

# 2018 Annual Implementation Plan

## for improving student outcomes

Eaglehawk Secondary College (7790)



Submitted for review by Danielle Derksen (School Principal) on 30 January, 2018 at 10:37 AM  
Endorsed by Damien Jenkyn (Senior Education Improvement Leader) on 08 February, 2018 at 10:36 PM  
Endorsed by Lee Bramley (School Council President) on 13 March, 2018 at 03:49 PM

# Self-evaluation Summary - 2018

Eaglehawk Secondary College (7790)

	<b>FISO Improvement Model Dimensions</b> The 6 High-impact Improvement Initiatives are highlighted below in red.	<b>Self-evaluation Level</b>
<b>Excellence in teaching and learning</b>	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
<b>Professional leadership</b>	Building leadership teams	Embedding
	Instructional and shared leadership	
	Strategic resource management	Embedding moving towards Excelling
	Vision, values and culture	

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

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

<b>Enter your reflective comments</b>	More emphasis needs to go on teachers analysing, interpreting and applying learnings from both achievement and wellbeing data to their curriculum design and development to show more impact of their teaching strategies on learning outcomes. This needs to be done more routinely and with a clearer focus on excellence in teaching and learning.
<b>Considerations for 2019</b>	The Learner Profile and how are teachers value adding to outcomes by the end of year 10 A renewed focus on establishing a strong culture for academic success and excellence in teaching and learning - what current beliefs align with practice and what needs to change/improve More deliberate interrogation of data more regularly and easy access to data Meeting structures and designing for embedding cultural change Maximising learning spaces more - investigating timetabling structures HITS against the ESC Teaching Framework

Documents that support this plan

AIP 2017 Final.docx (0.14 MB)

## Annual Implementation Plan - 2018

### FISO Improvement Initiatives and Key Improvement Strategies

Eaglehawk Secondary College (7790)

Four Year Strategic Goals	Four Year Strategic Targets	Is this selected for focus this year?	12 month target	FISO initiative
To build upon and extend current learning gains across the College for all students in all learning areas.	<ul style="list-style-type: none"><li>• Increased mean growth to state level (rather than like schools)</li><li>• Increase in students working at or above the expected level in all areas by 25%</li><li>• All students to achieve at least one year's learning growth ( Vic Curriculum / PAT / NAPLAN) for each year of learning at ESC</li><li>• increased in student achievement and engagement in post compulsory education as measured by Year 12 completion and appropriate assessment measures</li></ul>	Yes	Outline what you want achieve in the next 12 months against your Strategic Plan target.  Increase Year 9 Reading high growth by 10% Reduce Year 9 Reading low growth by 15% Increase Year 9 Reading medium growth by 10% Increase Year 9 Numeracy medium growth by 5% Increase PAT Reading median score to 140 PAT Math 10% increase in individual student scale score Increase NAPLAN Writing year 7 medium growth by 10% Increase NAPLAN Writing year 9 high growth by 10%	Building practice excellence

<p>To sustain and extend a learning culture across the college that engages all students and raises their aspirations.</p>	<ul style="list-style-type: none"> <li>• Improvement in student attendance data to be at or above the state mean for secondary schools</li> <li>• Learning confidence and student motivation to move to the 2nd quartile at all year levels as measured in the Student Attitude to School Survey and local school commenced in 2014</li> <li>• Increase in whole school student enrolments with 20% increase at Year 7 by 2018</li> <li>• Increased in real student retention data to be above state mean</li> </ul>	<p>Yes</p>	<p>Increase student attendance across the school to 95%  Increase Aboriginal student attendance to 95%  Increase Learning Confidence and to 80%  Increase Stimulated Learning to 70%  Continue to increase student enrolments to 95% of available cohort</p>	<p>Building practice excellence</p>
<p>To strengthen student skills and capacity to be resilient and optimistic community members whilst ensuring that they have a safe and stimulating learning environment.</p>	<ul style="list-style-type: none"> <li>• Complete review and documentation of wellbeing support processes by the end of 2015</li> <li>• Improve student attendance across all year levels by 10%</li> <li>• 10% improvement in student wellbeing data from parent / student surveys</li> <li>• All students identified by the transition project are supported to successfully transition into secondary college</li> </ul>	<p>Yes</p>	<p>Increase Student Safety to 80%  Increase student voice and agency to 70%  Increase the pathway transition of Outreach students into further education by 15%</p>	<p>Empowering students and building school pride</p>

	<ul style="list-style-type: none"> <li>• Increase in the number of students at risk (Outreach Program) making the successful transition to further education and training opportunities by 20%</li> <li>• All students will participate in a social and emotional development program through TA</li> <li>• Increase the Attitudes to School Student Safety Measure by 25%</li> </ul>			
<p>Improve teaching and learning and leadership capacity across the College .</p>	<ul style="list-style-type: none"> <li>• Maintain the general satisfaction and school improvement measures on the Parent Opinion Survey</li> <li>• Improve connectedness to peers by 25%</li> <li>• Active participation in learning as measured in the Staff Opinion Survey to within the 80%</li> <li>• All senior and middle leaders affectively implement a program of coaching to build the capacity of their teams</li> <li>• All teachers receive specific coaching that supports their professional capacity and development (in line with the College's priorities)</li> <li>• That there is effective use of specific / specialists spaces</li> </ul>	<p>Yes</p>	<p>Increase Connectedness to School by 20%  Increase Collective Efficacy by 20%  Increase Academic Emphasis by 25%  Increase parent Xuno logins by 20%</p>	<p>Building communities</p>

	<p>within the College that stimulate students' learning</p> <ul style="list-style-type: none"> <li>• That all students, staff and parents within the school community use the College learning spaces and management platform as an effective communication tool</li> <li>• That the College reviews / revises / creates a timetable model effectively uses resources and stimulates student learning</li> <li>• That the College manages its budget effectively to ensure that it meets all commitments and offers a stimulating educational program to its community</li> </ul>			
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<b>Improvement Initiatives Rationale</b>
Refer to Performance Report

<b>Goal 1</b>	To build upon and extend current learning gains across the College for all students in all learning areas.
<b>12 month target 1.1</b>	<p>Increase Year 9 Reading high growth by 10%</p> <p>Reduce Year 9 Reading low growth by 15%</p> <p>Increase Year 9 Reading medium growth by 10%</p> <p>Increase Year 9 Numeracy medium growth by 5%</p> <p>Increase PAT Reading median score to 140</p> <p>PAT Math 10% increase in individual student scale score</p> <p>Increase NAPLAN Writing year 7 medium growth by 10%</p> <p>Increase NAPLAN Writing year 9 high growth by 10%</p>

<b>FISO Initiative</b>	Building practice excellence
<b>Key Improvement Strategies</b>	
KIS 1	Develop and implement an agreed whole school Literacy and Numeracy Action Plan to address improvements in Reading, Writing and Maths.

<b>Goal 2</b>	To sustain and extend a learning culture across the college that engages all students and raises their aspirations.
<b>12 month target 2.1</b>	Increase student attendance across the school to 95% Increase Aboriginal student attendance to 95% Increase Learning Confidence and to 80% Increase Stimulated Learning to 70% Continue to increase student enrolments to 95% of available cohort
<b>FISO Initiative</b>	Building practice excellence
<b>Key Improvement Strategies</b>	
KIS 1	Develop an Eaglehawk Secondary College Learner Profile that incorporates student voice and increases student engagement in their learning.
KIS 2	Develop a collaborative transition model with feeder primary schools, other Bendigo Secondary Colleges and the Bendigo Tech School that engages students in their learning and future pathways.

<b>Goal 3</b>	To strengthen student skills and capacity to be resilient and optimistic community members whilst ensuring that they have a safe and stimulating learning environment.
<b>12 month target 3.1</b>	Increase Student Safety to 80% Increase student voice and agency to 70% Increase the pathway transition of Outreach students into further education by 15%
<b>FISO Initiative</b>	Empowering students and building school pride



<b>Key Improvement Strategies</b>	
KIS 1	Develop the capacity of teachers to evaluate the impact of student voice on teaching and learning.
KIS 2	Increasing the capacity of all staff to support the wellbeing of all students through targeted professional development

<b>Goal 4</b>	Improve teaching and learning and leadership capacity across the College .
<b>12 month target 4.1</b>	Increase Connectedness to School by 20% Increase Collective Efficacy by 20% Increase Academic Emphasis by 25% Increase parent Xuno logins by 20%
<b>FISO Initiative</b>	Building communities
<b>Key Improvement Strategies</b>	
KIS 1	Develop a framework of assessment and reporting that ensures that students and their parents are able to understand and track their learning growth and celebrates their success.
KIS 2	Develop and implement a model of Leadership Mentoring that builds leadership capacity in the College.

## Define Evidence of Impact and Activities and Milestones - 2018

Eaglehawk Secondary College (7790)

<b>Goal 1</b>	To build upon and extend current learning gains across the College for all students in all learning areas.
<b>12 month target 1.1</b>	Increase Year 9 Reading high growth by 10% Reduce Year 9 Reading low growth by 15% Increase Year 9 Reading medium growth by 10% Increase Year 9 Numeracy medium growth by 5% Increase PAT Reading median score to 140

	PAT Math 10% increase in individual student scale score Increase NAPLAN Writing year 7 medium growth by 10% Increase NAPLAN Writing year 9 high growth by 10%			
<b>FISO Initiative</b>	Building practice excellence			
<b>Key Improvement Strategy 1</b>	Develop and implement an agreed whole school Literacy and Numeracy Action Plan to address improvements in Reading, Writing and Maths.			
Actions	Appoint Learning Specialist to lead strategies that improve and develop teacher practice. Implement explicit literacy strategies to support the Inquiry Learning Model. Implement two year HITS plan. Provide new online "Literacy Planet" to support student learning. Support further development of Teacher Assistant program in maths. Define and document shared whole school explicit literacy teaching strategies for Reading and Writing using the DET Literacy Strategy as reference.			
Evidence of impact	The appointment of a Learning Specialist in Teaching and Learning has resulted in an increase in teacher capacity to plan curriculum more effectively to engage students using HITS. Key Learning Area Leaders have developed a deeper knowledge and understanding of inquiry learning through professional learning and are able to support their teams to plan for and implement inquiry. English teachers are applying a consistent teaching approach to improving literacy using Literacy Planet. Student learning outcomes in Reading and Writing have increased as a result of implementing explicit literacy teaching strategies across the curriculum. Targeted one-to-one and small group tutoring in Maths has resulted in positive student engagement in learning and improved Maths outcomes.			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a Professional Learning Priority</b>	<b>When</b>	<b>Budget</b>
All staff undertake professional learning in the use of HITS and set SMART goals for their PDP plans inclusive of HITS	Learning Specialist(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 2	\$3,000.00 <input checked="" type="checkbox"/> Equity funding will be used

An staged implementation plan is developed to apply the Inquiry Model across the curriculum.	Leadership Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 2	\$3,000.00 <input type="checkbox"/> Equity funding will be used
Professional learning is provided in the use of a gradual release model to build capacity to support student learning and engagement through Inquiry.	Leadership Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 3	\$3,000.00 <input type="checkbox"/> Equity funding will be used
All English teachers are trained in the use of the Literacy Planet program and an implementation plan is developed to support its introduction.	KLA Leader	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Teacher Assistants are selected to support the Maths program, provided with curriculum support and mentoring.	Principal	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$30,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Teachers are supported through professional learning to teach whole school explicit Literacy strategies across the curriculum.	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

<b>Goal 2</b>	To sustain and extend a learning culture across the college that engages all students and raises their aspirations.
<b>12 month target 2.1</b>	Increase student attendance across the school to 95% Increase Aboriginal student attendance to 95% Increase Learning Confidence and to 80% Increase Stimulated Learning to 70% Continue to increase student enrolments to 95% of available cohort
<b>FISO Initiative</b>	Building practice excellence
<b>Key Improvement Strategy 1</b>	Develop an Eaglehawk Secondary College Learner Profile that incorporates student voice and increases student engagement in their learning.
<b>Actions</b>	Develop a framework of student feedback that increases student engagement in their learning. Identify and develop the capacity of students within the general capabilities and the College's CORE values and teachers capacity to

	<p>support this.          Develop students capacity to self assess their learning and provide them with the information to do this using available and new technologies.          Link student learning to ILP's, student goals and career action plans.          Defining and documenting Whole school Learner Profile.          Develop an action plan to implement recommendations from the Marrung Cultural Audit</p>			
Evidence of impact	<p>Teachers are using shared student feedback templates as part of their Performance and Development Plans to inform their teaching practice and increase student engagement.          Teachers developing self-assessment rubrics with students to assess capacity against the general capabilities.          Students are setting learning goals at the beginning of each unit of work and reflecting upon.          All students across the College have a current Career Action Plan with clear pathways and learning goals.          Teachers are teaching in a more differentiated way as a result of the Learner Profile.          As a result of the Marrung Cultural Audit implementation teachers have developed more cultural awareness and are applying this to their teaching practice.</p>			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Student voice is being sought to support the development of a whole school student feedback framework that identifies learning and engagement needs. This is incorporated into the PDP process for staff.	Leadership Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 3	\$3,000.00 <input checked="" type="checkbox"/> Equity funding will be used
All staff are provided professional learning in teaching and assessing the general capabilities. Developing a whole school approach to assessment and reporting of the General Capabilities.	Learning Specialist(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 2	\$10,000.00 <input checked="" type="checkbox"/> Equity funding will be used
The General Capabilities have been integrated into units of work and whole school student self-assessment rubrics are developed.	KLA Leader	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 2	\$5,000.00 <input type="checkbox"/> Equity funding will be used
All staff are provided professional learning to support and monitor students' Career Action Plans across 7-10. Define the expectations	Managed Individual Pathways Coordinator	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 3	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used

of all staff to support all students to develop and monitor Career Action Plans. Document developed which defines the expectations.				
All staff have participated in cultural awareness training facilitated by regional KESO staff.	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 3	\$2,500.00 <input checked="" type="checkbox"/> Equity funding will be used

<b>Goal 2</b>	To sustain and extend a learning culture across the college that engages all students and raises their aspirations.			
<b>12 month target 2.1</b>	Increase student attendance across the school to 95% Increase Aboriginal student attendance to 95% Increase Learning Confidence and to 80% Increase Stimulated Learning to 70% Continue to increase student enrolments to 95% of available cohort			
<b>FISO Initiative</b>	Building practice excellence			
<b>Key Improvement Strategy 2</b>	Develop a collaborative transition model with feeder primary schools, other Bendigo Secondary Colleges and the Bendigo Tech School that engages students in their learning and future pathways.			
Actions	Further implement Respectful Relationships program and support local partner schools to do this as the Lead School. Provide professional development for staff that engages them with the Bendigo Tech School including the Ambassadors Program. Create a collaborative transition model that engages year 4, 5, 6 students in the College's STEAM and other programs. Increase the effectiveness of a students transition to the College by the development of a detailed learner profile that identifies student learning and wellbeing needs.			
Evidence of impact	The school is facilitating shared professional learning with partner primary schools to implement the Respectful Relationships Program. Students and teachers are working collaboratively with other school teams as a result of the Tech School Ambassador Program. Teachers are better able to understand the stages of learning as a result of participating in transitional programs with feeder primary schools and are able to differentiate learning more effectively. As a result of developing a learner profile teachers are better able to individualise teaching strategies and student support.			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a Professional</b>	<b>When</b>	<b>Budget</b>

		Learning Priority		
Respectful Relationships professional learning continues to support the program.	Leadership Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$20,000.00 <input type="checkbox"/> Equity funding will be used
Students work collaboratively with teachers in the Tech School Ambassador Program.	Leadership Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$5,000.00 <input type="checkbox"/> Equity funding will be used
All Learning Areas participate in curriculum based transition programs with partner schools.	KLA Leader	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$6,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Learner Profile is produced in collaboration with transition schools.	Leadership Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$3,000.00 <input checked="" type="checkbox"/> Equity funding will be used

<b>Goal 3</b>	To strengthen student skills and capacity to be resilient and optimistic community members whilst ensuring that they have a safe and stimulating learning environment.
<b>12 month target 3.1</b>	Increase Student Safety to 80% Increase student voice and agency to 70% Increase the pathway transition of Outreach students into further education by 15%
<b>FISO Initiative</b>	Empowering students and building school pride
<b>Key Improvement Strategy 1</b>	Develop the capacity of teachers to evaluate the impact of student voice on teaching and learning.
Actions	Review the current model of provision for Outreach students that aligns with other re-engagement programs and student/school need. Develop feedback templates for teachers to capture student voice. Develop a professional learning model that ensures teachers have the capacity to use student feedback effectively.

Evidence of impact	<p>More students re integrate into mainstream education as a result of the Outreach Program and successfully transition to full time classes or further pathways.</p> <p>Teachers are collaborating to develop student feedback templates.</p> <p>Teachers are supporting students to understand their learning needs as a result of their achievement data and to set and reflect upon learning goals.</p> <p>Teachers are using moderation and student achievement data more confidently to reflect upon their practice and monitor student learning.</p> <p>Teachers are meeting regularly in Teaching Practice Teams to share how they are using student learning data to inform and improve their teaching practice.</p>			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Outreach review is completed.	Student Wellbeing Co-ordinator	<input type="checkbox"/> No	from: Term 1 to: Term 1	\$1,500.00 <input type="checkbox"/> Equity funding will be used
Student feedback templates are produced and completed.	Learning Specialist(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 3	\$2,500.00 <input checked="" type="checkbox"/> Equity funding will be used
Professional learning is implemented in moderating assessment and use of student achievement data to differentiate and inform teaching practice.	KLA Leader	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$15,000.00 <input type="checkbox"/> Equity funding will be used
Teaching Practice Teams are scheduled as part of teacher collaboration and the PDP process.	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$1,000.00 <input type="checkbox"/> Equity funding will be used

<b>Goal 3</b>	To strengthen student skills and capacity to be resilient and optimistic community members whilst ensuring that they have a safe and stimulating learning environment.
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<b>12 month target 3.1</b>	Increase Student Safety to 80% Increase student voice and agency to 70% Increase the pathway transition of Outreach students into further education by 15%			
<b>FISO Initiative</b>	Empowering students and building school pride			
<b>Key Improvement Strategy 2</b>	Increasing the capacity of all staff to support the wellbeing of all students through targeted professional development			
Actions	Provide further professional development on the Respectful Relationships curriculum. Develop a common positive language model as part of the Respectful Relationships Program. Implement the Berry st Education Model. Review current staged response model in relation to further professional learning on "trauma informed practice". Create a coaching model of leadership that ensures effective implementation of programs and dissemination of knowledge.			
Evidence of impact	All staff are using the common positive language model to create inclusive learning environments for all students. Attitudes to school and school based data sets show evidence of improvement in relevant areas including student engagement, wellbeing and safety. Staff consistently and effectively use reviewed stage response model to de-escalate high impact student behaviour resulting in a decrease in suspension data. Coaching practice and language is used across the College to develop staff practice in supporting student wellbeing. School leaders have the skills to lead this work.			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a Professional Learning Priority</b>	<b>When</b>	<b>Budget</b>
Berry Street Educational Model professional development is continued to be implemented.	Team Leader(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$7,000.00 <input type="checkbox"/> Equity funding will be used
Stage Response to Student Management reviewed and implemented.	Leadership Team	<input type="checkbox"/> No	from: Term 1 to: Term 2	\$2,000.00 <input type="checkbox"/> Equity funding will be used



Provide skills to leaders in coaching that support the implementation of school priorities.	Leadership Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$4,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Student feedback sought on the Respectful Relationships program.	Leading Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 1	\$2,000.00 <input type="checkbox"/> Equity funding will be used

<b>Goal 4</b>	Improve teaching and learning and leadership capacity across the College .
<b>12 month target 4.1</b>	Increase Connectedness to School by 20% Increase Collective Efficacy by 20% Increase Academic Emphasis by 25% Increase parent Xuno logins by 20%
<b>FISO Initiative</b>	Building communities
<b>Key Improvement Strategy 1</b>	Develop a framework of assessment and reporting that ensures that students and their parents are able to understand and track their learning growth and celebrates their success.
Actions	Enhance current reporting system to provide more real time feedback on learning to students and their parents. Ensure students and parents have access to meaningful data and students are supported to set learning goals. Develop common assessment rubrics that are used by all staff in all learning areas. Acknowledge and celebrate student achievement through XUNO, College newsletter and social media to increase student connectedness, parent engagement and aspiration. Develop and implement a model of Leadership Mentoring that builds leadership capacity in the College. Provide support for teachers to moderate student assessment within and between learning areas and partner schools.
Evidence of impact	Students (and their parents) are engaged in their own assessment of learning and monitor their own learning growth. All students have meaningful learning goals that their parents are aware of. Teachers use common assessment rubrics and students (and their parents) are aware of how, and on what, they are assessed. Student achievement is consistently celebrated across the College and "school pride" is further enhanced across the community. Teachers provide consistent judgements of student learning and progress and that this is regularly moderated across the College. Mentor leader positions are evident across the College that provide opportunities for leadership for aspiring leaders.

Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Reporting review and investigation into enhancing current reporting and assessment system	Leadership Team	<input type="checkbox"/> No	from: Term 1 to: Term 2	\$3,000.00 <input type="checkbox"/> Equity funding will be used
Develop common assessment rubric(s) that can be used across the College.	KLA Leader	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 3	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Investigate and implement mechanisms to share meaningful student data between teachers and feeder schools. Develop "data profile" for every student in the College.	Learning Specialist(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$2,000.00 <input type="checkbox"/> Equity funding will be used
Provide all staff with the opportunity to participate in effective moderation of assessment with their peers within the College and across secondary and primary schools. Staff are provided with the opportunities to develop their skills in assessment and that assessment is consistently moderated.	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$15,000.00 <input checked="" type="checkbox"/> Equity funding will be used

<b>Goal 4</b>	Improve teaching and learning and leadership capacity across the College .
<b>12 month target 4.1</b>	Increase Connectedness to School by 20% Increase Collective Efficacy by 20% Increase Academic Emphasis by 25% Increase parent Xuno logins by 20%
<b>FISO Initiative</b>	Building communities
<b>Key Improvement Strategy 2</b>	Develop and implement a model of Leadership Mentoring that builds leadership capacity in the College.

Actions	Provide the opportunity for staff to be involved in Community based mentoring roles. Develop an Eaglehawk Teacher Profile that acknowledges teachers as leaders across the College. Engage all staff in professional learning to develop a Leadership Model that reflects AITSL and DET Leadership standards. Provide a framework for school leaders to obtain feedback from students, teachers and their community regarding their leadership practice.			
Evidence of impact	Staff in Leadership Mentoring roles are attending Leadership meetings and contributing to agendas and developing a deeper understanding of supporting whole school leadership in teaching and learning and student wellbeing. Teachers are viewing themselves as leaders of teaching and learning as a result of developing a Teacher Profile. Teacher collective efficacy has improved as a result of developing a distributed Leadership Model that is inclusive of all staff. School leaders are engaging their staff teams and students more in feedback forums regularly and as a result improving learning and engagement outcomes across their Communities.			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Leadership mentoring positions are created that engage aspiring leaders in regular school leadership activities and professional development.	Leadership Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$6,000.00 <input checked="" type="checkbox"/> Equity funding will be used
ESC Teacher Profile is completed and implemented.	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 1	\$3,000.00 <input type="checkbox"/> Equity funding will be used
Leadership Model is reviewed and implemented to align with new strategic priorities.	Principal	<input type="checkbox"/> No	from: Term 1 to: Term 2	\$2,000.00 <input type="checkbox"/> Equity funding will be used
Student feedback forums are taking place across all Learning Communities.	Leadership Team	<input type="checkbox"/> No	from: Term 1 to: Term 3	\$1,500.00 <input type="checkbox"/> Equity funding will be used

## Professional Learning and Development Plan - 2018

## Eaglehawk Secondary College (7790)

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
All staff undertake professional learning in the use of HITS and set SMART goals for their PDP plans inclusive of HITS	Learning Specialist(s)	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development <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"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
An staged implementation plan is developed to apply the Inquiry Model across the curriculum.	Leadership Team	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Design of formative assessments <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"/> Learning Specialist <input checked="" type="checkbox"/> Maths/Sci Specialist	<input checked="" type="checkbox"/> On-site
Professional learning is provided in the use of a gradual release model to build capacity to support student learning and engagement through Inquiry.	Leadership Team	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Student Free Day	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Maths/Sci Specialist	<input checked="" type="checkbox"/> On-site
All English teachers are trained in the use of the Literacy Planet program and an implementation plan is developed to support its introduction.	KLA Leader	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
Teacher Assistants are selected to support the Maths	Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Professional Practice Day	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

program, provided with curriculum support and mentoring.			<input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Maths/Sci Specialist	
Teachers are supported through professional learning to teach whole school explicit Literacy strategies across the curriculum.	Leadership Team	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"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
Student voice is being sought to support the development of a whole school student feedback framework that identifies learning and engagement needs. This is incorporated into the PDP process for staff.	Leadership Team	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Design of formative assessments	<input checked="" type="checkbox"/> Whole School Student Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Maths/Sci Specialist	<input checked="" type="checkbox"/> On-site
All staff are provided professional learning in teaching and assessing the general capabilities. Developing a whole school approach to assessment and reporting of the General Capabilities.	Learning Specialist(s)	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
The General Capabilities have been integrated into units of work and whole school student self-assessment rubrics are developed.	KLA Leader	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site

				☑ Timetabled Planning Day		
All staff are provided professional learning to support and monitor students' Career Action Plans across 7-10. Define the expectations of all staff to support all students to develop and monitor Career Action Plans. Document developed which defines the expectations.	Managed Individual Pathways Coordinator	from: Term 1 to: Term 3	☑ Planning	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff	☑ On-site
All staff have participated in cultural awareness training facilitated by regional KESO staff.	All Staff	from: Term 1 to: Term 3	☑ Planning	☑ Whole School Student Free Day ☑ Formal School Meeting / Internal Professional Learning Sessions	☑ School improvement partnerships	☑ On-site
Respectful Relationships professional learning continues to support the program.	Leadership Team	from: Term 1 to: Term 4	☑ Curriculum development	☑ Formal School Meeting / Internal Professional Learning Sessions	☑ Internal staff	☑ On-site
Students work collaboratively with teachers in the Tech School Ambassador Program.	Leadership Team	from: Term 1 to: Term 4	☑ Design of formative assessments ☑ Collaborative Inquiry/Action Research team	☑ Timetabled Planning Day	☑ Internal staff	☑ Off-site  Tech School
Learner Profile is produced in collaboration with transition schools.	Leadership Team	from: Term 1 to: Term 4	☑ Collaborative Inquiry/Action Research team	☑ Timetabled Planning Day	☑ Internal staff	☑ Off-site  Feeder schools

Student feedback templates are produced and completed.	Learning Specialist(s)	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Design of formative assessments	<input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Professional learning is implemented in moderating assessment and use of student achievement data to differentiate and inform teaching practice.	KLA Leader	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Whole School Student Free Day	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Teaching Practice Teams are scheduled as part of teacher collaboration and the PDP process.	All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <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"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Berry Street Educational Model professional development is continued to be implemented.	Team Leader(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Whole School Student Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Provide skills to leaders in coaching that support the implementation of school priorities.	Leadership Team	from: Term 1 to: Term 4	<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"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site
Develop common assessment rubric(s) that can be used across the College.	KLA Leader	from: Term 1 to: Term 3	<input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Professional Practice Day	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist	<input checked="" type="checkbox"/> On-site

				<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day		
Provide all staff with the opportunity to participate in effective moderation of assessment with their peers within the College and across secondary and primary schools. Staff are provided with the opportunities to develop their skills in assessment and that assessment is consistently moderated.	Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Network Professional Learning <input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> Primary Mathematics and Science specialists <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
Leadership mentoring positions are created that engage aspiring leaders in regular school leadership activities and professional development.	Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
ESC Teacher Profile is completed and implemented.	All Staff	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Whole School Student Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Learning Specialist <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site



				<input checked="" type="checkbox"/> Timetabled Planning Day		
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### Documents that support the plan

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

Self-evaluation Summary

[AIP 2017 Final.docx \(0.14 MB\)](#)