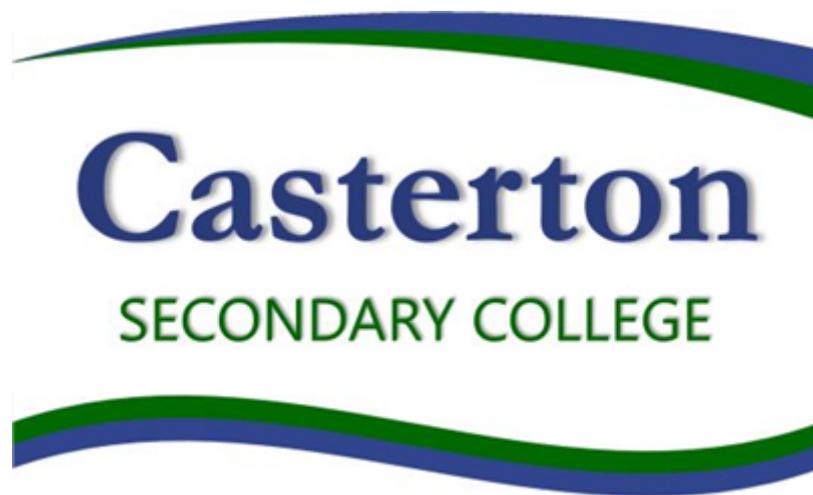


2018 Annual Implementation Plan

for improving student outcomes

Casterton Secondary College (7695)



Submitted for review by Meridith Walker (School Principal) on 01 December, 2017 at 12:10 PM
Endorsed by Joanna Day (Senior Education Improvement Leader) on 01 December, 2017 at 12:31 PM
Endorsed by Greg Johnson (School Council President) on 19 December, 2017 at 10:11 PM

Self-evaluation Summary - 2018

Casterton Secondary College (7695)

	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	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	Embedding moving towards Excelling

Positive climate for learning	Empowering students and building school pride	Evolving
	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	Embedding moving towards Excelling
	Global citizenship	Evolving
	Networks with schools, services and agencies	Evolving moving towards Embedding
	Parents and carers as partners	Embedding

Enter your reflective comments	Our self-evaluation indicates that whilst the school has excellent community links and support, there are significant areas for improvement in the area of empowering students in all facets across the school. We believe that establishing PLCs as part of the department's PLC initiative in 2018 will enable us to make significant progress towards promoting distributive leadership, aligning practices and building the capacity of teachers to work collaboratively to interrogate data and use this information to plan and implement effective teaching practices that will drive improved student outcomes. Although student data demonstrates improved learning outcomes, NAPLAN medium/high growth in Writing and Numeracy for Year 9 students has improved, Reading is an area that needs further work. Student attendance data remains steady and strategies for improvement include daily monitoring and regular communication with parents and attendance plans.
Considerations for 2019	Work on curriculum documentation will continue as a focus for 2018, including embedding "High Impact" teaching strategies across all learning areas, and working closely with the wider community to strengthen our VCAL and VET offerings. Whole staff participation in the Professional Learning Communities initiative will commence in 2018 with the view to develop a consistent approach to data-driven inquiry that will inform classroom practice. Review Stage 1 and 2 of the whole school literacy program and implement stage 3: embed subject specific language into

	<p>the writing project tasks, across all faculty areas. Whole school Numeracy Policy and action plan developed Develop and implement strategies to increase student participation in shared decision-making around learning.</p>
Documents that support this plan	

Annual Implementation Plan - 2018

FISO Improvement Initiatives and Key Improvement Strategies

Casterton Secondary College (7695)

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
By the end of 2019, we will build the capacity of staff and parental engagement so that all students achieve appropriate learning growth (12 months growth in every 12-month period) in numeracy and literacy.	<p>AusVELS: All students without assessed learning difficulties will achieve a minimum of the expected AusVELS learning growth (one level) annually across all domains and capabilities based on 2014 data used for self-evaluation.</p> <p>The percentage of students assessed at medium/high growth in NAPLAN Reading from Year 3-5 to increase from 40.9% in 2016 to 55% in 2019. The percentage of students assessed at medium/high growth in NAPLAN Reading from Year 7-9 to increase from 89.4% in 2016 to 90% in 2019.</p>	Yes	<p>VCE: The school mean in all study at 30 or more in 2018</p> <p>NAPLAN Reading gain from Year 7-9 to increase from 68.4% in 2017 to 70% in 2018. NAPLAN Writing gain from Year 7-9 to increase from 86.3% in 2017 to 88% in 2018. NAPLAN Numeracy gain from Year 7-9 to increase from 77.3% in 2017 to 80% in 2018.</p>	Building practice excellence

	<p>The percentage of students assessed at medium/high growth in NAPLAN Writing from Year 3-5 to increase from 56.5% in 2016 to 60% in 2019.</p> <p>The percentage of students assessed at medium/high growth in NAPLAN Writing from Year 7-9 to increase from 57.2% in 2016 to 65% in 2019.</p> <p>The percentage of students assessed at medium/high growth in NAPLAN Numeracy from Year 3-5 to increase from 92% in 2016 to 95% in 2019.</p> <p>The percentage of students assessed at medium/high growth in NAPLAN Numeracy from Year 7-9 to increase from 80.9% in 2016 to 85% in 2019.</p> <p>VCE: all study score at state level for all schools over the period of the Strategic Plan, 2016 – 2019. In 2014 was 28.16; State was 28.73</p> <p>Staff Opinion Survey percentage endorsement to show improvement in: School Climate – Collective efficacy from 58.3% in 2015 to 60% by 2019 School Climate – Collective responsibility 74.2% in 2015 to 76% by 2019 School Climate – Guaranteed and viable curriculum from 51.6% in 2015 to 54% by 2019</p>		<p>Staff Opinion Survey: Collective Efficacy: from 67.3% in 2017 to 70% in 2018 Collective Responsibility: from 80.1% in 2017 to 83% in 2018 Guaranteed and Viable Curriculum: from 70% in 2017 to 75% in 2018</p>	
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<p>By the end of 2019, we will strengthen college and community engagement so that Opinion Survey factors focussed on Teaching and Learning and Student Relationships in the Attitude to School Survey demonstrate a sustained level of attainment and improvement.</p>	<p>In the Attitudes to School Survey, 7-12 maintain Student Distress, School Connectedness, Student Motivation and Learning Confidence above State and Regional means throughout the 2016 – 2019 Strategic Plan.</p> <p>Student Distress measure to increase from a mean of 5.35 in 2016 to 5.5 in 2019</p> <p>Student Connectedness measure to increase from a mean of 3.66 in 2016 to 4.0 in 2019</p> <p>Student Motivation measure to increase from a mean of 4.36 in 2016 to 4.5 in 2019</p> <p>Student Learning Confidence measure to increase from a mean of 3.78 in 2016 to 4.0 in 2019</p> <p>Parent Opinion Survey to show improvement in – School Connectedness from 80% in 2015 to 82% by 2019</p>	<p>No</p>		
<p>By the end of 2019, we will embed the core values of Respect, Accountability and Persistence into the fabric of college life so that student pathways and transitions into, through and beyond college are enhanced.</p>	<p>To improve Parent Opinion Survey – Transitions from 86.8% in 2015 to 88% by 2019.</p> <p>To increase the Year 7 - 12 Real Retention rate from 62.9% in 2014 to 65% by 2019.</p> <p>Improve Student Attitudes to School Survey – Connectedness from 3.66 in 2015 to 4.0 by 2019.</p>	<p>Yes</p>	<p>Attitudes to School Survey: Student Connectedness from 66% in 2017 to 70% in 2018 Student Motivation and Interest from 71% in 2017 to 73% in 2018 Student Sense of Confidence from 73% in 2017 to 75% in 2018</p> <p>Parent Opinion Survey:</p>	<p>Setting expectations and promoting inclusion</p>

	Year 7 – 12 Student absence rate is reduced from 18.6 days in 2015 to 15 days by 2019		School Connectedness from 82% in 2017 to 85% in 2018.	
By effectively utilising the annual Student Resource Package (SRP), locally raised funds and community, we will achieve our strategic plan goals and targets so that there are improved outcomes for all students.	<p>To maintain a surplus SRP environment each year of the strategic plan; 2016 – 2019.</p> <p>Ensure college finances and human resources effectively support identified programs.</p> <p>Staff Opinion Survey percentage endorsement to show improvement in School Climate – Teacher collaboration from 47.5% in 2015 to 50% by 2019</p> <p>School Leadership – Instructional leadership from 41.5% in 2015 to 50% by 2019</p>	No		

Improvement Initiatives Rationale
<p>If we provide greater emphasis on the personalisation of learning, enhanced co-operation and collegiality in curriculum delivery and pedagogical practices, then we will continue to improve learning outcomes for all students and increase the level of parental engagement in student learning. Thereby ensuring the college achieves its desire of developing a 'high expectations and no excuses' teaching and learning culture.</p> <p>Our annual self-evaluation and analysis of school data shows that many of our four-year targets are likely to be achieved or exceeded at the end of the school strategic planning cycle in 2019. We will continue our work in whole school literacy; and develop and implement a whole school numeracy plan, and will therefore continue using the FISO improvement initiative "building practice excellence" and "evidence-based high impact strategies" (Excellence in Teaching and Learning). We will be participating in the department's PLC initiative in 2018, as we believe this will support extensive change in our teaching structures, through improved data literacy, use of data, feedback and collaboration. "Instructional and Shared Leadership" (Professional Leadership) underpinned by the essential element "school-based professional learning program developed and implemented that supports the school's improvement strategies" will support the implementation of PLCs at our college.</p> <p>Whilst the data demonstrates the school has met the targets associated with creating a positive climate for learning, in 2018, we will strengthen the culture of teachers and students working together through "setting expectations and promoting inclusion".</p>

Goal 1	By the end of 2019, we will build the capacity of staff and parental engagement so that all students achieve appropriate learning growth (12 months growth in every 12-month period) in numeracy and literacy.
12 month target 1.1	VCE: The school mean in all study at 30 or more in 2018. NAPLAN Reading gain from Year 7-9 to increase from 68.4% in 2017 to 70% in 2018. NAPLAN Writing gain from Year 7-9 to increase from 86.3% in 2017 to 88% in 2018. NAPLAN Numeracy gain from Year 7-9 to increase from 77.3% in 2017 to 80% in 2018. Staff Opinion Survey: Collective Efficacy: from 67.3% in 2017 to 70% in 2018 Collective Responsibility: from 80.1% in 2017 to 83% in 2018 Guaranteed and Viable Curriculum: from 70% in 2017 to 75% in 2018
FISO Initiative	Building practice excellence
Key Improvement Strategies	
KIS 1	Build teacher capacity to effectively teach literacy within all learning areas and studies.
KIS 2	Develop a consistent whole school approach for teachers to work collaboratively on planning, assessment, monitoring student progress and the provision of timely intervention around student learning.

Goal 2	By the end of 2019, we will embed the core values of Respect, Accountability and Persistence into the fabric of college life so that student pathways and transitions into, through and beyond college are enhanced.
12 month target 2.1	Attitudes to School Survey: Student Connectedness from 66% in 2017 to 70% in 2018 Student Motivation and Interest from 71% in 2017 to 73% in 2018 Student Sense of Confidence from 73% in 2017 to 75% in 2018 Parent Opinion Survey: School Connectedness from 82% in 2017 to 85% in 2018
FISO Initiative	Setting expectations and promoting inclusion

Key Improvement Strategies	
KIS 1	Develop greater student capacity to articulate and form future aspirations to guide them through their transition into further education or employment.
KIS 2	Increase the level of responsibility students take for their learning and innovative pedagogy so that they have positive school experiences and act as partners in school improvement.

Define Evidence of Impact and Activities and Milestones - 2018

Casterton Secondary College (7695)

Goal 1	By the end of 2019, we will build the capacity of staff and parental engagement so that all students achieve appropriate learning growth (12 months growth in every 12-month period) in numeracy and literacy.
12 month target 1.1	<p>VCE: The school mean in all study at 30 or more in 2018.</p> <p>NAPLAN Reading gain from Year 7-9 to increase from 68.4% in 2017 to 70% in 2018. NAPLAN Writing gain from Year 7-9 to increase from 86.3% in 2017 to 88% in 2018. NAPLAN Numeracy gain from Year 7-9 to increase from 77.3% in 2017 to 80% in 2018.</p> <p>Staff Opinion Survey: Collective Efficacy: from 67.3% in 2017 to 70% in 2018 Collective Responsibility: from 80.1% in 2017 to 83% in 2018 Guaranteed and Viable Curriculum: from 70% in 2017 to 75% in 2018</p>
FISO Initiative	Building practice excellence
Key Improvement Strategy 1	Build teacher capacity to effectively teach literacy within all learning areas and studies.
Actions	Use FISO Improvement Cycle to review CSC Instructional Model underpinned by evidenced-based high impact teaching strategies to build collective capacity, consistency and a shared understanding of the link between classroom practice and improvement, with a focus on the way language is used to make meaning within different learning areas and studies across Year 7 - 12.

Evidence of impact	<p>Students will:</p> <ul style="list-style-type: none"> * Understand the importance of academic vocabulary, how words are put together, how they are learned and how they are used in different contexts * Understand and use the processes 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 * Experience reading success and will understand and be able to articulate why they have been successful <p>Teachers will:</p> <ul style="list-style-type: none"> * Explicitly teach general and subject specific academic language * Use the Instructional Model to scaffold students toward independent construction of targeted text types * Develop assessment tools such as rubrics to support students to assess and improve their reading and writing, and identify what they need to learn next <p>Leaders will:</p> <ul style="list-style-type: none"> * Facilitate collaboration in learning areas to support staff to improve their capacity to embed subject specific language into writing tasks * Support and facilitate a consistent approach to reading and writing with staff * Facilitate targeted professional learning in writing to build teacher capacity in the specific writing and vocabulary skills in their specific learning domain * Facilitate an evaluation of the Instructional Model to include high impact teaching strategies * Model the use of the school's instructional model as a framework for the professional learning presented to staff in the school 			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Facilitate professional learning for staff in writing based around the genres, text types and vocabulary of their specific learning domain.	School Leadership Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Lead the evaluation and implementation of the College Instructional Model, to include high impact strategies, focusing on literacy	School Leadership Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 2	\$2,000.00 <input type="checkbox"/> Equity funding will be used

Collaboratively develop assessment rubrics and common assessment tasks for writing and participate in moderation sessions.	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$5,000.00 <input type="checkbox"/> Equity funding will be used
Explicitly teach subject specific writing genres and vocabulary and provide detailed feedback that supports students to improve their writing.	Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$1,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Actively participate in literacy related professional learning activities, completing professional reading as required, undertaking learning activities between PL sessions and sharing learning with staff at KLA meetings.	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Provide regular feedback to teaching teams and individuals, based on evidence collected through observation of practice, reflecting aspects of HITS, during learning walks	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$2,000.00 <input type="checkbox"/> Equity funding will be used
Attend regional professional learning on HITS Develop professional learning program for staff on HITS	Curriculum Coordinator (s)	<input checked="" type="checkbox"/> Yes	from: Term 2 to: Term 4	\$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used

Goal 1	By the end of 2019, we will build the capacity of staff and parental engagement so that all students achieve appropriate learning growth (12 months growth in every 12-month period) in numeracy and literacy.
12 month target 1.1	<p>VCE: The school mean in all study at 30 or more in 2018.</p> <p>NAPLAN Reading gain from Year 7-9 to increase from 68.4% in 2017 to 70% in 2018. NAPLAN Writing gain from Year 7-9 to increase from 86.3% in 2017 to 88% in 2018. NAPLAN Numeracy gain from Year 7-9 to increase from 77.3% in 2017 to 80% in 2018.</p> <p>Staff Opinion Survey: Collective Efficacy: from 67.3% in 2017 to 70% in 2018 Collective Responsibility: from 80.1% in 2017 to 83% in 2018 Guaranteed and Viable Curriculum: from 70% in 2017 to 75% in 2018</p>

FISO Initiative	Building practice excellence			
Key Improvement Strategy 2	Develop a consistent whole school approach for teachers to work collaboratively on planning, assessment, monitoring student progress and the provision of timely intervention around student learning.			
Actions	Develop teacher knowledge and capacity to work as effective teams, utilising a PLC process, to improve student learning outcomes through collaborative planning and assessment practices.			
Evidence of impact	<p>Students:</p> <ul style="list-style-type: none"> * Can provide regular feedback to teachers about the effectiveness of their teaching * Are confident learners knowing they will receive explicit teaching, support, time for practice and extension * Know their capabilities and challenges and know they will receive teaching at their point of need and interventions if required <p>Teachers:</p> <ul style="list-style-type: none"> * In teams, analyse multiple sources of data to assess learning impact and build capacity in curriculum and assessment, and instructional and pedagogical content practices * All teachers are continuously improving their classroom practices * Have a shared understanding of outstanding teaching and a collective commitment to achieving it, using an inquiry approach embedded in their day-to-day <p>Leaders:</p> <ul style="list-style-type: none"> * Provide structures and resources that enable PLC leaders and teachers to collaborate across the school * PLC instructional leaders, assistant principal and principal complete professional learning that enables whole school cultural change, collaboration and continuous improvement of teacher practice * A shared understanding of outstanding teaching and a collective commitment to achieving it, using an inquiry approach embedded in the day-to-day work of every teacher * Through collaboration with staff establish agreed priority areas for investigation * Provide regular feedback to teaching teams and individuals, based on evidence collected through observation of practice * Facilitate distributed leadership and proactively lead and support collaboration for continuous improvement to achieve targets 			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget

Ensure appropriate structures are in place to support PLC teams to meet weekly to engage in conversations about student learning and reflective teacher practice	PLC Leaders	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Support staff to evaluate the impact of their teaching on student outcomes and identify priority areas of focus for investigation and ongoing discussion	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Data manager ensures data is accessible for all staff and data sets are current. Data manager attends KLA meetings and works with individual teachers to develop data literacy.	Education Support	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$23,973.00 <input checked="" type="checkbox"/> Equity funding will be used
Attend PLC professional learning activities to provide ongoing support to teachers through observations, discussions and the performance review process	PLC Leaders	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$10,000.00 <input type="checkbox"/> Equity funding will be used
Ensure intervention staff are in place to support teachers implement reading/intervention strategies. provide Facilitate the implementation of professional learning for all teachers to use Read and Write Gold program to support identified students	School Leadership Team	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$41,644.00 <input checked="" type="checkbox"/> Equity funding will be used

Goal 2	By the end of 2019, we will embed the core values of Respect, Accountability and Persistence into the fabric of college life so that student pathways and transitions into, through and beyond college are enhanced.
12 month target 2.1	Attitudes to School Survey: Student Connectedness from 66% in 2017 to 70% in 2018 Student Motivation and Interest from 71% in 2017 to 73% in 2018 Student Sense of Confidence from 73% in 2017 to 75% in 2018 Parent Opinion Survey: School Connectedness from 82% in 2017 to 85% in 2018
FISO Initiative	Setting expectations and promoting inclusion

Key Improvement Strategy 1	Develop greater student capacity to articulate and form future aspirations to guide them through their transition into further education or employment.			
Actions	<p>Develop teacher capacity to incorporate opportunities for vocational learning and real world connections in their teaching, ensuring the curriculum is relevant to the pathway needs and aspirations of students</p> <p>Improve engagement through increasing student challenge, increasing the level of responsibility students take for their learning and innovative pedagogy</p> <p>Establish support structures for students with high levels of disengagement, absence or barriers to attendance</p>			
Evidence of impact	<p>Students:</p> <ul style="list-style-type: none"> * Demonstrate higher levels of engagement with school, with lower levels of absenteeism, and improved perceptions of "belonging" to the college. * Understand the high expectations set for them and what they need to do to achieve success. * Identify post-secondary pathways and explain how they can achieve entry to those pathways. * Find learning STEM subjects exciting, challenging and linked to real-world situations. <p>Teachers:</p> <ul style="list-style-type: none"> * Participate in meetings with students and parents/carers to support higher levels of engagement and identify career aspirations * Work with post-secondary providers to develop a range of educational pathways for students * Provide opportunities for students to engage in a curriculum that relates learning to real life situations and employment pathways * Engage students in experiences that support STEM learning. <p>Leaders:</p> <ul style="list-style-type: none"> * Provide the structures and resources so that all students have access to and participate in a careers program. * Support all teachers through professional learning to deepen their understanding of STEM teaching and learning * Facilitate the development of a consistent approach to STEM teaching and learning * Create conditions and processes to support disengaged students 			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget

Individual Improvement Plans in Mathematics and English to incorporate literacy and numeracy strategies Conference with students (Years 7-10) regarding their plans each term.	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$3,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Oversee the review of curriculum documents and update to include links to real life situations and future pathways.	KLA Leader	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Facilitate professional learning for staff in STEM disciplines and skills and teaching and learning across the school	Team Leader(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$5,000.00 <input type="checkbox"/> Equity funding will be used
Inform families and local community of the value of STEM learning and knowledge, and how they can support this in everyday life	School Leadership Team	<input type="checkbox"/> No	from: Term 1 to: Term 3	\$0.00 <input type="checkbox"/> Equity funding will be used
High standards are re-enforced daily through explicit strategies that teach and encourage respectful behaviour, connectedness and engagement with learning, where students and staff know the school values and what they embody in a variety of contexts, as outlined in the "CSC values expanded" document. Parents/carers are supported through a variety of forums to understand the importance of high expectations and challenging goals for students and how they can in partnership with the school support these.	All Staff	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Goal 2	By the end of 2019, we will embed the core values of Respect, Accountability and Persistence into the fabric of college life so that student pathways and transitions into, through and beyond college are enhanced.
12 month target 2.1	Attitudes to School Survey: Student Connectedness from 66% in 2017 to 70% in 2018 Student Motivation and Interest from 71% in 2017 to 73% in 2018 Student Sense of Confidence from 73% in 2017 to 75% in 2018

	Parent Opinion Survey: School Connectedness from 82% in 2017 to 85% in 2018			
FISO Initiative	Setting expectations and promoting inclusion			
Key Improvement Strategy 2	Increase the level of responsibility students take for their learning and innovative pedagogy so that they have positive school experiences and act as partners in school improvement.			
Actions	Establish an inclusive culture where teachers and students work together, and students are actively involved in the decisions that affect them.			
Evidence of impact	<p>Students will:</p> <ul style="list-style-type: none"> * Provide regular feedback to teachers, peers and including school council * 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. <p>Teachers will:</p> <ul style="list-style-type: none"> * 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 use of high-quality Common Assessment Tasks and rigorous moderation processes. * Provide opportunities for Student Voice to report to the community and represent the student body at various forums * Use PIVOT survey data to improve practice <p>Leaders will:</p> <ul style="list-style-type: none"> * Facilitate collaboration within KLAs to support teachers to analyse student data to reflect and review the impact of their practice on learning outcomes and be responsive to such data and evidence * Model effective feedback and facilitate opportunities for PIVOT and 360 degree feedback throughout the school * Create positive communities through student-led conversation - Teach the Teacher program 			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget

All staff participate in PIVOT surveys with at least two classes Leaders participate in 360° survey as part of performance review process Support staff to regularly analyse data to evaluate the of impact of teacher practice on learning	All Staff	<input type="checkbox"/> No	from: Term 2 to: Term 4	\$9,000.00 <input type="checkbox"/> Equity funding will be used
Increase opportunities for Student Voice to develop leadership skills, through camps and other forums including Vic SRC - Teach the Teacher program	Team Leader(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$5,000.00 <input type="checkbox"/> Equity funding will be used
Oversee opportunities for students to review policies and procedures including the Student Engagement Policy	School Leadership Team	<input type="checkbox"/> No	from: Term 2 to: Term 3	\$0.00 <input type="checkbox"/> Equity funding will be used

Professional Learning and Development Plan - 2018

Casterton Secondary College (7695)

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Facilitate professional learning for staff in writing based around the genres, text types and vocabulary of their specific learning domain.	School Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / <input checked="" type="checkbox"/> Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
Lead the evaluation and implementation of the College Instructional Model, to include high impact strategies, focusing on literacy	School Leadership Team	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Whole School Student Free Day	<input checked="" type="checkbox"/> Bastow program/course	<input checked="" type="checkbox"/> On-site
Collaboratively develop assessment rubrics and	Teacher(s)	from: Term 1	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Professional Practice Day	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

common assessment tasks for writing and participate in moderation sessions.		to: Term 4	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions		
Actively participate in literacy related professional learning activities, completing professional reading as required, undertaking learning activities between PL sessions and sharing learning with staff at KLA meetings.	Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative	<input checked="" type="checkbox"/> On-site
Provide regular feedback to teaching teams and individuals, based on evidence collected through observation of practice, reflecting aspects of HITS, during learning walks	All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Attend regional professional learning on HITS Develop professional learning program for staff on HITS	Curriculum Co-ordinator (s)	from: Term 2 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Student Free Day <input checked="" type="checkbox"/> Professional Practice Day	<input checked="" type="checkbox"/> Bastow program/course	<input checked="" type="checkbox"/> Off-site Bastow Course for KLA leaders and leadership team
Ensure appropriate structures are in place to support PLC teams to meet weekly to engage in conversations	PLC Leaders	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

about student learning and reflective teacher practice						
Support staff to evaluate the impact of their teaching on student outcomes and identify priority areas of focus for investigation and ongoing discussion	Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative	<input checked="" type="checkbox"/> On-site
Attend PLC professional learning activities to provide ongoing support to teachers through observations, discussions and the performance review process	PLC Leaders	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative	<input checked="" type="checkbox"/> On-site
Individual Improvement Plans in Mathematics and English to incorporate literacy and numeracy strategies Conference with students (Years 7-10) regarding their plans each term.	Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Professional Practice Day	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Facilitate professional learning for staff in STEM disciplines and skills and teaching and learning across the school	Team Leader(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site