

Annual Implementation Plan - 2021

Define Actions, Outcomes and Activities

Mildura Senior College (8045)



MILDURA SENIOR COLLEGE
a pathway to the future

Submitted for review by Belinda Hudak (School Principal) on 27 November, 2020 at 09:48 AM
Awaiting endorsement by Senior Education Improvement Leader
Awaiting endorsement by School Council President

Define Actions, Outcomes and Activities

Goal 1	2021 Priorities Goal
12 Month Target 1.1	<p>VCE STUDY SCORE MEANS VCE Data Service report 17 to show at least 70% of students deemed to have 'added value' or achieve expected level in each VCE study</p> <p>STAFF OPINION Teacher collaboration: from 47.8% in 2019 to 48.5% in 2021 Understand how to analyse data: from 60.3% in 2019 to 62% in 2021 Believe peer feedback improves practice from 56.9% in 2019 to 59.6% in 2021 Instructional leadership: from 43.1% in 2019 to 45.4% in 2021 Use student feedback to improve practice: from 64.3% in 2019 to 66.2% in 2021</p> <p>COMPLETION AND ATTENDANCE Attendance to improve from an average of 21.67 days absent per student in 2019 to 20 days absent per student in 2021 VCAL completion rate to improve from 63% in 2019 to 67% in 2021</p> <p>STUDENT ATTITUDES Variables in the AToSS to reflect the following percentage of positive responses: Learning Confidence: from 65% to 66% in 2021 Differentiated learning challenge: from 56% in 2019 to 65% in 2021 Stimulated learning: from 61% in 2019 to 62.3% in 2021 Student voice and agency: from 55% in 2019 to 56% in 2024</p>
KIS 1 Curriculum planning and assessment	Learning, catch-up and extension priority
Actions	<p>Recovery Plan for Teaching and Learning:</p> <p>1 - Establish/embed/maintain PLCs/PLTs structures to support teacher collaboration through the FISO Improvement cycle (TC, AD,</p>

	<p>IL)</p> <p>2 - Develop a common language and understanding of the use of HITS in classrooms, differentiation and meta-cognitive strategies (TC, DL, SL, SVA)</p> <p>3 - Use PLCs / PLTs for staff to collaboratively plan units of work with a focus on differentiation, use learning walks to gather formative data for feedback (develop collective efficacy) - (TC, AD, IL, SF, PF, DL, SL)</p> <p>4 - With staff input, establish a targeted support program for students - MYLNS & High Ability (TC, AD, IL, DL)</p> <p>5 - Establish a small group tutoring program (AD, SF, DL)</p> <p>6 - Establish a targeted support program for students - MYLNS & High Ability (AD, SF, DL)</p> <p>7 - Plan whole school professional learning on differentiation and meta-cognition (TC, IL, DL, SL, SVA)</p> <p>8 - Build staff capacity to understand and implement IEPs and work with ES and other teaching staff to assess learning and map progress against IEP goals (TC, AD)</p> <p>9 - Explicit teaching of 'bounce back' resilience via the RRRR Program embedded in the Pathways Program (TC, LC, DL).</p> <p>10 - Explicit teaching of conflict resolution skills to enable broad engagement within the MSC community (TC, LC, DL)</p> <p>11 - Ensure vulnerable students are effectively targeted with strategic support and intervention (TC, LC, DL)</p> <p>12- Embed/maintain MSSA PLCs/PLTs structures to support teacher collaboration between the Mildura Secondary Schools Alliance schools (TC, AD, IL)</p>
<p>Outcomes</p>	<p>Staff will:</p> <ul style="list-style-type: none"> • Confidently and accurately identify student learning needs of their students (3,4,5,6,8) • Have developed a common language and understanding of differentiation and meta-cognitive strategies (2,7) • Develop a common language and understanding of the FISO improvement Cycle to support teacher collaboration to improve students outcomes (1) • Use learning walks to gather formative data for feedback (develop collective efficacy) - (3) • Collaborate with colleagues including ES staff to support and 'catch up' vulnerable students (6, 9 11) • Connect the concepts of respect and engagement for students to facilitate beneficial working relationships (4, 9, 10) • Actively participate in MSSA groups sharing best practice and collaborating with colleagues from 5 schools (12) <p>Students will:</p> <ul style="list-style-type: none"> • Understand their exact point of need teaching and engaged at their zone of proximal development (2, 3) • Meet their expected levels or above and know what is required for them to be successful in their program (3,4,5,6,7,8) • Build self-awareness and meta-cognitive skills (2,3,7) * Understand the benefits of developing resilience to maximise their academic performance and employability (9) <p>Leadership will:</p> <ul style="list-style-type: none"> • Senior Leaders will use the FISO improvement cycle to support Leading teachers to lead school improvement areas (1) • Leaders will use the FISO improvement cycle to lead teachers in their PLT - differentiated teaching (1, 2)

	<ul style="list-style-type: none"> • With staff input, establish support program for students - MYLNS & High Ability (4,6) • Establish a small group tutoring programs (5) • Plan whole school professional learning on differentiation and meta-cognition (7) • Build staff capacity to understand and implement IEPs (8) • Work with ES and other teaching staff to assess learning and map progress against IEP goals (8) • Participate in – professional learning and reading to build instructional leadership (1,3) • Support the MSSA to support teaching and learning (12) 			
Success Indicators	<p>Staff will:</p> <ul style="list-style-type: none"> • Increase knowledge, teacher records and tracking of individual learning • Increase professional learning strategies through learning walks • Increase teacher knowledge of differentiation and metacognition in action • Have a deeper understanding of the FISO Imp Cycle and ability to support teachers through the process • Have greater ability to use formative data to drive improvement and tailor support • Match progress against Individual Education Plans * Work with students to create and become adept at implementing IEP's to enhance engagement <p>Students will:</p> <ul style="list-style-type: none"> • Be able to articulate their growth points and identify learning • Be meeting expected levels and have clarity of what success looks like • Critically reflect and analyse their learning to identify where their learning is going, how to monitor progress and recognise what is needed next * Actively participate in the creation of IEP's based on they understanding of their own growth <p>Leadership will:</p> <ul style="list-style-type: none"> • Be able to lead and articulate the growth through a FISO improvement cycle • Measure the impact of support programs, small group tutoring and individual education plans with ES and teaching staff * Work with staff (Teaching and ES) to embed IEP's as a means of engagement and facilitating growth • Measure the staff capacity to plan whole school professional learning * Focus the IEP work on 'vulnerable students" such as: VCAL Engage, VCAL Foundation. Out of Home Care, Koorie and PSD funded students * Lead regular meetings with the Teams (Teaching and ES) who support vulnerable students • Have an increased understanding of educational leadership 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget

Professional Learning - Differentiation and Meta-cognition	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
MYLNS Consolidate of data tools Communication to teachers Program for direct intervention with students	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Accelerated Learning Program Accelerated Learning Coordinator 12m Fixed Term Coordinating: * MYLNS (along side Learning Specialist) • High ability Program • Tutoring Program • Revision Program * Tutor Support Genera Term 1 Implementation and Term 4 Review impact	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Individual Education Plans: PD - Whole School Awareness Develop of a process for specific groups to create, maintain/review and implement. (Focus on Engage, Foundation. OOHC, Koorie, PSD)	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Wellbeing Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used

MSSA Meetings and support for MSSA Coordinator	<input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
KIS 2 Health and wellbeing	Happy, active and healthy kids priority			
Actions	Recovery Plan Health and Well-being: TC, AD, PF, IL, SF, LC, DL, SL, SVA 1 - Refine and review whole school approach to well-being to consider actions at the leadership, teacher and student levels (TC,PF, IL, SF) 2 - Establish a framework for Well-being and a documented Tiered intervention approach (TC, PF, IL, SF) 3- Develop a professional learning plan for the inclusion and explicit teaching of focused well-being initiatives (eg. 'Be You', Resilience, Rights and Respectful Relationships (RRRR), understanding poverty, leaders of evolution) that enhance personal empowerment for all students and integrate evidence-based pro-social, emotional and life-based strategies into their learning programs (TC, LC, DL). 4 - Gain student voice and feedback into the initiatives and priorities through SRC, Student Voice Teams and other College groups that lead awareness and events (PF, SF, SL, SVA) 5 - Establish an agreed approach to monitoring and responding to whole school data on well-being concerns that link to established framework (TC, AD, IL, SF) 6 - Build staff awareness of services and community engagement supports for well-being (TC, AD, IL)			
Outcomes	Staff will: <ul style="list-style-type: none"> • incorporate the explicit teaching of well-being strategies in the classroom (1,2,3) • model and are consistent in following the Tiered intervention model (2,3) • collectively have belief that a structured well-being teaching model can make an impact (1,2,5,6) * strategically implement the the 'Be You' and 'Resilience, Rights and Respectful Relationships' Programs (2, 3) * provide students with strategies and a framework to develop resilience as a valued personality trait (2, 3, 5) • support students with acute needs to receive individualised support with regular monitoring and student support group meetings 			

	<p>(with parents) where appropriate (5,6)</p> <ul style="list-style-type: none"> • identify at-risk students and provide targeted support in a timely manner (2,5,6) • strengthen in-class relationships through peer and group learning activities (1,2,4,5,6) • create documentation and implement well-being programs and Tiered intervention (1,2,3,6) • document referrals and communication processes regarding monitoring and escalating well-being concerns (1,2,5,6) <p>Students will:</p> <ul style="list-style-type: none"> • feel supported and engaged in Pathways and contribute to a strong classroom culture (2,4) • have strong relationships with peers (4) • experience more success in classes (2,3,4) • will be connected to allied health and mental health services (5,6) • have a voice and provide feedback into the initiatives at the Senior College (4) * will be able to call on strategies to deal with de-escalating conflict (1, 3) * will have learnt how to conduct and maintain interpersonal interactions with a respectful approach (1, 3) * will have developed an understanding of the value of resilience (1, 3) <p>Leadership will:</p> <ul style="list-style-type: none"> • strengthen engagement with regional and external support agencies (IRIS Alerts) (2,5,6) • create the overview of a professional learning plan to support a well-being program being delivered through Pathways (1,2,3) • implement the Leaders of Evolution Program across all Pathways Classes (3,5)
<p>Success Indicators</p>	<p>Staff will:</p> <ul style="list-style-type: none"> • see improvements in students behaviour and well-being * measure greater engagement and retention in students as a result of the 'Be You' and 'Resilience, Rights and Respectful Relationships' Programs • have a greater understanding of tiered intervention and the specific well-being needs tailored to each individual * be able to read the data in terms of well-being and behaviour management incidents • display collective efficacy through a structured well-being approach, both in and out of the classroom • have a greater tool box to apply strategies to students requiring individualised support and monitoring • utilise formative data to identify at-risk students and understand how to provided targeted support • integrate more peer and group learning activities to build in-class relationships • have developed a framework, inclusive of a tiered intervention approach, that becomes embedded in the Mildura Senior College program • become more competent at implementing referrals and increase communication <p>Students will:</p>

	<ul style="list-style-type: none"> • positively interact at a Pathways level; show increased engagement through survey data and stronger sense of voice and agency • demonstrate stronger relationships with peers * show through behaviour and actions the effectiveness of strategies learnt from the RRRR program • demonstrate well-balanced success at an academic, social and emotional level * employ learnt strategies from Pathways classes to diminish the impact of mental Health events • be able to access strategies (when required) from allied health and mental health services • showed increased positive feedback by using their voice through initiatives that benefit the school <p>Leadership will:</p> <ul style="list-style-type: none"> • be able to demonstrated a stronger engagement with regional and external support agencies through formed data • competently articulate the framework, professional learning program, teaching and learning programs and success measures through the well-being lens
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Activities and Milestones	Who	Is this a PL Priority	When	Budget
Documented Tiered intervention approach or Wellbeing	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Wellbeing Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Professional learning for teachers on well-being and understand our students (Understanding Poverty) Professional Learning on the 'Be You' and 'Resilience, Rights and Respectful Relationships' Programs Explicit teaching of these programs Roll-out of the RRRR via the Pathways Program	<input checked="" type="checkbox"/> Wellbeing Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Develop an implementation plan for and hold Professional learning for all staff on Resilience, Rights and Respectful Relationships and the Be You programs	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Sub School Leader/s <input checked="" type="checkbox"/> Wellbeing Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Develop documented whole School wellbeing plan: <ul style="list-style-type: none"> Establish clear referral processes Provide staff with opportunities to understand first response strategies, when to use the referral process 	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Wellbeing Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
KIS 3 Building communities	Connected schools priority			
Actions	Recovery Plan for Connectedness: TC, AD, PF, IL, SF, LC, DL, SL, SVA 1- Co-creation of our organisational design (TC, PF, IL, SF) 2 - Student Voice Team that develops a visual graphic of the Mildura Senior College Student Learning Model (something that all students and teachers can visually connect with to combine both internal development and external connections to the world.) This will help us build a deeper engagement of learners as co-designers and co-learners (TC, PF, SF, LC, SL, SVA) 3- Establish Student Voice Teams that strengthen relationships, utilise passion, encourage empowerment and focus on leading improvement for positive impact in the school (TC, PF, SF, LC, SL, SVA) 4- Focus on metacognition and its link with feedback - introduce employability skills. (AD, LC, DL, SL) 5- Plan for school facilities and grounds works that will mean every school is a great place to learn (TC, SL, SVA) 6- Strengthen relationships with parents/carers/kin and conduct regular pulse checks (TC, AD, PF, LC) 7-Develop a plan for increasing the engagement of any parents/carers or community groups (TC, AD, PF, LC) 8-Students employ strategies from the RRRR Program to interact respectfully will exercising their 'voice' (SVA)			
Outcomes	Staff will: <ul style="list-style-type: none"> actively participate in the organisational design of Mildura Senior College, followed by modelling the expectation outlined in 			

	<p>the design (1)</p> <ul style="list-style-type: none"> • develop a greater understanding of the impact of student voice teams (2,3) • have a deeper understanding of meta-cognition, feedback and how this links with employability (2,3,4) • build stronger relationships with parents/carers/kin and develop greater clarity over their meeting purpose (6,7) • be actively involved in developing a plan to increase engagement of parents/carers & community groups (5,6,7) * explicitly teach and understand the need for respect when dealing with students, families and colleagues (6) <p>Students will:</p> <ul style="list-style-type: none"> • enact voice, utilise agency and demonstrate leadership through Student Voice Teams (2,3) • enhance their relationships with staff (1,2,3,4,5) * learn how to form and keep relationships in a respectful manner (6) • feel empowered to lead improvement and drive positive impact (1,2,3,4) • feel connected to their school and have positive attitudes to attendance (2,3) • articulate links between employability skills and the programs developed to support (2,3,4) * leave MSC equipped with a suite of strategies and techniques to maintain good mental health (8) <p>Leadership will:</p> <ul style="list-style-type: none"> • symbolically represent all components of the organisational design (1,5,6,7) • be visible and actively involved in supporting student voice teams to drive positive impact (2,3,4,5) • develop plans to increase the engagement of parents/carers/kin and community groups (6,7) * model, espouse and reinforce the maintenance of respectful relationships (6, 7)
<p>Success Indicators</p>	<p>Staff will:</p> <ul style="list-style-type: none"> • have provided feedback to form the school's organisational design • demonstrate the skills required to execute the each component of our organisational design • articulate the influence that student voice teams have had • demonstrate the link between metacognition, feedback and skills of the workforce • have a stronger relationship with stakeholders connected to the school <p>Students will:</p> <ul style="list-style-type: none"> • demonstrate positivity by enacting positive impact through student voice teams • have created a visual graphic of the Mildura Senior College Student Learning Model • be able to describe stronger relationships with staff • have used formative survey data to lead improvement in teaching and learning, • have greater attendance due to feeling empowered and connected

	Leadership will: <ul style="list-style-type: none"> • be able to describe all the components of the organisational design • gain feedback from staff and students to measure the impact of the student voice team improvement areas • gain feedback from parents/carers/kin & community groups to measure the engagement plan 			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Student Voice Team that develops a visual graphic of the Mildura Senior College Student Learning Model	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Student(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Co-creation of our organisation design	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Embed the 'Be You' and 'Resilience, Rights and Respectful Relationships' Programs into the Pathways program at MSC	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Wellbeing Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Goal 2	Improve transition into further education, training and employment.			

12 Month Target 2.1	STUDENT ATTITUDES Variables in the Attitudes to School Survey (AtoSS) to reflect the following percentage of positive student responses: In the year after leaving school, what do you plan to do?: “Unsure” responses from 15% in 2019 to 10% in 2021
12 Month Target 2.2	DESTINATION DATA Increase the percentage of students with a positive exit destination from 70% in 2018 to 80% in 2021 Reduce the percentage of part-time employment from 17% in 2018 to 5% in 2024 Reduce the percentage of unemployment from 12% in 2018 to 10% in 2024
KIS 1 Networks with schools, services and agencies	Strengthen partnerships with external business, training and education organisations and broker enhanced pathways and career opportunities for college students.
Actions	1 - Process developed to support the direct link of students to employment (AD, IL,SP, SVA) 2 - Community Employment Partners to support employment Pathways (AD, PF, SF, SVA) 3 - Teacher - Industry Awareness (SL, SVA, TC) 4 - Strengthen process to support students into Further study and training (SVA, SP,TC, IL)
Outcomes	Staff will: Participate in Professional Learning about Industry and connect the classroom learning to current industry practices (1, 3, 4) Students will: All students in Employment/Training/ Further Education post Graduation (1,4) Leadership will: Develop an employment support branch of the Careers Team (1,2) Lead the development of a efficient and consolidated process to connect students to employment opportunities (1,2)
Success Indicators	DESTINATION DATA

	Increase the percentage of students with a positive exit destination from 70% in 2018 to 80% in 2021 Reduce the percentage of part-time employment from 17% in 2018 to 13% in 2021 Reduce the percentage of unemployment from 12% in 2018 to 10% in 2021			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Coordinate site visits for industry to see Mildura Senior College Students in action	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
Coordinate Industry Visits for Staff and professional Learning for Industry and Pathway knowledge	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Education Support	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Develop an Employment Support Branch of Careers Team through improved Careers Team model	<input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$89,000.00 <input checked="" type="checkbox"/> Equity funding will be used
KIS 2 Setting expectations and promoting inclusion	Build the understanding of teachers, parents and students about the opportunities for education, training, and employment.			
Actions	1 - Students, Parents and Teachers understand the opportunities for Further Education, Training and Employment including the support available at MSC (SP, TC, AD, PF SVA) 2 - Up-skilling all staff about Pathway opportunities including the process to lead to individual Pathway (TC, IL, SVA) 3 - Ensure all students leave Mildura Senior College with a Pathway (AD)			

Outcomes	<p>Staff will: Understand employability skills (2, 1) Actively support students to link to their pathways post school (1,2) Ensure all students in their pathways class have a career plan (3) Support all students to have a Pathway lined up before leaving MSC (3)</p> <p>Students will: Have a better understanding of the pathway options and how to connect to employment opportunities (1,2) Develop an understanding of their employability skills (2) Know how and where to seek employment (1,2)</p> <p>Leadership will: Coordinate and lead information sessions for Parents (1) Coordinate site visits for industry to see Mildura Senior College Students in action (1) Lead and Coordinate Professional development for Pathways teachers on Pathway options (1, 2) Lead and Coordinate all teachers to understand employability skills and how these align to the classroom (2)</p>			
Success Indicators	<p>STUDENT ATTITUDES</p> <p>Variables in the Attitudes to School Survey (AtoSS) to reflect the following percentage of positive student responses: In the year after leaving school, what do you plan to do?: “Unsure” responses from 15% in 2019 to 10% in 2021</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Coordinate and lead information sessions for Parents	<input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Lead and Coordinate Professional Development for Pathways teachers on Pathway options	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

KIS 3 Building practice excellence	Improve pathways and careers planning processes and continue to develop the capacity of key college leaders to engage students in more powerful careers and pathways planning.
Actions	1 - Review the current Pathways Program (SVA, PF, AD) 2 - Develop a wholistic Pathways program that includes- activities for Empowerment/Wellbeing/Agency/Leadership/Careers Planning (SVA, PF, AD) 3 - Investigate and Review Pathways and Careers Support - Careers Planning/ Careers Action Plan including Individual Counselling approach (AD,SVA, PF, SP) 4 - Consolidate Pathways support actions and activities approach (SP, SF, SVA. PF) 5- Careers Mapping across the College – all students pathway documented and accessible to careers team (SF, SVA. IL) 6 - Scholarship Management Process developed and implemented (AD) 7 - Engage all Pathways teachers to support every students into an approved pathway (PF, AD, TC)
Outcomes	<p>Staff will:</p> <p>Through Pathways ensure all students have a Pathways Plan (7) Ensure all students have a pathway (7) Actively encourage students to plan and engage in their careers/pathway planning (6, 7) Strategically and purposefully teach Resilience, Rights and Respectful Relationships as a means of increasing employability (2) Understand the complex problem of conflict (and its resolution) by promoting respectful relationships as a school-wide approach (2) Strive to invest in the development of resilience and social and emotional learning via the revamped Pathways Program (2) Understand the OECD defines Resilience, Rights and Respectful Relationships as the 21st Century skills, which are key for success in life and for success in employment (2)</p> <p>Students will:</p> <p>Have a Pathways plan (5,7) Have a resume before finishing school (2,4) Have a Pathway when leaving school(4) Have strategies to manage conflict and mental health challenges via the the 'Be You' and 'Resilience, Rights and Respectful Relationships' Programs</p> <p>Leadership will:</p> <p>Lead the Review of the current Pathways Program (2, 4) Lead the redesign of the Pathways Program (2,4) Provide Professional Development and coaching to implement the 'Be You' and 'Resilience, Rights and Respectful Relationships'</p>

	<p>Programs into all classrooms Implement and review the 'Be You' and 'Resilience, Rights and Respectful Relationships' Programs across the school Ensure the Pathways Program includes – empowerment, well being, pathways planning (2) Lead the redesign of the Careers and Transition Team (3,4,5) Develop Processes to Track the actions of Pathways Teachers to support student Pathways (7,4)</p>			
Success Indicators	<p>All students will have a Pathways plan All students will have a resume before finishing school All students will have a Pathway when leaving school Lower the rate of students with part-time/unemployment at March destination Data Workplace Coordinator has access to all students Pathway and resume Implementation of a new Pathways Program including Careers Action Tool Implementation of Scholarship Management Process</p> <p>DESTINATION DATA</p> <p>Increase the percentage of students with a positive exit destination from 70% in 2018 to 80% in 2021 Reduce the percentage of part-time employment from 17% in 2018 to 13% in 2021 Reduce the percentage of unemployment from 12% in 2018 to 10% in 2021</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Review of Careers Transition Team	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
Review and implement new Pathways Program - including Careers Action Tool Audit the implementation of the 'Be You' and 'Resilience, Rights and Respectful Relationships' Programs into Pathways classes	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Sub School Leader/s <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Implementation of Scholarship Management Process	<input checked="" type="checkbox"/> Education Support	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used
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