GOAL 1: IMPROVE STUDENT ENGAGEMENT

	LA TROBE CAMPUS	OLYMPIC VILLAGE	THE PAVILION SCHOOL	QUANTUM VICTORIA
Goal 1	Improve student engagement			
12 month target 1.1 Attitudes to School Survey	· Positive endorsement in Sense of Confidence in years 4-6 will increase from 77% in 2019 to 78% in 2020. · Positive endorsement in Sense of Confidence in years 7-9 will increase from 56% in 2019 to 58% in 2020. · Positive endorsement in Sense of Confidence in years 10-12 will increase from 65% in 2019 to 66% in 2020. · Positive endorsement for student voice and agency in years 4-6 will increase from 65% in 2019 to 67% in 2020. · Positive endorsement for student voice and agency in years 7-9 will increase from 39% in 2019 to 42% in 2020. · Positive endorsement for student voice and agency in years 10-12 will increase from 55% in 2019 to 57% in 2020.	· Positive endorsement in Sense of Confidence in years 4-6 will increase from 70% in 2019 to 78% in 2020. · Positive endorsement for student voice and agency in years 4-6 will be maintained at 75% in 2019 in 2021. ·	· Increase Aboriginal and Torres Strait Islander curriculum offering and to increase the culturally inclusive practice of Pavilion Staff ·	Increase the percentage of positive feedback for the following factors of 3-6 Student Exit Surveys: · I would like to come back next year from 88% to 90% · I am better at science after my visit from 75% to 78% · I am better at maths after my visit from 75% to 78% · I can show what I learned today from 78% to 80% · The science/maths was fun today from 90% to 92% · I worked well with others today from 88% to 90%
12 month target 1.2 School Staff Survey	· The positive endorsement for School climate will increase from 57% in 2019 to 60 % in 2020. · Whole school positive endorsement for Collective efficacy will increase from 48.2 % in 2019 to 55% in 2020. · Whole school positive endorsement for Academic emphasis will increase from 43.8 % in 2019 to 50% in 2020.	· The positive endorsement for School climate will increase from 66% in 2019 to 75 % in 2020. · Whole school positive endorsement for Collective efficacy will increase from 59.5 % in 2019 to 70% in 2020. · Whole school positive endorsement for Academic emphasis will increase from 60.7 % in 2019 to 70% in 2020.	· Develop a more sophisticated understanding of whole school student attendance ·	Increase the percentage of positive feedback for the following factors of 7-10 Student Exit Surveys: · I would recommend the program to next year's class from 83% to 85% · I achieved the learning goals from 79% to 81% · I am better at science after my visit from 54% to 56% · I am better at maths after my visit from 54% to 56% · I am more likely to choose science/maths from 50% to 52% · I worked well with others today from 84% to 86%
12 month target 1.3 Parent Opinion Survey	· Parent overall satisfaction with the school will maintain at 86% in 2019 to 86% in 2020. · Parent participation and involvement will maintain at 80% in 2019 to 80% in 2020.	· Parent Opinion Survey not completed by valid number of parents ·	· Build Parent engagement with The Pavilion School ·	Increase the percentage of positive endorsements for the following factors of the Teacher Exit Survey: · I would recommend this program to another teacher/class from 95% to 97% · My students achieved the learning goals from 95% to 97% · My students were immersed in 21st Century skills from 95% to 97% · My students showed improvement in their science knowledge from 93% to 95% · My students showed improvement in their maths knowledge from 93% to 95% · My students were engaged in the science/maths tasks from 94% to 96% · I am likely to implement some of the strategies in my classroom from 85% to 87%
12 month target 1.4 School Retention	· Improve School Retention from years 7-12 from 42.3% in 2019 to 43% in 2020.	·	·	·
KIS 1a - Positive Climate for Learning **Intellectual Engagement and Self-Awareness**	Build and develop a sense of pride and connectedness to the college its vision and its values			
Actions · What are the high-level actions that will be undertaken by	Develop a Whole School vision in Term 1 with Staff, Students and Community Embed the Values Matrix	• Embed School Vision and Values with staff, students and community	• Firm partnership with at least 1 community organisation has been established. CUST Training has been completed. Biannual RAP meetings have occurred. DIS Mural is Completed. Cultural Plans for ATSI Students are being rolled out. Curriculum development is considered from a cultural perspective.	

the school to drive progress against the KIS?		• Revise and implement an Attendance strategy (values –student learning, continuous improvement)	• We will create monthly attendance data reports. Staff are aware of how to input attendance data through Compass. We have figured out a way to account for "engage students" without affecting our baseline data. • We can easily gain snapshots of attendance at The Pavilion School at a school, campus, class and individual level. • Parents are engaged in "soft" engagement programmes (coffee and chat, peer support sessions, etc. We have improved our website, we have created and distributed a monthly newsletter, we have a better and more consistent social media presence. • Better incorporate parent/guardian voice into school processes such as report writing, meetings etc.	
Outcomes · What are the expected changes in knowledge, skills and behaviours that will be observed in students/teacher/leaders/community if the Actions has been successfully implemented	Students will: · Participate in development of school vision · Be able to articulate an understanding of the Values Matrix and how it applies to them Teachers will · Participate in development of school vision · Be able to articulate an understanding of the Values Matrix, how it applies to them and how they implement it with the students Leaders will · Facilitate the development of a school vision · Work with teachers to make the Values Matrix a living document	Students will: • Actively participate in further development of school vision • Be able to articulate an understanding of the values and how they apply to them • Engage with the school more consistently with decreased lateness and absences. Teachers will • Be able to articulate an understanding of the Vision and Values , how it applies to them, how they communicate it to the whole community and how they implement it with the students • Include the Vision and Values as a focus area of the Social and Emotional curriculum and across the curriculum Leaders will • Continue to facilitate the embedding the 2019 documented school vision • Work with teachers and community to make the Vision and Values Book a living document • Liaise with Senior Wellbeing and Engagement Officers to support school policy and program development • Document Attendance strategy and link with Wellbeing strategy and documentation.	Students will: Have increased participation in and connection to in culturally appropriate programs Increase their attendance at school Experience greater connection between the school and their families/carers Teachers / staff will Possess improved cultural awareness Have improved understanding of the key factors affecting attendance Have increased opportunities to communicate with parents/carers Leaders will: Ensure curriculum and program development/implementation adequately incorporates cultural perspective Assess attendance data in leadership meetings and track patterns at school, campus and class level – drive discussions with whole team on improving attendance based on this data Provide increased opportunities for staff to engage with parents/carers through targeted initiatives and ensuring resources are allocated to improving website and other communication channels.	•
Success Indicators · What data/evidence will you use/collect to measure the success of the Outcomes?	Students: · Articulate what the values are and how they apply to their behaviours in the College Model School Pride Teachers: · Referencing values in lessons/work documents Leaders: · evidence of delivered professional learning notes from learning walks/observations	Students: • Artefacts and displays showcasing the student understandings • Articulate what the values are and how they apply to their behaviours in the school • Increased attendance and punctuality data • Improved data in AtoSS. Teachers: • Referencing values in lessons/work documents across the curriculum • BSEM strategies and social and emotional learning delivered as part of the curriculum sequentially. School values referenced into BSEM Scope and Sequence • Model school values and behaviours across the community • Apply the steps and stages to support Attendance and engagement according to school agreed guidelines • Participate in professional learning • Leader: • Documentation of policy and program • Regular meeting schedule with Wellbeing support, SSSO's and Regional Wellbeing staff including Secondary Consults • Engagement with outside agencies to support at risk families e.g BSHS, DHHS, Orange Door, Kids First • Behaviour monitoring data, SOS and A to SS, low number of suspensions	Overall student attendance data will improve by 1-3% ATOSS for social engagement/connectedness remains strong. Increased parent/carer participation in SSG's, parent/carer interviews/ communications with school staff Cultural plans for all ATSI students are developed and considered when establishing Individual Learning Plans and Case Plans	•

	Activities and Milestones	Who	Professional Learning Priority	When	Budget	Activities and Milestones	Who	Professional Learning Priority	When	Budget	Activities and Milestones	Who	Professional Learning Priority	When	Budget	Activities and Milestones	Who	Professional Learning Priority	When	Budget
	Develop a survey for students and staff on Colleges Values and Values Matrix	AP, Improvement teacher	Yes	Term 1 to 4		Review of Attendance Policy, OV Staged approach documented, Wellbeing Guidelines adjusted with Attendance Flow chart etc Review in line with DET Staged Approach using PAL Program and related resources	Prin cipal All staff	Yes	T 3,202 0 – T 1, 2021	$0.00	Cust Training Biannual RAP meetings are occurring. Curriculum development considered from cultural perspective.	Leadership/teachers	Yes	End of 2020/ Term 1, 2021						
	Improvement in student attendance and punctuality (to class and school)	School community	No	Term 1 to 4		BSEM Scope and Sequence review and development	Staff	Yes	T 1,202 0 – T 3, 2021	$0.00	Training for staff on consistent implementation of attendance data into Compass/Leadership team	Leadership/teachers	No	Term 4, 2020						
	Improvement in students wearing school uniform (reduction in out of uniform notifications in Compass)	School community	No	Term 1 to 4		Community events, Webpage and Face book entries, school ceremonies and communication s outlining attendance , punctuality and Vision and Values.	All staff	No	T4 – T4											
	Regularly communicate expectations regarding uniform and attendance	School Leaders		Each Term		Regular meetings with DET Wellbeing managers for support, advice and secondary consults	Prin cipal	Yes	Each Term	0.00										
KIS 1b - Intellectual engagement and self awareness	Build a college-wide pathways program which ensures students have a successful transition into, through and beyond the college.																			
Actions • What are the high-level actions that will be undertaken by the school to drive progress against the KIS?	Develop a clearly documented Whole College Transition Process					Develop a clearly documented Whole College Transition Process					• Develop a whole school approach to pathways throughout the year to encourage students and staff to incorporate career plans, personality assesssments into school curriculum/scope and sequence • Develop a whole school approach to promotion of VET in schools programs. Engage more actively with main feeder VET/Host School to sustain placements. • Create data sets to highlight areas of need in transitioning students from the Pavilion									
Outcomes · What are the expected changes in knowledge, skills and behaviours that will be observed in students/teacher/le aders/community if	Students will: · Provide feedback on concerns and advice regarding key transition points (K-P, 6-7, 10/11-11/12, End School (yr12)) Teachers will · Participate in development and trial of Whole College Transition Process Leaders will					Students will: • Display confidence in participation in schooling • Attend school regularly and punctually • Demonstrate increased engagement • Participate in Transition K-F and 6-7 activities from term 3 in the preceding year Teachers will					Students will • Demonstrate increased confidence in accessing pathways website • Increase enrolments into and successful completion of courses Teachers / staff will: • Demonstrate more consistent use/access to pathways website and establishment within curriculum/classes • More actively participate in promoting VET programs and increased incorporation of VET elements into VCAL assessments for individual students									

| | the Actions has been successfully implemented | ·   Oversee development and monitoring of trial of Whole College Transition Process | • Participate in development and trial of Whole College Transition Process
• Communicate the process across the community
• Support parents/carers in the process, engaging with Wellbeing team etc

Leaders will
• Oversee development and monitoring of trial of Whole College Transition Process
• Engage with outside agencies including Youth Foundation, BCHC, SFYS to support engagement and transition
• Engage with Pavilion and La Trobe campuses | Leaders will:
·   Promote incorporation of pathways website at staff meetings, PLC's and during supervision
·   Promote enrolment and support strategies for VET courses at staff meetings, PLC's and during supervision
Leaders will use data to target relationships with organisations and further educations providers to better support | |

| | **Success Indicators**
·   What data/evidence will you use/collect to measure the success of the Outcomes? | Students:
• Improvement in School Stage Transitions Data in AToSS, 10-12, 6-7
• Co-developed transition program
Teachers:
• Co-developed transition program
• Analysis of pre and post survey data
• Anecdotal feedback
Leaders:
• Co-developed transition program
• Analysis of pre and post survey data
• Anecdotal feedback | Students:
• Improvement in School Stage Transitions Data in A To SS 6-7
• Attendance data monitoring
• Improved engagement through specific programs e.g SFYS re-engagement program for at risk students

Teachers:
• Documentation of agreed transition programs
• Analysis of pre and post survey data
• Anecdotal feedback
• Improved behaviour data

Leaders:
• Support a co-developed transition program in K-P and 6-7 through
• Analysis of pre and post survey data including POS
• Anecdotal feedback – attendance in transition programs
• Documentation of interactions with all stakeholders including Meeting minutes and specialist reports.
• Enrolment data analysis | Students:
• 95% of student cohort to have a career plan based on pathways website
• 1.5% increase will have completed Industry strand of VCAL
• At the end of 2021, increased levels of student retention in further study or courses (based on destination data)

Teachers / staff:
• ILP's will include a career plan from school website
• Increased use by teachers of VASS eligibility reports to determine VCAL Industry Strand

Leaders:
• Possess and can assess destination data at the end of 2021 | |

		Activities and Milestones	Who	Profession al Learning Priority	When	Budg et	Activities and Milestones	Who	Professional Learning Priority	When	Budget	Activities and Milestones	Who	Professional Learning Priority	When	Budget	Activities and Milestones	Who	Professional Learning Priority	When	Budget
		Students participate in co-developing transition processes and activities Term 1 – feedback and T3 – program development and feedback	Assistant Principal, Transition Coordinators	Yes	T1, T3	$0.00	Programs developed to engage with Pre-schools, Playgroups (Somali, Koori and BCHC) and Banyule Early Years Support Services to engage community with access to onsite transition programs and information sessions, reciprocal site visits.	Princi pal, EY teach ers SP	No	T3, 2020-T4 2021	$0.00	Accumulation and presentation/discussion of Destination Data	Leaders	Yes	Term 4, 2021/NA						
		Implementing DET Year 9 My Careers Insight Program	Careers Advisor and Pathways Coordinator	No	Term 3 and 4		Review and develop a College approach to support a coordinated approach to enrolment and transition across the P-12 and OV campuses	Exec team	No	T2, 2021	$0.00	Vass eligibility reports	Teachers	No	Termly						

	Review and adjust current transition processes	Assistant Principals, Transition Coordinators	No	Term 2 & Term 3	Engage with Early Intervention providers (Irabina, Noah's Ark, BCHC, RCH) to develop extended Transition programs. Arrange assessments for PSD program in K-F and 6-7 transitions	Princi pal, SW Speec h patho logy SSSO' s SP	No	T 2 & Term 3	$0.00							
	Develop a new student induction process in consultation with student leaders	Student leaders, Leading Teachers	No	Term 3	Deliver a staged transition program for incoming preps that includes kinder visits, scheduled transition program with low scale school experience, welcome to school handbook, parent/carer information sessions and promoted through Facebook etc	Teach ers Princi pal SP	No	T4	$0.00							
					Collaborate with LT campus year 7 coordinator, Grade 5/6 teachers and Wellbeing staff to develop 6-7 transition program that includes cross campus visits, transition plans for at risk students, Induction and Transition supports, parent/carer information sessions	Teach ers SP Wellb eing team Year 7 coord inator Princi pal	No	T4 –T1 2020-21								

KIS 1c Empowering students and building school pride	Activate student voice, agency and student leadership in their own learning / Develop students as active and empowered learners * QV											
Actions • What are the high-level actions that will be undertaken by the school to drive progress against the KIS?	Develop Student Leaders programs at CLTC					• Conduct student survey for input into curriculum development in 2021 Scope and Sequence and Unit Plans • Invite students from both campuses to present at Subcommittee meetings and School Council Ensure student advisory group is part of every selection panel process.	Identify opportunities to activate student agency in learning in a Specialist Centre context, through targeted intervention strategies.					
Outcomes • What are the expected changes in knowledge, skills and behaviours that will be observed in	Students will: • Provide regular feedback through a range of student forums • Set personal learning goals and reflect on their progress Teachers will • Coordinate student learning goals and provide feedback data on student performance					Students will: • Have increased agency and voice in curriculum, decision making and recruitment. This should result in engagement and attendance across The Pavilion School Teachers / staff will: • Have a better understanding of student areas of interest and need when designing a curriculum that is relevant, engaging and tailored.	Students will: • Identify and track progress against the identified learning goals. • Influence program development through exit survey responses. Teachers will:					

students/teacher/leaders/community if the Actions has been successfully implemented

- Implement the student leaders program during 2020.

Leaders will
- Provide oversight and support for teachers implementing the Leaders program.
- Provide feedback to teachers around the implementation of the Leaders program.

Leaders will:
- Have a broader understanding of student perception, attitudes and thoughts on the direction of The Pavilion School's model, recruiting and teaching and learning

- Be able to articulate what student agency looks like in the context of a Specialist Science and Maths Centre.
- Work with students to monitor progress against the program learning goals.
- Ensure students are consulted through the program activities.
- Work in teams to explicitly integrate opportunities for student agency within the context of a Specialist Centre.

Leaders will:
- Be able to clearly articulate what student agency looks like at Quantum Victoria.
- Regularly review student feedback (surveys and formative) to inform practice and curriculum.

Regularly observe programs to monitor implementation progress.

Success Indicators
- What data/evidence will you use/collect to measure the success of the Outcomes?

Students:
- Improvement in School Stage Transitions Data in AToSS, 10-12,
- Co-developed transition program

Teachers:
- Co-developed transition program

Leaders:
- Collection of data indicating improved processes around voice and agency.

Students:
- Meeting minutes - Planning, School Council, Subcommittee, Selection Panel documentation

Teachers / staff:
- Meeting minutes - Planning, School Council, Subcommittee, Selection Panel documentation, Scope and Sequence incorporating student voice.

Leaders:
- Meeting minutes - Planning, School Council, Sub Committee, Selection documentation, leadership minutes.

Students:
- Completion of Exit Surveys.
- Will use existing intervention strategies to alert teachers of their progress during the programs.

Teachers:
- Use of HITs (feedback, questioning, metacognitive strategies).
- PDP notes reflecting on progress in implementing agency in learning.
- Reference to KUBD document for each program to ensure consistency.
- Completion of the QEP reflection tool.
- Notes from observations including: student feedback, responses to questions and completion of set tasks.
- Review student survey responses during PLTs and PLCs.

Leaders:
- Minutes from staff meetings.
- Allocate time for teachers to articulate what student agency looks like at Quantum Victoria.
- Allocate time for PLCs and PLTs to meet.

Analysis of student and teacher Exit Survey data.

Activities and Milestones	Who	Professional Learning Priority	When	Budget	Activities and Milestones	Who	Professional Learning Priority	When	Budget	Activities and Milestones	Who	Professional Learning Priority	When	Budget	Activities and Milestones	Who	Professional Learning Priority	When	Budget
Students participate in Semester goal setting (BSEM) – meaningful personal goals: 1 academic focus goal and one personal wellbeing goal	Assistant Principals, LTs, Teachers, Students	Yes	T1, T3	$0.00						Ensure students are surveyed in Term 4 of 2020 to guide curriculum/scope and sequence planning in 2021	Teachers	No	Term 4, 2020/NA		Development of a Quantum Victoria approach to student agency	Teachers and Program Facilitators Students	No	Term 1	
Develop SRC and Leaders program to run regular forums with classes to receive and deliver feedback and actions on student concerns/topics (Primary/Secondary)	SRC, Student Leaders, YLL, Student leader coordinators,	No	Term 3 and 4							Ensure students are invited to attend Sub Committee and apply to be on school council	Leaders/students	No	Term 1, 2021		Review curriculum to incorporate opportunities for student agency across each program	All Staff	No	Term 3 - 4	
Students provide feedback to teachers using PIVOT tool in Primary and Secondary	All teachers, PLC leaders	Yes	Term 2	?						Students participate in ALL selection panel deliberations	Students	No	Ongoing		Development and implementation of professional learning program to support staff understanding of student agency	Assistant Principal, Learning Specialist	Yes	Term 1 to Term 4	As needed

GOAL 2: IMPROVE STUDENT WELLBEING

	LA TROBE CAMPUS	OLYMPIC VILLAGE	THE PAVILION SCHOOL	QUANTUM VICTORIA
Goal 2	To improve wellbeing for all students			
12 month target 2.1 Attitudes to School Survey	• Positive endorsement of Managing bullying in years 4-6 will increase from 75 % in 2019 to 77% in 2020. • Positive endorsement of Managing bullying in years 7-9 will increase from 40 % in 2019 to 46% in 2020. • Positive endorsement of Managing bullying in years 10-12 will increase from 56% in 2019 to 57% in 2020 • Positive endorsement of a Sense of connectedness in years 4-6 will increase from 79 % in 2019 to 81% in 2020. • Positive endorsement of a Sense of connectedness in years 7-9 will increase from 44 % in 2019 to 48% in 2020. • Positive endorsement of a Sense of connectedness in years 10-12 will increase from 51 % in 2019 to 52% in 2020 •	• Positive endorsement of Managing bullying in years 4-6 will be maintained at above 85% in 2019 and in 2020. • Positive endorsement of a Sense of connectedness in years 4-6 will increase from 77 % in 2019 to 81% in 2020.	• Continue implementation of The Pavilion School Wellbeing Model	Increase the percentage of completed QEP Teacher Reflective Tool for F-12 student programs – aiming for 75% of completed bookings in 2020.
12 month target 2.2 Student Attendance	• In 2020 individual campus student attendance on each campus will increase by 3% from the 2019 attendance rates	• In 2020 individual campus student attendance on each campus will increase by 10% from the 2019 attendance rates	• Embed the Respectful Relationships across our whole school practices	• Maintain an updated KUBD template document for each F-12 student programs
12 month target 2.3 Parent Opinion Survey	• Positive endorsement for School pride and confidence will increase from 73% in 2019 to 76% in 2020 • Positive endorsement for Student connectedness will increase from 88% in 2019 to 89% in 2020 • Positive endorsement for Stimulated learning environment will increase from 74% in 2019 to 77% in 2020 •	•	•	Conducting a 'WOW' analysis across F-12 programs twice a year to inform practice and implement changes to teaching and program content.
12 month target 2.4 School-based data	• Reduce secondary school suspensions by 50% from 127 suspensions per year in 2019 to 100 suspensions per year in 2020. • Reduce primary school suspensions by 50% from 33 suspensions per year in 2019 to 25 suspensions per year in 2020 • Reduce 30+ days of absences from 41% in secondary school (2018) to 35% in 2020. • Reduce 30+ days of absences from 24% in primary school (2018) to 20% in 2020 •	• Maintain primary school suspensions at 1 in 2019 to 1 in 2020 • Reduce 30+ days of absences from 24% in primary school (2018) to 20% in 2020 •	•	•
KIS 2a Positive climate for Learning Health and Wellbeing	Fully embed a consistent, school wide approach to health, wellbeing, inclusion and engagement that is documented and reviewed			
Actions • What are the high-level actions that will be undertaken by the school to drive progress against the KIS?	Develop a documented and consistent school-wide approach to health, wellbeing, inclusion and engagement	Develop a documented and consistent school-wide approach to health, wellbeing, inclusion and engagement	• Pavilion wellbeing theoretical model is understood by staff; language and theory of the model are embedded in Pavilion practice. We have documented examples of best practice that can be used for future learning. • We have established and run a men and women's group, the respectful relationships curriculum has been documented within the scope and sequence and taught across both Preston and Epping. • We have connected staff with PD in responding to disclosures of violence in the home Risk Factor data is presented and utilised to plan for well-being program	Implement Professional Learning Communities to audit and document KUBD template for each onsite program
Outcomes • What are the expected changes in knowledge, skills and behaviours that will be observed in students/teacher/leaders/community if the Actions has been successfully implemented	Students will: • Set personal goals based on BSEM • Be able to regulate their emotions by following their agreed self-regulation plan Teachers will: • Follow the agreed BSEM approach to student behaviour support • Support students with goal achievement by reinforcing BSEM strategies within their classes	Students will: • Set personal goals based on BSEM • Be able to regulate their emotions by following their agreed self-regulation plan • Demonstrate understanding of cultural diversity Teachers will: • Follow the agreed BSEM approach to student behaviour support	Students will: • Demonstrate and communicate reflections and behaviours that are consistent with Pavilion Wellbeing model and Respectful relationships curriculum. Teachers / staff will: • Ensure respectful relationships curriculum is included in scope and sequence	Teachers will: • Understand the characteristics of high-quality PLCs. • Engage in regular conversations about student learning in the context of STEM. • Use PLC time to evaluate the impact of teaching on student performance through pre and post-tests and student and teacher exit surveys. • Give and receive feedback.

	Column 1	Column 2	Column 3	Column 4
	• Set PDP goal linked to BSEM **Leaders will:** • Set a PDP goal for all staff linked to the BSEM • Provide regular PD opportunities for staff to build skills in BSEM (role plays, teachers sharing good practice, etc)	• Support students with goal achievement by reinforcing BSEM strategies within their classes • Set PDP goal linked to BSEM • Organise culturally inclusive activities e.g Harmony Day, Naidoc week and religious celebrations • Deliver the Cultural Studies program through Art and Music **Leaders will:** • Set a PDP goal for all staff linked to the BSEM • Provide regular PD opportunities for staff to build skills in BSEM (role plays, teachers sharing good practice, etc) • Collaborate and support community group engagement with school activities • Acknowledge cultural diversity in all school communications	• Use theories/language/strategies consistent with well-being model in PLC's, staff meetings, communications with each other/parents-carers and students. • Staff have improved capacity to support students when they have made disclosures about violence in the home – strategies shared in PLC meetings **Leaders will:** • Ensure staff have adequate access to training/planning time to successfully implement Pavilion Wellbeing Model and Respectful Relationships curriculum. • Ensure there are opportunities for staff to reflect on practice and link it back to the theoretical model.	**Leaders will:** • Communicate high expectations about the PLC structure and expected outcomes. • Use multiple sources of evidence to track implementation of PLCs including barriers and enablers. • Model how to give and receive feedback with staff. • Prioritise strategic resourcing of PLCs, including allocating time for teachers to meet.

Success Indicators
• What data/evidence will you use/collect to measure the success of the Outcomes?

Column 1	Column 2	Column 3	Column 4
Students: • Self-reflection on goal achievement • Compass behavioural data **Teachers:** • PDP notes reflecting on progress in implementing BSEM • Documented lesson structure incorporates BSEM strategies **Leaders:** • minutes from staff meetings • professional learning presentations on BSEM • notes from classroom observations	**Students:** • Self-reflection on goal achievement • Compass behavioural data • Artefacts and displays across the school **Teachers:** • PDP notes reflecting on progress in implementing BSEM • Documented lesson structure incorporates BSEM strategies • Implement the OV BSEM Scope and Sequence trial • Review the BSEM Scope and Sequence to include Social knowledge activities • Cultural studies program documentation • Diversity focus in classroom planning e.g special events, start up program **Leader:** • Minutes from staff meetings, notes from classroom observations • Professional learning presentations on BSEM • Collaboration with diverse Community groups	**Students:** • Attendance in Men's/Women's groups • Completed work examples from Respectful Relationships Curriculum **Teachers / staff:** • Notes from staff meetings, PLC's, • Evidence of RR curriculum in scope and sequence, • Risk Factor data presentation **Leaders:** • Leadership meeting minutes, • Risk factor data presentation	**Teachers:** • PLC notes/minutes • Evidence used within PLC to evaluate impact of teaching on student performance/outcomes via the pre and post-tests and exit surveys. • Monitor effective use of data. • Use evidence to inform teaching practice. **Leaders:** • Minutes/agendas/presentations from staff meetings. • Survey data, observations or other evidence related to PLC implementation. • Notes/records of conversations where feedback has been given/received (e.g. PDP conversations); financial and organisational documents. • Monitor effective use of data through the implementation of the Data Literacy Strategy.

Activities and Milestones	Who	Professional Learning Priority	When	Budget	Activities and Milestones	Who	Professional Learning Priority	When	Budget	Activities and Milestones	Who	Professional Learning Priority	When	Budget	Activities and Milestones	Who	Professional Learning Priority	When	Budget
Embedding of Berry Street Education Model across all campuses	School Leaders Staff	Yes	Termly	$5000	Embedding and monitoring of Berry Street Education Model across all campuses	School Leaders Staff	Yes	Termly	$0.00	Men's and women's groups established at both campuses	Leaders/teachers	No	Term 1, 2021/$5-10 K		Develop structure and protocols for PLCs at Quantum Victoria	Assistant Principal	No	Term 1	
Monitor implementation of BSEM	Leaders	Yes	Term 1 to Term 4	$2000	Review and updating of OV Wellbeing and Engagement policy according to PAL guidelines	Principal, staff DET SSSO and Wellbeing and Engagement managers	Yes	T4 to T4	$0.00	Wellbeing and Teacher Planning days includes use of Risk Factor Data	Leaders/teachers	Yes	Term 4, 2020/$500-$1K		Key staff to participate in professional learning	Teaching Staff	Yes	Term 1	
PDP goal reflect BSEM focus	All Staff	Yes	Term 1 to Term 4		BSEM/Wellbeing documents adjusted to reflect review of Wellbeing processes.	All staff	Yes	T4 – T4	$00.00	Wellbeing model and its implementation to be reflected upon in wellbeing PLC	Leaders/teachers	Yes	Term 4		All staff complete professional learning workshops on analysing and using data	All Staff	Yes	Term 2 - 4	$0.00
					Engage with KESO, Indigenous Support worker, Somali Community groups to	All staff	No	T4 – T4	$00.00										

						support culturally diverse students and families in development of culturally appropriate programs															
						Engage with Health Support agencies to support student and family wellbeing. This includes BCHC, Watermark, City in the Community, SSR, Breakfast Club program, Kids First	All staff	No	T4 – T4	$00.00										
						Investigate Respectful Relationships as an integral part of the Wellbeing program at the school	Principal Staff	Yes	T2-T4 2021	$0.00										

KIS 2b. Positive climate for learning Intellectual engagement and self-awareness	Implement a Team Around the Learner approach to support the learning of all students across the college / Implement an approach to support the learning of all students visiting the Centre * QV

Actions • What are the high-level actions that will be undertaken by the school to drive progress against the KIS?	Review processes, roles and responsibilities around the current Wellbeing Model at Charles La Trobe College across all campuses. Develop documented whole school approach to Team Around the Learner approach to support the learning of all students across the college using the BSEM	Review processes, roles and responsibilities around the current Wellbeing Model at Charles La Trobe College across all campuses. Develop documented whole school approach to Team Around the Learner approach to support the learning of all students across the college using the BSEM and Wellbeing support	• Doctors in Schools Programme has been re-established. Additional healthcare providers have been identified and access to their services made available to all students throughout the year. This may include dentists, mental health workers, drug and alcohol workers, etc. • Identifying and developing online resources and strategies to support challenges around MH due to changes in access to support. Ensuring students have access to technology and resources to ensure that students are able to access education • Mental Health Practitioner (MHP) is appointed	
Outcomes • What are the expected changes in knowledge, skills and behaviours that will be observed in students/teacher/leaders/community if the Actions has been successfully implemented	Students will: • Be engaged in their learning/Ready to Learn • Draw on strategies identified in their personal support plan/personal goals Teachers will: • Implement strategies identified in students' behaviour support plan/ILPs Leaders will: • Oversee implementation of whole school approach to Team Around the Learner approach • Monitor student behaviour data • Provide support and guidance around managing challenging student behaviour	Students will: • Be engaged in their learning/ready to learn • Draw on strategies identified in their personal support plan/personal goals Teachers will: • Implement strategies identified in students' behaviour support plan/ILPs • Contribute to the team, provide evidence and data and implement agreed plans • Implement the Wellbeing Policy and Guidelines Leader will: • Ensure a safe and orderly learning environment • Contribute to implementation of whole college to Team Around the Learner approach • Engage with all DET and community agency support staff to provide a targeted and coordinated approach to student support • Update 2021 OV Wellbeing handbook to reflect program and policy development	Students will: • Have improved access to a range of additional supports, including MHP Teachers / staff will: • Communicate the availability of these additional services and supports in classes/around the school and via online zine. Leaders will: • Ensure additional support services have appropriate access points/spaces/ funding to provide appropriate support for students	
Success Indicators • What data/evidence will you use/collect to measure the success of the Outcomes?	Students: • Achievement of individual learning plan goals • Compass behaviour data Teachers: • Achievement of set PDP goals	Students: • Achievement of individual learning plan goals • Compass behaviour data Teachers: • Achievement of set PDP goals	Students: • Increased attendance/ appointments with additional service providers. • Increasing access to online MH supports Teachers / staff:	

• Evidence of individual student ILP strategies referenced in teacher plans Leaders: • Monitor and feedback to staff student behaviour data • Documented whole school approach to student support/Team around the Learner • Reduction in instances of challenging student behaviours (based on Compass data)	• Evidence of individual student ILP strategies referenced in teacher plans Leaders: • Monitor and give feedback to staff on student behaviour data and attendance data • Documented whole school approach to student support/Team around the Learner • Reduction in instances of challenging/concerning student behaviours (based on Compass data) • Records of CTM, secondary consults, specialist reports etc	• Increased attendance/ appointments with additional service providers. • Increasing access to online MH supports Leaders: • Increased attendance/ appointments with additional service providers. • Increasing access to online MH supports

Activities and Milestones	Who	Professional Learning Priority	When	Budget	Activities and Milestones	Who	Professional Learning Priority	When	Budget	Activities and Milestones	Who	Professional Learning Priority	When	Budget	Activities and Milestones	Who	Professional Learning Priority	When	Budget
Audit of current student wellbeing practices at each campus. Identification of WWW, points of common practice, points requiring investigation and identifying points of differentiation	School Leaders Wellbeing team	No	Term 1 to Term 4	$0.00	Audit of current student wellbeing practises at each campus. Identification of WWW, points of common practice, points requiring investigation and identifying points of differentiation	School Leaders Wellbeing team	No	Term 1 to Term 4	$0.00	Re-establishment of Drs in School program	Leaders	No	Term 1, 2021 – allocated for in SRP						
Document whole school approach to Team Around the Learner approach to support the learning of all students across the college using the BSEM based on audit findings	School Leaders Wellbeing team	No	Term 3 to Term 4	$0.00	Document whole school approach to Team Around the Learner approach to support the learning of all students across the college using the BSEM based on audit findings	School Leaders Wellbeing team	No	Term 3 to Term 4	$0.00	Appointment of MHP	Leaders	No	Term 3, 2020 – allocated for in SRP						

GOAL 3: IMPROVE STUDENT LEARNING OUTCOMES

	LA TROBE CAMPUS	OLYMPIC VILLAGE	THE PAVILION SCHOOL	QUANTUM VICTORIA
Goal 3	**To improve student learning outcomes**			
12 month target 3.1 NAPLAN Reading	• The percentage of Year 5 students assessed at the top two bands in NAPLAN Reading will increase from 24.3% in 2018 to 26% in 2020. • The percentage of Year 9 students assessed at the top two bands in NAPLAN Reading will increase from 7.1% in 2018 to 12% in 2020. • The percentage of Year 5 students assessed at the bottom two bands in NAPLAN Reading will decrease from 18.9% in 2018 to 17% in 2020. • The percentage of Year 9 students assessed at the bottom bands in NAPLAN Reading will decrease from 51.8% in 2018 to 42% in 2020. • Benchmark Growth in Reading at years 3, 5, 7 and 9 will be at 75% or higher.	•	• To improve the reading competence of Pavilion students via the implementation of a Systematic Synthetic Phonics program and target 15 students for tier 3 Intervention	Increase the percentage of Year 3-6 students learning growth through: • Pre and Post Tests from 12% to 14%
12 month target 3.2 NAPLAN Numeracy	• The percentage of Year 5 students assessed at the top two bands in NAPLAN Numeracy will increase from 21.6% in 2018 to 24% in 2020. • The percentage of Year 9 students assessed at the top two bands in NAPLAN Numeracy will increase from 10.9% in 2018 to 15% in 2020. • The percentage of Year 5 students assessed at the bottom two bands in NAPLAN Numeracy will decrease from 13.5% in 2018 to 12% in 2020. • The percentage of Year 9 students assessed at the bottom bands in NAPLAN Numeracy will decrease from 41.8% in 2018 to 35% in 2020. • Benchmark Growth in Numeracy at years 3,5,7 and 9 will be at 75% or higher	•	• Employ Speech Pathologist to assist in the implementation of this program and to assist in screening students	Increase the percentage of Year 7-10 students learning growth through: • Pre and Post Tests from 17% to 19%
12 month target 3.3 Attitudes to School Survey	• Positive endorsement for Effort in years 4-6 will increase from 77% in 2019 to 79% in 2020. • Positive endorsement for Effort in years 7-9 will increase from 59 % in 2019 to 63% in 2020 • Positive endorsement for Effort in years 10-12 will increase from 70 % in 2019 to 71% in 2020.	• Positive endorsement for Effort in years 4-6 will be maintained at 2019 to 85% in 2020.	•	Ensure that student participation targets aligned with the Funding Model: • 70% student engagement from Metro Disadvantaged & Rural Government • 20% student engagement from Advantaged Government & Non-Government
12 month target 3.4 School Staff Survey	• Whole school positive endorsement for Teacher collaboration will increase from 49.7 % in 2019 to 54% in 2020 • Whole school positive endorsement for Understand how to analyze data will increase from 47.9 % in 2019 to 55% in 2020	• Whole school positive endorsement for Teacher collaboration will increase from 65.7 % in 2019 to 75% in 2020 • Whole school positive endorsement for Understand how to analyze data will be maintained at 100% in 2019 in 2020 •	•	•
KIS 3a. Excellence in Teaching & Learning **Building Practice Excellence**	**Iimplement the College Teaching and Learning Charter consistently across the College to build a culture of continued student improvement**			
Actions • What are the high-level actions that will be undertaken by the school to drive progress against the KIS?	Review of current T&L Charter. Identify areas for refinement.	Review of OV Curriculum Protocols to include synthetic phonics program, sequential spelling program BSEM Scope and Sequence and social knowledge programs and identify other areas for refinement.	• Screen all students at the beginning of the school year or (at intake) to identify gaps in decoding skills • Implement the Professional Learning Community model to • Identify class/school patterns and focus area for targeted intervention • Identify and target areas for professional learning • Give teachers the opportunity to present and provide feedback on student learning	•
Outcomes • What are the expected changes in knowledge, skills and behaviours that will be observed in students/teacher/leaders/community	Teachers will: • Familiarise themselves with the current version of the T&L Charter • Through PLCs draw alignment from the T&L Charter to their daily practice in the classroom • Set a goal in their PDP linked to the T&L Charter	Teachers will: • Familiarise themselves to the OV curriculum protocols and contribute to their development • Through PLC draw alignment from the Protocols to their daily practice in the classroom • Set a goal in their PDP linked to the Protocols	Students will: • Participate in specific learning assessments to assess decoding/encoding (reading/spelling) knowledge and skills. • Teachers / staff will:	•

if the Actions has been successfully implemented	Leaders will: · Monitor implementation of T&L Charter through the Executive Prin team and SIT · Monitor successful completion of staff PDP goals linked to T&L Charter · Identify the next steps in developing the T&L Charter	• Engage in action research approaches to identify areas of teaching/learning improvement and to facilitate improvement in practice Leaders will: • Monitor implementation of Protocols through the Principal • Monitor successful completion of staff PDP goals • Identify the next steps in developing the school improvement process including	• Become more familiar with phonics based literacy interventions and gain confidence in providing Tier 3 interventions where appropriate Leaders will: • Support the conditions for teachers to undertake professional learning and student assessments	
Success Indicators · What data/evidence will you use/collect to measure the success of the Outcomes?	Teachers: · PDP goals met · Planning documentation reflects the T&L Charter Leaders: · Consistency across campuses with teachers use of T&L Charter, evidenced through PDP goals · Documented next steps for inclusion in reviewed T&L Charter	Teachers: • Student growth rate improvement to be greater than one year for those students below expected levels • Planning documentation reflects the OV Curriculum Protocols • School based assessment discussed in semester data review process • A sequential phonics and spelling program delivered as part of the balanced literacy program and assessment data used in classroom and individual planning. Leaders: • Engage in discussions with Executive Team to support consistency across campuses with teachers use of T&L Charter, evidenced through PDP goals • Documented next steps for inclusion in reviewed T&L Charter as it relates to OV protocols.	Students: • Students will discuss their results with the teacher to understand their own point of need and the strategy that the teacher will use to support them. These will be recorded in the students' ILP. Teachers / staff: • Teachers will present their individual and class data on decoding/encoding at PLC to discuss their analysis, Strategies for intervention and seek feedback on their goals. • Teachers will report on the interventions and outcomes to their PLC. Leaders: • Leaders will support the PLC and individual teachers by providing access to the assessment tools, professional learning to interpret the data, access to training for intervention and support (time/resources) to conduct the interventions.	•

	Activities and Milestones	Who	Professional Learning Priority	When	Budget	Activities and Milestones	Who	Professional Learning Priority	When	Budget	Activities and Milestones	Who	Professional Learning Priority	When	Budget	Activities and Milestones	Who	Professional Learning Priority	When	Budget
	Curriculum leaders and leadership team identify to what degree current College practices reflect the different parts of the T&L Charter.	Curriculum Leaders Leadership team	N	Term 2	$0.00	Curriculum leaders and leadership team identify to what degree current College practices reflect the different parts of the T&L Charter.	Curriculum Leaders Leadership team	N	T 2 2021	$0.00	implement a Systematic Synthetic Phonics program									
	Curriculum leaders build an understanding of a shared framework for Teaching & Learning across the College	Curriculum Leaders	N	Term 3 Term 4	$0.00	Curriculum leaders build an understanding of a shared framework for Teaching & Learning across the College	Curriculum Leaders	N	T 3 - T4 2021	$0.00	Employ Speech Pathologist									
											Screen students									

KIS 3b. Excellence in Teaching & Learning Evidence-based high impact teaching strategies	Develop, implement and embed a Scope and Sequence of literacy skills across all levels and domains	

Actions • What are the high-level actions that will be undertaken by the school to drive progress against the KIS?	Alignment and consistency in the English/Literacy curriculum scope and sequence P-12	Alignment and consistency in the English/Literacy curriculum scope and sequence P-6 based on OV Curriculum protocols	• Update literacy and numeracy curriculum according to VCAA changes and new accreditation period • Align pathways and curriculum objectives so that in class instruction provides foundation and supports the achievement of WRS and Industry outcomes • Set target to teach two modules from the Respectful Relationship curriculum per term • Explicitly integrate ICT skills in the curriculum	

		• Revise and update past units of work to develop example units that can be part of a core curriculum delivered in a two year cycle.

Outcomes
- What are the expected changes in knowledge, skills and behaviours that will be observed in students/teacher/leaders/community if the Actions has been successfully implemented

Teachers will: • understand the characteristics of high-quality literacy instructional practice • Use PLC time to engage in regular conversations about student learning in literacy • use PLC time to evaluate the impact of teaching on student outcomes in literacy Leaders will: • Develop a team structure for the development of a scope and sequence of key literacy strategies • Facilitate discussion and evaluation of the impact of key literacy strategies on student outcomes	Teachers will: • Understand the characteristics of high-quality literacy/numeracy/oracy instructional practice • Use PLC time to engage in regular conversations about student learning in literacy/numeracy/oracy • Use PLC time to evaluate the impact of teaching on student outcomes in literacy/numeracy • Implement a sequential synthetic phonics and spelling program as a part of a Literacy scope and sequence Leaders will: • Develop a team structure for the development of a scope and sequence of key literacy /numeracy strategies • Facilitate discussion and evaluation of the impact of key literacy/numeracy strategies on student outcomes	Students will: • benefit from increased breadth and depth of learning through an interdisciplinary approach and show improved ability to transfer knowledge and skills between contexts Teachers / staff will: • have increased opportunity to focus and refine pedagogy and implementation when reviewing existing units of work, thus leading to a more practiced and consistent delivery. Leaders will: have high level oversight of up to date whole school curriculum to enable strategic planning, resourcing, and interventions

Success Indicators
- What data/evidence will you use/collect to measure the success of the Outcomes?

Teachers: • PLC notes/minutes • existing data sets used within PLC to evaluate impact of teaching on student outcomes Leaders: • minutes/agendas/presentations from staff meetings • survey data, observations or other evidence related to PLC implementation • Documented sequence of key literacy strategies P-12	Teachers: • PLC notes/minutes • Existing data sets used to evaluate impact of teaching on student outcomes Leaders: • Minutes/agendas/presentations from staff meetings • Survey data, observations or other evidence related to PLC implementation • Documented sequence of key literacy strategies P-6	• Update literacy and numeracy curriculum according to VCAA changes and new accreditation period • Align pathways and curriculum objectives so that in class instruction provides foundation and supports the achievement of WRS and Industry outcomes • Set target to teach two modules from the Respectful Relationship curriculum per term • Explicitly integrate ICT skills in the curriculum • Revise and update past units of work to develop example units that can be part of a core curriculum delivered in a two year cycle.

Activities and Milestones	Who	Professional Learning Priority	When	Budget	Activities and Milestones	Who	Professional Learning Priority	When	Budget	Activities and Milestones	Who	Professional Learning Priority	When	Budget	Activities and Milestones	Who	Professional Learning Priority	When	Budget
Stocktake of existing Literacy/English scope and sequences P-12	LTs	N	Term 1	$0.00	Stocktake of existing Literacy/English scope and sequences P-12	LTs	N	Term 1	$0.00	Review of 2020 scope and sequence in consultation with work from previous years, including incorporation of RR units, ICT units, pathways and curriculum objectives.	Leaders/teachers	Yes	Term 4						
Developmental sequence of key literacy strategies	LTs	Y	Term 2	$0.00	Developmental sequence of key literacy strategies	LTs	Y	Term 2	$0.00	Revised scope and sequence is followed during 20/21									
Assessment of the fidelity of the implementation of the developmental sequence of literacy strategies	LTs	Y	Term 3-4	$0.00	Assessment of the fidelity of the implementation of the developmental sequence of literacy strategies	LTs	Y	Term 3-4	$0.00	PLC groups meet every fortnight and teacher planning days are used by all teachers to plan together									

KIS 3c. Excellence in Teaching & Learning Evaluating Impact on Learning	Build teacher capability to utilize data and a range of assessment strategies to teach to a student's point of need

Actions	Build staff capacity around the use of a reliable whole school data platform (SPA)	Build staff capacity around the use of a reliable whole school data platform (SPA)	• Ensure all staff understand the purpose and mechanics of how to use the new assessment tool	• Develop and implement a structured intervention program to support all students

• What are the high-level actions that will be undertaken by the school to drive progress against the KIS?	Engage in professional discussions and analysis of data and evidence Review assessment matrix to include tools that accurately measurement achievement and growth in literacy and numeracy (Growth measurement)	• Introduce staff to Core Skills Profile for Adults (CSPA) assessment in a seminar to provide background knowledge on the change, purpose and implementation • Develop a school procedure around use and implementation • Provide individual data coaching for staff to become literate in the use of CSPA • Support teacher team to integrate ILP goals in student learning programs. Increase student ownership of this data • Create links to these goals and ACSF levels through the CSPA testing	• Develop a Quantum Victoria Data Literacy Strategy • Develop staff capabilities to use identified STEM teaching approach/strategies

Outcomes
• What are the expected changes in knowledge, skills and behaviours that will be observed in students/teacher/leaders/community if the Actions has been successfully implemented

Teachers will: ・ Use data to inform their planning to meet student learning needs ・ Engage in professional learning in relation to use of SPA Leaders will: ・ Meet with SPA to identify school needs. This will become the focus of professional learning day for all teachers ・ Support teachers in PLCs to use data to inform their planning	Students will • Articulate their learning goals and what they need to do to make progress Teachers will: • Use data to inform effectively their planning to meet student learning needs • Accurately identify each student's ZPD. • Increase proficiency in use of SPA and related tools through application and curriculum goal setting. Leader will: • Support Learning leader to manage and resource SPA. Data analysis will be incorporated in the Professional Development Plan • Engage with teachers in professional discussions using data and evidence to support learning outcome improvement goals on an individual, cohort and whole school basis	Students will: • With the support of a teacher, students will be able to review their data and describe what they can do and what they need to learn next (a precise learning goal). • Teachers / staff will: • Be able to draw on a range of assessment tools to identify precise learning goals to teach the students at their point of need. Staff will be able to describe their students' data, discuss at PLC and use it to inform strategies and planning. Leaders will: • Support teachers with professional learning around assessment, support access to appropriate and precise assessment tools, and support a schedule for assessment.	Students will: • Apply identified STEM strategies throughout each program. • Be able to apply subject-specific terminology. Teachers will • Understand and explicitly use identified STEM teaching strategies. • Undertake pre- and post-testing of Year 5-10 students. • Differentiate activities to increase engagement and learning. • Explicitly teach subject-specific terminology and concepts. • Improvement teachers will: • Lead the implementation of a STEM literacy approach. • Use data to inform practice and contribute to the development of a Centre Data Literacy Strategy. • Co-lead professional learning around consistent implementation of the identified teaching strategies. • Co-lead professional learning around differentiation of activities within programs. • Model the identified STEM literacy teaching strategies through team teaching. Leaders will • Develop a deep understanding of identified STEM literacy teaching strategies and approach. • Develop a deep understanding of Data Literacy. • Co-lead professional learning around the identified STEM literacy teaching strategies. • Co-lead professional learning around the identified data literacy strategies. • Model the identified STEM literacy teaching strategies. • Conduct learning walks to monitor consistency of implementation.

Success Indicators
• What data/evidence will you use/collect to measure the success of the Outcomes?

Teachers: ・ Lesson/curriculum plans reflect use of data to address student learning needs ・ Following completion of PD, teachers use data more regularly and confidently as evidenced in PLC meetings Leaders: ・ minutes/agendas/presentations from PLC/PET meetings ・ Observations of PLC/PET meeting discussions and presentations ・	Teachers: • Lesson/curriculum plans reflect use of data to address student learning needs • Individual Learning Plans for students more than 6 months below expected levels with data improvement goals set • Classroom programs show effective use of differentiation • Following completion of PD, teachers use data more regularly and confidently as evidenced in PLC meetings and professional discussions Leader: • Minutes/agendas/presentations from PLC and staff meetings • Observations of professional meeting discussions and presentations through attending all professional development sessions • Monitor and analyse data and evidence on an individual, cohort and whole school basis • Engage in Literacy and Numeracy program discussions across the College	Students: • there will be a record of student assessment, learning goals and strategies on the students' ILP. Teachers / staff: • will be able to refer to the student data and describe student achievements and goals for the ILP Leaders: • Will have high level oversight over whole school data	Students: • Pre- and post-testing. • Discussions and observations during program delivery. Teachers: • Understanding of the Quantum Victoria STEM Literacy approach. • Evidence of use of data to inform practice. • Consistency of practice with reference to the KUBD templates. • Completion and analysis of QEP Reflective tool after each program. • Reflection on the pre- and post-testing tasks for each program. • Improvement teachers: • Evidence of delivered professional learning in STEM Literacy and Data Literacy. • Data collation and analysis of pre- and post-tests. • KUBD templates & QEPs completed. Leaders: • Evidence of the development of a Data literacy Strategy and a STEM Literacy Approach.

Activities and Milestones	Who	Professional Learning Priority	When	Budget	Activities and Milestones	Who	Professional Learning Priority	When	Budget	Activities and Milestones	Who	Professional Learning Priority	When	Budget	Activities and Milestones	Who	Professional Learning Priority	When	Budget

	Professional learning on use and functionality of SPA	Whole Staff	Y	Term 3	$5000	Professional learning on use and functionality of SPA. Investigate and implement an assessment management platform to measure and monitor progress in LLLL assessment tasks, whole school moderation and other school based assessment matrix tools	Whole Staff	Y	Term 2, 2021	$00.00	Implementation and completion of 1st and 2nd rounds of CSPA				Develop a whole - Centre Data Literacy Strategy	Director, Learning Specialist, Data Analytics and IT Manager	Yes	Term 1	
	PLC leaders begin trialling use of SPA with their teams to support data driven instruction model within the T&L Charter	PLC leaders	Y	Term 1	$0.00	Teachers embed use of SPA and related tools to support data driven instruction model within the OV Curriculum Protocols.	All staff	Y	T1 – T4 2021	$0.00	Use new ACER CSPA assessment tool to define literacy and numeracy ability of all Pavilion students and use to set learning goals in ILPs and for reporting.				Implement a schedule of professional learning for staff on identified Data Literacy teaching strategies	Director, Learning Specialist	Yes	Term 1 -2	
						Data review discussions on learning outcome improvement held on a regular basis including in PDP process	All staff		All year	$0.00	Support teacher team to integrate ILP goals in student learning programs and use in reporting				Implementation of a whole-Centre approach to Data Literacy	All staff	Yes	Term 1 to Term 4	$10,000.00
											PLC reflections –how effective are current assessment tools in formative and summative planning/assessment								