days -Year 7-12 - 28.16 days
FISO Initiative	Empowering students and building school pride
Key Improvement Strategies	
KIS 1	Design and implement whole school positive learning framework

KIS 2	Establish and implement attendance, wellbeing and engagement strategies

Define Evidence of Impact and Activities and Milestones - 2018

John Fawkner Secondary College (8894)

Goal 1	Establish a high performing learning culture across the school FISO priority: Professional Leadership FISO dimension: Instructional and shared leadership
12 month target 1.1	SO Survey (Professional Learning) [Positive Endorsement] - Active Participation - 45% - Feedback - 42% SO Survey (School Climate) [Positive Endorsement] - Collective efficacy - 40% - Academic Emphasis - 30% - Collective focus on student learning - 60% SO Survey (Leadership) [Positive Endorsement] - Instructional Leadership - 48% SO Survey (Teaching and Learning) [Positive Endorsement] - Use data for curriculum planning - 42% - Plan differentiated learning activities- 48% - Use high impact teaching strategies - 35% - Moderate assessment tasks together - 25% - Use student feedback to improve practice - 47% - Understand how to analyse data - 35%
FISO Initiative	Building practice excellence
Key Improvement Strategy 1	Establish PLC culture with a focus on quality feedback
Actions	1. Establish agreed vision, values and culture that promotes trust through distributed leadership. 2. Establish a culture of collaboration for improvement, based on the use of data and evaluation of impact on learning. 3. Establish a culture of 360 degree feedback between students, staff and leadership.
Evidence of impact	Students will: • Provide regular feedback on teachers and peers. • Respect and value the views of others, and feel their own views are respected and valued in return. • Contribute to shaping the curriculum and learning activities. Teachers will: • Incorporate focused and differentiated feedback to support the progress and achievement of every child. • Develop a deep knowledge of the curriculum and students' progress and achievement, through the use of high-quality common assessment tasks and rigorous moderation process. • Follow the instructional model which drives and informs the work of PLCs within the school. Leaders will: • Ensure that timetable and meeting schedules prioritise collaboration for improvement across all teams. • Model effective feedback processed and facilitate multiple opportunities for regular 360 feedback throughout the school. • Facilitate regular evaluation of the impact of PLCs in relation to improving student learning and the quality of teaching. • Facilitate distributed leadership at all levels and proactively lead and support collaboration for continuous improvement in order to achieve ambitious targets in their own and other areas.

Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Vision and Values Implementation - Rubric development in line with SWPBS matrix, Coaching Conversations Workshop, Embed values in everyday practice and process	Principal	☑ Yes	from: Term 1 to: Term 4	$25,000.00 ☐ Equity funding will be used
Capture and implement process to record and make relevant data sets available through school based technology through the assistance of a data literacy coach. Increase the use of compass modules to provide targeted written feedback to students in an agreed and timely manner.	Assistant Principal	☑ Yes	from: Term 1 to: Term 4	$10,000.00 ☐ Equity funding will be used
Use data across the college to inform the development of common assessment tasks and associated rubrics for all learning areas with the aim to then use those tasks as moderation activities and continuous reporting	Leading Teacher(s)	☐ No	from: Term 2 to: Term 4	$5,000.00 ☑ Equity funding will be used
Develop PLCs in domain groups to use the teacher inquiry cycle	PLC Leaders	☑ Yes	from: Term 1 to: Term 4	$2,000.00 ☑ Equity funding will be used
Work towards developing an agreed structure for each learning area to record student goals and feedback using consistent practices and templates	Assistant Principal	☐ No	from: Term 3 to: Term 4	$0.00 ☐ Equity funding will be used
Implement a student feedback to teacher program - for improvement and feedback on teacher practice and student classroom experience. This will include the use of pivot or similar program	Leading Teacher(s)	☐ No	from: Term 3 to: Term 4	$2,000.00 ☐ Equity funding will be used

Goal 1	Establish a high performing learning culture across the school FISO priority: Professional Leadership FISO dimension: Instructional and shared leadership
12 month target 1.2	ATOSS (Student Opinion Survey) [Positive Endorsement] - Effective Teaching Time - 30% - Motivation and Interest - 35% - Differentiated Learning - 35% - High Expectations for Success - 20% - Stimulated Learning - 30% - Managing Bullying - 25%
FISO Initiative	Building practice excellence
Key Improvement Strategy 1	Build teacher capacity to effectively teach to an agreed instructional model
Actions	1. Develop a consistent instructional model for the whole school and develop teacher capacity to implement this model 2. Develop a whole school peer observation program including the development of feedback protocols 3. Build the capacity of staff to evaluate the impact of their teaching and investigate the use of the effect size methodology.
Evidence of impact	Students will: • Demonstrate routines when conducting and transitioning between activities in class • Be used to seeing other teachers in their classroom – minimal impact to flow / structure of the lesson • Received regular constructive feedback in a variety of forms to improve their learning Teachers will: • Display consistent high impact strategies in all areas of their teaching practice • Be accustomed to observing and being observed by other staff • Be able to link data to improvement in individual students learning (effect size) which informs teaching practice • Through observation and PD be skilled at giving and receiving feedback based on teaching practice using the AISTL continuum

	Leaders will: • Lead the continuous development of whole school instructional model • Be visible around the school taking part in regular formal observations of teaching and learning • Support staff in the development of data literacy skills in their subject area • Ensure understand and are supported with time and resources to engage in continuous improvement cycle			

Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Lead the collaborative development of an agreed College instructional model that supports the relationship between high impact teaching strategies, positive student relationships and teacher professional learning	Leading Teacher(s)	☑ Yes	from: Term 1 to: Term 4	$7,500.00 ☐ Equity funding will be used
Lead the collaborative development of an agreed peer observation process based on the College instructional model	Leading Teacher(s)	☑ Yes	from: Term 2 to: Term 4	$2,500.00 ☐ Equity funding will be used
Provide staff with examples of good practice and innovations in learning and teaching.	School Improvement Team	☐ No	from: Term 2 to: Term 4	$0.00 ☐ Equity funding will be used

Goal 2	Goal: To improve student achievement and the learning growth of every student across all curriculum areas, but particularly in Literacy and Numeracy. FISO priority: Excellence in teaching and learning. FISO dimensions: Building Practice Excellence. Curriculum Planning and Assessment
12 month target 2.1	SO Survey (School Climate) [Positive Endorsement] - Collective efficacy - 48% - Academic Emphasis - 30% - Guaranteed and viable curriculum - 50% SO Survey (Teaching and Learning) [Positive Endorsement] - Use data for curriculum planning - 42% - Plan differentiated learning activities- 48% - Use high impact teaching strategies - 35% - Moderate assessment tasks together - 25% - Use student feedback to improve practice - 47% - Understand how to analyse data - 35%
FISO Initiative	Building practice excellence
Key Improvement Strategy 1	Build teacher capacity to effectively differentiate teaching for all students
Actions	1. Develop teacher knowledge and capacity to plan for and implement differentiated teaching practices. 2. Develop norms and practices using data / CATs / curriculum levels / surveys where staff are able to accurately assess students ability or skill level on a continuum
Evidence of impact	Students will: • Experience success and will understand and be able to articulate why they have been successful • Confidently explain the strategies they have used to make meaning from the assessments • Understand what they need to do next to improve their learning and adopt a growth mindset Teachers will: • Demonstrate understanding of each students needs and strengths • Use a variety of learning tasks to deepen students understanding and knowledge • Assess student work against prior achievements to determine growth and areas for improvement and promote a growth mindset • Have knowledge of the Victorian Curriculum and relevant student progression by constructive aligning content with achievement Leaders will:

Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
• Understand the development needs of each staff member to support the development of their knowledge and capacity in providing differentiated teaching practices • Support and facilitate the development of a consistent instructional model with staff				
Identify accurate entry point for every student in every class using a series of data sets and teacher judgments, ensuring inclusive learning and teaching practices are embedded into practice.	School Improvement Team	☑ Yes	from: Term 3 to: Term 4	$0.00 ☐ Equity funding will be used
Build teacher capacity in assessment moderation: teachers working together to review student assessments to ensure grading approaches are consistent and in-line with external curriculum standards.	KLA Leader	☑ Yes	from: Term 2 to: Term 3	$0.00 ☐ Equity funding will be used
Ensure assessment is designed and supported by the use of analytics to facilitate timely intervention and support .	Teacher(s)	☐ No	from: Term 3 to: Term 4	$0.00 ☐ Equity funding will be used
Incorporate principles of adult learning into professional development activities: ensuring rich, authentic and experiential learning experiences are embedded in staff professional development programs.	School Improvement Team	☐ No	from: Term 3 to: Term 4	$0.00 ☐ Equity funding will be used
Recognise the institutional and community value of learning and teaching awards through increasing avenues of acknowledgement.	Leadership Team	☐ No	from: Term 2 to: Term 4	$0.00 ☐ Equity funding will be used
Research and implement revised timetable and curriculum model for 2019	Leading Teacher(s)	☑ Yes	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used

Goal 2	Goal: To improve student achievement and the learning growth of every student across all curriculum areas, but particularly in Literacy and Numeracy. FISO priority: Excellence in teaching and learning. FISO dimensions: Building Practice Excellence. Curriculum Planning and Assessment
12 month target 2.1	SO Survey (School Climate) [Positive Endorsement] - Collective efficacy - 48% - Academic Emphasis - 30% - Guaranteed and viable curriculum - 50% SO Survey (Teaching and Learning) [Positive Endorsement] - Use data for curriculum planning - 42% - Plan differentiated learning activities- 48% - Use high impact teaching strategies - 35% - Moderate assessment tasks together - 25% - Use student feedback to improve practice - 47% - Understand how to analyse data - 35%
FISO Initiative	Building practice excellence
Key Improvement Strategy 2	Build teacher capacity to effectively teach literacy within all learning areas and studies
Actions	1. Develop a shared understanding of the way language is used to make meaning within different learning areas and studies across years 7-12. 2. Develop a consistent instructional model for writing based on the Teaching Learning Cycle. 3. Implement Literacy for Learning across the College

Evidence of impact	Students will: • Understand the importance of academic vocabulary, how words are put together, how they are learned and how they are used in different learning areas and studies. • Understand and use the process of joint-construction and independent construction to produce targeted genres. • Explain how they develop and refine a piece of writing, and determine what they need to do next to improve. Teachers will: • Explicitly teach general and domain specific academic language. • Use the Teaching Learning Cycle to scaffold student towards independent construction of targeted text types. • Develop assessment tools such as rubrics to support students to assess and improve their writing, and identify what they need to learn next. Leaders will: • Facilitate collaboration within domain areas to support staff to improve their capacity to teach writing. • Support and facilitate the development of a consistent instructional model for writing with staff. • Facilitate targeted professional learning in writing to build teacher capacity in the specific writing and vocabulary in their specific learning domain. • Lead teachers in aligning Literacy for Learning with the revised Instructional Model

Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Send identified staff members to complete LFL tutor training (4 days)	Principal	☑ Yes	from: Term 1 to: Term 1	$20,000.00 ☐ Equity funding will be used
Set up LFL roll out schedule and provide module training to all staff so that by the end of 2018 all staff are trained	Principal	☑ Yes	from: Term 2 to: Term 4	$5,000.00 ☑ Equity funding will be used
Link the LFL strategies to the College instructional model	Leading Teacher(s)	☐ No	from: Term 2 to: Term 4	$0.00 ☐ Equity funding will be used
Promote and extend opportunities for peer-to-peer learning and mentoring across the curriculum.	PLT Leaders	☐ No	from: Term 2 to: Term 4	$0.00 ☐ Equity funding will be used
Create a culture where student feedback is actively sought, valued, heard and incorporated into the student learning experience.	Teacher(s)	☐ No	from: Term 2 to: Term 4	$0.00 ☐ Equity funding will be used

Goal 3	Goal: To create a stimulating and safe learning environment where there are increased opportunities to empower students and maximise their social, emotional and cognitive engagement. FISO priority: Positive climate for learning. FISO dimensions: Empowering students and building school pride; Intellectual engagement and self–awareness.
12 month target 3.1	ATOSS (Student Opinion Survey) [Positive Endorsement] - Attitudes to Attendance - 75% - Student Voice and Agency - 60% - Stimulated Learning - 55% - Resilience - 65% - Self Regulation and Goal Setting - 65% Student Absence Rates (FTE/year) - Year 7 - 28 days - Year 8 - 26 days - Year 9 - 28 days - Year 10 - 35 days - Year 11 - 25 days - Year 12 - 27 days -Year 7-12 - 28.16 days
FISO Initiative	Empowering students and building school pride

Key Improvement Strategy 1	Design and implement whole school positive learning framework
Actions	1. Develop a shared understanding of the key concepts and research underpinning a positive learning framework 2. Develop and document a needs based positive learning framework for student behaviour and classroom engagement 3. Implement a whole school approach using a Positive Learning Framework and SWBPS
Evidence of impact	Students will: • Be supported to learn in an orderly environment • Experience an increase in academic expectations in every classroom • Improve their ability to self-evaluate, identify strengths and have a positive attitude to their learning • Demonstrate appropriate SWBPS matrix behaviours at all times Teachers will: • Experience calmer classrooms and less exits from class and have improved sense of wellbeing • Be able to create a caring, orderly environment within the classroom based on agreed routines and practices • Explicitly teach/clarify SWPBS behaviors during each lesson • Be able to articulate a positive picture of the students they teach including offering positive feedback and reward for positive behaviour in line with school values • Appreciate the role of environment in influencing behaviour and meeting individual needs Leaders will: • Support students and teachers by role modelling best practice and provide regular feedback • Regularly seek feedback from students on the progress of this implementation • Run professional learning sessions on effective classroom and behaviour management strategies • Formalize and establish a set of guidelines to assist in building teacher capacity to use these strategies

Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Provide opportunity for teachers to research the positive learning framework and implement recognised strategies in their classrooms	Assistant Principal	☑ Yes	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Develop SWBPS team and attend professional learning program to implement	Leading Teacher(s)	☑ Yes	from: Term 1 to: Term 4	$2,000.00 ☐ Equity funding will be used
Develop a systematic network of structures which incorporates a House system, Pastoral Care and SWPBS student forum opportunities.	Leading Teacher(s)	☐ No	from: Term 2 to: Term 4	$1,000.00 ☐ Equity funding will be used
Develop and deliver a structured professional learning program addressing the key elements of the Positive learning Framework that relate to the new College Instructional Model	Leading Teacher(s)	☑ Yes	from: Term 1 to: Term 4	$1,500.00 ☐ Equity funding will be used

Goal 3	Goal: To create a stimulating and safe learning environment where there are increased opportunities to empower students and maximise their social, emotional and cognitive engagement. FISO priority: Positive climate for learning. FISO dimensions: Empowering students and building school pride; Intellectual engagement and self–awareness.
12 month target 3.1	ATOSS (Student Opinion Survey) [Positive Endorsement] - Attitudes to Attendance - 75% - Student Voice and Agency - 60% - Stimulated Learning - 55% - Resilience - 65% - Self Regulation and Goal Setting - 65% Student Absence Rates (FTE/year) - Year 7 - 28 days - Year 8 - 26 days - Year 9 - 28 days - Year 10 - 35 days

	- Year 11 - 25 days - Year 12 - 27 days -Year 7-12 - 28.16 days
FISO Initiative	Empowering students and building school pride
Key Improvement Strategy 2	Establish and implement attendance, wellbeing and engagement strategies
Actions	1. Develop and implement structures and process to accurately monitor and improve student attendance 2. Develop, recruit and implement a cohesive wellbeing and engagement team 3. Design and implement a parent and community engagement strategy
Evidence of impact	Students will: • Understand the values and importance of attending school more regularly and as a result attend school more often • Participate in student voice and relevant programs within school to address student satisfaction • Have an increase in positive perception of Safety, Community and Contentedness • Improved relationships with teachers, including teaching that matches their expectations Teachers will: • Develop strategies to engage with families to better connect them to the classroom learning experience • Develop strategies to engage the diverse cultures and learning styles of students: Social marketing campaigns that promote the benefits of school attendance or raising awareness of the importance of attendance • Identify critical indicators and warning signs for disengagement: relationships between student attendance and various student and school factors Work with families, and increase the effectiveness of attendance intervention efforts. • Understand overall attendance rates are lower on Mondays and Fridays than other weekdays and plan interventions and programs to address this trend • Address cultural trends in holiday and unauthorised absences that predominate in the last week of each school term and are notably higher in the final week of semesters. • Increase parental involvement in education by improving parent-teacher communication - use of translators Leaders will: • Audit practices and policies • Provide real-time absence notification to parents • Interpret data taxonomies to better understand attendance patterns • Establish centralised management and staff professional development in computerised attendance registration systems • Implement and automated communication technology strategy (SMS). • Work with community to address poor attendance. • Improve teacher quality - Address staff morale (satisfaction) as a strong factor with decreased student attendance • Integrate and coordinate services available to students and families

Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Develop an Attendance, Wellbeing and Engagement policy.	Leading Teacher(s)	☐ No	from: Term 2 to: Term 3	$0.00 ☐ Equity funding will be used
Set up and establish Compass to accurately record and report attendance data, along with the implementation of an Attendance Officer to monitor that process	Assistant Principal	☐ No	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Finalise the implementation of Child Safe policies	Student Wellbeing Co-ordinator	☐ No	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Research and identify best practice in school based wellbeing teams and recruit appropriate personnel to fill these roles.	Principal	☐ No	from: Term 1 to: Term 2	$50,000.00 ☑ Equity funding will be used
Research and investigate community and family needs to inform the development of a whole school Parent and Community Engagement policy that also provides employment opportunities for students	Leading Teacher(s)	☑ Yes	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used

Professional Learning and Development Plan - 2018

John Fawkner Secondary College (8894)

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Vision and Values Implementation - Rubric development in line with SWPBS matrix, Coaching Conversations Workshop, Embed values in everyday practice and process	Principal	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Individualised Reflection	☑ Whole School Student Free Day	☑ External consultants GO People Solutions	☑ On-site
Capture and implement process to record and make relevant data sets available through school based technology through the assistance of a data literacy coach. Increase the use of compass modules to provide targeted written feedback to students in an agreed and timely manner.	Assistant Principal	from: Term 1 to: Term 4	☑ Design of formative assessments ☑ Moderated assessment of student learning ☑ Collaborative Inquiry/Action Research team	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ VCAA Curriculum Specialist ☑ Literacy expertise ☑ PLC Initiative ☑ Internal staff	☑ On-site
Develop PLCs in domain groups to use the teacher inquiry cycle	PLC Leaders	from: Term 1 to: Term 4	☑ Design of formative assessments ☑ Moderated assessment of student learning ☑ Curriculum development	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ VCAA Curriculum Specialist ☑ PLC Initiative	☑ On-site
Lead the collaborative development of an agreed College instructional model that supports the relationship between high impact teaching strategies, positive student relationships and teacher professional learning	Leading Teacher(s)	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Peer observation including feedback and reflection	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ Internal staff ☑ Learning Specialist	☑ On-site
Lead the collaborative development of an agreed peer observation process based on the College instructional model	Leading Teacher(s)	from: Term 2 to: Term 4	☑ Planning ☑ Preparation ☑ Peer observation including feedback and reflection	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ Internal staff ☑ Learning Specialist	☑ On-site
Identify accurate entry point for every student in every class using a series of data sets and teacher judgments, ensuring inclusive learning and teaching practices are embedded into practice.	School Improvement Team	from: Term 3 to: Term 4	☑ Planning ☑ Preparation ☑ Design of formative assessments	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ PLC Initiative ☑ Internal staff	☑ On-site
Build teacher capacity in assessment moderation: teachers working together to review student assessments to ensure grading approaches are consistent and in-line with external curriculum standards.	KLA Leader	from: Term 2 to: Term 3	☑ Preparation ☑ Design of formative assessments ☑ Moderated assessment of student learning	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ PLC Initiative ☑ Internal staff	☑ On-site
Research and implement revised timetable and curriculum model for 2019	Leading Teacher(s)	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Curriculum development	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ Internal staff	☑ On-site

Action	Who	When				
Send identified staff members to complete LFL tutor training (4 days)	Principal	from: Term 1 to: Term 1	☑ Planning	☑ Timetabled Planning Day	☑ Internal staff	☑ Off-site LFL training of tutors
Set up LFL roll out schedule and provide module training to all staff so that by the end of 2018 all staff are trained	Principal	from: Term 2 to: Term 4	☑ Design of formative assessments ☑ Moderated assessment of student learning ☑ Curriculum development	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ Internal staff ☑ Learning Specialist ☑ Literacy Leaders	☑ On-site
Provide opportunity for teachers to research the positive learning framework and implement recognised strategies in their classrooms	Assistant Principal	from: Term 1 to: Term 4	☑ Preparation ☑ Peer observation including feedback and reflection ☑ Individualised Reflection	☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ Internal staff	☑ On-site
Develop SWBPS team and attend professional learning program to implement	Leading Teacher(s)	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Individualised Reflection	☑ Whole School Student Free Day ☑ Formal School Meeting / Internal Professional Learning Sessions ☑ Timetabled Planning Day	☑ Internal staff	☑ Off-site off site PBS training
Develop and deliver a structured professional learning program addressing the key elements of the Positive learning Framework that relate to the new College Instructional Model	Leading Teacher(s)	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Individualised Reflection	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff	☑ On-site
Research and investigate community and family needs to inform the development of a whole school Parent and Community Engagement policy that also provides employment opportunities for students	Leading Teacher(s)	from: Term 1 to: Term 4	☑ Planning ☑ Preparation ☑ Individualised Reflection	☑ Professional Practice Day ☑ Formal School Meeting / Internal Professional Learning Sessions	☑ SEIL	☑ On-site

Documents that support the plan

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

Dimension 16
   Pre-review Self-evaluation Report_2017_V4.docx (0.41 MB)
Self-evaluation Summary
   NWVR 8894 John Fawkner SC Peer+1 Review Report (Final).docx (0.61 MB)
2018 Annual Implementation Plan
   JFC 2018_School Strategic Plan.docx (0.06 MB)