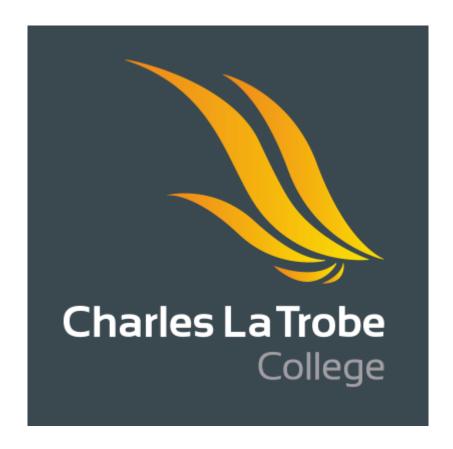# 2018 Annual Implementation Plan

for improving student outcomes

Charles La Trobe P-12 College (8890)

Submitted for review by Anna Rigoni (School Principal) on 19 December, 2017 at 03:07 PM
Endorsed by Graham Stevenson (Senior Education Improvement Leader) on 20 December, 2017 at 10:36 AM
Endorsed by Margaret Phillips (School Council President) on 20 December, 2017 at 06:59 PM

Education
and Training

Self-evaluation Summary - 2018

Charles La Trobe P-12 College (8890)

	FISO Improvement Model Dimensions The 6 High-impact Improvement Initiatives are highlighted below in red.	**Self-evaluation Level**
Excellence in teaching and learning	Building practice excellence	Evolving moving towards Embedding
	Curriculum planning and assessment	Embedding
	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

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

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

| Enter your reflective comments | It was helpful to facilitate the opportunity for staff to complete the FISO survey in mixed teams during a staff meeting. They were able to discuss the operational definitions of questions and the responses are balanced and accurate. The same survey was completed in 2016 and there has been growth in each area over the past year.The school embarked on wide ranging change initiatives this year including establishing professional learning communities and professional engagement teams (triads) each of which meet weekly. In PETs the teachers complete action research.

We have also developed and published the College Teaching and Learning Charter to enable us to further develop the skills of all our teachers to provide high quality learning programs.

Teachers are working in professional learning communities to talk about best practice. They then work in teams of three (professional engagement teams) to explore new teaching strategies and ideas. In this way they continue to grow as practitioners.

A data management system – SPA- has also been implemented to strengthen our ability to use student learning data as |
|---|---|

	the foundation for designing and delivering curriculum

The final phase of implementing the Victorian Curriculum took place this year and we are now commencing building secondary courses in CANVAS our new learning management system. Primary teams will continue to use Showbie to share student work with families.

The Math Pathways program was successfully trialled in Semester 2 and we will be implementing this program for all Y5 to 9 students in 2018. This program ensures all students are working at their ability level. The new reading remediation program has been a resounding success and we have witnesses some students progressing up to 2 years in their reading ability in 1 year.

We successfully restructured the school back to a primary and secondary model. We also re-launched Olympic Village primary School to operate more autonomously as a separate |
| **Considerations for 2019** | Next year the College will commence implementation of the Berry Street Education Model to compliment our existing strength of providing a safe and orderly learning environment for everyone in our school (Ramon Lewis Developmental Management Approach).

Another objective is to strengthen student voice – we will do this by inviting our student captains to attend school council meetings and develop protocols for students to provide feedback to teachers.

Using Equity Funding, in 2018 we will have a speech therapist on staff to extend our oral language programs in the primary school. We will also employ a consultant psychologist at OV PS to support the many students with complex learning and developmental needs.

We will also review the Student Engagement and Teaching and Learning policies – this process will include all key stakeholder groups.

We will be launching a new sub-committee of school council to develop master plans for the La Trobe Campus.

2018 is review year and the College has negotiated with the Department for separate treatment for OV PS and the College so that moving forward each learning community has their own strategic plan that is responsive to the needs of each community. |
| **Documents that support this plan** | Teaching and Learning Charter, Professional Learning Schedule |

Annual Implementation Plan - 2018
FISO Improvement Initiatives and Key Improvement Strategies

Charles La Trobe P-12 College (8890)

Four Year Strategic Goals	Four Year Strategic Targets	Is this selected for focus this year?	12 month target Outline what you want achieve in the next 12 months against your Strategic Plan target.	FISO initiative
To develop learners who are literate numerate and inquiring	1. Implement PAT math and reading assessments to provide common measures for growth for years 1-10 students 2. Implement SPA to support student learning data analysis Goals: VCE To achieve a VCE all studies mean score of 30 by 2019 (+1 growth each year). 2015 - 26 2016 - 26 2017 - 26 NAPLAN The percentage of Year 5, 7 and 9 students achieving medium to high	Yes	Develop and implement a College literacy and numeracy plan.	Building practice excellence

	learning gains in Reading, Numeracy, Writing, Spelling, Grammar and Punctuation is 75% by 2019.			
To provide students with quality teaching to support them to develop the skills, knowledge and confidence required to succeed in a broad range of educational contexts.	Team planning using student achievement data to design curriculum for students. Goal - implement a data management system (SPA).	Yes	Implement the College Teaching and Learning Charter	Building practice excellence
Students will engage in purposeful learning to enable them to learn and develop to their full potential.	Implement quality teaching by developing an instructional model based on Curiosity and Powerful Learning approach. Note: the Teaching and Learning Charter now incorporates the DET High Impact Teaching Strategies Goal - 90% of students will achieve one year's learning for one year of teaching (measured via PAT data in reading and math).	Yes	Teachers will use the Data Improvement Model from the Teaching and Learning Charter to teach to students' point of learning need.	Curriculum planning and assessment
Students will have a high level of connectedness to school and perceptions of safety at school.	The College will develop and implement an attendance strategy to improve attendance at school. Goal - to increase student attendance for all year levels to 90% by 2019.	Yes	Provide PD to all staff and implement the Berry Street Education Model across the whole college.	Setting expectations and promoting inclusion

Improvement Initiatives Rationale

1.Develop and implement a College literacy and numeracy plan - to improve student outcomes in literacy and numeracy, this will support student achievement across the curriculum.
DATA: PAT reading and math, each child to make one year of progress. Issues requiring particular attention: remediation programs for below and well below students in reading. We require a numeracy strategy for P-4. Math Pathways working well in Y5-Y8 (Y9 2018).

2. Implement the College Teaching and Learning Charter - this includes implementation of the HITS, a key DET strategy.
DATA: Number of action research cycle each teacher completes. Data from action research pertaining to student outcomes (pre/post research - depending on research focus). Issues requiring particular attention: expectations of part time teachers, teachers sharing results with principal as part of P&D process.

3. Teachers will use the Data Improvement Model from the Teaching and Learning Charter to teach to students' point of learning need - this will support the implementation of data driven instruction/precise teaching.
DATA: Student progress - teacher judgement of student progress against the VC.   Issues requiring particular attention: teacher moderation of student work, consistent expectations and understanding of required standard. Teachers understand how to access and use the SPA portal.

4. Provide PD to all staff and implement the Berry Street Education Model across the whole college - this will increase engagement and support the provision of a safe and orderly environment
DATA: Reduced number of relocations/office referrals. Increased student attendance. Increased school connectedness on student opinion survey - sense of belonging. Issues requiring particular attention: All at risk students must have an ILP and some require a BSP or safety plan.

Goal 1	To develop learners who are literate numerate and inquiring
12 month target 1.1	Develop and implement a College literacy and numeracy plan.
FISO Initiative	Building practice excellence
Key Improvement Strategies	
KIS 1	The leadership team will work with PLC to develop a literacy and numeracy plan. The principal will assign resources (personnel and resources) to ensure the reading remediation and Math Pathways program continues.

Goal 2	To provide students with quality teaching to support them to develop the skills, knowledge and confidence required to succeed in a broad range of educational contexts.
12 month target 2.1	Implement the College Teaching and Learning Charter
FISO Initiative	Building practice excellence
Key Improvement Strategies	
KIS 1	Teachers will continue to work in PLCs and PETs. Teachers will ensure PET action research aligns with practice defined in the Teaching and Learning Charter. The Teaching and Learning Policy will be reviewed.

Goal 3	Students will engage in purposeful learning to enable them to learn and develop to their full potential.
12 month target 3.1	Teachers will use the Data Improvement Model from the Teaching and Learning Charter to teach to students' point of learning need.
FISO Initiative	Curriculum planning and assessment
Key Improvement Strategies	
KIS 1	Teachers will examine data in SPA in PLCs and learn to access and use SPA data in action research (PETS). Secondary teachers will design courses in CANVAS (LMS).

Goal 4	Students will have a high level of connectedness to school and perceptions of safety at school.
12 month target 4.1	Provide PD to all staff and implement the Berry Street Education Model across the whole college.
FISO Initiative	Setting expectations and promoting inclusion
Key Improvement Strategies	
KIS 1	Student Engagement and Wellbeing protocols, practices and policy to be reviewed. An attendance strategy is to be developed and implemented for P-12.

Define Evidence of Impact and Activities and Milestones - 2018

Charles La Trobe P-12 College (8890)

Goal 1	To develop learners who are literate numerate and inquiring
12 month target 1.1	Develop and implement a College literacy and numeracy plan.
FISO Initiative	Building practice excellence
Key Improvement Strategy 1	The leadership team will work with PLC to develop a literacy and numeracy plan. The principal will assign resources (personnel and resources) to ensure the reading remediation and Math Pathways program continues.
Actions	1. Teachers will continue to work in Professional Learning Communities (PLC) and complete action research in PET (triads) 2. Moderation will be built into the PLC meeting schedule. 3. All staff will use 'Data Driven Instruction' to design and implement teaching programs at students ZPD 4. A Professional Learning Plan will be in place to support PLC's and PET's to analyse data (SPA) and implement High Impact teaching strategies. 5. Staff will use SPA to access student data, discussions and use of data in PLC meetings will be evident; 6. Leadership will participate in PLC Professional Learning Program via Bastow 7. Leadership will work in classrooms coaching teachers 8. Leadership will develop a P-Y4 numeracy strategy with the primary PLC. The program from Year 3/4 aligns with components of the Math Pathways program as students transition to Y5/6. 9. Leading teachers will develop a professional learning plan for secondary and primary PLCs 10. A reading remediation coordinator will be employed to oversee the reading programs 11. CARS comprehension activities will be added to the DI reading programs 12. Additional aides will be employed to take reading groups 13. ILPs will be in place for all PSD and Facility students 14. Remediation. Maths Pathways program, Direct Instruction and the development of Literacy and Numeracy plans for students from Y6 to 10 will support learning progress in Math and English. Ensure rich math tasks and like ability groups are occurring in MP program. Extend DI reading programs to include CARS/STARS to develop comprehension 15. VCE teachers will use VCE data, SAC and practice exam results to identify areas of weakness, develop strategies and improve students' achievement. 16. The LNP will provide benchmarks and a continuum for the areas of Writing, Spelling and Grammar and Reading. The Plan will support the Benchmark Data plans that the Literacy & Numeracy teams have set and assist them in reaching their targets

Evidence of impact	By the end of or in 2018: 80% of students students from Prep to Year 10 to make one year of progress as measured in the PAT Reading and Math assessment portal. 90% of students participating in the DI program will achieve a minimum of 12 months of growth in one year in the areas of reading accuracy and comprehension. 75% of Year 5 & 7 students will achieve medium to high growth/learning gains in NAPLAN. 72% of Year 9 students will achieve medium to high growth/learning gains in NAPLAN. 90% of students who have an ILP will achieve the goals set in their ILP (learning progress assessed in SSG meetings each term). The VCE the median study score will be between 26-30.				
Activities and Milestones		**Who**	**Is this a Professional Learning Priority**	**When**	**Budget**
A professional learning plan (schedule) is being developed to support the achievement of the identified goals. Refer to action and evidence of impact.		All Staff	☑ Yes	from: Term 1 to: Term 4	$161,000.00 ☑ Equity funding will be used

Goal 2	To provide students with quality teaching to support them to develop the skills, knowledge and confidence required to succeed in a broad range of educational contexts.
12 month target 2.1	Implement the College Teaching and Learning Charter
FISO Initiative	Building practice excellence
Key Improvement Strategy 1	Teachers will continue to work in PLCs and PETs. Teachers will ensure PET action research aligns with practice defined in the Teaching and Learning Charter. The Teaching and Learning Policy will be reviewed.
Actions	Introduce PLC 'assistant leaders' to build leadership capacity (develop role/special payment) (TBC). Implement the College Teaching and Learning Charter through a sequence of Professional Learning and action research. Teachers will engage in Action Research designed to improve their confidence and expertise in employing the Charter elements. The Professional Learning Plan will provide a sequence of professional Development connected to the six Teaching and Learning

Charter Elements, including the FISO HITS. Leading teachers will coach & mentor teachers. Teachers will participate in peer observation and feedback/instructional leadership.

PLC's and PET's will be actively involved in the exploration of the Charter Elements and the development of expertise within their learning areas. Working within the PLC's, teachers will be given time to moderate assessment tasks and review assessment data available through SPA. Teachers will use these conversations to modify and adjust programs to meet students at their ZPD. There will be evidence from PLC's and PET's .

Teachers will use the Benchmark Data Analysis template when viewing skills mastered and those requiring explicit teaching.

Evidence of impact	All teachers to participate in 4 action research cycles (1 per term) - action research documents to be uploaded into P&D portal.
	Data from action research pertaining to student outcomes (pre/post research - depending on research focus) demonstrates evidence of positive impact on student learning outcomes or engagement.
	Teacher termly presentations regarding outcomes of action research will identify baseline and improvement data in areas of foci.
	Minutes of PLC meetings will reflect work undertaken relating to 'AIP Actions'.
	Curriculum planning demonstrates use of data in refining lessons/teaching.
	Baseline data of teacher knowledge and end of year comparative data demonstrates increased professional knowledge and application (survey to be developed).
	Evidence of the existence of Charter Elements in professional practice throughout the College (how do we measure this)?

Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
A professional learning plan (schedule) is being developed to support the achievement of the identified goals. Refer to action and evidence of impact.	All Staff	☑ Yes	from: Term 1 to: Term 4	$253,000.00 ☑ Equity funding will be used

Goal 3	Students will engage in purposeful learning to enable them to learn and develop to their full potential.

12 month target 3.1	Teachers will use the Data Improvement Model from the Teaching and Learning Charter to teach to students' point of learning need.
FISO Initiative	Curriculum planning and assessment
Key Improvement Strategy 1	Teachers will examine data in SPA in PLCs and learn to access and use SPA data in action research (PETS). Secondary teachers will design courses in CANVAS (LMS).
Actions	Teachers access data literacy PD (in PLC and/or planning days/in PPD time). Additional planning days for PLCs (CRTs funded) to participated in professional learning/collaboration and for curriculum development and design based on student learning data.

The Professional Learning Plan will provide a sequence of professional Development connected to the 6 Charter Elements, including data driven instruction.

PD and coaching support will be provided to teachers in using the Universal Design for Learning to build teaching practice in differentiation, modifications and adaptations - highlighting the teaching of HITS, and demonstrating how HITS can help achieve goals of differentiation, modification and adaptation.

Develop the Makerspace to become a STEAM shared space for access to STEM/Maker programs across P-12. Classes will work in the STEAM space on purposeful learning tasks.
Digital technologies intensives will be piloted across years 7&8 each term
All teachers will have presented once to staff at eLearning PL on their practice for using technology to enhance student learning in their classes
Collaboration with QV and others re STEAM programs (best practice/rich learning tasks)

Leading teachers will work with all staff (coaching/mentoring) to develop capacity to share research and experiences through PET cycles. Leadership will use the GROW Coaching conversations model to develop short and long term goals with staff termly.

Teachers will be supported to use SPA to support their analysis of student achievement and set learning goals via the provision of the professional learning program. PLC meetings will have a focus on upskilling staff in using the SPA data management system to track growth of students across a range of standardised testing; PAT, Fountas and Pinnell, Maths Pathways Data; VCE data sets through Vass and using this to triangulate with Vic Curriculum judgments.

VCE students and teachers access Edrolo to support classroom practice and learning. |
| Evidence of impact | There will be evidence of differentiation/modifications within ILPs.

VC teacher judgement data demonstrates students are making learning progress. |

Student Outcome data in PET documents/P&D evidence shows improvements in student learning outcomes.

Number of courses available in CANVAS will increase.

Digitech P-10 program embedded in curriculum across the College. Digitech curriculum will be evident in Primary Curriculum Planning and Secondary Unit Plans.

Literacy and Numeracy plans have been developed for all students from Y6 – Y10.

ILP goal setting and review will happen every three months (termly). Targets for students are linked to teaching strategies and reviewed.

Teachers will use the Benchmark Data Analysis template when viewing skills mastered and those requiring explicit teaching.

Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
A professional learning plan (schedule) is being developed to support the achievement of the identified goals. Refer to action and evidence of impact.	All Staff	☑ Yes	from: Term 1 to: Term 4	$210,000.00 ☑ Equity funding will be used

Goal 4	Students will have a high level of connectedness to school and perceptions of safety at school.
12 month target 4.1	Provide PD to all staff and implement the Berry Street Education Model across the whole college.
FISO Initiative	Setting expectations and promoting inclusion
Key Improvement Strategy 1	Student Engagement and Wellbeing protocols, practices and policy to be reviewed. An attendance strategy is to be developed and implemented for P-12.
Actions	Two professional learning days in which all staff attend BSEM PD. All staff will receive Professional Development to Implement strategies from the BSEM. This will help to improve the connectedness of the trauma effected students within the community.

	A special education teacher and a wellbeing teacher employed in secondary. A range of other welfare and wellbeing staff employed as well as allied health professionals/consultants to be engaged.
	SSGs and ILPs for all at risk students/students with complex needs including ATSI students. SSG/ILP's will be held for students at risk - identify strategies for early intervention with students at risk. Student Wellbeing LT's will monitor attendance of students at risk. Students who have attendance below 80% will be identified and there will be case management for chronic absenteeism. There will be evidence of second-step interventions for students continually absent.
	Teachers will work together to create a positive climate for learning that is challenging and inclusive. Teachers will be trained in the Respectful Relationships curriculum materials and the Respectful Relationships materials will be embedded within the Secondary Curriculum. Staff will notify if attendance should fall below expected level.
	Student Wellbeing LT's will monitor class attendance and Tutor Group teachers engagement with families to elevate parent contact and meetings. Somalian parents to be particularly targeted.
	Kitchen Garden Program to be established as a vehicle to engage primary students in their learning and attendance. Parents to be involved in the setting up of the Kitchen Garden through by establishing a Committee where teachers and parents can work together.
	Leaders to work with teachers to model development of goals for students that promote inclusion and high expectations.
	Strengthen student voice.
Evidence of impact	ATOS - improvement in student survey data (participation and engagement in learning) inclusiveness and safety By December 2018 we will have increased student attendance by 10% across years 7 & 8 in 2017. Attendance will be maintained at approximately 90% for secondary year levels especially at VCE level.

Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
A professional learning plan (schedule) is being developed to support the achievement of the identified goals. Refer to action and evidence of impact.	All Staff	☑ Yes	from: Term 1 to: Term 4	$279,000.00 ☑ Equity funding will be used

Strengthen student voice: -student captains to be elected to council -protocols to be developed for students to provide feedback to teachers (primary and secondary) - posters to promote 'what an effective learner looks like' at CLTC	All Staff	☑ Yes	from: Term 1 to: Term 4	$5,000.00 ☐ Equity funding will be used

Professional Learning and Development Plan - 2018

Charles La Trobe P-12 College (8890)

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
A professional learning plan (schedule) is being developed to support the achievement of the identified goals. Refer to action and evidence of impact.	All Staff	from: Term 1 to: Term 4	☑ Moderated assessment of student learning ☑ Curriculum development ☑ Formalised PLC/PLTs	☑ Professional Practice Day ☑ Formal School Meeting / Internal Professional Learning Sessions ☑ Timetabled Planning Day ☑ PLC/PLT Meeting	☑ Literacy Leaders ☑ Maths/Sci Specialist ☑ External consultants Math Pathways DI Coach	☑ On-site
A professional learning plan (schedule) is being developed to support the achievement of the identified goals. Refer to action and evidence of impact.	All Staff	from: Term 1 to: Term 4	☑ Moderated assessment of student learning ☑ Collaborative Inquiry/Action Research team ☑ Formalised PLC/PLTs	☑ Professional Practice Day ☑ Formal School Meeting / Internal Professional Learning Sessions ☑ Timetabled Planning Day ☑ PLC/PLT Meeting	☑ Literacy expertise ☑ PLC Initiative ☑ Bastow program/course	☑ Off-site Bastow PLC development program

A professional learning plan (schedule) is being developed to support the achievement of the identified goals. Refer to action and evidence of impact.	All Staff	from: Term 1 to: Term 4	☑ Moderated assessment of student learning ☑ Collaborative Inquiry/Action Research team ☑ Peer observation including feedback and reflection	☑ Professional Practice Day ☑ Formal School Meeting / Internal Professional Learning Sessions ☑ Timetabled Planning Day ☑ PLC/PLT Meeting	☑ PLC Initiative ☑ Internal staff ☑ Learning Specialist ☑ External consultants Holmes Smith from SPA	☑ On-site
A professional learning plan (schedule) is being developed to support the achievement of the identified goals. Refer to action and evidence of impact.	All Staff	from: Term 1 to: Term 4	☑ Collaborative Inquiry/Action Research team ☑ Peer observation including feedback and reflection ☑ Individualised Reflection	☑ Whole School Student Free Day ☑ Formal School Meeting / Internal Professional Learning Sessions ☑ PLC/PLT Meeting	☑ School improvement partnerships ☑ Internal staff ☑ Learning Specialist ☑ External consultants Berry Street	☑ On-site
Strengthen student voice: -student captains to be elected to council -protocols to be developed for students to provide feedback to teachers (primary and secondary) - posters to promote 'what an effective learner looks like' at CLTC	All Staff	from: Term 1 to: Term 4	☑ Collaborative Inquiry/Action Research team	☑ Professional Practice Day	☑ Internal staff ☑ Learning Specialist	☑ On-site

Documents that support the plan

- The school has uploaded the following documents to support the self-evaluation.
  Teaching and Learning Charter
- CLTC Equity Funding 2018.xlsx (0.01 MB)