2018 Annual Implementation Plan

for improving student outcomes

Templestowe College (8823)
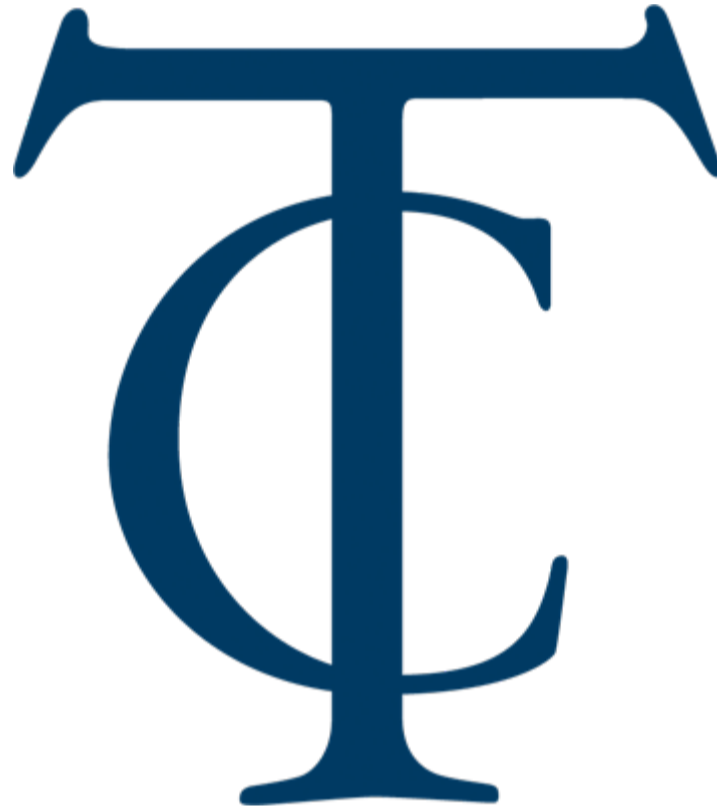
Self-evaluation Summary - 2018

Templestowe College (8823)

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

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

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

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

Enter your reflective comments	TC is still a school focused on continual improvement. Our Peer Review demonstrated that there are areas where we will focus on to improve. We have high levels of satisfaction within our community, as demonstrated in the Student Attitude to School Survey and the Parent Opinion Survey, but there are definite areas for further improvement.

Considerations for 2019	TC is at the beginning of its new Strategic Plan for 2018 - 2021. The school has just appointed a new Principal, Peter Ellis, following an extensive process to appoint a new substantive Principal to the school following on from the resignation of current Co-Principal Peter Hutton. A very thorough, and rewarding, Peer Review process has taken place with high levels of consultation a part of this, helping to form the new Strategic Plan. Demand for enrolments at the school still far exceed the available spaces, and TC has just experienced yet another growth of an increase of 100 students and 29 new staff joining TC in various roles across the school. This means that 270 (25% of the population) new students joining the school in 2018.
Documents that support this plan	

Annual Implementation Plan - 2018

FISO Improvement Initiatives and Key Improvement Strategies

Templestowe College (8823)

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
To Increase opportunities for collaborative learning	Each ILP includes at least one collaborative learning task, aligned with the Victorian Curriculum General Capabilities, to be completed each year. Ensure all student programs include at least one assessable collaborative learning strategy.	Yes	For all students to have recorded at least one collaborative learning task, aligned with the Victorian Curriculum General Capabilities. Ensure all student programs include at least one assessable collaborative learning strategy.	Building practice excellence
Support students for their next stages of learning.	All student development to be assessed using a newly developed set of tools beyond the current literacy, numeracy and VCE study scores. These will be recorded in each students ILPs. Increase the percentage of students with a VCE English study score above 37 by 5% (from the 2016 baseline); Increase the average VCE study score from 26 to 28; Increase the relative growth at NAPLAN	Yes	The creation of a tool so that all student development can be assessed using a newly developed set of tools beyond the current literacy, numeracy and VCE study scores. These will be recorded in each students ILPs. Target: Produce the Expanded Measures of Success following consultation with students, staff, parents and the wider community. This will then be completed as a tool for feedback in 2019. Target: To have run 1 staff training session per term based around the use of data literacy skills. Target: To have OneNote set up as tool available to staff to collate exemplar work. For all subjects to have at least one example of annotated work available on OneNote. Student Performance Data Targets VCE Average Study Score 2016 Average Study Score - 26 2017 Average Study Score - 28 2018 Average Study Score Target - 28.5	Building practice excellence

			NAPLAN Number Relative Growth 7-9 2017 - L= 33.8 H=23 2018 - L=<25 H=25	
Increase the opportunities for connectedness at a range of levels within the school and wider community.	Maintain the ATSS variable measure for School Connectedness at or above the region and state mean scores and the Templestowe College 2016 score. Increase the ATSS variable measure for Connectedness to Peers to at or above the region mean Increase the ATSS variable measure for Student Motivation to at or above the region mean Maintain Parent and Community satisfaction as measured by Parent Opinion Survey, at the 2016 measure of 89%.	Yes	Increase the ATSS variable measure for School Connectedness from 72% positive to 75%. Increase the ATSS variable measure for Motivation from 71% positive to 75%. Maintain the Parent General Satisfaction level at 95%. Target: To have a new document outlining the new TC Induction program for new staff. Target: To have an induction pack created for use within the SSDP in which students are then managing the induction of new students to the school. Target: Link the Victorian General Capabilities to the Collaborative Learning that is taking place in SSDP time.	Building communities

Improvement Initiatives Rationale
TC is in the first year of its new SSP.

Goal 1	To Increase opportunities for collaborative learning
12 month target 1.1	For all students to have recorded at least one collaborative learning task, aligned with the Victorian Curriculum General Capabilities. Ensure all student programs include at least one assessable collaborative learning strategy.
FISO Initiative	Building practice excellence
Key Improvement Strategies	
KIS 1	Implement a program in which wellbeing and development of the general capabilities are a combined experience, with a focus on students working collaboratively.

Goal 2	Support students for their next stages of learning.
12 month target 2.1	The creation of a tool so that all student development can be assessed using a newly developed set of tools beyond the current literacy, numeracy and VCE study scores. These will be recorded in each students ILPs. Target: Produce the Expanded Measures of Success following consultation with students, staff, parents and the wider community. This will then be completed as a tool for feedback in 2019. Target: To have run 1 staff training session per term based around the use of data literacy skills. Target: To have OneNote set up as tool available to staff to collate exemplar work. For all subjects to have at least one example of annotated work available on OneNote. Student Performance Data Targets

	VCE Average Study Score
	2016 Average Study Score - 26
	2017 Average Study Score - 28
	2018 Average Study Score Target - 28.5
	NAPLAN Number Relative Growth 7-9 2017 - L= 33.8 H=23 2018 - L=<25 H=25
FISO Initiative	Building practice excellence
Key Improvement Strategies	
KIS 1	Investigate and implement annual targets measures for student academic and wellbeing growth beyond NAPLAN and VCE. These will be based around the development of the Templestowe College "expanded measures of success".

Goal 3	Increase the opportunities for connectedness at a range of levels within the school and wider community.
12 month target 3.1	Increase the ATSS variable measure for School Connectedness from 72% positive to 75%.
	Increase the ATSS variable measure for Motivation from 71% positive to 75%.
	Maintain the Parent General Satisfaction level at 95%.
	Target: To have a new document outlining the new TC Induction program for new staff.
	Target: To have an induction pack created for use within the SSDP in which students are then managing the induction of new students to the school.
	Target: Link the Victorian General Capabilities to the Collaborative Learning that is taking place in SSDP time.
FISO Initiative	Building communities
Key Improvement Strategies	
KIS 1	Investigate and implement opportunities for connectedness within students' projects with the wider community.

Define Evidence of Impact and Activities and Milestones - 2018

Templestowe College (8823)

Goal 1	To Increase opportunities for collaborative learning
12 month target 1.1	For all students to have recorded at least one collaborative learning task, aligned with the Victorian Curriculum General Capabilities.
	Ensure all student programs include at least one assessable collaborative learning strategy.
FISO Initiative	Building practice excellence
Key Improvement Strategy 1	Implement a program in which wellbeing and development of the general capabilities are a combined experience, with a focus on students working collaboratively.

Actions	- Incorporate evidence based teaching practice into elements of literacy - Implement aspects of HITS - Create scope & sequence based upon literacy strategy - Introduce the role of Learning Specialist - Provide quality professional learning to teachers a) Design, develop and implement an authentic learning program that conveys the fundamental components of collaboration and enables all to begin to understand and develop key skills b) Integration of interdisciplinary ESTEAM (Entrepreneurship, Science, Technology, Engineering, Arts and MAths) learning, where applicable, through the development and refining of existing units of work c) (Co-)create and implement key learning tasks that, by design, prioritise effective collaborative learning, inclusive of relevant Expanded Measures of Success (EMS) e.g. reflection, self and peer assessment d) Improve teacher-student and student-student communication to support better collaborative learning experiences using technology in the classroom e) Develop student leaders using a research-based spectrum detailing key leadership competencies to guide and support student-led development with a specific focus on collaborative leadership
Evidence of impact	STUDENTS: • Students recording collaborative activities in their ILP • Carrying out peer and self evaluations based against Victorian Curriculum General Capabilities • Carrying out peer teaching using a SOLE (self organised learning environment) pedagogy • A planned scope and sequence designed by the students that is personalised to the group STAFF: • Mentoring and not teaching during SSDP time • Provide opportunities for students to self evaluate and carry out peer evaluations • Provide opportunities for students to present learning to their peers • Facilitating the use of SOLE as a pedagogy - Creation of a documented program (Co-created). Authentic learning (activities and projects) that identify core collaboration skills. Skills include: problem solving, delegation of roles, work shared. Peer assessment and delivery of constructive criticism. Evidence of impact detailed in student plans and drafts either shared or submitted to teachers and with their peers (group members). Use of ILPs/ continuous refinement and adding to ILPs. - Meaningful planning and implementation of student-led programs with students, particularly within SSDP. Students are empowered and given the opportunity to utilise their student leader roles to benefit the school community. They are directly involved in the delivery and running of SSDP groups and student led electives. - Assessment rubrics display criteria associated with collaborative learning. Formal feedback given to students re: their collaborative learning. I.E. Edventure (Entry/ Authentic learning projects) Washi indicates collaborative growth/ improvement. - Staff conduct more events that support student connectedness. LEADERS: • Acting as support to staff in the facilitating of sessions • Carrying out walkthroughs, discussing with students progress of the SSDP program • Leading sessions enabling staff to collaboratively troubleshoot and share successes within their practice

Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
• To undertake professional development sessions relating to HITS • Incorporate elements of HITS into PDP • To undertake professional development in delivery of literacy program • To carry out an audit of courses being designed to ensure that they are authentic • To design tasks with collaboration as a fundamental aspect • To have designed learning that is interdisciplinary, with an emphasis on ESTEAM (Entrepreneurship, Science, Technology, Arts and Maths) and Entrepreneurship • To be have supported the development of student leadership within the classroom • To have developed assessment rubrics that have an element that focuses on Collaboration • Conduct more events that support connectedness for students • Work with learning specialists around areas of interdisciplinary learning	Teacher(s)	☑ Yes	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used

ESTEAM (Entrepreneurship, Science, Technology, Arts and Maths) • To have worked with learning area leaders to support the development of interdisciplinary learning • To have worked with staff to offer mentoring and coaching on ESTEAM • To act as a link with other federation schools so that interdisciplinary learning can be across schools as well.	Learning Specialist(s)	☐ No	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Pedagogy • To have led staff professional development sessions based around the use of collaborative learning, linking to HITS and the Principle Practice for Excellence in Teaching and Learning	Learning Specialist(s)	☐ No	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Entrepreneurship • To have developed a Rubric based around the entrepreneurship/enterprise/employability skills that is interdisciplinary in nature	Learning Specialist(s)	☐ No	from: Term 1 to: Term 2	$0.00 ☐ Equity funding will be used
Community Leaders (Leading Teachers) • Work with staff in the Student Support and Development Program to ensure that learning is of a collaborative nature.	Leading Teacher(s)	☐ No	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Assistant Principal (MDAL) • Lead school Professional development process to allow for relevant training sessions to take place • Co-ordinate the Learning Specialists • Co-ordinate the attendance of relevant staff on HITS professional development • To support the Leading Teachers when working with the SSDP staff	Assistant Principal	☐ No	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Assistant Principal (SHO) • Co-ordinate the operational running of school events to promote connectedness to support that the events run well • To support the Leading Teachers when working with the SSDP staff.	Assistant Principal	☐ No	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Principal To support all members of the leadership team to carry out their activities To work with staff, understanding their PDP goals and support them to meet these.	Principal	☐ No	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used

Goal 2	Support students for their next stages of learning.
12 month target 2.1	The creation of a tool so that all student development can be assessed using a newly developed set of tools beyond the current literacy, numeracy and VCE study scores. These will be recorded in each students ILPs. Target: Produce the Expanded Measures of Success following consultation with students, staff, parents and the wider community. This will then be completed as a tool for feedback in 2019. Target: To have run 1 staff training session per term based around the use of data literacy skills. Target: To have OneNote set up as tool available to staff to collate exemplar work. For all subjects to have at least one example of annotated work available on OneNote. Student Performance Data Targets VCE Average Study Score 2016 Average Study Score - 26 2017 Average Study Score - 28

	2018 Average Study Score Target - 28.5 NAPLAN Number Relative Growth 7-9 2017 - L= 33.8 H=23 2018 - L=<25 H=25
FISO Initiative	Building practice excellence
Key Improvement Strategy 1	Investigate and implement annual targets measures for student academic and wellbeing growth beyond NAPLAN and VCE. These will be based around the development of the Templestowe College "expanded measures of success".
Actions	Carry out a review of the monitoring process for the review and adjustment of ILPs Carry out staff PD based around building staff data literacy skills and understanding. Provide time to enhance teacher collaboration in examining student work to identify the next stage of learning. Produce annotated examples of student work to support the induction of new staff, and minimise variability within and across faculties
Evidence of impact	STUDENTS To have taken part in the consultation process in producing expanded measures of success Increase in student feedback surveys for teachers knowing them and how they learn Improvement in overall average NAPLAN scores Improved attendance in class Improved rates of student casual employment STAFF To have taken part in the consultation process in producing the Expanded Measures of success Participated in 1 session of PD to improve data literacy Have demonstrated in faculty areas how they have used data to enhance teaching and learning Carrying out VCE Data Analysis Improved the consistency in the curriculum taught across Lower instances of teachers reporting student lack of readiness for VCE subjects LEADERS Produced the expanded measures of success framework Feedback report (from HOH and LTs) produced on the frequency and quality of ILP review and adjustment process Discussions in leadership group meetings to improve ILP engagement Led 1 session on data literacy Have Investigated the General Capabilities and other measures used to measures growth

Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
• To have attended 1 session of PD on Data literacy each term. • To be using the Expanded measures of success as a form of Data • To have been a part of the process of creating the EMS • To be able to demonstrate how data has been used to enhance the teaching and learning within their classroom • To have taken part in PD sessions on the use of One note • To have contributed annotated exemplar work to One Note • To have actively engaged in the process based around attendance monitoring • To have undertaken PD in course planning so to better support students in the decision making process when carrying out their course planning. • To be carrying out termly reporting	Teacher(s)	☑ Yes	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used

Learning Area Leaders • To have facilitated discussions in Learning area meetings based around the use of data to improve teaching and learning • To ensure that each learning area one note has been contributed to by staff in the learning area • To be encouraging students to complete the Student Feedback survey and then use the data to further improve their teaching.	PLC Leaders	☐ No	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Community Leaders (Leading Teachers) • To work with SSDP staff to further develop their skills in working with students to support the decision making process undertaken by students when carrying out course planning.	Leading Teacher(s)	☐ No	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Leading Teacher Curriculum, Assessment and Reporting (Acting) • To have introduced termly reporting through running staff introductory professional development sessions and working with Learning Area Leaders to support all staff. • To have attended the DET PD sessions run on the literacy strategy and then led PD for staff on this.	Leading Teacher(s)	☐ No	from: Term 1 to: Term 2	$0.00 ☐ Equity funding will be used
Learning Specialists (all) • To have delivered 1 session of PD per term based around the topic of data literacy • To support the use of One Note as a tool through both modelling the us of, and supporting other staff	Learning Specialist(s)	☑ Yes	from: Term 1 to: Term 4	$1.00 ☐ Equity funding will be used
Pedagogy • To have facilitated the PD taking place based around One Note • To work with learning area leaders to support the implementation of One Note as a common collaboration tools used by staff • To have continued to develop the staff feedback survey with an increased level of participation by students	Learning Specialist(s)	☐ No	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Entrepreneurship • To have led PD sessions for staff based on the topic of an entrepreneurial mindset • To be leading a work place employability skills program with more than 100 students involved	Learning Specialist(s)	☐ No	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Assistant Principal (MDAL) • To have facilitated the implementation of 1 session of PD per term on the topic of Data literacy • To have led the consultation process based around the creation of the EMS • To have led the development of the process around Attendance monitoring	Assistant Principal	☐ No	from: Term 1 to: Term 1	$0.00 ☐ Equity funding will be used
Assistant Principal (SHO) • To have led the consultation process based around the creation of the EMS • To ensure that the process is carried out at the time of subject selection that students are basing decisions on their course planning on their data • To lead the process by which staff are supporting students to make data based decisions when carrying out course planning. • To lead the implementation of an employability skills program experienced by more than on hundred students.	Assistant Principal	☐ No	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used

| Principal
To support all members of the leadership team to carry out their activities and meet their goals | Principal | ☐ No | from: Term 1
to: Term 4 | $0.00
☐ Equity funding will be used |
|---|---|---|---|---|

Goal 3	Increase the opportunities for connectedness at a range of levels within the school and wider community.
12 month target 3.1	Increase the ATSS variable measure for School Connectedness from 72% positive to 75%.

Increase the ATSS variable measure for Motivation from 71% positive to 75%.

Maintain the Parent General Satisfaction level at 95%.

Target: To have a new document outlining the new TC Induction program for new staff.

Target: To have an induction pack created for use within the SSDP in which students are then managing the induction of new students to the school.

Target: Link the Victorian General Capabilities to the Collaborative Learning that is taking place in SSDP time. |
| **FISO Initiative** | Building communities |
| **Key Improvement Strategy 1** | Investigate and implement opportunities for connectedness within students' projects with the wider community. |
| Actions | Expand School Strategic Plan measures of success to ensure that improvement effort in relation to Templestowe College Goals can be effectively monitored and evaluated;
Review and redesign of the school induction program for both staff and students
Link the Victorian Curriculum General Capabilities to ILP collaborative learning assessment tasks whilst these are being carried out, in order to strategically support improved levels of student and community connectedness. |
| Evidence of impact | STUDENTS
Group Projects - end products eg events organised by groups during SSDP
Social interactions with SSDP groups and community due to increased SSDP time
Students will be driving the curriculum content in SSDP time rather than teachers
Improved ATSS data (Student feedback improved, we could have our own survey and use feedback to improve interaction)
Peer feedback/appraisal confidence in sharing ideas with one another
Co-creation of curriculum – students feeling connected to their curriculum as they helped to design it Improved attendance
Increased peer wellbeing support on top of existing
Health Ambassadors programs (improved social emotional awareness)

STAFF
Increased collaborative planning
Shared resources Improvement in staff opinion survey results
Staff will demonstrate facilitation of learning rather than just direct instruction
Attendance of staff and active participation in events
Feedback from new staff Improved staff induction – organising collaborative partners within learning areas

LEADERS
Student leaders actively leading groups with minimal staff input
Student leaders liaising with staff to support SSDP group learning
Learning Area collaboration, clear goals Staff initiated PD Staff opinion survey
Improved communication - minutes/agendas using one note and teams |

Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
• To have contributed to a new induction program for staff
• To have carried out one PD session per term on the SOLE pedagogy
• To be delivering opportunities for group projects in SSDP time	Teacher(s)	☑ Yes	from: Term 1
to: Term 4	$0.00
☐ Equity funding will be used

• To be working with students to mentor them in developing their Collaborative learning skills • To be supporting students for genuine connectedness through the SSDP, built through real work an frequency of working together. • To have used the data received through the student feedback survey and be able to demonstrate how they have improved their teaching based upon this feedback • To have taken part in staff collaboration time available to work with both fellow SSDP staff and also with members of their learning area • To have supported students to induct new students that are joining the school • To produce a termly plan for SSDP time that has been co-created working with students in their SSDP group • To be able to link the Victorian General Capabilities to the skills being developed in SSDP				
Pedagogy • Lead the introduction of the student feedback survey to be completed twice per term • To lead staff development in how to use the student feedback survey data to improve teaching practice	Learning Specialist(s)	☐ No	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Entrepreneurship • To lead the development of the Enterprise/Entrepreneurship/Employability skills as part of the EMS	Learning Specialist(s)	☐ No	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Heutagogy • To lead the increased implementation of Heutagogy through the school • To increase the awareness of staff around Heutagogy • To support staff when needed to support Heutagogy as learning within their learning area • Community Leaders (Leading Teachers) • Lead the staff development in the pedagogy of SOLE • To monitor the quality of the learning taking place in SSDP • To monitor the production of the termly plans for SSDP groups • To lead staff PD time in sharing best practice based around collaborative learning	Learning Specialist(s)	☐ No	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Assistant Principal (MDAL) • To lead the development of the SSDP curriculum • To organise the PD schedule to allow for the activities planned to take place. • To plan the induction process for 2018 Mid year new staff	Assistant Principal	☐ No	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Assistant Principal (SHO) • To support the welfare element of the SSDP • To produce a new document outlining the proposed induction process for new staff in TC for 2019, based upon feedback collated from 2018	Assistant Principal	☐ No	from: Term 1 to: Term 4	$0.00 ☐ Equity funding will be used
Principal To support all members of the leadership team to carry out their activities and meet their goals	All Staff	☐ No	from: Term 1 to: Term 3	$0.00 ☐ Equity funding will be used

Professional Learning and Development Plan - 2018

Templestowe College (8823)

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
• To undertake professional development sessions relating to HITS • Incorporate elements of HITS into PDP • To undertake professional development in delivery of literacy program • To carry out an audit of courses being designed to ensure that they are authentic • To design tasks with collaboration as a fundamental aspect • To have designed learning that is interdisciplinary, with an emphasis on ESTEAM (Entrepreneurship, Science, Technology, Arts and Maths) and Entrepreneurship • To be have supported the development of student leadership within the classroom • To have developed assessment rubrics that have an element that focuses on Collaboration • Conduct more events that support connectedness for students • Work with learning specialists around areas of interdisciplinary learning	Teacher(s)	from: Term 1 to: Term 4	☑ Curriculum development ☑ Formalised PLC/PLTs ☑ Individualised Reflection	☑ Whole School Student Free Day ☑ Professional Practice Day ☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff ☑ Bastow program/course ☑ Learning Specialist ☑ Maths/Sci Specialist	☑ On-site
• To have attended 1 session of PD on Data literacy each term. • To be using the Expanded measures of success as a form of Data • To have been a part of the process of creating the EMS • To be able to demonstrate how data has been used to enhance the teaching and learning within their classroom • To have taken part in PD sessions on the use of One note • To have contributed annotated exemplar work to One Note • To have actively engaged in the process based around attendance monitoring • To have undertaken PD in course planning so to better support students in the decision making process when carrying out their course planning. • To be carrying out termly reporting	Teacher(s)	from: Term 1 to: Term 4	☑ Preparation ☑ Curriculum development ☑ Formalised PLC/PLTs	☑ Professional Practice Day ☑ Formal School Meeting / Internal Professional Learning Sessions ☑ Communities of Practice	☑ Internal staff ☑ Learning Specialist	☑ On-site
Learning Specialists (all) • To have delivered 1 session of PD per term based around the topic of data literacy • To support the use of One Note as a tool through both modelling the us of, and supporting other staff	Learning Specialist(s)	from: Term 1 to: Term 4	☑ Curriculum development ☑ Formalised PLC/PLTs	☑ Professional Practice Day ☑ Formal School Meeting / Internal Professional Learning Sessions	☑ VCAA Curriculum Specialist ☑ Internal staff ☑ Bastow program/course	☑ On-site
• To have contributed to a new induction program for staff • To have carried out one PD session per term on the SOLE pedagogy	Teacher(s)	from: Term 1 to: Term 4	☑ Planning ☑ Curriculum development	☑ Whole School Student Free Day ☑ Professional Practice Day	☑ Internal staff ☑ Learning Specialist ☑ Maths/Sci Specialist	☑ On-site

			☑ Peer observation including feedback and reflection	☑ Formal School Meeting / Internal Professional Learning Sessions	
• To be delivering opportunities for group projects in SSDP time • To be working with students to mentor them in developing their Collaborative learning skills • To be supporting students for genuine connectedness through the SSDP, built through real work an frequency of working together. • To have used the data received through the student feedback survey and be able to demonstrate how they have improved their teaching based upon this feedback • To have taken part in staff collaboration time available to work with both fellow SSDP staff and also with members of their learning area • To have supported students to induct new students that are joining the school • To produce a termly plan for SSDP time that has been co-created working with students in their SSDP group • To be able to link the Victorian General Capabilities to the skills being developed in SSDP					

Documents that support the plan

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