

# 2018 Annual Implementation Plan

## for improving student outcomes

Cobden Technical School (7088)



Submitted for review by Rohan Keert (School Principal) on 14 December, 2017 at 02:08 PM

Endorsed by Anthony Fowler (Senior Education Improvement Leader) on 25 January, 2018 at 12:25 PM

Endorsed by Jodie Watson (School Council President) on 25 January, 2018 at 01:07 PM

# Self-evaluation Summary - 2018

Cobden Technical School (7088)

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

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

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

<b>Enter your reflective comments</b>	<p>2.2.1 Summary of the School's Performance against the Previous Strategic Plan</p> <p><b>VCE Results</b> The school's target to achieve an All Studies mean at the state mean of 28.5 was not achieved. The school's All Study mean in 2014 was 23.36 and in 2015 was 23.33. The school's highest ATAR was 79.8 and 23.8% of year 12 achieved an ATAR of 50 or better. When compared to schools with a similar student profile, both Student Family Occupation Index Student Family Occupation Index (SFO) and Remoteness, the school performed significantly below the expected level.</p> <p><b>NAPLAN Results</b> The target to reduce the percentage of Year 9 students below the National Minimum Standard (NMS) in each of the dimensions measured by NAPLAN was not achieved by 2016. Results for 2016 suggested a slight reduction in the percentage of students below the NMS in each of the dimensions.</p> <p><b>Relative growth</b> The 2016 relative learning growth scores, which compare the growth in individual students' learning scores from Year 7 to</p>
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	<p>Year 9, showed that the target of having better than state benchmark results in both high and medium growth was not achieved in any of the dimensions tested.</p> <p><b>Student Engagement and Wellbeing</b>  <b>Attendance</b>  The absence report for 2015 showed an average absence rate of 16.05 days per student. This was less than the state average of 18.2 days. The target was met.</p> <p><b>Student Attitudes to School Survey</b>  The school did not meet any of the targets it set itself in the previous School Strategic Plan (SSP). When compared to the other state secondary schools, the school's performance on the 2016 student Attitudes to School Survey indicated levels of satisfaction at the lower end of the scale for Teaching and Learning, Wellbeing and Student Relationships. The reviewers observed generally friendly, polite, respectful and considerate students in both the classrooms and grounds.</p> <p><b>Retention Data</b>  The school's retention rate for 2015 was 54.9% which was its highest percentage in four years and exceeded the</p>
<p><b>Considerations for 2019</b></p>	<p>2.2.3 Key findings: areas for improvement</p> <ul style="list-style-type: none"> <li>• Clarify the identity of the school as either a technical school or secondary college.</li> <li>• An agreed and consistent leadership approach which took responsibility for driving change at the school was not apparent.</li> <li>• Accountability for the effective implementation of the SSP and AIP from the Principal class leaders through to the classroom teachers was not apparent.</li> <li>• Role descriptions did not reflect the personal and collective responsibility for the implementation of the School Strategic Plan and the Annual Implementation Plan.</li> <li>• The Performance and Development Review processes did not reinforce the expectation that the school's instructional model would be followed and that Learning Area Leaders and teachers are accountable for student achievement.</li> <li>• The school's instructional model or curriculum was not agreed and documented. Learning areas did not develop detailed scope and sequences for their non VCE and VCAL classes that reflected elements of the FISO and the instructional model.</li> </ul>

	<ul style="list-style-type: none"> <li>The school's resourcing model did not ensure that appropriate intervention and alternative programs to meet the needs of particular students could be funded. It also did not provide the resources to build the capability of both teachers and leaders to implement the school's reform agenda.</li> <li>Despite implementation issues, the new House system was starting to demonstrate its purpose of building higher levels of engagement and connection and to build authentic student leadership and voice in the school.</li> </ul>
<b>Documents that support this plan</b>	Cobden Technical School Priority Review Report Final.pdf (1.01 MB) CTS_7088 Self-evaluation final 03-10-2016.pdf (2.05 MB)

## Annual Implementation Plan - 2018

### FISO Improvement Initiatives and Key Improvement Strategies

Cobden Technical School (7088)

Four Year Strategic Goals	Four Year Strategic Targets	Is this selected for focus this year?	12 month target	FISO initiative															
Build the capacity of ALL staff to develop a culture of review, responsibility and shared accountability for school improvement.	<table border="1"> <tr> <td colspan="3">Staff Opinion Survey – percentage endorsement</td> </tr> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td>Based on 2015 percentages</td> <td>Benchmark</td> <td>Target</td> </tr> <tr> <td>Collective responsibility</td> <td>55.70%</td> <td>70%</td> </tr> <tr> <td>Collective focus on student learning</td> <td>45.70%</td> <td>70%</td> </tr> </table>	Staff Opinion Survey – percentage endorsement						Based on 2015 percentages	Benchmark	Target	Collective responsibility	55.70%	70%	Collective focus on student learning	45.70%	70%	Yes	Outline what you want achieve in the next 12 months against your Strategic Plan target.  Staff Opinion Survey – percentage endorsement Based on 2017 percentages  Collective responsibility	Building leadership teams
Staff Opinion Survey – percentage endorsement																			
Based on 2015 percentages	Benchmark	Target																	
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Intellectual stimulation	52%	60%
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**NAPLAN relative growth Year 7 -9**

Based on 2015 percentages	Benchmark			Target		
	Low	Med	High	Low	Med	High
Reading	43%	50%	8%	25%	60%	15%

**Teacher Judgements**

English

Based on 2015 percentages	Benchmark			Target		
	A&B	C	D&E	A&B	C	D&E
Reading & viewing	11%	61%	28%	23%	53%	23%
Writing	7%	57%	36%	18%	55%	27%

**VCE**

Study Scores

Subject	Benchmark	Target
All study	23.33	27

C:  
Benchmark: 61%  
Target: 61%  
D&E:  
Benchmark: 28%  
Target: 23%

Writing  
A&B:  
Benchmark: 7%  
Target: 12%

C:  
Benchmark: 57%  
Target:  
D&E:  
Benchmark: 36%  
Target: 31%

NAPLAN relative growth Year 7 -9  
Targets based on 2017 percentages

Reading  
Low  
Benchmark: 59.1%  
Target: 50%

Medium  
Benchmark: 31.8%  
Target: 35%

High  
Benchmark: 9.1%  
Target: 15%

VCE Study Scores

			Targets based on 2016 study scores  All study mean (State mean 28.71) Benchmark: 21.21 Target: 24	
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<b>Improvement Initiatives Rationale</b>
<p>In 2016 CTS was identified for a Priority Review based on the 2015 threshold data where the school failed to meet 18 of the 38 threshold measures. The key findings of this review were:</p> <ol style="list-style-type: none"> <li>1. Clarify the identity of the school as either a technical school or secondary college.</li> <li>2. An agreed and consistent leadership approach which took responsibility for driving change at the school was not apparent.</li> <li>3. Accountability for the effective implementation of the SSP and AIP from the Principal class leaders through to the classroom teachers was not apparent.</li> <li>4. Role descriptions did not reflect the personal and collective responsibility for the implementation of the School Strategic Plan and the Annual Implementation Plan.</li> <li>5. The Performance and Development Review processes did not reinforce the expectation that the school's instructional model would be followed and that Learning Area Leaders and teachers are accountable for student achievement.</li> <li>6. The school's instructional model or curriculum was not agreed and documented. Learning areas did not develop detailed scope and sequences for their non VCE and VCAL classes that reflected elements of the FISO and the instructional model.</li> <li>7. The school's resourcing model did not ensure that appropriate intervention and alternative programs to meet the needs of particular students could be funded. It also did not provide the resources to build the capability of both teachers and leaders to implement the school's reform agenda.</li> <li>8. Despite implementation issues, the new House system was starting to demonstrate its purpose of building higher levels of engagement and connection and to build authentic student leadership and voice in the school.</li> </ol>

<b>Goal 1</b>	Build the capacity of ALL staff to develop a culture of review, responsibility and shared accountability for school improvement.
<b>12 month target 1.1</b>	Staff Opinion Survey – percentage endorsement Based on 2017 percentages  Collective responsibility Benchmark 50.0% Target 55.0%



	<p>Collective efficacy Benchmark 26.0% Target 40.0%</p> <p>Leading change Benchmark 57.1% Target 65%</p> <p>Visibility Benchmark 50.0% Target 60%</p> <p>Leaders' support for change Benchmark 52.4% Target 60%</p> <p>Instructional leadership Benchmark 31.5% Target 50%</p>
<b>FISO Initiative</b>	Building leadership teams
<b>Key Improvement Strategies</b>	
KIS 1	Build leadership capability to utilise the Improvement Cycle to embed a professional learning framework that ensures a line of sight between the Strategic Plan, the Annual Implementation Plans, and Performance & Development plans.

<b>Goal 2</b>	Build the capacity of all teachers to consistently apply evidence based high impact teaching strategies so that all students achieve appropriate learning growth in Literacy and Numeracy.
<b>12 month target 2.1</b>	<p>Teacher Judgments English Targets based on 2016 percentages</p> <p>Reading &amp; viewing</p>

A&B:  
Benchmark: 11%  
Target: 16%  
C:  
Benchmark: 61%  
Target: 61%  
D&E:  
Benchmark: 28%  
Target: 23%

Writing  
A&B:  
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C:  
Benchmark: 57%  
Target:  
D&E:  
Benchmark: 36%  
Target: 31%

NAPLAN relative growth Year 7 -9  
Targets based on 2017 percentages

Reading  
Low  
Benchmark: 59.1%  
Target: 50%

Medium  
Benchmark: 31.8%  
Target: 35%

High  
Benchmark: 9.1%  
Target: 15%

	VCE Study Scores Targets based on 2016 study scores  All study mean (State mean 28.71) Benchmark: 21.21 Target: 24
<b>FISO Initiative</b>	Building practice excellence
<b>Key Improvement Strategies</b>	
KIS 1	Develop an agreed instructional model incorporating high impact teaching strategies that is implemented rigorously by all staff.
KIS 2	Implement a PLC framework across all levels of the school to Build teacher capability to identify, collaboratively plan, teach and report on each student's point of learning (POL). Ensure consistent practices associated with the identification, collaboratively planning, teaching and reporting on POL

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

Cobden Technical School (7088)

<b>Goal 1</b>	Build the capacity of ALL staff to develop a culture of review, responsibility and shared accountability for school improvement.
<b>12 month target 1.1</b>	Staff Opinion Survey – percentage endorsement Based on 2017 percentages  Collective responsibility Benchmark 50.0% Target 55.0%  Collective efficacy Benchmark 26.0% Target 40.0%

	<p>Leading change Benchmark 57.1% Target 65%</p> <p>Visibility Benchmark 50.0% Target 60%</p> <p>Leaders' support for change Benchmark 52.4% Target 60%</p> <p>Instructional leadership Benchmark 31.5% Target 50%</p>
<b>FISO Initiative</b>	Building leadership teams
<b>Key Improvement Strategy 1</b>	Build leadership capability to utilise the Improvement Cycle to embed a professional learning framework that ensures a line of sight between the Strategic Plan, the Annual Implementation Plans, and Performance & Development plans.
Actions	<p>Evaluate the effectiveness of the whole school Professional Learning Plan.</p> <p>Complete individual Performance &amp; Development End of Cycle Review.</p> <p>Develop a whole school approach to professional learning and a whole school Professional Learning Plan that is aligned to the AIP and SSP.</p> <p>Support teachers to improve their individual and collective capacity to improve student learning outcomes.</p> <p>Support staff to Build Practice Excellence through application of the Improvement Cycle.</p> <p>Support staff to work towards goals outlined in individual PDPs</p>
Evidence of impact	<p>Teachers</p> <ul style="list-style-type: none"> <li>All teachers have a reading and attendance goal in the PDP</li> <li>All teachers use the language of the FISO improvement cycle in discussions regarding their own improvement journey (PDP)</li> </ul>

	<ul style="list-style-type: none"> <li>Teachers use multiple sources of data to inform their next level of learning.</li> <li>Teacher can articulate how they will improve their professional practice.</li> <li>Teachers can articulate how their personal goals align with those of the school</li> <li>Teachers participate in regular peer observations, providing timely and focused feedback to peers, and using feedback received to strengthen professional practice</li> <li>Teachers seek feedback about their professional practice from students</li> <li>Teachers participating in school based PL aligned with the AIP</li> <li>Teachers meeting in triads at least monthly to discuss and showcase progress towards the PDP goals</li> </ul> <p>Leaders</p> <ul style="list-style-type: none"> <li>Using the language of the FISO improvement cycle consistently with staff, students and the broader community</li> <li>Working closely with staff to develop robust PDPs that align with the school AIP</li> <li>Working with staff to develop a deeper knowledge of the associated element of the FISO Continua</li> <li>Strategically allocate resources and use evidence to evaluate success</li> <li>Strategically monitor the progress of the AIP</li> <li>Strategically monitor the progress of staff PDPs</li> <li>Provide timely and appropriate support for staff who are not making appropriate progress towards meeting the PDP goals</li> <li>Provide timely and appropriate support for staff who are not meeting the AITSL standards</li> <li>Allocating at least 15% of their time to practices associated with instructional leadership</li> </ul>			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Lead staff to develop a stronger understanding of FISO Continua in relation to Building Practice Excellence, and identify WHAT needs to occur to move along the continuum, and plan for HOW this will happen (using the improvement cycle).	Leadership Team	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
<p>Audit the school's professional learning program against the 'Principles of Effective Professional Learning'. Focus on student learning needs:</p> <ul style="list-style-type: none"> <li>Driven by the Improvement Cycle</li> <li>Collaborative practice</li> <li>Embedded in daily practice</li> <li>Aligned to the school goals and P&amp;D cycle</li> </ul>	Leadership Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

• Focussed on the problem of practice and drawing on external expertise where necessary.				
Establish a more frequent cycle of PDP evidence review to monitor teachers' progression towards achieving their PDP goals.	Leadership Team	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Establish PLCs and identify who will lead these teams and drive improved practice.	Leadership Team	<input type="checkbox"/> No	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
Identify opportunities for teachers to work and learn collaboratively at and beyond the school, and have opportunities to share that learning with peers.	Leadership Team	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Assess the capability of middle leaders, and if required build this capability through structured professional learning focussed on instructional coaching. For example: • Bastow's Leading Literacy • Bastow's Leading Numeracy	Leadership Team	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$2,640.00 <input checked="" type="checkbox"/> Equity funding will be used
Provide time for teachers to review the school's curriculum in line with the Victorian Curriculum.	Leadership Team	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Support teachers to build their data and assessment literacy, and check that teachers use assessment as a tool to identify where students are at, and what they need to focus on next in order to improve.	PLC Leaders	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Implement a whole school Professional Learning Plan that is focussed on the Improvement Cycle and on improving student outcomes. This includes: • planning for the use of student free days planning for the use of professional practice days • prioritising and embedding professional learning within the school's meeting schedule	Leadership Team	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

• regularly unpacking student learning data and sharing with all staff				
Allocate meeting time for staff to work in PLCs/triads to analyse teacher practices and student achievement data (refer to PLC maturity matrix)	Leadership Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Engage experts to support and deliver professional learning where required, and facilitate the sharing of professional learning across and beyond the school.	Leadership Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Provide teachers with opportunities to observe excellent practice and with opportunities to receive constructive feedback on their own practice.	Assistant Principal	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

<b>Goal 2</b>	Build the capacity of all teachers to consistently apply evidence based high impact teaching strategies so that all students achieve appropriate learning growth in Literacy and Numeracy.
<b>12 month target 2.1</b>	<p>Teacher Judgments English Targets based on 2016 percentages</p> <p>Reading &amp; viewing A&amp;B: Benchmark: 11% Target: 16% C: Benchmark: 61% Target: 61% D&amp;E: Benchmark: 28% Target: 23%</p> <p>Writing A&amp;B:</p>

	<p>Benchmark: 7% Target: 12%</p> <p>C: Benchmark: 57% Target:</p> <p>D&amp;E: Benchmark: 36% Target: 31%</p> <p>NAPLAN relative growth Year 7 -9 Targets based on 2017 percentages</p> <p>Reading Low Benchmark: 59.1% Target: 50%</p> <p>Medium Benchmark: 31.8% Target: 35%</p> <p>High Benchmark: 9.1% Target: 15%</p> <p>VCE Study Scores Targets based on 2016 study scores</p> <p>All study mean (State mean 28.71) Benchmark: 21.21 Target: 24</p>
<b>FISO Initiative</b>	Building practice excellence
<b>Key Improvement Strategy 1</b>	Develop an agreed instructional model incorporating high impact teaching strategies that is implemented rigorously by all staff.



<p>Actions</p>	<p>School leaders work collaboratively with all staff to evaluate the school's instructional model.</p> <p>The continua in relation to the use of 'Evidence Based High Impact Strategies' demands that:</p> <ol style="list-style-type: none"> <li>1. The school has high expectations for learning progress</li> <li>2. The school develops teacher knowledge of 'Evidence Based High Impact Strategies'</li> <li>3. The school implements consistent and sustained 'Evidence Based High Impact Strategies'</li> <li>4. The school monitors and evaluates practice</li> </ol> <p>Develop a culture of continuous improvement.</p> <p>Support teachers to develop their knowledge &amp; capacity to identify, implement and evaluate the use of 'Evidence Based High Impact Strategies'.</p> <p>Support teachers to embed the use of Evidence Based High Impact Strategies' into their everyday practice.</p>
<p>Evidence of impact</p>	<p><b>STUDENTS:</b></p> <ul style="list-style-type: none"> <li>• can articulate the goals of each lesson, and how they will know if they have successfully achieved them</li> <li>• can understand and self-assess their progress, and articulate what they need to learn next</li> <li>• can explain concepts to peers and record their understanding in multiple ways</li> <li>• discuss their progress during conferencing and explain how this supports their learning</li> <li>• provide regular feedback in a variety of ways to teachers about the effectiveness of their practice.</li> </ul> <p><b>TEACHERS:</b></p> <ul style="list-style-type: none"> <li>• demonstrate a deep knowledge of how reading skills develop in early childhood through to adolescence</li> <li>• plan and implement lessons that include 'multiple exposures' to new knowledge</li> <li>• provide opportunities for students to record and present concepts to peers in multiple ways</li> <li>• conduct conferences to support students to discuss their progress and identify their next learning goal</li> <li>• work collaboratively with colleagues in teams to moderate common assessment tasks and develop consistent teacher judgement outcomes</li> <li>• analyse student data to reflect and review the impact of their practice on learning outcomes</li> <li>• identify and adopt differentiated pedagogical practices that meet the learning needs of their students.</li> </ul> <p><b>LEADERS</b></p> <ul style="list-style-type: none"> <li>• provide regular feedback to teaching teams and individuals, based on evidence collected through observation of practice during learning walks</li> <li>• support staff through professional learning and coaching conversations to deepen their understanding of the development of reading skills in children</li> </ul>

	<ul style="list-style-type: none"> <li>• model the use of the school's instructional model as a framework for the professional learning presented to staff in the school</li> <li>• facilitate and support collaborative practices across the school.</li> </ul>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a Professional Learning Priority</b>	<b>When</b>	<b>Budget</b>
Evaluate the impact of the school's instructional model against: <ul style="list-style-type: none"> <li>• Student learning outcomes</li> <li>• Models of best practice and the most up to date research on instructional models</li> <li>• The potential to utilise evidence-based high-impact teaching strategies across all areas of the school</li> </ul>	Leadership Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Lead staff to develop a stronger understanding of FISO Continua in relation to 'Evidence Based High Impact Strategies' and identify WHAT needs to occur to move along the continuum, and plan for HOW this will happen (using the improvement cycle).	Assistant Principal	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Ensure the school's evidence-based instructional model is consistently applied across the school, through (for example): <ul style="list-style-type: none"> <li>• Clear expectations of teacher practice</li> <li>• A focus on instructional coaching</li> <li>• Peer observations &amp; feedback</li> <li>• Team teaching</li> <li>• Micro teaching</li> </ul> with fidelity through (but not limited to): <ul style="list-style-type: none"> <li>• Clear expectations of teacher practice</li> <li>• A focus on instructional coaching</li> <li>• Peer observation &amp; feedback</li> <li>• Learning walks</li> <li>• Micro-teaching</li> <li>• Student voice</li> </ul>	Assistant Principal	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Develop a shared understanding of the impact of high expectations, collective efficacy and students' self-efficacy.	School Improvement Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
School leaders model a commitment to continuous improvement through: <ul style="list-style-type: none"> <li>• The collection of feedback and reflection</li> <li>• Development of their own PDPs</li> <li>• Presentations to staff that promote continuous improvement</li> <li>• Using data to measure growth &amp; improvement</li> </ul>	Leadership Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Implement a consistent instructional model across the school and check teachers are implementing the model with fidelity through (but not limited to): <ul style="list-style-type: none"> <li>• Clear expectations of teacher practice</li> <li>• A focus on instructional coaching</li> <li>• Peer observation &amp; feedback</li> <li>• Learning walks</li> <li>• Micro-teaching</li> <li>• Student voice</li> </ul>	Leadership Team	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Ensure teachers are aware of DET resources and contemporary research by providing them with access to professional literature and the time to discuss this in light of their own context.	Leadership Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Encourage teachers to make use of 'Evidence Based High Impact Strategies' as part of the strategies outlined in their own PDPs. For example: <ul style="list-style-type: none"> <li>• Observe their practice and provide them with explicit feedback relating to improved classroom practice through the use of Evidence Based High Impact Strategies</li> <li>• Introduce peer observations and feedback as part of the PDP process, this can include observing colleagues and being observed and working collaboratively to reflect on this practice and identify areas for improvement.</li> <li>• Work within PLCs/triads to engage in reflection and professional</li> </ul>	Leadership Team	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

conversations to identify how to effectively introduce strategies to improve student-learning outcomes.				
Provide time and resources for teachers to work collaboratively in PLTs/triads and collegiate groups to: - continually reflect, refine and improve their individual and collective practice; and - monitor their individual practice against the school's instructional model and to provide their peers with feedback to assist them to reflect and improve practice.	Leadership Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Assist teachers to use assessment data to track the impact of their teaching practice and on the use of specific strategies on student learning growth.	PLC Leaders	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Provide professional learning that is focussed on improving teachers' capacity to implement 'Evidence Based High Impact Strategies'.	Leadership Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
PLTs/triads develop and share exemplars of student work in order to raise expectations across the school.	PLC Leaders	<input checked="" type="checkbox"/> Yes	from: Term 3 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

<b>Goal 2</b>	Build the capacity of all teachers to consistently apply evidence based high impact teaching strategies so that all students achieve appropriate learning growth in Literacy and Numeracy.
<b>12 month target 2.1</b>	Teacher Judgments English Targets based on 2016 percentages  Reading & viewing A&B: Benchmark: 11% Target: 16% C:

Benchmark: 61%  
Target: 61%  
D&E:  
Benchmark: 28%  
Target: 23%

Writing  
A&B:  
Benchmark: 7%  
Target: 12%  
C:  
Benchmark: 57%  
Target:  
D&E:  
Benchmark: 36%  
Target: 31%

NAPLAN relative growth Year 7 -9  
Targets based on 2017 percentages

Reading  
Low  
Benchmark: 59.1%  
Target: 50%

Medium  
Benchmark: 31.8%  
Target: 35%

High  
Benchmark: 9.1%  
Target: 15%

VCE Study Scores  
Targets based on 2016 study scores

All study mean (State mean 28.71)

	Benchmark: 21.21 Target: 24			
<b>FISO Initiative</b>	Building practice excellence			
<b>Key Improvement Strategy 2</b>	Implement a PLC framework across all levels of the school to Build teacher capability to identify, collaboratively plan, teach and report on each student's point of learning (POL). Ensure consistent practices associated with the identification, collaboratively planning, teaching and reporting on POL			
Actions	Identify PLC Instructional Leaders PLC Instructional Leaders participating in DET PLC Initiative training Establish PLT's Provide time for PLT work			
Evidence of impact	PLC Instructional Leaders working with teachers Teachers using data to identify groups for differentiation within their cohorts. Peer observations relating to PLC work Teachers incorporate PLT goal into their PDP at mid-cycle.			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a Professional Learning Priority</b>	<b>When</b>	<b>Budget</b>
PLC Instructional Leaders working with teachers	PLC Leaders	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Teachers using data to identify groups for differentiation within their cohorts.	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Peer observations relating to PLC work	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Teachers incorporate PLT goal into their PDP at mid-cycle.	All Staff	<input type="checkbox"/> No	from: Term 2 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
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## Professional Learning and Development Plan - 2018

Cobden Technical School (7088)

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
Audit the school's professional learning program against the 'Principles of Effective Professional Learning'. Focus on student learning needs: <ul style="list-style-type: none"> <li>• Driven by the Improvement Cycle</li> <li>• Collaborative practice</li> <li>• Embedded in daily practice</li> <li>• Aligned to the school goals and P&amp;D cycle</li> <li>• Focussed on the problem of practice and drawing on external expertise where necessary.</li> </ul>	Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Support teachers to build their data and assessment literacy, and check that teachers use assessment as a tool to identify where students are at, and what	PLC Leaders	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Formalised PLC/PLTs	<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

they need to focus on next in order to improve.						
Allocate meeting time for staff to work in PLCs/triads to analyse teacher practices and student achievement data (refer to PLC maturity matrix)	Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Individualised Reflection	<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 experts to support and deliver professional learning where required, and facilitate the sharing of professional learning across and beyond the school.	Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <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 Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Bastow program/course	<input checked="" type="checkbox"/> On-site
Evaluate the impact of the school's instructional model against: <ul style="list-style-type: none"> <li>• Student learning outcomes</li> <li>• Models of best practice and the most up to date research on instructional models</li> <li>• The potential to utilise evidence-based high-impact teaching strategies across all areas of the school</li> </ul>	Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Whole School Student Free Day <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"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
Lead staff to develop a stronger understanding of FISO Continua in relation to 'Evidence Based High Impact Strategies' and identify WHAT needs to occur to move along the continuum, and plan for HOW this will	Assistant Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site



happen (using the improvement cycle).						
<p>Ensure the school's evidence-based instructional model is consistently applied across the school, through (for example):</p> <ul style="list-style-type: none"> <li>• Clear expectations of teacher practice</li> <li>• A focus on instructional coaching</li> <li>• Peer observations &amp; feedback</li> <li>• Team teaching</li> <li>• Micro teaching with fidelity through (but not limited to):</li> <li>• Clear expectations of teacher practice</li> <li>• A focus on instructional coaching</li> <li>• Peer observation &amp; feedback</li> <li>• Learning walks</li> <li>• Micro-teaching</li> <li>• Student voice</li> </ul>	Assistant Principal	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Whole School Student Free Day	<input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Develop a shared understanding of the impact of high expectations, collective efficacy and students' self-efficacy.	School Improvement Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Whole School Student Free Day	<input checked="" type="checkbox"/> School improvement partnerships <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
School leaders model a commitment to continuous improvement through:	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"/> Internal staff	<input checked="" type="checkbox"/> On-site

<ul style="list-style-type: none"> <li>• The collection of feedback and reflection</li> <li>• Development of their own PDPs</li> <li>• Presentations to staff that promote continuous improvement</li> <li>• Using data to measure growth &amp; improvement</li> </ul>						
Ensure teachers are aware of DET resources and contemporary research by providing them with access to professional literature and the time to discuss this in light of their own context.	Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Provide time and resources for teachers to work collaboratively in PLTs/triads and collegiate groups to: - continually reflect, refine and improve their individual and collective practice; and - monitor their individual practice against the school's instructional model and to provide their peers with feedback to assist them to reflect and improve practice.	Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Formalised PLC/PLTs	<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
Assist teachers to use assessment data to track the impact of their teaching practice and on the use of	PLC Leaders	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Formalised PLC/PLTs <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 Initiative <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site

specific strategies on student learning growth.				<input checked="" type="checkbox"/> PLC/PLT Meeting		
Provide professional learning that is focussed on improving teachers' capacity to implement 'Evidence Based High Impact Strategies'.	Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <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
PLTs/triads develop and share exemplars of student work in order to raise expectations across the school.	PLC Leaders	from: Term 3 to: Term 4	<input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Formalised PLC/PLTs	<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
PLC Instructional Leaders working with teachers	PLC Leaders	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Formalised PLC/PLTs	<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"/> Literacy Leaders	<input checked="" type="checkbox"/> On-site
Teachers using data to identify groups for differentiation within their cohorts.	All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Professional Practice 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
Peer observations relating to PLC work	All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Formalised PLC/PLTs <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> PLC Initiative <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.

### Self-evaluation Summary

[Cobden Technical School Priority Review Report Final.pdf \(1.01 MB\)](#)

[CTS\\_7088 Self-evaluation final 03-10-2016.pdf \(2.05 MB\)](#)