

# 2018 Annual Implementation Plan

## for improving student outcomes

Copperfield College (8799)



Submitted for review by Anthony Sokol (School Principal) on 30 December, 2017 at 07:58 AM  
Endorsed by Jason Smallwood (Senior Education Improvement Leader) on 08 January, 2018 at 08:55 AM  
Endorsed by Antonio Prosia (School Council President) on 03 February, 2018 at 09:19 PM

# Self-evaluation Summary - 2018

Copperfield College (8799)

	<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	Emerging moving towards Evolving
	Curriculum planning and assessment	Emerging moving towards Evolving
	Evidence-based high-impact teaching strategies	
	Evaluating impact on learning	
<b>Professional leadership</b>	Building leadership teams	Evolving moving towards Embedding
	Instructional and shared leadership	
	Strategic resource management	
	Vision, values and culture	

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

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

<b>Enter your reflective comments</b>	<p>Year 1 of our present Strategic Plan has been affirming in that the goals and key improvement targets identified appear to be the right work for our College. While improvements have been made in student achievement, continued emphasis on the literacy, including reading and writing, and numeracy needs of our students are necessary. This will need to be achieved primarily in building the instructional capacity of our teachers within the above mentioned areas, but also in their ability to monitor student achievement in summative and formative tasks, in their ability to collaborate in planning and intervention for the benefit of students, in their capacity to moderate student assessment and in analysing and acting upon a range of student achievement data. The key driver for this work will be the PLC framework. Initial engagement within this initiative has been positive, but more needs to be done to systematically embed this as a school wide process and develop the capacity of teachers to operate within this structure.</p> <p>Our desire to engage students as partners in their learning through the activation of effective student voice is also in its infancy. While systems are presently in place via student reports and programs such as SLPs to facilitate this work, significant investment in building the capacity of students to operate within this context is required, primarily to be achieved through awareness and capacity building of our teachers.</p>
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	<p>Our wellbeing focus, while invested in heavily and operating effectively from a triage perspective, can also be built on to incorporate more proactive measures. Engagement in an effective and worthwhile resilience framework will be central to development within this area.</p>
<p><b>Considerations for 2019</b></p>	<p>Copperfield will seek to continue to build on the gains made operating within the PLC framework to drive improvement in instructional capacity across the College. This will require continued investment in professional learning within this area, as well as the evaluation of our structures to facilitate this program effectively. Continued emphasis on our intervention and extension processes across learning areas and cohorts will be necessary to meet these ends.</p> <p>Further expansion of our literacy programs, including those aimed at writing and reading development, is also required. 2018 will see an expansion of our reading intervention program into Year 10, with continued review into reading development at years 7-8 to take place.</p> <p>The College will also need to continue to evaluate the extent to which students are activated as partners in their learning. Investment in professional learning in this area, as well as continued development of processes such as those aligned with our involvement with PIVOT should support this measure.</p> <p>The College will need to act on the identification of a resilience framework, working towards embedding learning within this area into the core curriculum.</p>
<p><b>Documents that support this plan</b></p>	<p>2017_8799_Copperfield_College_AIP_2017_w_End_of_Year_Evaluation.docx (0.13 MB)</p>

# Annual Implementation Plan - 2018

## FISO Improvement Initiatives and Key Improvement Strategies

Copperfield College (8799)

Four Year Strategic Goals	Four Year Strategic Targets	Is this selected for focus this year?	12 month target	FISO initiative
To improve individual student learning growth.	<ul style="list-style-type: none"> <li>• VCE all study score mean at or above 31</li> <li>• VCE English study score mean at or above 30</li> <li>• Percentage of VCE study scores above 40 at or above 6%</li> <li>• Senior VCAL Pass rate at or above 90%</li> <li>• Stimulating Learning (AtoSS) at or above 4.00</li> <li>• Teacher Effectiveness (AtoSS) at or above 4.0</li> </ul>	Yes	Outline what you want achieve in the next 12 months against your Strategic Plan target. <ul style="list-style-type: none"> <li>- VCE all study score mean at or above 30</li> <li>- Percentage of VCE study scores above 40 at or above 4.6%</li> <li>- Senior VCAL pass rate at or above 87%</li> </ul>	Building practice excellence
	<ul style="list-style-type: none"> <li>• Percentage of students achieving in the top 2 bands in NAPLAN Reading and Writing (Year 9) at or above 15%</li> <li>• Percentage of students experiencing 'High Relative</li> </ul>	Yes	<ul style="list-style-type: none"> <li>- Percentage of students experiencing 'High Relative Growth' in NAPLAN Reading and Writing at or above 23%</li> <li>- Percentage of students experiencing 'Low Relative</li> </ul>	Building practice excellence

	<p>Growth' in NAPLAN Reading and Writing at or above 25%</p> <ul style="list-style-type: none"> <li>Percentage of students experiencing 'Low Relative Growth' in NAPLAN Reading and Writing below 20%</li> </ul>		<p>Growth' in NAPLAN Reading and Writing below 25%</p>	
	<ul style="list-style-type: none"> <li>Percentage of students achieving in the top 2 bands in NAPLAN Numeracy (Year 9) at or above 15%</li> <li>Percentage of students experiencing 'High Relative Growth' in NAPLAN Numeracy at or above 25%</li> <li>Percentage of students experiencing 'Low Relative Growth' in NAPLAN Numeracy below 20%</li> </ul>	No	<ul style="list-style-type: none"> <li>Percentage of students experiencing 'High Relative Growth' in NAPLAN Numeracy at or above 23%</li> <li>Percentage of students experiencing 'Low Relative Growth' in NAPLAN Numeracy below 25%</li> </ul>	
To build student engagement through the employment of authentic student voice.	<ul style="list-style-type: none"> <li>Learning Confidence (AtoSS) at or above 3.80</li> <li>Student Motivation (AtoSS) at or above 4.40</li> <li>Increase the proportion of students reporting favourably on Stimulating Learning to 40%</li> <li>School Connectedness (AtoSS) at or above 3.75</li> </ul>	Yes	<ul style="list-style-type: none"> <li>Increase in student reported 'Student Voice and Agency' (AtoSS) at or above the 68th percentile</li> <li>Increase in student reported 'Confidence' (AtoSS) at or above the 73rd percentile</li> <li>Increase in student reported 'Sense of Connectedness' (AtoSS) at or above the 63rd percentile</li> </ul>	Empowering students and building school pride
To improve individual student		Yes	- Increase in student	Health and wellbeing

capacity for resilience.	<ul style="list-style-type: none"> <li>• Student Morale (AtoSS) at or above 4.85</li> <li>• Student Distress (AtoSS) at or above 5.3</li> <li>• Overall student absence rates at or below 10%</li> </ul>		<p>reported 'Resilience' (AtoSS) at or above the 79th percentile</p> <p>- Increase in student reported 'Attitudes to Attendance' (AtoSS) at or above the 86th percentile</p> <p>- Increase in student reported 'Advocate At School' (AtoSS) at or above the 48th percentile</p>	
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**Improvement Initiatives Rationale**

Due to the review of our previous strategic plan taking place late in 2016, Copperfield did not receive its report until Term 1 of 2017, leading to a condensed time period to develop and implement our current SSP and AIP. As such, much of the identified foci will require continued emphasis in 2018

Our focus is continued improvement in our instructional capacity and the continued holistic development of our cohort of students. Copperfield College will therefore primarily seek improvement within the Excellence in Teaching and Learning (Building Practice Excellence) and the Positive Climate for Learning (Empowering Students and Building School Pride) priorities of the Framework for Improving Student Outcomes. The College will pursue these ends through the lens of the Professional Learning Community, seeking to implement this framework across all areas of the College

Central to our mission and vision is our intention to improve student achievement through an emphasis on effective collaboration by teachers in a Professional Learning Community (PLC), and in tandem with students by further empowering them to act as equal partners in the learning process whilst adequately addressing their emotional wellbeing.

The rationale for these foci is clear: schools where teachers work collaboratively to interrogate student learning data and implement meaningful interventions foster significant learning growth, while analysis of measures on student agency outside of a co-curricular context have highlighted the need for intervention within this area.

In 2018, we will continue our implementation of the PLC framework through a concerted capacity building program, whilst undertaking and exhaustive process of investigation into how best to address the wellbeing needs of our students.

<b>Goal 1</b>	To improve individual student learning growth.
<b>12 month target 1.1</b>	<ul style="list-style-type: none"> <li>- VCE all study score mean at or above 30</li> <li>- Percentage of VCE study scores above 40 at or above 4.6%</li> <li>- Senior VCAL pass rate at or above 87%</li> </ul>
<b>FISO Initiative</b>	Building practice excellence
<b>Key Improvement Strategies</b>	
KIS 1	Implement the Professional Learning Community (PLC) At Work framework across the College
<b>12 month target 1.2</b>	<ul style="list-style-type: none"> <li>- Percentage of students experiencing 'High Relative Growth' in NAPLAN Reading and Writing at or above 23%</li> <li>- Percentage of students experiencing 'Low Relative Growth' in NAPLAN Reading and Writing below 25%</li> </ul>
<b>FISO Initiative</b>	Building practice excellence
<b>Key Improvement Strategies</b>	
KIS 1	Further expand and develop the College literacy focus, with particular emphasis on reading and writing across all learning areas.

<b>Goal 2</b>	To build student engagement through the employment of authentic student voice.
<b>12 month target 2.1</b>	<ul style="list-style-type: none"> <li>- Increase in student reported 'Student Voice and Agency' (AtoSS) at or above the 68th percentile</li> <li>- Increase in student reported 'Confidence' (AtoSS) at or above the 73rd percentile</li> <li>- Increase in student reported 'Sense of Connectedness' (AtoSS) at or above the 63rd percentile</li> </ul>
<b>FISO Initiative</b>	Empowering students and building school pride
<b>Key Improvement Strategies</b>	
KIS 1	Develop individual student capacity to act as partners in their learning.

<b>Goal 3</b>	To improve individual student capacity for resilience.
<b>12 month target 3.1</b>	<ul style="list-style-type: none"> <li>- Increase in student reported 'Resilience' (AtoSS) at or above the 79th percentile</li> <li>- Increase in student reported 'Attitudes to Attendance' (AtoSS) at or above the 86th percentile</li> <li>- Increase in student reported 'Advocate At School' (AtoSS) at or above the 48th percentile</li> </ul>
<b>FISO Initiative</b>	Health and wellbeing
<b>Key Improvement Strategies</b>	
KIS 1	Investigate, develop and implement a whole-school approach for building student resilience.

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

Copperfield College (8799)

<b>Goal 1</b>	To improve individual student learning growth.
<b>12 month target 1.1</b>	<ul style="list-style-type: none"> <li>- VCE all study score mean at or above 30</li> <li>- Percentage of VCE study scores above 40 at or above 4.6%</li> <li>- Senior VCAL pass rate at or above 87%</li> </ul>
<b>FISO Initiative</b>	Building practice excellence
<b>Key Improvement Strategy 1</b>	Implement the Professional Learning Community (PLC) At Work framework across the College
<b>Actions</b>	<ul style="list-style-type: none"> <li>- Review student intervention and extension structures</li> <li>- Further develop the capacity of teachers to collaborate within the PLC At Work framework</li> <li>- Develop teacher knowledge and capacity and analyse and act upon student learning data</li> <li>- Develop teacher knowledge and capacity to implement, reflect on and moderate formative assessment</li> <li>- Develop teacher knowledge of the High Impact Teaching Strategies</li> <li>- Engage all teaching staff within ongoing PLC cycles</li> </ul>
<b>Evidence of impact</b>	<p>Students will:</p> <ul style="list-style-type: none"> <li>- Be able to develop and monitor their own learning goals in conjunction with their teachers</li> <li>- Engage with their teachers in the feedback process via regular conferencing</li> <li>- Provide feedback to their teachers through engagement with Common Formative Assessment Tasks</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>- Establish PLT norms, a team mission and values and collaborate in accordance with these</li> <li>- Be able to analyse student learning data to inform student goal setting</li> <li>- Be able to identify and document the essential learning standards for their learning area/s</li> <li>- Use these standards to collaboratively develop meaningful Common Formative Assessments (CFAs)</li> <li>- Reflect on evidence of student progress, including that derived from CFAs, to collaboratively plan intervention and extension strategies</li> <li>- Implement the HIITS within their classes</li> <li>- Engage in peer observation</li> </ul>

	School leaders will: <ul style="list-style-type: none"> <li>- Source, develop and deliver ongoing professional learning related to PLC</li> <li>- Monitor the progress of individual PLTs</li> <li>- Ensure the allocation of resources to support leaders (time allowance) and teams (time, space)</li> <li>- Engage in regular observation of PLT teams</li> <li>- Meet regularly with PLT leaders to provide feedback and coaching</li> </ul>			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Review and evaluate existing structures/documentation on Google Drive	Curriculum Co-ordinator (s)	<input type="checkbox"/> No	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Deliver professional learning to support teachers in the development and analysis of formative assessments and in moderating student assessment	Leadership Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
Assign PLT Leaders to support team collaboration	Principal	<input type="checkbox"/> No	from: Term 1 to: Term 1	\$226,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Allow for the provision of 'in-allotment' planning time for all Junior Campus English and Mathematics Teachers	Principal	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$340,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Engage all teaching staff in professional learning in undertaking difficult conversations and addressing team norms	School Leadership Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 2	\$31,500.00 <input checked="" type="checkbox"/> Equity funding will be used
Continue to trial and investigate the success of a peer observation protocol to facilitate sharing and PL of instructional practice	Curriculum Co-ordinator (s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Deliver professional learning regarding assisting students with data	Curriculum Co-ordinator (s)	<input checked="" type="checkbox"/> Yes	from: Term 1	\$0.00

informed goal setting; Highlight exemplary practices across the College to support this learning			to: Term 2	<input type="checkbox"/> Equity funding will be used
Plan to make explicit links between the HIITS and the College's Instructional Model (LENAR)	Curriculum Co-ordinator (s)	<input type="checkbox"/> No	from: Term 1 to: Term 3	\$0.00 <input type="checkbox"/> Equity funding will be used
Established working party to review existing intervention structures and investigate an intervention model embedded within the curriculum/school day	School Leadership Team	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

<b>Goal 1</b>	To improve individual student learning growth.
<b>12 month target 1.2</b>	- Percentage of students experiencing 'High Relative Growth' in NAPLAN Reading and Writing at or above 23% - Percentage of students experiencing 'Low Relative Growth' in NAPLAN Reading and Writing below 25%
<b>FISO Initiative</b>	Building practice excellence
<b>Key Improvement Strategy 1</b>	Further expand and develop the College literacy focus, with particular emphasis on reading and writing across all learning areas.
Actions	- Develop a shared understanding of children's reading development and effective teaching practices required to support this - Develop teacher, knowledge and capacity to implement the 'Literacy for Learning' pedagogies to improve student writing across all curriculum areas - Expand current literacy intervention programs
Evidence of impact	Students will: - Be able to select just right books - Develop individual reading goals and work with teachers to implement strategies to achieve them - Be able to discuss their reading and writing progress through conferencing - Apply metacognitive strategies to their writing process  Teachers will: - Be able to effectively conduct student/teacher conferences to assist students to set and achieve their reading goals - Be able to explicitly teach comprehension strategies - Be able to assess and benchmark student reading through the use of Fountas & Pinnell

- Work collaboratively with colleges to consolidate their practice through the Literacy for Learning program
  - Analyse student data in PLTs to reflect and review the impact of their practice on learning outcomes
- School Leaders will:
- Support staff through professional learning and coaching conversations to deepen their understanding of the development of reading skills in children
  - Establish and monitor PLTs
  - Track student reading growth using TORC, PAT R and On Demand testing
  - Allocate students to Literate Practice classes according to their reading data
  - Support staff involved in Literacy for Learning professional development including the process of reflecting on their practice
  - Monitor improvements in student writing (emphasis on students of Literacy for Learning participant teachers)
  - Develop roles and strategies to extend the practice of the Literacy for Learning program/strategies throughout the college

Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Implement Year 10 Reading Intervention as a subject delivered across three periods per week	Leading Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$209,667.00 <input checked="" type="checkbox"/> Equity funding will be used
Maintain the Year 9 Intervention Program	Leading Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$113,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Increase the number of periods allocated to Year 7 English to facilitate increased emphasis on reading support and development	School Leadership Team	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$96,333.00 <input checked="" type="checkbox"/> Equity funding will be used
Utilise literacy consultants to deliver professional learning for teachers aimed at improving student conferencing practices	Leading Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
Develop and distribute resources to ensure effective student/teacher conferencing, including the documentation of a guaranteed process	Leading Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used

Develop resources to support parents to act as partners in supporting student reading development at home	Leading Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 3	\$0.00 <input type="checkbox"/> Equity funding will be used
Implement On Demand testing to track student reading growth in lieu of TORC, but in conjunction with the use of PAT-R	Leading Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Investigate the development of 'Personal Learning Growth Charts' for all Literate Practices students	Leading Teacher(s)	<input type="checkbox"/> No	from: Term 3 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Establish and embed routines related to independent reading and conferencing within the Year 7 English program	Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
Identify initial phase of teachers to undertake training as tutors in the 'Literacy for Learning' framework	School Leadership Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 2	\$67,500.00 <input checked="" type="checkbox"/> Equity funding will be used
Expand the intake of tutors for 'Literacy for Learning'	School Leadership Team	<input type="checkbox"/> No	from: Term 3 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Identify students who achieve in the top 2 NAPLAN Reading Bands in Year 7 and implement a program of mentoring and support	Leading Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used

<b>Goal 2</b>	To build student engagement through the employment of authentic student voice.
<b>12 month target 2.1</b>	<ul style="list-style-type: none"> <li>- Increase in student reported 'Student Voice and Agency' (AtoSS) at or above the 68th percentile</li> <li>- Increase in student reported 'Confidence' (AtoSS) at or above the 73rd percentile</li> <li>- Increase in student reported 'Sense of Connectedness' (AtoSS) at or above the 63rd percentile</li> </ul>
<b>FISO Initiative</b>	Empowering students and building school pride

<b>Key Improvement Strategy 1</b>	Develop individual student capacity to act as partners in their learning.			
Actions	<ul style="list-style-type: none"> <li>- Develop a definition of student agency and understanding of the skills students need to be actively engaged as partners in their own learning</li> <li>- Develop the leadership skills and capacity of students to act as partners in school improvement and the wider community</li> <li>- Create a culture where teachers and students work together by embedding instructional practices and processes consistent with the School Wide Positive Behaviours Framework</li> <li>- Develop a college professional learning plan focused on student agency</li> <li>- Develop a whole school framework for active student participation in learning</li> </ul>			
Evidence of impact	<p>Students will:</p> <ul style="list-style-type: none"> <li>- Participate in shared decision making around what and their learning is assessed</li> <li>- Be engaged in leadership and co-curricular programs that build their capacity across the school community and supports and rewards them through a whole school framework</li> <li>- Have positive experiences of learning and involvement in whole school improvement, including influencing the decision making across a broad range of school areas</li> <li>- Feel confidence in being heard and respected</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>- Understand the value of productive relationships with students as an essential element for learning</li> <li>- Understand the value of student voice in school improvement and in shared decision-making around what and how they learn and how their learning is assessed</li> <li>- Encourage students to set high expectations for their own learning, by listening to student voices and developing respectful relationships</li> <li>- Use self-assessment tools, e.g. PIVOT, to evaluate their relationships with students and how they can adapt their approach to improve student motivation, self-confidence and learning</li> </ul> <p>School Leaders will:</p> <ul style="list-style-type: none"> <li>- Develop a whole school framework for active participation in learning</li> <li>- Plan regular opportunities for sharing and celebrating student and school achievements to build pride and connectedness</li> <li>- Implement formal and informal processes for teachers and students to collaborate on school planning and improvement</li> <li>- Include students in decision making</li> <li>- Provide professional learning and ongoing support for teachers and students to build positive relationships</li> <li>- Actively promote and support teachers and students in applying the School Wide Positive Behaviours framework</li> </ul>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a Professional</b>	<b>When</b>	<b>Budget</b>

		Learning Priority		
Review existing student leadership programs and implement recommendations, including ongoing leadership capacity building for all students	Leading Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Plan and deliver professional learning to all staff on what student agency is and how to implement it within their classroom	Leading Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Review the College Student Management Approach	School Leadership Team	<input type="checkbox"/> No	from: Term 3 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Plan and implement activities that celebrate student and school achievements to build pride and connectedness	Leading Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

<b>Goal 3</b>	To improve individual student capacity for resilience.
<b>12 month target 3.1</b>	<ul style="list-style-type: none"> <li>- Increase in student reported 'Resilience' (AtoSS) at or above the 79th percentile</li> <li>- Increase in student reported 'Attitudes to Attendance' (AtoSS) at or above the 86th percentile</li> <li>- Increase in student reported 'Advocate At School' (AtoSS) at or above the 48th percentile</li> </ul>
<b>FISO Initiative</b>	Health and wellbeing
<b>Key Improvement Strategy 1</b>	Investigate, develop and implement a whole-school approach for building student resilience.
<b>Actions</b>	<ul style="list-style-type: none"> <li>- Evaluate available whole school resilience programs/frameworks</li> <li>- Establish a common understanding of student resilience across the College community</li> <li>- Evaluate, source and deliver professional learning for all in key areas of student wellbeing including resilience, mindfulness, Positive Psychology and growth mindsets</li> <li>- Develop and apply an overarching framework for student wellbeing at the College</li> </ul>

Evidence of impact	<p>Students will:</p> <ul style="list-style-type: none"> <li>- Maintain a secure, positive and ongoing relationship with at least one member of staff</li> <li>- Value the opportunities provided by the school to contribute to their learning</li> <li>- Have the tools and skills to develop positive and self-regulating behaviours</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>- Develop an understanding of the school's health, wellbeing, inclusion and engagement policy</li> <li>- Regularly engage with the school's health, wellbeing, inclusion and engagement policy</li> <li>- Work collaboratively to reflect on their practice and to identify opportunities to increase student engagement and wellbeing</li> <li>- Maintain a common understanding of resilience across the College community</li> </ul> <p>School leaders:</p> <ul style="list-style-type: none"> <li>- Explore strategies to build student resilience</li> <li>- Engage external supports to develop a resilience framework</li> <li>- Provide staff with professional development to promote positive thinking and behaviour</li> <li>- Communicate high expectations about all aspects of schooling, including attendance, behaviour, learning progress and school completion</li> <li>- Evaluate the impact of and adjust the college's health, wellbeing, inclusion and engagement programs and policies according to college and campus needs</li> </ul>
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Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Establish a definition of resilience and investigate practices which develop a culture where resilience is encouraged in students	Leading Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
Initial professional learning around student resilience planned and delivered for all staff and students	Leading Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 4 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Establish a working party to investigate curriculum links to building student resilience	School Leadership Team	<input type="checkbox"/> No	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used

Publish draft Wellbeing Policy and seek staff consultation	Leading Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
Determine areas requiring attention for future focus for an overarching framework for student wellbeing across the College	Leadership Team	<input type="checkbox"/> No	from: Term 4 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

# Professional Learning and Development Plan - 2018

Copperfield College (8799)

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Deliver professional learning to support teachers in the development and analysis of formative assessments and in moderating student assessment	Leadership Team	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Whole School Student Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <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
Engage all teaching staff in professional learning in undertaking difficult conversations and addressing team norms	School Leadership Team	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Whole School Student Free Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	Employment of Bendalta led by Mark Priede who has delivered similar learning through Bastow	<input checked="" type="checkbox"/> On-site
Deliver professional learning regarding assisting students with data informed goal setting; Highlight exemplary practices across the College to support this learning	Curriculum Co-ordinator (s)	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Formalised PLC/PLTs	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Literacy Leaders <input checked="" type="checkbox"/> Maths/Sci Specialist	<input checked="" type="checkbox"/> On-site
Implement Year 10 Reading Intervention as a subject delivered across three periods per week	Leading Teacher(s)	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 / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site

Utilise literacy consultants to deliver professional learning for teachers aimed at improving student conferencing practices	Leading Teacher(s)	from: Term 1 to: Term 2	<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"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
Identify initial phase of teachers to undertake training as tutors in the 'Literacy for Learning' framework	School Leadership Team	from: Term 1 to: Term 2	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Peer observation including feedback and reflection	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> External consultants  'Literacy for Learning' is a writing Initiative coordinated by expert Brian Dare	<input checked="" type="checkbox"/> Off-site  Combination of on and off-site learning undertaken by teacher volunteers led by Brian Dare
Plan and deliver professional learning to all staff on what student agency is and how to implement it within their classroom	Leading Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development <input checked="" type="checkbox"/> Individualised Reflection	<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
Initial professional learning around student resilience planned and delivered for all staff and students	Leading Teacher(s)	from: Term 4 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development	<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