

Monitoring and Assessment - 2020

Fountain Gate Secondary College (8870)



FOUNTAIN GATE
SECONDARY COLLEGE

Submitted for review by Pete Hanratty (School Principal) on 07 February, 2020 at 11:14 AM

Endorsed by Deborah Harry (Senior Education Improvement Leader) on 10 February, 2020 at 07:06 AM

Endorsed by Gillian Gavin (School Council President) on 20 February, 2020 at 05:10 PM

Monitoring and Assessment - 2020

Term 1 monitoring (optional)

Goal 1	To improve student learning outcomes.
12 Month Target 1.1	To improve percentage of students in Top Two Bands against similar schools in Reading by further 1% (gap between our College and Similar Schools= 2), Maintain Writing at current gap (2), and Numeracy reinstate gap to 4.
12 Month Target 1.2	To reduce number of students Below NMS in Reading by further 2% (Reading NMS at 10%).
12 Month Target 1.3	To maintain the current number of VCE subjects in VASS Report 10 with a mean 'value add' above zero.
12 Month Target 1.4	Improve Collective Efficacy by 5% or more.
KIS 1.a Building practice excellence	Embed and evaluate the impact of the whole-school instructional model, which includes the high impact teaching strategies.
Actions	<p>This year, Fountain Gate Secondary College will consolidate the work from 2018 and 2019 by:</p> <ul style="list-style-type: none"> - Developing a whole-school coaching model to complement the PLT program; - Further developing the approach to peer observations and instructional rounds - Extending the PLC program to VCE groupings, with coaching and mentoring provided. Year 12 English and Maths PLC groups will take a problem of practice approach using the FGSC Inquiry Cycle - Ensuring single class subject teachers at VCE form a partnership with another school
Outcomes	<p>Leaders will: use multiple sources of evidence to evaluate their impact in coaching and the Instructional Model implementation including barriers and enablers; invite teachers to observe their classes; develop their own coaching skills; and develop effective working relationship with staff.</p> <p>Teachers will: self-nominate an area of their pedagogy they would like to improve; work with leader, coaches and peers to collaboratively and collectively improve practice; use the pedagogical model regularly to plan and deliver lessons.</p> <p>Students will: be engaged in the 'I do' section of the lesson.</p>

Success Indicators	Leaders: Coaching Model; Notes and Minutes from leadership meetings; Coaching conversations and notes; evaluation survey; notes from learning walks and observations; improved VCE data, particular report 20. Teachers: lesson plans, evaluation survey, peer observation notes, curriculum and lesson plans, instructional round notes. Students: student focus group notes			
Delivery of the annual actions for this KIS				
Enablers				
Barriers				
Commentary on progress				
Future planning				
OPTIONAL: Upload Evidence				
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Embed coaching, peer obs and instructional rounds into staff PDP	<input checked="" type="checkbox"/> Assistant Principal	from: Term 1 to: Term 1	0%
Activity 2	Design and deliver coaching model at the College	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 2	0%
Activity 3	VCE PLC Teams	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team	from: Term 1	0%

			to: Term 4	
Activity 4	Structure and schedule peer observations and instructional rounds	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	0%
Goal 2	To improve student learning growth.			
12 Month Target 2.1	To maintain gap with similar schools in Reading at 1%; Narrow gap to 3 for Writing and Numeracy.			
12 Month Target 2.2	To reduce relative low growth for NAPLAN in Reading by 4% (to 26%) and Numeracy by 5% (to 31%)			
12 Month Target 2.3	Improve Teacher Collaboration positive endorsement by 2% to 52%. Improve positive endorsement of Collective Efficacy by 5% or more.			
KIS 2.a Instructional and shared leadership	Enhance the whole school approach to literacy and numeracy to drive teaching and learning			
Actions	This year Fountain Gate Secondary College will: - Develop and implement a consistent approach to the Reader's and Writer's Workshop in the Flexible Learning Centres; - Develop and implement a consistent approach to differentiated and collaborative learning practices in numeracy in the Flexible Learning Centres.			
Outcomes	Leaders will: use multiple sources of evidence to evaluate their impact in leading the implementation of a new approach to curriculum and pedagogy including barriers and enablers; adapt plans and ideas in light of regular tracking and monitoring of learning; develop their own leadership skills; and develop effective working relationship with staff. Teachers will: work with leaders and colleagues to collaboratively and collectively improve practice, develop curriculum plans, evaluate their impact on student learning, and make adjustments accordingly; use the PLC Inquiry Cycle and Understanding by Design approach to improve practice. Students will: have access to learning at their point of need; be engaged and experience learning success in the Flexible Learning Centres			

Success Indicators	<p>Leaders: curriculum documents; Domain and team meeting minutes; coaching observations and Learning Walk notes; PLC and tracking of student learning.</p> <p>Teachers: Planning documents; PLC and assessment records; UbDs.</p> <p>Students: student work samples; student focus group notes; instructional round notes.</p>			
Delivery of the annual actions for this KIS				
Enablers				
Barriers				
Commentary on progress				
Future planning				
OPTIONAL: Upload Evidence				
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Develop a consistent approach to coaching, peer observations and instructional rounds to embed practice	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Leading Teacher(s)	from: Term 1 to: Term 2	0%
Activity 2	Design and deliver professional development in differentiation, literacy and numeracy strategies	<input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	0%

Activity 3	Design and deliver approach to curriculum in literacy and numeracy	<input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> PLT Leaders	from: Term 1 to: Term 4	0%
Activity 4	Establish common approach to pedagogy in the Flexible Learning Centres	<input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> PLT Leaders	from: Term 1 to: Term 2	0%
Goal 3	To improve student engagement in their learning.			
12 Month Target 3.1	To improve average absence breakdown (all absences) to 17.0 days.			
12 Month Target 3.2	To improve Teacher Concern by 1% (to 50%). To maintain current level of Respect for Diversity (63%)			
12 Month Target 3.3	To maintain Student Voice and Agency positive endorsement of 59%			
KIS 3.a Setting expectations and promoting inclusion	Develop actively engaged, motivated learners through provision of stimulating, rigorous and relevant learning.			
Actions	This year Fountain Gate Secondary College will build on the work completed in 2019 by: <ul style="list-style-type: none"> - Designing and constructing a vertically aligned curriculum map for Year 8 and 9; - Developing and constructing guaranteed and viable curriculum for choice subjects using the Understanding by Design approach; - Reviewing, evaluating and adjusting curriculum plans and assessment practices across Domains. - Include incentives for VCE teachers to become assessors 			

Outcomes	<p>Leaders will: use multiple sources of evidence to monitor and review the Year 7 and 10 Choice subjects, and early VCE student achievement; listen carefully to feedback from teachers and students and adjust accordingly; plan and pace for curriculum development to ensure sufficient time and support is provided.</p> <p>Teachers will: use the PLC Inquiry Cycle to continually review and adjust curriculum documents; Use data in the diagnose phase of the PLC cycle to adjust learning plans to teach students at the point of need; provide engaging, rigorous and relevant learning experiences for students.</p> <p>Students will: be engaged in their learning; actively make informed choices related to their learning; develop skills and understanding that is transferable to other learning.</p>			
Success Indicators	<p>Leaders: CLT Minutes; staff focus groups; observations, learning walks, coaching notes and instructional rounds; learning growth data; PDP mid and end cycle meeting minutes.</p> <p>Teachers: curriculum documentation; PLC meeting minutes; learning walks, peer observations, instructional rounds notes.</p> <p>Students: Notes from coaching, instructional rounds, learning walks, peer observations, student focus groups; student learning data.</p>			
Delivery of the annual actions for this KIS				
Enablers				
Barriers				
Commentary on progress				
Future planning				
OPTIONAL: Upload Evidence				
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Further develop and refine current curriculum and assessment to ensure guaranteed and viable curriculum.	<input checked="" type="checkbox"/> Assistant Principal	from: Term 1	0%

		<input checked="" type="checkbox"/> Assessment & Reporting Coordinator <input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Teacher(s)	to: Term 4	
Activity 2	Create and Develop Choice Subjects for 2021	<input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	0%
Activity 3	Construct Curriculum Map for 2021 and beyond	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> KLA Leader	from: Term 1 to: Term 2	0%
KIS 3.b Empowering students and building school pride	Review and redevelop the whole-school student pathways program to ensure students are well-informed and supported as they transition into, within and beyond the College.			
Actions	This year Fountain Gate Secondary College will build on the work completed in 2019 by: <ul style="list-style-type: none"> - Improve access to early VCE programs for Year 10s and clear Pathway counselling through Gateway and Choice Curriculum - Ensure VCE policies reflect all learners and ensure effective transition within the school and beyond the school to further study and employment - Increase our VET programs to aid engagement and outcomes in VCE - Develop our HeadStart program to cater for our diverse learners 			
Outcomes	Leaders will: use multiple sources of evidence to evaluate their impact in leading Choice curriculum and Gateway including barriers and enablers; adapt plans and ideas in light of regular tracking and monitoring of learning; develop their own leadership skills; and develop effective working relationship with staff. Teachers will: work with leaders and colleagues to collaboratively and collectively improve practice, develop learning plans, evaluate their impact on student learning, and make adjustments accordingly; actively conference students and parents in the Gateway			

	<p>process.</p> <p>Students will: have access to Learning Plans and Career Action Plans through the Gateway program; have access to more choice to encourage student responsibility for learning.</p>			
Success Indicators	<p>Leaders: Gateway documents; meeting minutes; Learning Plans and course counselling documents</p> <p>Teachers: Planning documents; Curriculum outline</p> <p>Students: student learning plan; student focus group notes; course counselling notes.</p>			
Delivery of the annual actions for this KIS				
Enablers				
Barriers				
Commentary on progress				
Future planning				
OPTIONAL: Upload Evidence				
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	HeadStart program	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Managed Individual Pathways Coordinator <input checked="" type="checkbox"/> Leadership Partners (DSSI) <input checked="" type="checkbox"/> Leading Teacher(s)	from: Term 1 to: Term 4	0%

Activity 2	VCE and Pathways policy revision	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Sub School Leader/s <input checked="" type="checkbox"/> Managed Individual Pathways Coordinator	from: Term 1 to: Term 2	0%
Activity 3	Increased VET programs	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Managed Individual Pathways Coordinator <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Curriculum Co-ordinator (s)	from: Term 1 to: Term 4	0%
Activity 4	Course Counselling through Gateway	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Managed Individual Pathways Coordinator <input checked="" type="checkbox"/> Sub School Leader/s	from: Term 1 to: Term 4	0%

Monitoring and Assessment - 2020

Mid-year monitoring

Goal 1	To improve student learning outcomes.
12 Month Target 1.1	To improve percentage of students in Top Two Bands against similar schools in Reading by further 1% (gap between our College and Similar Schools= 2), Maintain Writing at current gap (2), and Numeracy reinstate gap to 4.
12 Month Target 1.2	To reduce number of students Below NMS in Reading by further 2% (Reading NMS at 10%).
12 Month Target 1.3	To maintain the current number of VCE subjects in VASS Report 10 with a mean 'value add' above zero.
12 Month Target 1.4	Improve Collective Efficacy by 5% or more.
KIS 1.a Building practice excellence	Embed and evaluate the impact of the whole-school instructional model, which includes the high impact teaching strategies.
Actions	<p>This year, Fountain Gate Secondary College will consolidate the work from 2018 and 2019 by:</p> <ul style="list-style-type: none"> - Developing a whole-school coaching model to complement the PLT program; - Further developing the approach to peer observations and instructional rounds - Extending the PLC program to VCE groupings, with coaching and mentoring provided. Year 12 English and Maths PLC groups will take a problem of practice approach using the FGSC Inquiry Cycle - Ensuring single class subject teachers at VCE form a partnership with another school
Outcomes	<p>Leaders will: use multiple sources of evidence to evaluate their impact in coaching and the Instructional Model implementation including barriers and enablers; invite teachers to observe their classes; develop their own coaching skills; and develop effective working relationship with staff.</p> <p>Teachers will: self-nominate an area of their pedagogy they would like to improve; work with leader, coaches and peers to collaboratively and collectively improve practice; use the pedagogical model regularly to plan and deliver lessons.</p> <p>Students will: be engaged in the 'I do' section of the lesson.</p>

Success Indicators	<p>Leaders: Coaching Model; Notes and Minutes from leadership meetings; Coaching conversations and notes; evaluation survey; notes from learning walks and observations; improved VCE data, particular report 20.</p> <p>Teachers: lesson plans, evaluation survey, peer observation notes, curriculum and lesson plans, instructional round notes.</p> <p>Students: student focus group notes</p>			
Delivery of the annual actions for this KIS				
Enablers				
Barriers				
Commentary on progress				
Future planning				
OPTIONAL: Upload Evidence				
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Embed coaching, peer obs and instructional rounds into staff PDP	<input checked="" type="checkbox"/> Assistant Principal	from: Term 1 to: Term 1	0%
Activity 2	Design and deliver coaching model at the College	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 2	0%
Activity 3	VCE PLC Teams	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team	from: Term 1	0%

			to: Term 4	
Activity 4	Structure and schedule peer observations and instructional rounds	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	0%
Goal 2	To improve student learning growth.			
12 Month Target 2.1	To maintain gap with similar schools in Reading at 1%; Narrow gap to 3 for Writing and Numeracy.			
12 Month Target 2.2	To reduce relative low growth for NAPLAN in Reading by 4% (to 26%) and Numeracy by 5% (to 31%)			
12 Month Target 2.3	Improve Teacher Collaboration positive endorsement by 2% to 52%. Improve positive endorsement of Collective Efficacy by 5% or more.			
KIS 2.a Instructional and shared leadership	Enhance the whole school approach to literacy and numeracy to drive teaching and learning			
Actions	This year Fountain Gate Secondary College will: - Develop and implement a consistent approach to the Reader's and Writer's Workshop in the Flexible Learning Centres; - Develop and implement a consistent approach to differentiated and collaborative learning practices in numeracy in the Flexible Learning Centres.			
Outcomes	Leaders will: use multiple sources of evidence to evaluate their impact in leading the implementation of a new approach to curriculum and pedagogy including barriers and enablers; adapt plans and ideas in light of regular tracking and monitoring of learning; develop their own leadership skills; and develop effective working relationship with staff. Teachers will: work with leaders and colleagues to collaboratively and collectively improve practice, develop curriculum plans, evaluate their impact on student learning, and make adjustments accordingly; use the PLC Inquiry Cycle and Understanding by Design approach to improve practice. Students will: have access to learning at their point of need; be engaged and experience learning success in the Flexible Learning Centres			

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Delivery of the annual actions for this KIS				
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Commentary on progress				
Future planning				
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Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Develop a consistent approach to coaching, peer observations and instructional rounds to embed practice	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Leading Teacher(s)	from: Term 1 to: Term 2	0%
Activity 2	Design and deliver professional development in differentiation, literacy and numeracy strategies	<input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	0%

Activity 3	Design and deliver approach to curriculum in literacy and numeracy	<input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> PLT Leaders	from: Term 1 to: Term 4	0%
Activity 4	Establish common approach to pedagogy in the Flexible Learning Centres	<input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> PLT Leaders	from: Term 1 to: Term 2	0%
Goal 3	To improve student engagement in their learning.			
12 Month Target 3.1	To improve average absence breakdown (all absences) to 17.0 days.			
12 Month Target 3.2	To improve Teacher Concern by 1% (to 50%). To maintain current level of Respect for Diversity (63%)			
12 Month Target 3.3	To maintain Student Voice and Agency positive endorsement of 59%			
KIS 3.a Setting expectations and promoting inclusion	Develop actively engaged, motivated learners through provision of stimulating, rigorous and relevant learning.			
Actions	This year Fountain Gate Secondary College will build on the work completed in 2019 by: <ul style="list-style-type: none"> - Designing and constructing a vertically aligned curriculum map for Year 8 and 9; - Developing and constructing guaranteed and viable curriculum for choice subjects using the Understanding by Design approach; - Reviewing, evaluating and adjusting curriculum plans and assessment practices across Domains. - Include incentives for VCE teachers to become assessors 			

Outcomes	<p>Leaders will: use multiple sources of evidence to monitor and review the Year 7 and 10 Choice subjects, and early VCE student achievement; listen carefully to feedback from teachers and students and adjust accordingly; plan and pace for curriculum development to ensure sufficient time and support is provided.</p> <p>Teachers will: use the PLC Inquiry Cycle to continually review and adjust curriculum documents; Use data in the diagnose phase of the PLC cycle to adjust learning plans to teach students at the point of need; provide engaging, rigorous and relevant learning experiences for students.</p> <p>Students will: be engaged in their learning; actively make informed choices related to their learning; develop skills and understanding that is transferable to other learning.</p>			
Success Indicators	<p>Leaders: CLT Minutes; staff focus groups; observations, learning walks, coaching notes and instructional rounds; learning growth data; PDP mid and end cycle meeting minutes.</p> <p>Teachers: curriculum documentation; PLC meeting minutes; learning walks, peer observations, instructional rounds notes.</p> <p>Students: Notes from coaching, instructional rounds, learning walks, peer observations, student focus groups; student learning data.</p>			
Delivery of the annual actions for this KIS				
Enablers				
Barriers				
Commentary on progress				
Future planning				
OPTIONAL: Upload Evidence				
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Further develop and refine current curriculum and assessment to ensure guaranteed and viable curriculum.	<input checked="" type="checkbox"/> Assistant Principal	from: Term 1	0%

		<input checked="" type="checkbox"/> Assessment & Reporting Coordinator <input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Teacher(s)	to: Term 4	
Activity 2	Create and Develop Choice Subjects for 2021	<input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	0%
Activity 3	Construct Curriculum Map for 2021 and beyond	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> KLA Leader	from: Term 1 to: Term 2	0%
KIS 3.b Empowering students and building school pride	Review and redevelop the whole-school student pathways program to ensure students are well-informed and supported as they transition into, within and beyond the College.			
Actions	This year Fountain Gate Secondary College will build on the work completed in 2019 by: <ul style="list-style-type: none"> - Improve access to early VCE programs for Year 10s and clear Pathway counselling through Gateway and Choice Curriculum - Ensure VCE policies reflect all learners and ensure effective transition within the school and beyond the school to further study and employment - Increase our VET programs to aid engagement and outcomes in VCE - Develop our HeadStart program to cater for our diverse learners 			
Outcomes	Leaders will: use multiple sources of evidence to evaluate their impact in leading Choice curriculum and Gateway including barriers and enablers; adapt plans and ideas in light of regular tracking and monitoring of learning; develop their own leadership skills; and develop effective working relationship with staff. Teachers will: work with leaders and colleagues to collaboratively and collectively improve practice, develop learning plans, evaluate their impact on student learning, and make adjustments accordingly; actively conference students and parents in the Gateway			

	<p>process.</p> <p>Students will: have access to Learning Plans and Career Action Plans through the Gateway program; have access to more choice to encourage student responsibility for learning.</p>			
Success Indicators	<p>Leaders: Gateway documents; meeting minutes; Learning Plans and course counselling documents</p> <p>Teachers: Planning documents; Curriculum outline</p> <p>Students: student learning plan; student focus group notes; course counselling notes.</p>			
Delivery of the annual actions for this KIS				
Enablers				
Barriers				
Commentary on progress				
Future planning				
OPTIONAL: Upload Evidence				
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	HeadStart program	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Managed Individual Pathways Coordinator <input checked="" type="checkbox"/> Leadership Partners (DSSI) <input checked="" type="checkbox"/> Leading Teacher(s)	from: Term 1 to: Term 4	0%

Activity 2	VCE and Pathways policy revision	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Sub School Leader/s <input checked="" type="checkbox"/> Managed Individual Pathways Coordinator	from: Term 1 to: Term 2	0%
Activity 3	Increased VET programs	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Managed Individual Pathways Coordinator <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Curriculum Co-ordinator (s)	from: Term 1 to: Term 4	0%
Activity 4	Course Counselling through Gateway	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Managed Individual Pathways Coordinator <input checked="" type="checkbox"/> Sub School Leader/s	from: Term 1 to: Term 4	0%

Monitoring and Assessment - 2020

Term 3 monitoring (optional)

Goal 1	To improve student learning outcomes.
12 Month Target 1.1	To improve percentage of students in Top Two Bands against similar schools in Reading by further 1% (gap between our College and Similar Schools= 2), Maintain Writing at current gap (2), and Numeracy reinstate gap to 4.
12 Month Target 1.2	To reduce number of students Below NMS in Reading by further 2% (Reading NMS at 10%).
12 Month Target 1.3	To maintain the current number of VCE subjects in VASS Report 10 with a mean 'value add' above zero.
12 Month Target 1.4	Improve Collective Efficacy by 5% or more.
KIS 1.a Building practice excellence	Embed and evaluate the impact of the whole-school instructional model, which includes the high impact teaching strategies.
Actions	<p>This year, Fountain Gate Secondary College will consolidate the work from 2018 and 2019 by:</p> <ul style="list-style-type: none"> - Developing a whole-school coaching model to complement the PLT program; - Further developing the approach to peer observations and instructional rounds - Extending the PLC program to VCE groupings, with coaching and mentoring provided. Year 12 English and Maths PLC groups will take a problem of practice approach using the FGSC Inquiry Cycle - Ensuring single class subject teachers at VCE form a partnership with another school
Outcomes	<p>Leaders will: use multiple sources of evidence to evaluate their impact in coaching and the Instructional Model implementation including barriers and enablers; invite teachers to observe their classes; develop their own coaching skills; and develop effective working relationship with staff.</p> <p>Teachers will: self-nominate an area of their pedagogy they would like to improve; work with leader, coaches and peers to collaboratively and collectively improve practice; use the pedagogical model regularly to plan and deliver lessons.</p> <p>Students will: be engaged in the 'I do' section of the lesson.</p>

Success Indicators	<p>Leaders: Coaching Model; Notes and Minutes from leadership meetings; Coaching conversations and notes; evaluation survey; notes from learning walks and observations; improved VCE data, particular report 20.</p> <p>Teachers: lesson plans, evaluation survey, peer observation notes, curriculum and lesson plans, instructional round notes.</p> <p>Students: student focus group notes</p>			
Delivery of the annual actions for this KIS				
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Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Embed coaching, peer obs and instructional rounds into staff PDP	<input checked="" type="checkbox"/> Assistant Principal	from: Term 1 to: Term 1	0%
Activity 2	Design and deliver coaching model at the College	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 2	0%
Activity 3	VCE PLC Teams	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team	from: Term 1	0%

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Activity 4	Structure and schedule peer observations and instructional rounds	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	0%
Goal 2	To improve student learning growth.			
12 Month Target 2.1	To maintain gap with similar schools in Reading at 1%; Narrow gap to 3 for Writing and Numeracy.			
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12 Month Target 2.3	Improve Teacher Collaboration positive endorsement by 2% to 52%. Improve positive endorsement of Collective Efficacy by 5% or more.			
KIS 2.a Instructional and shared leadership	Enhance the whole school approach to literacy and numeracy to drive teaching and learning			
Actions	This year Fountain Gate Secondary College will: - Develop and implement a consistent approach to the Reader's and Writer's Workshop in the Flexible Learning Centres; - Develop and implement a consistent approach to differentiated and collaborative learning practices in numeracy in the Flexible Learning Centres.			
Outcomes	Leaders will: use multiple sources of evidence to evaluate their impact in leading the implementation of a new approach to curriculum and pedagogy including barriers and enablers; adapt plans and ideas in light of regular tracking and monitoring of learning; develop their own leadership skills; and develop effective working relationship with staff. Teachers will: work with leaders and colleagues to collaboratively and collectively improve practice, develop curriculum plans, evaluate their impact on student learning, and make adjustments accordingly; use the PLC Inquiry Cycle and Understanding by Design approach to improve practice. Students will: have access to learning at their point of need; be engaged and experience learning success in the Flexible Learning Centres			

Success Indicators	<p>Leaders: curriculum documents; Domain and team meeting minutes; coaching observations and Learning Walk notes; PLC and tracking of student learning.</p> <p>Teachers: Planning documents; PLC and assessment records; UbDs.</p> <p>Students: student work samples; student focus group notes; instructional round notes.</p>			
Delivery of the annual actions for this KIS				
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Barriers				
Commentary on progress				
Future planning				
OPTIONAL: Upload Evidence				
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Develop a consistent approach to coaching, peer observations and instructional rounds to embed practice	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Leading Teacher(s)	from: Term 1 to: Term 2	0%
Activity 2	Design and deliver professional development in differentiation, literacy and numeracy strategies	<input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	0%

Activity 3	Design and deliver approach to curriculum in literacy and numeracy	<input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> PLT Leaders	from: Term 1 to: Term 4	0%
Activity 4	Establish common approach to pedagogy in the Flexible Learning Centres	<input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> PLT Leaders	from: Term 1 to: Term 2	0%
Goal 3	To improve student engagement in their learning.			
12 Month Target 3.1	To improve average absence breakdown (all absences) to 17.0 days.			
12 Month Target 3.2	To improve Teacher Concern by 1% (to 50%). To maintain current level of Respect for Diversity (63%)			
12 Month Target 3.3	To maintain Student Voice and Agency positive endorsement of 59%			
KIS 3.a Setting expectations and promoting inclusion	Develop actively engaged, motivated learners through provision of stimulating, rigorous and relevant learning.			
Actions	This year Fountain Gate Secondary College will build on the work completed in 2019 by: <ul style="list-style-type: none"> - Designing and constructing a vertically aligned curriculum map for Year 8 and 9; - Developing and constructing guaranteed and viable curriculum for choice subjects using the Understanding by Design approach; - Reviewing, evaluating and adjusting curriculum plans and assessment practices across Domains. - Include incentives for VCE teachers to become assessors 			

Outcomes	<p>Leaders will: use multiple sources of evidence to monitor and review the Year 7 and 10 Choice subjects, and early VCE student achievement; listen carefully to feedback from teachers and students and adjust accordingly; plan and pace for curriculum development to ensure sufficient time and support is provided.</p> <p>Teachers will: use the PLC Inquiry Cycle to continually review and adjust curriculum documents; Use data in the diagnose phase of the PLC cycle to adjust learning plans to teach students at the point of need; provide engaging, rigorous and relevant learning experiences for students.</p> <p>Students will: be engaged in their learning; actively make informed choices related to their learning; develop skills and understanding that is transferable to other learning.</p>			
Success Indicators	<p>Leaders: CLT Minutes; staff focus groups; observations, learning walks, coaching notes and instructional rounds; learning growth data; PDP mid and end cycle meeting minutes.</p> <p>Teachers: curriculum documentation; PLC meeting minutes; learning walks, peer observations, instructional rounds notes.</p> <p>Students: Notes from coaching, instructional rounds, learning walks, peer observations, student focus groups; student learning data.</p>			
Delivery of the annual actions for this KIS				
Enablers				
Barriers				
Commentary on progress				
Future planning				
OPTIONAL: Upload Evidence				
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Further develop and refine current curriculum and assessment to ensure guaranteed and viable curriculum.	<input checked="" type="checkbox"/> Assistant Principal	from: Term 1	0%

		<input checked="" type="checkbox"/> Assessment & Reporting Coordinator <input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Teacher(s)	to: Term 4	
Activity 2	Create and Develop Choice Subjects for 2021	<input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	0%
Activity 3	Construct Curriculum Map for 2021 and beyond	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> KLA Leader	from: Term 1 to: Term 2	0%
KIS 3.b Empowering students and building school pride	Review and redevelop the whole-school student pathways program to ensure students are well-informed and supported as they transition into, within and beyond the College.			
Actions	This year Fountain Gate Secondary College will build on the work completed in 2019 by: <ul style="list-style-type: none"> - Improve access to early VCE programs for Year 10s and clear Pathway counselling through Gateway and Choice Curriculum - Ensure VCE policies reflect all learners and ensure effective transition within the school and beyond the school to further study and employment - Increase our VET programs to aid engagement and outcomes in VCE - Develop our HeadStart program to cater for our diverse learners 			
Outcomes	Leaders will: use multiple sources of evidence to evaluate their impact in leading Choice curriculum and Gateway including barriers and enablers; adapt plans and ideas in light of regular tracking and monitoring of learning; develop their own leadership skills; and develop effective working relationship with staff. Teachers will: work with leaders and colleagues to collaboratively and collectively improve practice, develop learning plans, evaluate their impact on student learning, and make adjustments accordingly; actively conference students and parents in the Gateway			

	<p>process.</p> <p>Students will: have access to Learning Plans and Career Action Plans through the Gateway program; have access to more choice to encourage student responsibility for learning.</p>			
Success Indicators	<p>Leaders: Gateway documents; meeting minutes; Learning Plans and course counselling documents</p> <p>Teachers: Planning documents; Curriculum outline</p> <p>Students: student learning plan; student focus group notes; course counselling notes.</p>			
Delivery of the annual actions for this KIS				
Enablers				
Barriers				
Commentary on progress				
Future planning				
OPTIONAL: Upload Evidence				
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	HeadStart program	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Managed Individual Pathways Coordinator <input checked="" type="checkbox"/> Leadership Partners (DSSI) <input checked="" type="checkbox"/> Leading Teacher(s)	from: Term 1 to: Term 4	0%

Activity 2	VCE and Pathways policy revision	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Sub School Leader/s <input checked="" type="checkbox"/> Managed Individual Pathways Coordinator	from: Term 1 to: Term 2	0%
Activity 3	Increased VET programs	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Managed Individual Pathways Coordinator <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Curriculum Co-ordinator (s)	from: Term 1 to: Term 4	0%
Activity 4	Course Counselling through Gateway	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Managed Individual Pathways Coordinator <input checked="" type="checkbox"/> Sub School Leader/s	from: Term 1 to: Term 4	0%

Monitoring and Assessment - 2020

End-of-year monitoring

Goal 1	To improve student learning outcomes.
12 Month Target 1.1	To improve percentage of students in Top Two Bands against similar schools in Reading by further 1% (gap between our College and Similar Schools= 2), Maintain Writing at current gap (2), and Numeracy reinstate gap to 4.
Has this 12 month target met	Not Met
12 Month Target 1.2	To reduce number of students Below NMS in Reading by further 2% (Reading NMS at 10%).
Has this 12 month target met	Not Met
12 Month Target 1.3	To maintain the current number of VCE subjects in VASS Report 10 with a mean 'value add' above zero.
Has this 12 month target met	Not Met
12 Month Target 1.4	Improve Collective Efficacy by 5% or more.
Has this 12 month target met	Not Met
KIS 1.a Building practice excellence	Embed and evaluate the impact of the whole-school instructional model, which includes the high impact teaching strategies.
Actions	<p>This year, Fountain Gate Secondary College will consolidate the work from 2018 and 2019 by:</p> <ul style="list-style-type: none"> - Developing a whole-school coaching model to complement the PLT program; - Further developing the approach to peer observations and instructional rounds - Extending the PLC program to VCE groupings, with coaching and mentoring provided. Year 12 English and Maths PLC groups will take a problem of practice approach using the FGSC Inquiry Cycle - Ensuring single class subject teachers at VCE form a partnership with another school

Outcomes	<p>Leaders will: use multiple sources of evidence to evaluate their impact in coaching and the Instructional Model implementation including barriers and enablers; invite teachers to observe their classes; develop their own coaching skills; and develop effective working relationship with staff.</p> <p>Teachers will: self-nominate an area of their pedagogy they would like to improve; work with leader, coaches and peers to collaboratively and collectively improve practice; use the pedagogical model regularly to plan and deliver lessons.</p> <p>Students will: be engaged in the 'I do' section of the lesson.</p>			
Success Indicators	<p>Leaders: Coaching Model; Notes and Minutes from leadership meetings; Coaching conversations and notes; evaluation survey; notes from learning walks and observations; improved VCE data, particular report 20.</p> <p>Teachers: lesson plans, evaluation survey, peer observation notes, curriculum and lesson plans, instructional round notes.</p> <p>Students: student focus group notes</p>			
Delivery of the annual actions for this KIS				
Enablers				
Barriers				
Commentary on progress				
Future planning				
OPTIONAL: Upload Evidence				
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Embed coaching, peer obs and instructional rounds into staff PDP	<input checked="" type="checkbox"/> Assistant Principal	from: Term 1 to: Term 1	0%

Activity 2	Design and deliver coaching model at the College	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 2	0%
Activity 3	VCE PLC Teams	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	0%
Activity 4	Structure and schedule peer observations and instructional rounds	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	0%
Goal 2	To improve student learning growth.			
12 Month Target 2.1	To maintain gap with similar schools in Reading at 1%; Narrow gap to 3 for Writing and Numeracy.			
Has this 12 month target met	Not Met			
12 Month Target 2.2	To reduce relative low growth for NAPLAN in Reading by 4% (to 26%) and Numeracy by 5% (to 31%)			
Has this 12 month target met	Not Met			
12 Month Target 2.3	Improve Teacher Collaboration positive endorsement by 2% to 52%. Improve positive endorsement of Collective Efficacy by 5% or more.			
Has this 12 month target met	Not Met			
KIS 2.a Instructional and shared leadership	Enhance the whole school approach to literacy and numeracy to drive teaching and learning			

Actions	<p>This year Fountain Gate Secondary College will:</p> <ul style="list-style-type: none"> - Develop and implement a consistent approach to the Reader's and Writer's Workshop in the Flexible Learning Centres; - Develop and implement a consistent approach to differentiated and collaborative learning practices in numeracy in the Flexible Learning Centres.
Outcomes	<p>Leaders will: use multiple sources of evidence to evaluate their impact in leading the implementation of a new approach to curriculum and pedagogy including barriers and enablers; adapt plans and ideas in light of regular tracking and monitoring of learning; develop their own leadership skills; and develop effective working relationship with staff.</p> <p>Teachers will: work with leaders and colleagues to collaboratively and collectively improve practice, develop curriculum plans, evaluate their impact on student learning, and make adjustments accordingly; use the PLC Inquiry Cycle and Understanding by Design approach to improve practice.</p> <p>Students will: have access to learning at their point of need; be engaged and experience learning success in the Flexible Learning Centres</p>
Success Indicators	<p>Leaders: curriculum documents; Domain and team meeting minutes; coaching observations and Learning Walk notes; PLC and tracking of student learning.</p> <p>Teachers: Planning documents; PLC and assessment records; UbDs.</p> <p>Students: student work samples; student focus group notes; instructional round notes.</p>
Delivery of the annual actions for this KIS	
Enablers	
Barriers	
Commentary on progress	
Future planning	
OPTIONAL: Upload Evidence	

Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Develop a consistent approach to coaching, peer observations and instructional rounds to embed practice	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Leading Teacher(s)	from: Term 1 to: Term 2	0%
Activity 2	Design and deliver professional development in differentiation, literacy and numeracy strategies	<input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	0%
Activity 3	Design and deliver approach to curriculum in literacy and numeracy	<input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> PLT Leaders	from: Term 1 to: Term 4	0%
Activity 4	Establish common approach to pedagogy in the Flexible Learning Centres	<input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> PLT Leaders	from: Term 1 to: Term 2	0%
Goal 3	To improve student engagement in their learning.			
12 Month Target 3.1	To improve average absence breakdown (all absences) to 17.0 days.			
Has this 12 month target met	Not Met			

12 Month Target 3.2	To improve Teacher Concern by 1% (to 50%). To maintain current level of Respect for Diversity (63%)
Has this 12 month target met	Not Met
12 Month Target 3.3	To maintain Student Voice and Agency positive endorsement of 59%
Has this 12 month target met	Not Met
KIS 3.a Setting expectations and promoting inclusion	Develop actively engaged, motivated learners through provision of stimulating, rigorous and relevant learning.
Actions	This year Fountain Gate Secondary College will build on the work completed in 2019 by: <ul style="list-style-type: none"> - Designing and constructing a vertically aligned curriculum map for Year 8 and 9; - Developing and constructing guaranteed and viable curriculum for choice subjects using the Understanding by Design approach; - Reviewing, evaluating and adjusting curriculum plans and assessment practices across Domains. - Include incentives for VCE teachers to become assessors
Outcomes	Leaders will: use multiple sources of evidence to monitor and review the Year 7 and 10 Choice subjects, and early VCE student achievement; listen carefully to feedback from teachers and students and adjust accordingly; plan and pace for curriculum development to ensure sufficient time and support is provided. Teachers will: use the PLC Inquiry Cycle to continually review and adjust curriculum documents; Use data in the diagnose phase of the PLC cycle to adjust learning plans to teach students at the point of need; provide engaging, rigorous and relevant learning experiences for students. Students will: be engaged in their learning; actively make informed choices related to their learning; develop skills and understanding that is transferable to other learning.
Success Indicators	Leaders: CLT Minutes; staff focus groups; observations, learning walks, coaching notes and instructional rounds; learning growth data; PDP mid and end cycle meeting minutes. Teachers: curriculum documentation; PLC meeting minutes; learning walks, peer observations, instructional rounds notes.

	Students: Notes from coaching, instructional rounds, learning walks, peer observations, student focus groups; student learning data.			
Delivery of the annual actions for this KIS				
Enablers				
Barriers				
Commentary on progress				
Future planning				
OPTIONAL: Upload Evidence				
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Further develop and refine current curriculum and assessment to ensure guaranteed and viable curriculum.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Assessment & Reporting Coordinator <input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	0%
Activity 2	Create and Develop Choice Subjects for 2021	<input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	0%
Activity 3	Construct Curriculum Map for 2021 and beyond	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Curriculum Co-ordinator (s)	from: Term 1	0%

		<input checked="" type="checkbox"/> KLA Leader	to: Term 2	
KIS 3.b Empowering students and building school pride	Review and redevelop the whole-school student pathways program to ensure students are well-informed and supported as they transition into, within and beyond the College.			
Actions	<p>This year Fountain Gate Secondary College will build on the work completed in 2019 by:</p> <ul style="list-style-type: none"> - Improve access to early VCE programs for Year 10s and clear Pathway counselling through Gateway and Choice Curriculum - Ensure VCE policies reflect all learners and ensure effective transition within the school and beyond the school to further study and employment - Increase our VET programs to aid engagement and outcomes in VCE - Develop our HeadStart program to cater for our diverse learners 			
Outcomes	<p>Leaders will: use multiple sources of evidence to evaluate their impact in leading Choice curriculum and Gateway including barriers and enablers; adapt plans and ideas in light of regular tracking and monitoring of learning; develop their own leadership skills; and develop effective working relationship with staff.</p> <p>Teachers will: work with leaders and colleagues to collaboratively and collectively improve practice, develop learning plans, evaluate their impact on student learning, and make adjustments accordingly; actively conference students and parents in the Gateway process.</p> <p>Students will: have access to Learning Plans and Career Action Plans through the Gateway program; have access to more choice to encourage student responsibility for learning.</p>			
Success Indicators	<p>Leaders: Gateway documents; meeting minutes; Learning Plans and course counselling documents</p> <p>Teachers: Planning documents; Curriculum outline</p> <p>Students: student learning plan; student focus group notes; course counselling notes.</p>			
Delivery of the annual actions for this KIS				
Enablers				

Barriers				
Commentary on progress				
Future planning				
OPTIONAL: Upload Evidence				
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	HeadStart program	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Managed Individual Pathways Coordinator <input checked="" type="checkbox"/> Leadership Partners (DSSI) <input checked="" type="checkbox"/> Leading Teacher(s)	from: Term 1 to: Term 4	0%
Activity 2	VCE and Pathways policy revision	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Sub School Leader/s <input checked="" type="checkbox"/> Managed Individual Pathways Coordinator	from: Term 1 to: Term 2	0%
Activity 3	Increased VET programs	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Managed Individual Pathways Coordinator <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Curriculum Co-ordinator (s)	from: Term 1 to: Term 4	0%

Activity 4	Course Counselling through Gateway	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Managed Individual Pathways Coordinator <input checked="" type="checkbox"/> Sub School Leader/s	from: Term 1 to: Term 4	0%
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Monitoring and Self-assessment - 2020

SEIL Feedback