

2018 Annual Implementation Plan

for improving student outcomes

McGuire College (7331)



Submitted for review by Bradley Moyle (School Principal) on 22 January, 2018 at 09:04 AM

Endorsed by Marian Lawless (Senior Education Improvement Leader) on 18 February, 2018 at 08:39 PM

Endorsed by Jill Clapperton (School Council President) on 22 February, 2018 at 09:13 AM

Self-evaluation Summary - 2018

McGuire College (7331)

	FISO Improvement Model Dimensions The 6 High-impact Improvement Initiatives are highlighted below in red.	Self-evaluation Level
Excellence in teaching and learning	Building practice excellence	Emerging moving towards Evolving
	Curriculum planning and assessment	Emerging moving towards Evolving
	Evidence-based high-impact teaching strategies	Emerging
	Evaluating impact on learning	Emerging
Professional leadership	Building leadership teams	Evolving
	Instructional and shared leadership	Emerging moving towards Evolving
	Strategic resource management	Evolving moving towards Embedding
	Vision, values and culture	Emerging moving towards Evolving

Positive climate for learning	Empowering students and building school pride	Emerging moving towards Evolving
	Setting expectations and promoting inclusion	Emerging moving towards Evolving
	Health and wellbeing	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	Evolving
	Parents and carers as partners	Evolving

Enter your reflective comments	2017 was a year of Priority Review and the findings have been factored into the development of this plan.
Considerations for 2019	<p>The following FISO aligned areas were identified as key areas for future focus as part of the 2017 Priority Review:</p> <ol style="list-style-type: none"> 1. Develop and implement an agreed set of observable high expectations for students and staff to foster and engage student learning. 2. Embed consistent classroom behaviour management practices to raise the level of positive student engagement in learning. 3. Support teachers to consistently use all elements of the college instructional model to improve student learning. 4. Establish a collaborative staff community for sharing student work and assessments to differentiate the curriculum and its delivery. 5. Track individual student progress for intervention and support to optimise learning by providing relevant student performance data for ready access by all staff. 6. Raise the profile and responsibility/capability of students to actively contribute to their learning within and external to

	<p>the classroom.</p> <p>7. Prepare students with the confidence and skills for the demands of learning and assessment in later years studies by a more rigorous assessment schedule from years 7 to 10.</p> <p>8. Develop stronger partnerships with parents to improve their understanding and support for student attendance and learning.</p>
Documents that support this plan	

Annual Implementation Plan - 2018

FISO Improvement Initiatives and Key Improvement Strategies

McGuire College (7331)

Four Year Strategic Goals	Four Year Strategic Targets	Is this selected for focus this year?	12 month target	FISO initiative
<p>Improve student achievement in all areas across the College.</p>	<ul style="list-style-type: none"> • To improve the percentage of students in the top two bands of NAPLAN (Year 9) in Reading and Numeracy to be above 12% and 9% respectively, with a minimum 3 year improvement trend greater than 3%. • To improve the percentage of students in Bottom two bands of NAPLAN (Yr9) in Reading 	<p>Yes</p>	<p>Outline what you want achieve in the next 12 months against your Strategic Plan target.</p> <p>13% of Year 9 students to achieve NAPLAN results in the Top 2 Bands for Reading and Numeracy.</p> <p>25% or less of Year 9 students to achieve NAPLAN results in the Bottom 2 Bands for Reading and Numeracy.</p> <p>75% or more of students in</p>	<p>Building practice excellence</p>

	<p>and Numeracy to be at or below 25%.</p> <ul style="list-style-type: none"> • To maintain/improve the percentage of students with high or medium gains in NAPLAN Reading (Yr7-9) to be at or above 75%. • To improve the percentage of students with high or medium gains in NAPLAN Numeracy (Yr7-9) to be at or above 75%. • To improve the mean VCE English Score to be consistently above 27.0 • To ensure the percentage of students successfully completing a VCE or VCAL certificate is at 95% or higher. 		<p>Year 9 to demonstrate medium or high growth in their NAPLAN Reading results.</p> <p>Mean VCE English score to improve over 2017 by 3% and be at or above 26.25.</p> <p>VCE & VCAL completion rate to be at or above 95%.</p>	
<p>Improve student engagement in their learning in all areas of the College.</p>	<ul style="list-style-type: none"> • To increase the percentage of student agreement in Stimulating Learning (Yr 7-12) to be at or above 60%. • To increase the percentage of student agreement in Learning Confidence (Yr 7-12) to be at or above 70%. • To increase the percentage of student agreement in Student Safety (Yr 7-12) to be at or above 80%. • To improve the student attendance rate to be at or above 90%. 	<p>Yes</p>	<p>To increase the percentage of student agreement in Stimulating Learning (Yr 7-12) to be at or above 60%.</p> <p>To increase the percentage of student agreement in Learning Confidence (Yr 7-12) to be at or above 70%.</p> <p>To increase the percentage of student agreement in Student Safety (Yr 7-12) to be at or above 80%.</p> <p>To improve the student attendance rate to be at or</p>	<p>Empowering students and building school pride</p>

	<ul style="list-style-type: none"> • To ensure the percentage of students participating in the Attitudes to School Survey (Yr 7-12) remains at or above 85%. • To improve the Staff Survey: Trust in students and parents mean score to be at or above 63.5 • To increase the Parent Opinion Survey: Positive Climate for Learning domain scores to show a combined positive / neutral response of 90% or higher. 		<p>above 90%.</p> <p>To ensure the percentage of students participating in the Attitudes to School Survey (Yr 7-12) remains at or above 85%.</p>	
Improve community engagement in learning to achieve the College's vision	<ul style="list-style-type: none"> • To improve the Staff Survey: Parent & Community Involvement mean score to be at or above 65.08 • To improve the Staff Survey: Trust in students and parents mean score to be at or above 63.5 • To increase the Parent Opinion Survey: Parent Community Engagement Domain scores to show a combined positive / neutral response of 90% or higher. 	No		
Develop leadership that is shared and distributed.		No	To increase the percentage of staff positive	

	<ul style="list-style-type: none"> • To increase the percentage of staff positive endorsement in Collective Efficacy to be at or above 50%. • To increase the percentage of staff positive endorsement in Academic Emphasis to be at or above 50%. • To increase the percentage of staff participating in the Staff Survey to be at or above 85%. • To ensure that the Staff Survey Leadership Component overall score is at or above 65.\ • To increase the Parent Opinion Survey: School Ethos & Environment scores to show a combined positive / neutral response of 95% or higher. 		<p>endorsement in Collective Efficacy to be at or above 50%.</p> <p>To increase the percentage of staff positive endorsement in Academic Emphasis to be at or above 50%.</p> <p>To increase the percentage of staff participating in the Staff Survey to be at or above 85%.</p> <p>To ensure that the Staff Survey Leadership Component overall score is at or above 65.</p>	
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Improvement Initiatives Rationale
<p>In 2018 the College will be embarking on the commencement of a new Strategic Plan designed to continue the improvement work of the previous four years. With a significant number of new staff across the College and growing student enrolments there is a clear need for developing teacher consistency and confidence in practice to deliver improved outcomes for students and the College.</p>

Goal 1	Improve student achievement in all areas across the College.
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12 month target 1.1	<p>13% of Year 9 students to achieve NAPLAN results in the Top 2 Bands for Reading and Numeracy.</p> <p>25% or less of Year 9 students to achieve NAPLAN results in the Bottom 2 Bands for Reading and Numeracy.</p> <p>75% or more of students in Year 9 to demonstrate medium or high growth in their NAPLAN Reading results.</p> <p>Mean VCE English score to improve over 2017 by 3% and be at or above 26.25.</p> <p>VCE & VCAL completion rate to be at or above 95%.</p>
FISO Initiative	Building practice excellence
Key Improvement Strategies	
KIS 1	Build teacher capacity to implement evidence based, high impact teaching learning strategies across the College.
KIS 2	Build teacher capacity to utilise data and a range of assessment strategies to teach to a students point of learning.
KIS 3	Building the capacity of every teacher to implement a whole school approach to instructional practice within an agreed pedagogical framework.

Goal 2	Improve student engagement in their learning in all areas of the College.
12 month target 2.1	<p>To increase the percentage of student agreement in Stimulating Learning (Yr 7-12) to be at or above 60%.</p> <p>To increase the percentage of student agreement in Learning Confidence (Yr 7-12) to be at or above 70%.</p> <p>To increase the percentage of student agreement in Student Safety (Yr 7-12) to be at or above 80%.</p> <p>To improve the student attendance rate to be at or above 90%.</p> <p>To ensure the percentage of students participating in the Attitudes to School Survey (Yr 7-12) remains at or above 85%.</p>
FISO Initiative	Empowering students and building school pride

Key Improvement Strategies	
KIS 1	Develop and activate high expectations and aspirations of students, staff and families.

Define Evidence of Impact and Activities and Milestones - 2018

McGuire College (7331)

Goal 1	Improve student achievement in all areas across the College.
12 month target 1.1	<p>13% of Year 9 students to achieve NAPLAN results in the Top 2 Bands for Reading and Numeracy.</p> <p>25% or less of Year 9 students to achieve NAPLAN results in the Bottom 2 Bands for Reading and Numeracy.</p> <p>75% or more of students in Year 9 to demonstrate medium or high growth in their NAPLAN Reading results.</p> <p>Mean VCE English score to improve over 2017 by 3% and be at or above 26.25.</p> <p>VCE & VCAL completion rate to be at or above 95%.</p>
FISO Initiative	Building practice excellence
Key Improvement Strategy 1	Build teacher capacity to implement evidence based, high impact teaching learning strategies across the College.
Actions	<ul style="list-style-type: none"> - Build teacher knowledge of evidence based, high impact teaching strategies such as HITS and Doug Lemov's "Teach Like a Champion" strategies. - Build capacity of all staff to be teachers of literacy (UMNOS) - Develop and document a College wide approach to the teaching of Mathematics
Evidence of impact	<p>Students will:</p> <ul style="list-style-type: none"> - demonstrate high levels of student achievement - provide feedback to teachers on strategies used - be able to articulate what a quality reader & writer is able to do and demonstrate this in their work - be able to utilise a number of strategies to support their mathematical learning.

	<p>Teachers will:</p> <ul style="list-style-type: none"> - be able to identify their level of competence in implementing HITS and other strategies to support student learning and their own professional growth - identify a key suite of strategies to support student learning and implement these with rigour and fidelity - demonstrate key elements to support all students to be readers and writers. - articulate our approach to the teaching of Mathematics and how they support this within their classes <p>Education Support Staff will:</p> <ul style="list-style-type: none"> - identify at least two HITS or other strategies that they have developed competence in in order to support student learning - play an active role in supporting students to be confident readers and writers <p>School Leaders will:</p> <ul style="list-style-type: none"> - model vision of best practice - facilitate the development of a school wide approach to reading, writing and mathematics - support teachers with coaching and resources specific, including the implementation of the Instructional Model in all classrooms - conduct professional learning sessions to build the pedagogical practices of all teaching staff - establish a HITS data wall to facilitate collaboration and sharing of practice among staff. 			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
<p>Ensure an UMNOS Team is in place to develop the College's capacity to support the effective teaching of reading and writing. This team will then participate in the UMNOS days throughout 2018.</p> <p>Establishment of MATHS Pathways at Year 7 to support the consistent and high quality teaching of Mathematics.</p>	Principal	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$35,000.00 <input checked="" type="checkbox"/> Equity funding will be used
<p>Development and regular updating of a HITS data wall for all teaching staff.</p> <p>Establishment and implementation of a professional learning and support schedule to support domain teams.</p>	School Leadership Team	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$1,000.00 <input type="checkbox"/> Equity funding will be used

HITS and Teach Like a Champion professional learning sessions delivered regularly and made available to all staff, including the development of a resource bank to support strategy implementation.				
<p>Demonstrate the implementation of at least 3 HITS strategies on a regular basis within the classroom and obtain feedback from students on this implementation.</p> <p>All teachers are teachers of numeracy and will take the opportunity to embed maths within their lessons and programs wherever possible.</p> <p>All teachers are teachers of literacy and will take the opportunity to embed english within their lessons and programs wherever possible.</p>	Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	<p>\$0.00</p> <input type="checkbox"/> Equity funding will be used
<p>Maths Teachers Planning and delivering lessons that follow the McGuire approach to the teaching of Maths.</p> <p>Utilise data to plan lessons by moderating, evaluating and reflecting on student progress.</p> <p>Active contributors to the Maths PLC including the sharing of practice.</p> <p>Maths teachers to work with all domains to ensure maths is embedded across the curriculum wherever possible.</p>	Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	<p>\$0.00</p> <input type="checkbox"/> Equity funding will be used
<p>MATHS PLC LEADER Maths team to work together on the development and documentation of a consistent approach to the teaching and assessment of Maths.</p> <p>Provide support to the Maths Team in the consistent delivery of the Maths curriculum</p>	KLA Leader	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 1	<p>\$1,000.00</p> <input type="checkbox"/> Equity funding will be used

<p>YEAR 10-12 TEACHERS Utilise data to plan lessons by moderating, evaluating and reflecting on student progress.</p> <p>FEEDBACK - develop a best practice model for student feedback and implement into practice with clear evidence of implementation.</p>	Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
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Goal 1	Improve student achievement in all areas across the College.
12 month target 1.1	<p>13% of Year 9 students to achieve NAPLAN results in the Top 2 Bands for Reading and Numeracy.</p> <p>25% or less of Year 9 students to achieve NAPLAN results in the Bottom 2 Bands for Reading and Numeracy.</p> <p>75% or more of students in Year 9 to demonstrate medium or high growth in their NAPLAN Reading results.</p> <p>Mean VCE English score to improve over 2017 by 3% and be at or above 26.25.</p> <p>VCE & VCAL completion rate to be at or above 95%.</p>
FISO Initiative	Building practice excellence
Key Improvement Strategy 2	Build teacher capacity to utilise data and a range of assessment strategies to teach to a students point of learning.
Actions	<ul style="list-style-type: none"> - Implementation of Professional Learning Communities across all Learning Areas - Build teacher capacity to use formative assessment as a driver of focused pedagogy and instruction
Evidence of impact	<p>Students will:</p> <ul style="list-style-type: none"> - Participate in focused lessons - Be aware of what to learn, and how to learn, and increase their knowledge and understanding of effective strategies - Know their current level of achievement and be involved in the regular setting of goals - Understand how to use the learning pit to assess their own current levels of understanding <p>Teachers will:</p> <ul style="list-style-type: none"> - Fully participate in fortnightly PLC sessions - Build professional practice throughout the PLC process - Keep updated student assessment records and use these to inform teacher practice

	<ul style="list-style-type: none"> - Develop data literacy skills so that assessment data is used effectively - Develop lessons for students point of need <p>Education Support Staff will:</p> <p>School leaders will:</p> <ul style="list-style-type: none"> - Help lead and support PLC's to ensure the effective operation of these meetings - Support staff in the development of their data literacy skills through the provision of professional learning sessions - Assist teachers to use data to inform teacher practice, helping to identify point of need teaching and learning, and to identify strategies to improve student learning outcomes, including the HITS - Create and maintain number and reading data walls - Support staff in the completion of assessments 			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
<p>Appoint a school wide Leading Teacher with responsibility for Data & Assessment</p> <p>Organise XUNO expert to support the College's effective use of this platform.</p> <p>Establishment of a FISO Data Wall to share with staff our progress against the FISO Continua.</p>	Principal	<input type="checkbox"/> No	from: Term 1 to: Term 1	\$126,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Participation in the DET Professional Learning Communities initiative with other Alliance Schools - English Leader, Maths Leader, Data & Assessment Leader, VCAL Leader, Principal & 1 other Leadership Team Representative.	PLC Leaders	<input checked="" type="checkbox"/> Yes	from: Term 2 to: Term 3	\$1,000.00 <input type="checkbox"/> Equity funding will be used
<p>DATA & ASSESSMENT LEADER</p> <p>Establish data collection., analysis and evaluation protocols and processes for student learning data and implement into practice.</p>	Leading Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 2	\$5,000.00 <input type="checkbox"/> Equity funding will be used

<p>Establish a single data stop for teachers to access student learning data across the College.</p> <p>ALL LEADING TEACHERS Analyse curriculum documentation to build an agreed assessment schedule that incorporates common student assessment tasks and moderation.</p>				
<p>Assist in the development of the College Assessment schedule.</p> <p>Every 5-6 weeks provide Year 10-12 students with feedback and data on their progress to inform the setting of goals and targets.</p> <p>Monitor and utilise available student learning data to inform classroom teaching practices as evidenced through planning documents, Xuno, Markbook and Microsoft Teams/OneNote.</p>	Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Goal 1	Improve student achievement in all areas across the College.
12 month target 1.1	<p>13% of Year 9 students to achieve NAPLAN results in the Top 2 Bands for Reading and Numeracy.</p> <p>25% or less of Year 9 students to achieve NAPLAN results in the Bottom 2 Bands for Reading and Numeracy.</p> <p>75% or more of students in Year 9 to demonstrate medium or high growth in their NAPLAN Reading results.</p> <p>Mean VCE English score to improve over 2017 by 3% and be at or above 26.25.</p> <p>VCE & VCAL completion rate to be at or above 95%.</p>
FISO Initiative	Building practice excellence
Key Improvement Strategy 3	Building the capacity of every teacher to implement a whole school approach to instructional practice within an agreed pedagogical framework.
Actions	<ul style="list-style-type: none"> - Review and revise with all teachers the College's Pedagogical Framework - Review and revise with all teachers the College's Instructional Model

	<ul style="list-style-type: none"> - Development of consistent planning documents to support the instructional model and teacher practice - Peer observations linked to the Pedagogical Framework and Instructional Model 			
Evidence of impact	<p>Students will:</p> <ul style="list-style-type: none"> - Demonstrate high levels of engagement and academic improvement within each class - Articulate the Learning Intention and Success Criteria within each lesson across all domain areas - Give feedback to staff on how their learning is progressing - Be able to state how the teacher supports their learning <p>Teachers will:</p> <ul style="list-style-type: none"> - Articulate and demonstrate the Pedagogical Framework within their planning - Use the College's Instructional Model to plan their units and lessons - Review and update existing curriculum documentation to align with the Pedagogical Framework and Instructional model - Provide and receive feedback via peer observations to focus on self-improvement in regards to the Pedagogical Framework and Instructional model - Reflect upon their own practice and actively seek to improve their own classroom teaching <p>Education Support Staff will:</p> <ul style="list-style-type: none"> - Support teachers to differentiate learning tasks - Support students to understand the learning intention and success criteria of each lesson - Work collaboratively with staff to ensure all students are supported within the classroom setting <p>School Leaders will:</p> <ul style="list-style-type: none"> - Support staff to review and refine the College's Pedagogical Framework and Instructional Model via professional learning - Provide clear feedback to staff in regards to the implementation of the Pedagogical Framework and Instructional Model - Support staff to participate in Peer Observation Triads 			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
<p>Lead teaching staff through a review, refine and publishing of the College's Pedagogical Framework & Instructional Model.</p> <p>Review Peer Observation framework and protocol to ensure clear links with IM & PF.</p>	Assistant Principal	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 1	\$3,000.00 <input checked="" type="checkbox"/> Equity funding will be used

Classroom Observations & Feedback - 3 classrooms per day to be visited by each Assistant Principal with feedback provided to teachers.				
All teachers to participate in Peer Observation Triads with a minimum of 4 observations and feedback sessions for the year. Utilise the College Lesson Plan for Peer Observations. Implement the Instructional Model with a high level of fidelity as demonstrated by observations, planning documentation and student feedback.	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Development of a lesson planning proforma to support the consistent implementation of the IM.	PLC Leaders	<input type="checkbox"/> No	from: Term 2 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
Classroom Observations & Feedback - 3 classrooms per day to be visited by the Principal with feedback provided to teachers.	Principal	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Goal 2	Improve student engagement in their learning in all areas of the College.
12 month target 2.1	To increase the percentage of student agreement in Stimulating Learning (Yr 7-12) to be at or above 60%. To increase the percentage of student agreement in Learning Confidence (Yr 7-12) to be at or above 70%. To increase the percentage of student agreement in Student Safety (Yr 7-12) to be at or above 80%. To improve the student attendance rate to be at or above 90%. To ensure the percentage of students participating in the Attitudes to School Survey (Yr 7-12) remains at or above 85%.
FISO Initiative	Empowering students and building school pride

Key Improvement Strategy 1	Develop and activate high expectations and aspirations of students, staff and families.			
Actions	<ul style="list-style-type: none"> - Relaunch school wide Positive Behaviour Intervention & Support (PBIS) system with high fidelity at Tier 1 and Tier 2 - Develop and document clear expectations for students and staff that support the College's Pedagogical Framework - Increase opportunities for students to provide feedback on their teaching and learning program - Continue to implement strategies to support student attendance - Development and launch of a Pathways Program to support students in Year 7-9 who are of high risk of disengagement 			
Evidence of impact	<p>Students will:</p> <ul style="list-style-type: none"> - be able to articulate our College Values and associated behaviours - demonstrate increased levels of focus within the classroom - demonstrate improved positive behaviours and interactions - maintain an attendance rate of 90% or higher - provide teachers with feedback on their teaching on at least two occasions per semester. <p>Teachers will:</p> <ul style="list-style-type: none"> - be able to articulate our College Values and associated behaviours - consistently support student behaviour and classroom management by using College PBIS Systems with high levels of fidelity - encourage student attendance to be at or above 90% - receive student feedback on their teaching and demonstrate responsive actions to this feedback in order to build connection, engagement and achievement <p>Education Support Staff will:</p> <ul style="list-style-type: none"> - be able to articulate our College Values and associated behaviours - demonstrate support of our College PBIS system by implementing with high fidelity <p>School Leaders will:</p> <ul style="list-style-type: none"> - model and demonstrate College Values and associated behaviours - provide ongoing leadership and support in the management of students, particularly in regards to complex cases - monitor and provide regular feedback and data on student attendance and behaviour - ensure adequate supports for the new Pathways Program to be successful 			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget

<p>Recruitment of staff for the Pathways Program - Leading Teacher (0.4), Teacher Class (0.6), Education Support Staff (1.0)</p> <p>PRINCIPAL Fortnightly coaching/mentoring of 2 Assistant Principals, Pathways Leader, Data & Assessment Leader.</p> <p>7-9 ASSISTANT PRINCIPAL Fortnightly coaching/mentoring of 2 Leading Teachers: Student Wellbeing, Engagement & Agency Leaders. Fortnightly coaching/mentoring of 3 Year Level Leaders, Years 7-9.</p> <p>10-12 ASSISTANT PRINCIPAL Fortnightly coaching/mentoring of 2 Leading Specialists: Instructional Coach, eLearning Leader Fortnightly coaching/mentoring of 3 Year Level Leaders, Years 7-9.</p>	Principal	<input type="checkbox"/> No	from: Term 1 to: Term 1	\$150,000.00 <input checked="" type="checkbox"/> Equity funding will be used
<p>Relaunch the school wide PBIS system with students and staff.</p> <ul style="list-style-type: none"> - staff training - student introduction - documentation of all Tier 1 elements - student reinforcements - publicity and promotion 	Wellbeing Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 2	\$3,000.00 <input checked="" type="checkbox"/> Equity funding will be used
<p>Lead staff and students in the development of an agreed set of high expectations for staff and students.</p> <p>Promote, display and communicate the agreed high expectations.</p>	Principal	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
<p>PATHWAYS LEADER, 7-9 AP & SWEA Leader (LUN) Trial a Year 7 Interview process that engages with students and parents in order to set high expectations, build on student strengths and promote stronger community/parent connections.</p> <p>PATHWAYS LEADER & 10-12 AP Establish and implement a process whereby all students in Years</p>	Leading Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

10-12 regularly meet with their LPRT teacher to set and review learning goals.				
Consistently implement and utilise all elements of the College PBIS system - Behaviour Flowchart, Reinforcement Matrix, REAL Slips, Lesson Plans, XUNO recording of data/incidents. Ensure attendance roles are marked each lesson with high levels of accuracy. Ensure parental contact and that Year Level Leaders are informed when any students has missed two or more consecutive classes.	Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Ensure all student attendance matters are followed up in line with the College Attendance Policy and procedures. Support students to maintain an attendance rate of 90% or higher. Recognise and celebrate excellence and high level efforts within the Year Level - attendance, academic performance, extra-curricula and share these positives with students, staff and the College community.	Year Level Co-ordinator(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$3,000.00 <input type="checkbox"/> Equity funding will be used

Professional Learning and Development Plan - 2018

McGuire College (7331)

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Ensure an UMNOS Team is in place to develop the College's capacity to support the effective teaching of reading and writing. This	Principal	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"/> Communities of Practice	<input checked="" type="checkbox"/> External consultants University of Melbourne, Network of Schools	<input checked="" type="checkbox"/> Off-site Shepparton

<p>team will then participate in the UMNOS days throughout 2018.</p> <p>Establishment of MATHS Pathways at Year 7 to support the consistent and high quality teaching of Mathematics.</p>						
<p>MATHS PLC LEADER Maths team to work together on the development and documentation of a consistent approach to the teaching and assessment of Maths.</p> <p>Provide support to the Maths Team in the consistent delivery of the Maths curriculum</p>	KLA Leader	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Professional Practice Day	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Maths/Sci Specialist	<input checked="" type="checkbox"/> On-site
<p>Participation in the DET Professional Learning Communities initiative with other Alliance Schools - English Leader, Maths Leader, Data & Assessment Leader, VCAL Leader, Principal & 1 other Leadership Team Representative.</p>	PLC Leaders	from: Term 2 to: Term 3	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Communities of Practice <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> PLC Initiative	<input checked="" type="checkbox"/> Off-site Regional Assigned location TBA
<p>Lead teaching staff through a review, refine and publishing of the College's Pedagogical</p>	Assistant Principal	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Whole School Student Free Day	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

<p>Framework & Instructional Model.</p> <p>Review Peer Observation framework and protocol to ensure clear links with IM & PF.</p> <p>Classroom Observations & Feedback - 3 classrooms per day to be visited by each Assistant Principal with feedback provided to teachers.</p>			<input checked="" type="checkbox"/> Curriculum development			
<p>All teachers to participate in Peer Observation Triads with a minimum of 4 observations and feedback sessions for the year.</p> <p>Utilise the College Lesson Plan for Peer Observations.</p> <p>Implement the Instructional Model with a high level of fidelity as demonstrated by observations, planning documentation and student feedback.</p>	Teacher(s)	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
<p>Relaunch the school wide PBIS system with students and staff.</p> <ul style="list-style-type: none"> - staff training - student introduction - documentation of all Tier 1 	Wellbeing Team	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants Area PBIS Coach if available.	<input checked="" type="checkbox"/> On-site

elements - student reinforcements - publicity and promotion						
Lead staff and students in the development of an agreed set of high expectations for staff and students. Promote, display and communicate the agreed high expectations.	Principal	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Whole School Student Free Day	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

Documents that support the plan

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

2018 Annual Implementation Plan

[McGuire College Strategic Plan FINAL 20171211.docx \(0.09 MB\)](#)