

2018 Annual Implementation Plan

for improving student outcomes

Buckley Park College (7670)



BUCKLEY PARK COLLEGE

Submitted for review by Nathan Chisholm (School Principal) on 29 December, 2017 at 01:07 PM
Awaiting endorsement by Senior Education Improvement Leader
Awaiting endorsement by School Council President

Self-evaluation Summary - 2018

Buckley Park College (7670)

	FISO Improvement Model Dimensions The 6 High-impact Improvement Initiatives are highlighted below in red.	Self-evaluation Level	Evidence and Analysis
--	---	------------------------------	------------------------------

Draft

Excellence in teaching and learning	Building practice excellence	Evolving moving towards Embedding	We have made significant progress this year and staff have been engaged in high-level, deep professional learning. Our learning and improvement focus has been guided by our reformed staff professional learning time, structured into smaller groups, supported by coaches. Teachers are explicitly working on pedagogical improvement in a collaborative way and PDPs are supporting this. We have worked closely with an expert partner (Gavin Grift) as we've committed to the PLC model/process to improve teacher practice and give student learning improvement. We are starting to embed this work and we have much further to go in 2018.
	Curriculum planning and assessment	Evolving	There has been significant work done in these areas this year but we've identified this as areas for focus in 2018. We are implementing the Victorian Curriculum across the school and work has begun to better understand how to integrate the Capabilities moving forward. We have been working on a common unit planning approach based on UBD, but again there is more to be done. In 2018, we plan to map the essential learnings of each subject at our school, refocus the descriptors and build on our current efforts to reform assessment to move toward standards-based assessment 7-9. We continue to seek input from our students regarding their curriculum and will build this further next year.
	Evidence-based high-impact teaching strategies	Evolving moving towards Embedding	
	Evaluating impact on learning	Evolving moving towards Embedding	

Professional leadership	Building leadership teams	Embedding	
	Instructional and shared leadership	Embedding	
	Strategic resource management	Embedding moving towards Excelling	
	Vision, values and culture	Embedding moving towards Excelling	

Positive climate for learning	Empowering students and building school pride	Embedding	We have made good progress here and have continued to commit to the strategic priority of 'student voice and choice'. Student focus groups continue to be used to seek feedback from students about how we can improve their school; the Student Feedback Tool is a systematic approach for teachers to seek feedback on their classes from students. We have heard the feedback about the changes required to Connections and we have re-committed to this work, through a different structure in 2018. Student leaders continue to participate in genuine school leadership opportunities and the SRC has been reformed to create a leadership council
	Setting expectations and promoting inclusion	Excelling	
	Health and wellbeing	Embedding moving towards Excelling	
	Intellectual engagement and self-awareness	Embedding moving towards Excelling	

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

Enter your reflective comments	<p>We have made significant progress this year and staff have been engaged in high-level, deep professional learning. Our learning and improvement focus has been guided by our reformed staff professional learning time, structured into smaller groups, supported by coaches. Teachers are explicitly working on pedagogical improvement in a collaborative way and PDPs are supporting this. We have worked closely with an expert partner (Gavin Grift) as we've committed to the PLC model/process to improve teacher practice and give student learning improvement. We are starting to embed this work and we have much further to go in 2018.</p>
Considerations for 2019	<p>Next Steps:</p> <ol style="list-style-type: none"> 1. Focused work on the guaranteed and viable curriculum; mapping our Essential Learnings, reworking all unit outlines and formalising a consistent UBD planning approach 2. Build further on our commitment to PLCs, for every teacher 3. Implement our new evidence-based approach to literacy RTI 4. Implement our whole school 7-9 change to standards based assessment 5. Focus teachers on even more explicit practice improvement goals through our revised approach to professional learning 6. Design and implement our new Positive Education curriculum 7. Systemetize our approach to student focus groups more, including review of what's worked and what hasn't in 2017 8. Continue to plan and implement elements of the Respectful Relationships curriculum
Documents that support this plan	Buckley Park College AIP End Year Comments 2017.docx (0.13 MB)

Annual Implementation Plan - 2018

FISO Improvement Initiatives and Key Improvement Strategies

Buckley Park College (7670)

Four Year Strategic Goals	Four Year Strategic Targets	Is se for for th ye
To improve individual student learning growth and to improve student learning outcomes for all students, regardless of their level	<ol style="list-style-type: none"> 1. To improve the median VCE study score from 31 in 2015 to 32 in 2017/18 2. To improve the percentage of VCE study scores over 40 to 12% by 2017/18 3. The percentage of study scores 30-39 to be in the range 55% - 60% 4. The percentage of study scores less than 29 to be in the range 31% - 35% 5. Less than 20% of cohort to achieve an ATAR less than 60 by 2017 6. To improve the percentage of VCE students achieving above their predicted scores against the GAT from 52% in 2014 – 65% in 2017/18 7. 100% of VCAL students to satisfactorily complete 8. Analysed student learning data to demonstrate growth for all students in reading and numeracy at or above the mean for like schools 7-9 9. <u>Relative growth NAPLAN</u> - More than 25% of students in the high growth area for reading and less than 20% in the low growth area 10. <u>Relative growth NAPLAN</u> - More than 25% of students in the high growth area for numeracy and less than 20% in the low growth area 11. <u>Teacher Judgements AusVELS</u>: More than 15% of students to be assessed at A or B in Year 9 Reading, Writing and Numeracy 12. <u>Teacher Judgements AusVELS</u>: More than 10% of all 7-10 students to be assessed at A or B against all AusVELS Domains 	Ye

Draft

<p>To increase real opportunities for meaningful student voice and choice across our school.</p>	<ol style="list-style-type: none"> 1. The Student Attitudes to School survey data to be at or above the 70th percentile in all variables from Years 7 – 9. 2. The Student Attitudes to School survey data to be at or above the State in all variables from years 10-12. 3. Improvements in the variables of: stimulating learning, teacher empathy and teacher effectiveness to be immediate in 2015 across the school 	<p>Ye</p>
<p>To strengthen and</p>	<ol style="list-style-type: none"> 1. The Student Attitudes to School survey data to be at or above the 70th percentile in all variables from Years 7 – 9. 	<p>No</p>

enhance Buckley Park College as a safe, positive and caring learning environment where students and teachers work in a climate of mutual respect and trust

2. The Student Attitudes to School survey data to be at or above the State in all variables from years 10-12
3. The Student Distress variable of the SATS to show immediate and then ongoing gradual improvement

Improvement Initiatives Rationale

It's important to note this is the final year of this strategic period and a formal year of review. This AIP is designed to consolidate and strengthen the work of 2017 and previous years to ensure that we are staying the course and providing the best and most certain conditions for these improvements to truly take hold. At Buckley Park College, we're focused intensively on improved learning and teaching practice across our school.

In our School Strategic Plan (2015 – 2018), we've set the following goals that further inform the rationale behind these improvement areas now in 2018.

- ? To improve individual student learning growth
- ? To improve student learning outcomes for all students, regardless of their level
- ? To increase real opportunities for meaningful student voice and choice across our school

To achieve these broad goals, we've collaboratively developed and implemented a new school-wide instructional framework, based on Marzano's The Art and Science of Teaching. In 2017, we were even more explicit in linking our instructional framework, along with our deep focus on the development of PLCs and Positive Education to our teacher Performance and Development work. We are committed to strengthening these efforts further in 2018. We are extremely pleased with the progress that has been made in 2017 to learn, build and implement effective PLCs across our school. The shifts in thinking from teachers and teams is clear and measurable. The

challenge is now to further this work in 2018 and ensure those shifts in thinking become shifts in classroom practice too. We have refined our approach to staff professional learning further and in 2018, we aim to more closely connect staff PL time with application in PLC time and coaching to build capacity woven throughout. We will refine our group structures to ensure clearer alignment in 2018.

In 2017, we've analysed some excellent results improvements across our school and some very fine areas of growth (e.g.: Writing 7-9, an

Goal 1	To improve individual student learning growth and to improve student learning outcomes for all students, regardless of their level
12 month target 1.1	<p>By the end of 2018</p> <p>The median study score to consolidate at 31 in 2018</p> <p>The percentage of VCE study scores over 40 to improve from 8.8% - 9%</p> <p>The percentage of VCE study scores 30-39 to improve from</p> <p>The percentage of students receiving ATARs of less than 59 to improve from</p> <p>Relative growth NAPLAN Reading Yr 9 – The percentage of students achieving High relative growth to improve from 29.17% - 31%; and students achieving Low relative growth to decreased from 18.75% - 17%</p> <p>Relative growth NAPLAN Numeracy Year 9- The percentage of students achieving High relative growth to improve markedly from 19.86% - 25% and students achieving Low relative growth to decreased from 25.34% - 23%</p> <p>Relative growth NAPLAN Writing Year 9- The percentage of students achieving High relative growth to consolidate at the current 35.17% and students achieving Low relative growth to also consolidate at the current level of 14.48%</p>
FISO Initiative	Building practice excellence
Key Improvement Strategies	
KIS 1	Maximise learning opportunities for all students from years 7 to 9 with an emphasis on those who have not yet reached standards (particularly in Mathematics and English) and meaningfully extending the more able students, through the use of differentiation and intervention strategies.

Goal 2	To increase real opportunities for meaningful student voice and choice across our school.
12 month target 2.1	Significant improvements in the variables of: 1. Stimulating learning from 59 – 70 (7-9) and 25 – 50 (10-12) 2. Differentiated learning challenge from 44 – 60 (7-9) and 26 – 50 (10-12) 3. Student voice and agency from 59 – 70 (7-9) and 40 – 60 (10-12) 4. Teacher concern from 53 – 70 (7-9) and 18 – 40 (10-12)
FISO Initiative	Empowering students and building school pride
Key Improvement Strategies	
KIS 1	Design and implement improvements to further our approach to empowering students and better systemize our approach to seeking feedback from students to esteem their voice and improve teaching practice; development of a school-wide approach to the teaching of student wellbeing

Define Evidence of Impact and Activities and Milestones - 2018

Buckley Park College (7670)

Goal 1	To improve individual student learning growth and to improve student learning outcomes for all students, regardless of their level
12 month target 1.1	By the end of 2018 The median study score to consolidate at 31 in 2018 The percentage of VCE study scores over 40 to improve from 8.8% - 9% The percentage of VCE study scores 30-39 to improve from The percentage of students receiving ATARs of less than 59 to improve from

	<p>Relative growth NAPLAN Reading Yr 9 – The percentage of students achieving High relative growth to improve from 29.17% - 31%; and students achieving Low relative growth to decreased from 18.75% - 17%</p> <p>Relative growth NAPLAN Numeracy Year 9- The percentage of students achieving High relative growth to improve markedly from 19.86% - 25%and students achieving Low relative growth to decreased from 25.34% - 23%</p> <p>Relative growth NAPLAN Writing Year 9- The percentage of students achieving High relative growth to consolidate at the current 35.17% and students achieving Low relative growth to also consolidate at the current level of 14.48%</p>
FISO Initiative	Building practice excellence
Key Improvement Strategy 1	Maximise learning opportunities for all students from years 7 to 9 with an emphasis on those who have not yet reached standards (particularly in Mathematics and English) and meaningfully extending the more able students, through the use of differentiation and intervention strategies.
Actions	<p>Further implement the Victorian Curriculum, including the Capabilities – particular focus on Critical and Creative Thinking</p> <p>Refine our curriculum planning approach to ensure an explicit starting point of first understanding the Essential Learnings/ Standards</p> <p>Deeply strengthen our whole school approach to the development of PLCs to drive improvement in teacher practice and student learning</p> <p>Move to a whole school approach to Standards Based Assessment to be in place to begin 2019</p> <p>Significant professional learning to be provided for all staff on how best to assess against the standards</p> <p>All teachers to teach a 7-9 class and be assigned to a relevant PLC to enable close connection with assessment and student learning in the Middle Years</p> <p>Implement our new approach to evidence-based literacy intervention at Year 7 supported by a new Learning Specialist</p> <p>Connected to our work to move to standards-based assessment, review our system of Compass Timely Reporting thus far</p>
Evidence of impact	<p>All staff participating fully in the PLC process, using data more effectively to plan learning and responding better to students who have not yet learnt concepts.</p> <p>Full implementation of the Vic Curriculum and mapping of the essential standards for all subjects/units across the school.</p>

	<p>Shift away from the traditional A+ - UG grading system with teachers and teams moving to assess student work an student progress against the Standards with clear instructional rubrics to support. Measurable positive difference for students for whom significant literacy intervention is required at Year 7. Teachers can evidence improvement in their practice and connect this to PLCs, staff pl and coaching</p>			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
<p>All teachers to teach a 7-9 class and be assigned to a relevant PLC to enable close connection with assessment and student learning in the Middle Years Deeply strengthen our whole school approach to the development of PLCs to drive improvement in teacher practice and student learning Implement our newly developed BPC framework for PLCs which connects our own approach to the PLC cycle of enquiry with our instructional framework, approach to staff PL and coaching</p>	Leadership Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$5,000.00 <input type="checkbox"/> Equity funding will be used
<p>Ensure appropriate leadership and learning structures are put in place, incorporating the Literacy Leader as a learning specialist Implement our new approach to evidence-based literacy intervention at Year 7 supported by a new Learning Specialist</p>	Principal	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$25,000.00 <input checked="" type="checkbox"/> Equity funding will be used
<p>Provide significant professional learning for staff to ensure readiness to move to a whole school approach to Standards Based Assessment to be in place to begin 2019 Connected to our work to move to standards-based assessment, review our system of Compass Timely Reporting thus far</p>	Leadership Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$5,000.00 <input type="checkbox"/> Equity funding will be used
<p>Further implement the Victorian Curriculum, including the Capabilities – particular focus on Critical and Creative Thinking and refine our curriculum planning approach to ensure an explicit</p>	All Staff	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$2,500.00 <input type="checkbox"/> Equity funding will be used

starting point of first understanding the Essential Learnings/ Standards				
Attend PD and lead PD at school to connect the HITS to our instructional framework and also build the HITS into teacher PDPs	Leadership Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$5,000.00 <input type="checkbox"/> Equity funding will be used
Further our approach to instructional coaching by having more instructional leaders take on the role of coach and connecting our approach to coaching more closely to our PLCs Strengthen, refine and increase the rigour of these classroom observations and feedback system and protocols	Leading Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$20,000.00 <input checked="" type="checkbox"/> Equity funding will be used
Refine and strengthen our approach to staff professional learning whereby our PL time on Mondays is focused on new learning; connected to the application of this learning in PLC time on Thursdays; with clear through-lines between teacher groupings (PL, PLC, PDP, coaching)	Leadership Team	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$15,000.00 <input type="checkbox"/> Equity funding will be used
Build the capacity of PLC leaders through a commitment to ongoing professional learning and coaching. Implement a structured meeting time for PLC leaders to be focused on their own professional growth as they work to support the learning of their teams.	PLC Leaders	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$2,000.00 <input type="checkbox"/> Equity funding will be used

Goal 2	To increase real opportunities for meaningful student voice and choice across our school.
12 month target 2.1	Significant improvements in the variables of: 1. Stimulating learning from 59 – 70 (7-9) and 25 – 50 (10-12) 2. Differentiated learning challenge from 44 – 60 (7-9) and 26 – 50 (10-12) 3. Student voice and agency from 59 – 70 (7-9) and 40 – 60 (10-12) 4. Teacher concern from 53 – 70 (7-9) and 18 – 40 (10-12)

FISO Initiative	Empowering students and building school pride			
Key Improvement Strategy 1	Design and implement improvements to further our approach to empowering students and better systemize our approach to seeking feedback from students to esteem their voice and improve teaching practice; development of a school-wide approach to the teaching of student wellbeing			
Actions	<p>Recommit to the implementation of the student-teacher feedback tool across the College and develop protocols to support using this data to ensure positive impact on teacher practice</p> <p>Refine and strengthen our method of systematically seeking quick data feedback from students and an approach to ensure this is actioned</p> <p>Strengthen our approach to, and structure of, student focus groups by ensuring our approach is systematic and a part of year level calendars</p> <p>Collaboratively plan, deliver and implement our newly developed Positive Education curriculum at Years 7-9 and elective unit at Year 10</p> <p>Strengthen our implementation of the Victorian Respectful Relationships curriculum and ensure content areas are mapped across Health and Positive Education. Continue to lead other schools in our work as RR Lead School</p> <p>Develop and implement new student wellbeing initiatives for each year level to further our whole school commitment to Positive Education and improve on our efforts in Connections 2017</p>			
Evidence of impact	<p>Student focus groups are more systematically in place and understood as a vital part of school improvement through leveraging student voice.</p> <p>All teachers are using the Student Feedback Tool as a regular (non-negotiable) part of their practice in all subjects, at all levels. Feedback from students, teachers and families evidences that our new Positive Education curriculum (7-9) is understood and is having a positive impact.</p> <p>SATS data shows us that our efforts to enhance student voice and choice is having a positive impact</p>			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget

<p>Recommit to the implementation of the student-teacher feedback tool across the College and develop protocols to support using this data to ensure positive impact on teacher practice</p> <p>Refine and strengthen our method of systematically seeking quick data feedback from students and an approach to ensure this is actioned</p>	Leadership Team	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
<p>Collaboratively plan, deliver and implement our newly developed Positive Education curriculum at Years 7-9 and elective unit at Year 10</p>	Leading Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$8,000.00 <input type="checkbox"/> Equity funding will be used
<p>Develop and implement new student wellbeing initiatives for each year level to further our whole school commitment to Positive Education and improve on our efforts in Connections 2017</p> <p>Design and implement strategies to boost student, staff and community engagement with, and understanding of, Positive Education</p>	Year Level Co-ordinator(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$15,000.00 <input type="checkbox"/> Equity funding will be used
<p>Strengthen our approach to, and structure of, student focus groups by ensuring our approach is systematic and a part of year level calendars</p>	Leadership Team	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$2,000.00 <input type="checkbox"/> Equity funding will be used
<p>Develop and deliver a series of staff professional learning sessions designed to strengthen our shared understanding of the importance of genuine wellbeing for all, and the clear links between wellbeing and achievement. This is an ongoing priority.</p>	Leadership Team	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$2,000.00 <input type="checkbox"/> Equity funding will be used
<p>Strengthen our implementation of the Victorian Respectful Relationships curriculum and ensure content areas are mapped across Health and Positive Education. Continue to lead other schools in our work as RR Lead School. Undertake continued staff professional learning to build capacity</p>	Sub School Leader/s	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$10,000.00 <input type="checkbox"/> Equity funding will be used

Professional Learning and Development Plan - 2018

Buckley Park College (7670)

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
<p>All teachers to teach a 7-9 class and be assigned to a relevant PLC to enable close connection with assessment and student learning in the Middle Years</p> <p>Deeply strengthen our whole school approach to the development of PLCs to drive improvement in teacher practice and student learning</p> <p>Implement our newly developed BPC framework for PLCs which connects our own approach to the PLC cycle of enquiry with our instructional framework, approach to staff PL and coaching</p>	Leadership Team	from: Term 1 to: Term 4	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Peer observation including feedback and reflection <input checked="" type="checkbox"/> Formalised PLC/PLTs 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting 	<ul style="list-style-type: none"> <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
<p>Ensure appropriate leadership and learning structures are put in place, incorporating the Literacy Leader as a learning specialist</p> <p>Implement our new approach to evidence-based literacy</p>	Principal	from: Term 1 to: Term 4	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team <input checked="" type="checkbox"/> Curriculum development 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Literacy expertise <input checked="" type="checkbox"/> Bastow program/course <input checked="" type="checkbox"/> Learning Specialist 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Off-site Bastow Literacy Leaders for 2 new staff

intervention at Year 7 supported by a new Learning Specialist						
<p>Provide significant professional learning for staff to ensure readiness to move to a whole school approach to Standards Based Assessment to be in place to begin 2019</p> <p>Connected to our work to move to standards-based assessment, review our system of Compass Timely Reporting thus far</p>	Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning <input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<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"/> PLC Initiative <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Further implement the Victorian Curriculum, including the Capabilities – particular focus on Critical and Creative Thinking and refine our curriculum planning approach to ensure an explicit starting point of first understanding the Essential Learnings/ Standards	All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning	<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"/> VCAA Curriculum Specialist <input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Attend PD and lead PD at school to connect the HITS to our instructional framework and also build the HITS into teacher PDPs	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"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site

			<input checked="" type="checkbox"/> Individualised Reflection			
<p>Further our approach to instructional coaching by having more instructional leaders take on the role of coach and connecting our approach to coaching more closely to our PLCs</p> <p>Strengthen, refine and increase the rigour of these classroom observations and feedback system and protocols</p>	Leading Teacher(s)	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"/> 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"/> Bastow program/course	<input checked="" type="checkbox"/> Off-site Bastow coaching PD
Build the capacity of PLC leaders through a commitment to ongoing professional learning and coaching. Implement a structured meeting time for PLC leaders to be focused on their own professional growth as they work to support the learning of their teams.	PLC Leaders	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"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> PLC/PLT Meeting	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
Collaboratively plan, deliver and implement our newly developed Positive Education curriculum at Years 7-9 and elective unit at Year 10	Leading Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <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"/> On-site

Strengthen our implementation of the Victorian Respectful Relationships curriculum and ensure content areas are mapped across Health and Positive Education. Continue to lead other schools in our work as RR Lead School. Undertake continued staff professional learning to build capacity	Sub School Leader/s	from: Term 1 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"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants Respectful Relationships team	<input checked="" type="checkbox"/> On-site
--	---------------------	----------------------------	--	--	---	---

Documents that support the plan

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

Dimension 13

[Parent OP Data 2017.docx \(0.15 MB\)](#)

Dimension 16

[Parent OP Data 2017.docx \(0.15 MB\)](#)

Self-evaluation Summary

[Buckley Park College AIP End Year Comments 2017.docx \(0.13 MB\)](#)

2018 Annual Implementation Plan

[Buckley Park College AIP End Year Comments 2017.docx \(0.13 MB\)](#)

[Draft 2018 BPC PLC BOOKLET.docx \(0.62 MB\)](#)

[SUPschool_20177670.pdf \(2.22 MB\)](#)