**Annual Implementation Plan - 2021**

**Define Actions, Outcomes and Activities**

Charles La Trobe P-12 College (8890)



Submitted for review by Andrew Robertson (School Principal) on 01 June, 2021 at 05:22 PM  
Endorsed by Graham Stevenson (Senior Education Improvement Leader) on 22 July, 2021 at 03:01 PM  
Awaiting endorsement by School Council President

**Define Actions, Outcomes and Activities**

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| **Goal 1** | Improve student engagement. | | | | |
| 12 Month Target 1.1 | Positive endorsement in Sense of Confidence in years 7-9 will increase from 56% in 2019 to 59% in 2021.  Increase Aboriginal and Torres Strait Islander curriculum offering and to increase the culturally inclusive practice of Pavilion Staff | | | | |
| 12 Month Target 1.2 | No target to be used | | | | |
| 12 Month Target 1.3 | Parent overall satisfaction with the school at 86% or greater in 2021  Build Parent engagement with The Pavilion School | | | | |
| 12 Month Target 1.4 | To reduce the percentage of students in Prep - 6 with 20+ days absence to 25% To reduce the percentage of students in Years 7 - 12 with 20+ days absence to 40%  Develop a more sophisticated understanding of whole school student attendance  Increase number of students participating in Pathways program activities, VET courses and short courses by 1.5% | | | | |
| KIS 1 Empowering students and building school pride | Build and develop a sense of pride and connectedness to the college its vision and its values | | | | |
| **Actions** | PAVILION • Firm partnership with at least 1 community organisation has been established. CUST Training has been completed. Biannual RAP meetings have occurred. Investigation into creating cultural plans for Aboriginal and Torres Strait Islander students. Curriculum development is considered from a cultural perspective.   • 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.  OV - explore and strengthen the Koori Education Program for Indigenous Students at OV | | | | |
| **Outcomes** | PAVILION 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 • Workshop, audit and build prototype/best practice model to Incorporate VAEIA Koori perspectives and other appropriate curriculum into improved cultural curriculum using the scope and sequence.  • 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.    Students will: - have a well developed cultural plan that supports their learning - participate in effective diagnosis assessment  - gain access to additional learning support - improve outcomes in literacy  Staff will: - read and plan for student learning making use of students' cultural plans - evaluate student success against cultural plans - make use of cultural plans to support individual learning plans, student support groups and modifications and adjustments in class.  Leaders will: - research cultural plans - provide professional learning for staff - ensure cultural plans are planned for at intake - recruit and employ appropriately qualified staff to implement Koori education plans. | | | | |
| **Success Indicators** | PAVILION • 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 • A framework for writing cultural plans has been established. Partnership with a minimum of one First Nations community organisation has been established. Aboriginal and Torres Strait Islander perspectives have been incorporated into Teaching and Learning.  OV - Improved attendance data across cohort, TAL approach established, improvement in learning outcomes, regular SSG, increased engagement from Koori community | | | | |
| Activities and Milestones | | Who | Is this a PL Priority | When | Budget |
| PAV - Collect a range of Cultural Plans for third party sources | | 🗹 Leadership Team | 🞎 PLP Priority | from: Term 2  to: Term 2 | $0.00  🞎 Equity funding will be used |
| PAV - Mini RAP group audit's Cultural Plans to identify key elements | | 🗹 School Improvement Team | 🞎 PLP Priority | from: Term 1  to: Term 3 | $5,000.00  🗹 Equity funding will be used |
| PAV - Build draft Cultural plan document, and identify the key roles for staff | | 🗹 School Improvement Team | 🞎 PLP Priority | from: Term 2  to: Term 3 | $2,500.00  🗹 Equity funding will be used |
| PAV - Design a professional learning opportunity for staff to learn how to fill out a cultural plan | | 🗹 Education Support  🗹 Leadership Team | 🗹 PLP Priority | from: Term 1  to: Term 2 | $2,000.00  🗹 Equity funding will be used |
| PAV - Run professional learning | | 🗹 Leadership Team | 🗹 PLP Priority | from: Term 1  to: Term 2 | $0.00  🞎 Equity funding will be used |
| PAV - Hold SSG Meetings with Koori Students to draft first round of Cultural Plans | | 🗹 Education Support  🗹 Teacher(s) | 🞎 PLP Priority | from: Term 1  to: Term 4 | $60,000.00  🗹 Equity funding will be used |
| OV - explore potential indigenous education and community partnerships, eg. Courtenay and Ash (PAV), Aboriginal Unit at La Trobe Uni, Indigenous Garden, local community health centre, Djilak-Djirri | | 🗹 Assistant Principal | 🗹 PLP Priority | from: Term 1  to: Term 2 | $0.00  🞎 Equity funding will be used |
| OV - define Koori Education Plan templates for OV students | | 🗹 Assistant Principal  🗹 Teacher(s) | 🞎 PLP Priority | from: Term 2  to: Term 3 | $0.00  🞎 Equity funding will be used |
| OV - ensure that each Koori student has a well developed Koori ILP | | 🗹 Assistant Principal  🗹 Teacher(s) | 🞎 PLP Priority | from: Term 3  to: Term 4 | $30,000.00  🞎 Equity funding will be used |
| PAV - Training for staff on consistent implementation of attendance data into Compass/Leadership team | | 🗹 Leadership Team | 🗹 PLP Priority | from: Term 1  to: Term 1 | $0.00  🞎 Equity funding will be used |
| PAV - Begin implementation of “Tuning into Teens” program for parents. | | 🗹 Leadership Team  🗹 Wellbeing Team | 🞎 PLP Priority | from: Term 2  to: Term 2 | $0.00  🞎 Equity funding will be used |
| PAV - Update website and provide regular updates to parents/school community via newsletter or website | | 🗹 Leadership Team  🗹 Wellbeing Team | 🞎 PLP Priority | from: Term 2  to: Term 2 | $0.00  🞎 Equity funding will be used |
| KIS 2 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** | OV/LT - review and develop a college coordinated approach to enrolment and transition across the OV and La Trobe Campuses  PAVILION • 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.  • Support PSD students in VET with Pavilion staff.  • Create data sets to highlight areas of need in transitioning students from the Pavilion | | | | |
| **Outcomes** | OV Students will - improve their attendance at school, especially during transition - demonstrate higher levels of school engagement  Teachers will: - start transition activities early - Year 5 - design transition activities to start in year 6  Leaders will: - design an electives program for OV/LT grade 5 and 6 students into secondary programs - AP and Year 7/8 leader spends time doing yard duty in Primary Yard - AP and Year 7/8 Leader runs a number of transition activities with 5/6 students; compass, canvas, how things work in the secondary space, ready to learn, opportunities for 5/6 students to spend break time in Sec area. - run a shared Year 7 / Year 6 learning program - attend some primary activities as a symbolic gesture - provide more opportunities for OV students to attend LT Campus  PAVILION 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. • Be onsite with PSD students who are attending VET courses.   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** | OV - Improved attendance for identified students, more intensive student engagement program starting from grade 5, improved school retention rates  PAVILION 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:  • Accumulate and assess destination data at the end of 2021 and make recommendations for 2022 | | | | |
| Activities and Milestones | | Who | Is this a PL Priority | When | Budget |
| Hold a professional conversation with key personal on how well transition went in 2020/2021. | | 🗹 Assistant Principal  🗹 Principal  🗹 Student Wellbeing Co-ordinator | 🞎 PLP Priority | from: Term 1  to: Term 2 | $0.00  🞎 Equity funding will be used |
| Gather some feedback from students and parents on the transition process | | 🗹 Assistant Principal | 🞎 PLP Priority | from: Term 1  to: Term 1 | $0.00  🞎 Equity funding will be used |
| Review attendance for students in Year 6 (2020) and Year 7 (2021), making comparisons. | | 🗹 Principal | 🞎 PLP Priority | from: Term 2  to: Term 2 | $0.00  🞎 Equity funding will be used |
| Document the current 6/7 transition process - events - key people - chronology - curriculum and assessment - students with need - communication and resourcing | | 🗹 Assistant Principal | 🞎 PLP Priority | from: Term 2  to: Term 2 | $0.00  🞎 Equity funding will be used |
| Write a new 6/7 transition process - events - key people - chronology - curriculum and assessment - students with need - communication and resourcing | | 🗹 Assistant Principal  🗹 Principal | 🞎 PLP Priority | from: Term 3  to: Term 3 | $10,000.00  🗹 Equity funding will be used |
| Attend Y5/6 class at OV, and run activities and build relationships with OV Year 6 students... 3/4 x in Term 3, every week in Term 4. | | 🗹 Assistant Principal  🗹 Year Level Co-ordinator(s) | 🞎 PLP Priority | from: Term 3  to: Term 4 | $20,000.00  🗹 Equity funding will be used |
| PAV- Accumulation and presentation/discussion of Destination Data | | 🗹 Leadership Team | 🗹 PLP Priority | from: Term 4  to: Term 4 | $0.00  🞎 Equity funding will be used |
| PAV - Vass eligibility reports | | 🗹 Teacher(s) | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| PAV - Students accessing Career plans including creating a resume, personality assessment, work values | | 🗹 Student(s) | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| KIS 3 Empowering students and building school pride | Activate student voice, agency and student leadership in their own learning | | | | |
| **Actions** | LTP - Implement student goals and student goal setting  PAV • Conduct student survey for input into curriculum development in 2021 Scope and Sequence and Unit Plans • Ensure students from both campuses continue to present at Subcommittee meetings and School Council • Ensure student advisory group is embedded as part of every selection panel process. | | | | |
| **Outcomes** | LTP Students will: - Set wellbeing and academic goals each Semester - Have strong voice in their learning - Self-monitor goal progress in Seesaw  LTP Teachers will: - Instruct students on goal setting - Observe a change in student ownership of their learning - Provide students will feedback on their goal setting and progress  LTP Leaders will: - Schedule professional learning on Goal Setting - Develop a goal setting model for CLTC Primary  PAV 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.  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 | | | | |
| **Success Indicators** | LTP Leaders will: - Use observations and Seesaw portfolios to track student goal setting growth - Define a clear goal setting model for CLTC Primary classes  LTP Teachers will: - Guide students to set realistic, achievable goals for Curriculum and Wellbeing - Describe the growth and change in individual students  LTP Students Will: - Describe their goals and their level of success in achieving them - Self-monitor and report on their goals in Seesaw App  PAV 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. | | | | |
| Activities and Milestones | | Who | Is this a PL Priority | When | Budget |
| LTP - Appoint a staff member to lead student voice in learning - Kate G. | | 🗹 Assistant Principal | 🞎 PLP Priority | from: Term 1  to: Term 1 | $25,000.00  🗹 Equity funding will be used |
| LTP - Research goal setting models, choose or develop an appropriate Primary model for goal setting. - Settled on SMART | | 🗹 Leading Teacher(s)  🗹 Learning Specialist(s) | 🗹 PLP Priority | from: Term 1  to: Term 1 | $0.00  🞎 Equity funding will be used |
| LTP - Provide professional learning to teachers on goal setting model and processes, including feedback to students and self-monitoring/reporting of goals in online platforms. | | 🗹 Leading Teacher(s)  🗹 Learning Specialist(s)  🗹 Teacher(s) | 🗹 PLP Priority | from: Term 1  to: Term 4 | $2,300.00  🗹 Equity funding will be used |
| LTP - Provide instruction, time, guidance, feedback on goal setting to students | | 🗹 Teacher(s) | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| LTP - Include student goal setting as a PET action research priority | | 🗹 Assistant Principal  🗹 Leading Teacher(s)  🗹 Learning Specialist(s)  🗹 Teacher(s) | 🞎 PLP Priority | from: Term 4  to: Term 4 | $0.00  🞎 Equity funding will be used |
| LTP - Review the goal setting model/process and make improvements in action research cycle | | 🗹 Assistant Principal  🗹 Leading Teacher(s)  🗹 Learning Specialist(s)  🗹 Teacher(s) | 🞎 PLP Priority | from: Term 4  to: Term 4 | $0.00  🞎 Equity funding will be used |
| LTP - Provide time and space in PT Interviews for students to share their learning goals and progress with families | | 🗹 Student(s)  🗹 Teacher(s) | 🞎 PLP Priority | from: Term 2  to: Term 4 | $0.00  🞎 Equity funding will be used |
| LTP - classes set a class goal for students to use a first learning goal | | 🗹 Teacher(s) | 🞎 PLP Priority | from: Term 1  to: Term 1 | $0.00  🞎 Equity funding will be used |
| LTP - map out curriculum areas for goal areas for the remainder of the year. eg, Term 1 - reading goal, T2 - writing goal, etc. | | 🗹 Assistant Principal | 🞎 PLP Priority | from: Term 1  to: Term 1 | $12,000.00  🗹 Equity funding will be used |
| LTP - students set a wellbeing or engagement goal for each term | | 🗹 Student(s)  🗹 Teacher(s) | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| LTP - analyse wellbeing / engagement outcomes each term | | 🗹 Leadership Team | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| LTP - set up Seesaw to document goal, gather evidence and make assessment on goal achievement | | 🗹 Assistant Principal  🗹 Leading Teacher(s) | 🞎 PLP Priority | from: Term 1  to: Term 2 | $0.00  🞎 Equity funding will be used |
| PAV - Ensure students are surveyed in Term 4 of 2020 to guide curriculum/scope and sequence planning in 2021 | | 🗹 Teacher(s) | 🞎 PLP Priority | from: Term 1  to: Term 1 | $0.00  🞎 Equity funding will be used |
| PAV - Ensure students are invited to attend Sub Committee and apply to be on school council | | 🗹 Leadership Team  🗹 Student(s) | 🞎 PLP Priority | from: Term 1  to: Term 1 | $0.00  🞎 Equity funding will be used |
| PAV - Students participate in ALL selection panel deliberations | | 🗹 Student(s) | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| **Goal 2** | Improve student wellbeing. | | | | |
| 12 Month Target 2.1 | Positive endorsement of a Sense of connectedness in years 7-9 will increase from 44 % in 2019 to 48% in 2021. | | | | |
| 12 Month Target 2.2 | To reduce the percentage of students in Prep - 6 with 20+ days absence to 25% (2019 = 40%) To reduce the percentage of students in Years 7 - 12 with 20+ days absence to 40% (2019 = 51%) | | | | |
| 12 Month Target 2.3 | Positive endorsement for Stimulated learning environment will increase from 74% in 2019 to 78% in 2021 | | | | |
| 12 Month Target 2.4 | Reduce secondary school suspensions to less than 30 for 2021. | | | | |
| KIS 1 Health and wellbeing | Fully embed a consistent, school wide approach to health, wellbeing, inclusion and engagement that is documented and reviewed. | | | | |
| **Actions** | ALL - review and rewrite the College's Student Wellbeing and Engagement Policy OV - review our policies related to wellbeing and engagement with the rest of college to strengthen the college's Wellbeing and Engagement of students PAV -  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. Active involvement in RR Super Cluster workshops and network forum meetings. | | | | |
| **Outcomes** | Students will: - be supported by internal and external school partnerships - experience higher levels of attendance, engagement and wellbeing - have individual learning plans that support them effectively  Teachers will: - participate and contribute to the re-writing of the Student Wellbeing and Engagement Policy - read and implement the Student Wellbeing and Engagement Policy - effectively and consistently implement DMA, Pavilion Wellbeing Model and BSEM practices and strategies  Leaders will: - design and provide appropriate professional learning for staff, including refreshers on key strategic practices - redraft student behavior management protocols and processes for consultation - publish new student engagement and behaviour protocols and processes  PAV Students will:  • Demonstrate and communicate reflections and behaviours that are consistent with Respectful relationships curriculum.   Teachers / staff will:  • Ensure respectful relationships curriculum is included in scope and sequence • Inclusive curriculum being taught in classes  • Inclusive language understood by staff and used throughout the school.   Leaders will:  • Ensure staff have adequate access to training/planning time to successfully implement Respectful Relationships curriculum. • Ensure ongoing attention is given to meting the schools RR action plan. | | | | |
| **Success Indicators** | Reduction in high level behaviour incidents Increase in REAL awards Increase in engagement measures  PAV Students:  • Attendance in Men’s/Women’s groups • Completed work examples from Respectful Relationships Curriculum  Teachers / staff:  • Evidence of RR curriculum in scope and sequence,  • All staff have attended the 4 RR training moduels  • Facilitation of RR curriculum on classes  • RR as an egenda item in staff meetings   Leaders:  • Leadership meeting minutes • RR audit | | | | |
| Activities and Milestones | | Who | Is this a PL Priority | When | Budget |
| OV - Review attendance policy, OV staged approach to attendance | | 🗹 Principal | 🞎 PLP Priority | from: Term 2  to: Term 2 | $0.00  🞎 Equity funding will be used |
| OV / LT / PAV - review CLTC Wellbeing & Engagement Policy | | 🗹 Assistant Principal  🗹 Principal | 🞎 PLP Priority | from: Term 2  to: Term 2 | $12,000.00  🗹 Equity funding will be used |
| OV / LT / PAV - re-write attendance policy | | 🗹 Principal | 🞎 PLP Priority | from: Term 2  to: Term 2 | $0.00  🞎 Equity funding will be used |
| OV - engage with DET regional staff to get support, advice and secondary consultations | | 🗹 Assistant Principal  🗹 Education Support | 🞎 PLP Priority | from: Term 1  to: Term 4 | $16,000.00  🗹 Equity funding will be used |
| OV - investigate RRRRiS curriculum, and Zones of Regulation | | 🗹 Assistant Principal  🗹 Education Support  🗹 Teacher(s) | 🞎 PLP Priority | from: Term 2  to: Term 3 | $0.00  🞎 Equity funding will be used |
| OV - link our investigations above to our BSEM review | | 🗹 Wellbeing Team | 🞎 PLP Priority | from: Term 3  to: Term 4 | $0.00  🞎 Equity funding will be used |
| PAV - Men’s and women’s groups established at both campuses | | 🗹 Leadership Team  🗹 Teacher(s) | 🞎 PLP Priority | from: Term 1  to: Term 1 | $10,000.00  🞎 Equity funding will be used |
| PAV - Respectful relationships audit is completed | | 🗹 Leadership Team  🗹 Teacher(s) | 🗹 PLP Priority | from: Term 3  to: Term 3 | $1,000.00  🞎 Equity funding will be used |
| KIS 2 Intellectual engagement and self-awareness | Implement a Team Around the Learner approach to support the learning of all students across the college | | | | |
| **Actions** | LTP/LTS/OV - Develop a CLTC TAL model | | | | |
| **Outcomes** | LTP / LTS Leaders will: - Use the tiered TAL approach to better define levels of intervention - Follow a structured intervention approach - Provide professional learning to staff on the TAL approach at CLTC  LTP/S Teachers will: - Understand the interventions that take place at each level - Actively participate in the interventions process at each level - Refer students to wellbeing team for interventions past Tier 1 - Participate in Care Team Meetings and SSG meetings at each Tiered Level  LTP/S Students will: - Be participants in interventions around their wellbeing, engagement and T&L outcomes  LTP/S Families will: - Actively participate in the SSG and Care Team meetings as appropriate - Support school interventions at home | | | | |
| **Success Indicators** | LTP/S Leaders will: - Use multiple sources of evidence to track the impact of the interventions for children - Monitor Compass to track student data in engagement, wellbeing, T&L - Define the CLTC TAL model - Articulate the interventions and services that are used at each Tier  LTP/S Teachers will: - Monitor student progress and gather evidence of engagement, wellbeing and T&L - Report on success of interventions for students at SSG and Care Team meetings - Describe their role in the TAL approach within the LT Primary at each Tier  LTP/S Students will: - Show improvement in engagement, wellbeing, T&L outcomes based upon interventions  LTP/S Families will: - Participate in SSG and Care Team meetings - Report on successes as seen at home | | | | |
| Activities and Milestones | | Who | Is this a PL Priority | When | Budget |
| LT - Appoint a staff leader and team to implement the TAL approach | | 🗹 Assistant Principal | 🞎 PLP Priority | from: Term 1  to: Term 1 | $8,000.00  🗹 Equity funding will be used |
| LT - engage in professional learning on TAL approach | | 🗹 Assistant Principal  🗹 Education Support  🗹 Learning Specialist(s)  🗹 Teacher(s) | 🗹 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| LT - Develop a clear model for TAL at CLTC, with defined roles for school staff and SSS, external providers at each Tier | | 🗹 Assistant Principal  🗹 Education Support  🗹 Learning Specialist(s)  🗹 Teacher(s) | 🞎 PLP Priority | from: Term 1  to: Term 2 | $0.00  🞎 Equity funding will be used |
| LT - Pilot the TAL approach with a small group of students | | 🗹 Education Support  🗹 Learning Specialist(s)  🗹 Teacher(s) | 🞎 PLP Priority | from: Term 3  to: Term 4 | $6,000.00  🗹 Equity funding will be used |
| **Goal 3** | Improve student learning outcomes | | | | |
| 12 Month Target 3.1 | 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 2021.  The percentage of Year 9 students assessed at the top two bands in NAPLAN Reading will increase from 7.1% in 2018 to 15% in 2021.  Students assessed as meeting or above benchmark growth in NAPLAN Reading: Year 5 => 69% Year 7 => 66% Year 9 => 75% | | | | |
| 12 Month Target 3.2 | The percentage of Year 5 students assessed at the bottom two bands in NAPLAN numeracy will decrease from 13.5% in 2018 to 11% in 2021.  The percentage of Year 9 students assessed at the bottom bands in NAPLAN numeracy will decrease from 41.8% in 2018 to 30% in 2021.  Students assessed as meeting or above benchmark growth in NAPLAN Numeracy: Year 5 => 78% Year 7 => 72% Year 9 => 66%  QV Raise the post-quiz mean score from the pre-quiz mean score for: - Primary onsite program - Minecraft by 15% in 2021 - Secondary Onsite - 3D printing and modelling by 15% 2021 | | | | |
| 12 Month Target 3.3 | The VCE English Score will increase from 23.38 in 2019 to 24 in 2021.  The VCE All Study Score will increase from 24.4 in 2019 to 25 in 2021. | | | | |
| 12 Month Target 3.4 | Whole school positive endorsement for Teacher Collaboration will increase from 49.7% in 2019 to 60% in 2021. | | | | |
| 12 Month Target 3.5 | Positive endorsement for Effort in years 7-9 will increase from 59 % in 2019 to 64% in 2021. | | | | |
| KIS 1 Building practice excellence | Consistently implement the teaching and learning charter college–wide to build a culture of continued student improvement | | | | |
| **Actions** | LT - Design and deliver a campus wide professional learning program on the T & L Charter LT - Implement the PET Action Research Cycle PAV - Review one element of the instructional model each term to continue to build competency in the theory and practice PAV - Use the instructional model to guide weekly collaborative planning and facilitate the sharing of resources PAV - Provide a template and establish protocols for observation and feedback PAV - Support the conditions for teachers engage in peer observations | | | | |
| **Outcomes** | Students will: - experience consistent assessment, teaching and learning practices - improve learning outcomes • Show improved engagement in lessons using explicit instruction  Staff will: - make increasingly effective use of high impact strategies - complete PET action research cycles and cycles of teaching intervention each term - Develop lesson and unit plans that align with the instructional model - Observe and provide feedback to colleagues, be observed and receive feedback on instructional practice  Leaders will: - provide time for staff learning - provide time for teacher collaboration each week - provide professional learning on the PET ARC - Support the ongoing implementation of the instructional model through class visits  - Facilitate peer observations | | | | |
| **Success Indicators** | Improved student outcomes for students targeted by interventions  PAV Students:  • Classroom observations of student engagement • Students will demonstrate awareness of the instructional model  Teachers / staff:  • lesson and unit plans that align with the instructional model  • observation notes and feedback to/received from colleagues Leaders:  • Leaders will support teachers to plan collaboratively by providing time and resources All leaders can discuss the theory and practice of the instructional model | | | | |
| Activities and Milestones | | Who | Is this a PL Priority | When | Budget |
| LT - Schedule a PL program for elements of the T & L Charter | | 🗹 Leadership Team | 🗹 PLP Priority | from: Term 1  to: Term 1 | $0.00  🞎 Equity funding will be used |
| LT - Deliver the T & L Charter PL Program across the LT Campus | | 🗹 Leadership Team | 🗹 PLP Priority | from: Term 1  to: Term 2 | $22,000.00  🗹 Equity funding will be used |
| LT - Seek feedback on the T & L Charter PL program | | 🗹 Principal | 🗹 PLP Priority | from: Term 1  to: Term 2 | $0.00  🞎 Equity funding will be used |
| LT - Schedule a series of PET Action Research Cycles for staff in PET teams | | 🗹 Assistant Principal | 🞎 PLP Priority | from: Term 1  to: Term 4 | $8,000.00  🗹 Equity funding will be used |
| LT - Design and execute a PET Action Research Cycle each term | | 🗹 Teacher(s) | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| LT - Evaluate impact of PET ARC on student outcomes | | 🗹 Teacher(s) | 🞎 PLP Priority | from: Term 2  to: Term 4 | $1.99  🞎 Equity funding will be used |
| LT - Communicate impact of PET ARC on student outcomes to colleagues and school leadership | | 🗹 Teacher(s) | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| PAV - Review the instructional model each term on Professional Practice Days | | 🗹 Leading Teacher(s)  🗹 Teacher(s) | 🗹 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| PAV - Develop a template and protocols around peer observations | | 🗹 Leading Teacher(s)  🗹 Learning Specialist(s) | 🗹 PLP Priority | from: Term 1  to: Term 1 | $0.00  🞎 Equity funding will be used |
| PAV - Teachers observe colleagues in class and provide feedback | | 🗹 Leading Teacher(s)  🗹 Teacher(s) | 🗹 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| KIS 2 Evidence-based high-impact teaching strategies | Develop, implement and embed a scope and sequence of literacy skills across all levels and domains | | | | |
| **Actions** | OV / LT / PAV / QV - Participate in the SOLAR Professional Learning Program LT - Develop and document a Literacy P-12 Scope and Sequence QV - Develop a vocabulary and tier word strategy to incorporate into Minecraft and 3D Printing and Modelling. PAV - Develop an assessment schedule and processes PAV - Provide all teachers with assessments and professional learning to assess students for ILP goals PAV - Update the scope and sequence for instruction to include explicit writing instruction  PAV - Plan collaboratively to implement writing instruction across all areas of the curriculum | | | | |
| **Outcomes** | Students will: - increase decoding skills for reading - increase their subject specific vocabulary, and make use for authentic literacy purposes - Participate in learning assessments to determine individual learning goals and level of support required - Receive tiered literacy intervention based on student data  - Demonstrate growth in spelling and writing skills   Teachers will: - consistently use synthetic phonics programs to support literacy - use evidence-based practices around oral language, teaching of reading and vocabulary - plan teaching units that reflect their professional learning around SOLAR - build into unit plans literacy learning opportunities across subjects - use vocab lists, and knowledge ready strategies across subjects - demonstrate improved knowledge of evidence-based reading instruction, assessments and Response to Intervention - use student data to plan for individual, small group and class intervention using Sounds-Write and record goals in ILP  - integrate explicit writing instruction in lessons  Leaders will: - develop the scope and sequence - provide staff with access to relevant professional development through SOLAR, in assessment practices and Response to Intervention - Coordinate with Speech pathologists to support intervention where necessary | | | | |
| **Success Indicators** | Students will: - use key vocabulary specific to Minecraft and 3D Printing and Modelling during program delivery. • Literacy assessment data • SMART ILP goals and recorded strategies for intervention and support  Teachers will: - build the key vocabulary specific to Minecraft and 3D Printing and Modelling into the programs. - monitor the use of key vocabulary during program delivery and record during reflection process. - modify the reflective process to include the effective use of the vocabulary. • Assessment data  • SMART ILP goals and strategies for intervention and support  Leaders will: - monitor the use of the key vocabulary process through dedicated staff meetings - Gain insight into student literacy ability to inform strategic planning. | | | | |
| Activities and Milestones | | Who | Is this a PL Priority | When | Budget |
| LT/OV/PAV/QV - convene a SOLAR Curriculum Team | | 🗹 Principal | 🞎 PLP Priority | from: Term 1  to: Term 1 | $25,000.00  🗹 Equity funding will be used |
| LT/OV/PAV/QV - teachers participate in SOLAR Prof Dev. | | 🗹 Education Support  🗹 Teacher(s) | 🗹 PLP Priority | from: Term 1  to: Term 4 | $20,000.00  🗹 Equity funding will be used |
| LT/OV/PAV/QV - teachers participate in SOLAR Prof Dev. | | 🗹 Education Support  🗹 Teacher(s) | 🗹 PLP Priority | from: Term 1  to: Term 4 | $36,000.00  🗹 Equity funding will be used |
| LT/OV/PAV/QV - Coaching teams engage in evaluative feedback loop with principals after each cycle. | | 🗹 Assistant Principal  🗹 Leadership Team  🗹 Teacher(s) | 🞎 PLP Priority | from: Term 1  to: Term 1 | $0.00  🞎 Equity funding will be used |
| LT - Design a framework for the development of a Literacy Scope and Sequence | | 🗹 Principal | 🞎 PLP Priority | from: Term 1  to: Term 1 | $0.00  🞎 Equity funding will be used |
| LT - Convene a literacy team to develop the S & S | | 🗹 Principal | 🞎 PLP Priority | from: Term 1  to: Term 1 | $10,000.00  🗹 Equity funding will be used |
| LT - Literacy team meets to scope out work | | 🗹 School Improvement Team | 🞎 PLP Priority | from: Term 2  to: Term 2 | $0.00  🞎 Equity funding will be used |
| LT - draft a Literacy Scope & Sequence | | 🗹 School Improvement Team | 🞎 PLP Priority | from: Term 2  to: Term 2 | $0.00  🞎 Equity funding will be used |
| LT - communicate and gather feedback on draft | | 🗹 School Improvement Team | 🞎 PLP Priority | from: Term 3  to: Term 3 | $0.00  🞎 Equity funding will be used |
| LT - edit and rework draft literacy scope and sequence | | 🗹 School Improvement Team | 🞎 PLP Priority | from: Term 3  to: Term 3 | $0.00  🞎 Equity funding will be used |
| LT - publish Literacy Scope & Sequence | | 🗹 Principal | 🞎 PLP Priority | from: Term 3  to: Term 3 | $20,000.00  🗹 Equity funding will be used |
| LT - design and deliver Prof Learning Program on Literacy Scope & Sequence for LT teachers | | 🗹 Principal  🗹 School Improvement Team | 🗹 PLP Priority | from: Term 4  to: Term 4 | $3,000.00  🗹 Equity funding will be used |
| QV - identify key vocabulary for the minecraft and 3D printing programs | | 🗹 Leadership Team  🗹 Teacher(s) | 🞎 PLP Priority | from: Term 1  to: Term 1 | $0.00  🞎 Equity funding will be used |
| QV - produce and share with visiting teachers a vocabulary list for the two programs | | 🗹 Education Support  🗹 Teacher(s) | 🞎 PLP Priority | from: Term 2  to: Term 2 | $0.00  🞎 Equity funding will be used |
| QV - identify which sessions the key vocab will sit in | | 🗹 Teacher(s) | 🞎 PLP Priority | from: Term 2  to: Term 2 | $0.00  🞎 Equity funding will be used |
| QV - evaluate the delivery of the process using the QEP reflective tool. | | 🗹 Teacher(s) | 🗹 PLP Priority | from: Term 2  to: Term 2 | $0.00  🞎 Equity funding will be used |
| PAV - Assessment PD (8 December 2020), copies of assessment tools distributed to teachers | | 🗹 Leading Teacher(s)  🗹 Learning Specialist(s) | 🗹 PLP Priority | from: Term 1  to: Term 1 | $0.00  🞎 Equity funding will be used |
| PAV - Revise Pavilion Assessment Schedule | | 🗹 Leading Teacher(s)  🗹 Learning Specialist(s) | 🞎 PLP Priority | from: Term 3  to: Term 4 | $0.00  🞎 Equity funding will be used |
| KIS 3 Evaluating impact on learning | Build teacher capacity to utilise data to teach at students’ point of need. | | | | |
| **Actions** | QV - Design, Develop, Implement and Evaluate the QV Data Literacy Cycle. QV - Build teacher capability to utilize data and a range of assessment strategies to teach to a student’s point of need.  PAV - Teachers create numeracy assessments using learning constructs PAV - Teachers will implement diagnostic assessment before planning and teaching numeracy units  PAV - Data will be collated in a centralised and accessible location for analysis | | | | |
| **Outcomes** | Students will: • Complete pre and post quizzes for each onsite program. • Complete exit surveys for each onsite program. • Participate in numeracy assessment to identify strengths and gaps in knowledge and skills • Receive instruction at point of need   Visiting Teachers will: • Complete exit surveys for each onsite student program.  • Become knowledgeable about how QV uses data to evaluate the impact of programs on student learning outcomes.  QV Teachers will: • Define student learning outcome data for onsite programs. • Capture student learning outcome data for onsite programs.  • Analyse & interpret student learning outcome data for onsite programs.  • Make instructional decisions based on their analysis and interpretation of student learning outcome data. • Make use of specific assessment tools and the QV Portal. • Modify and update pre and post quizzes for onsite programs.  PAV Teachers will: • Use data from assessments to determine numeracy ILP goals • Analyse student data to inform teaching (coaching, PLC, collaborative planning) • Use data from assessments to measure learning growth   Leaders will: • Develop a deep understanding of Data Literacy in the context of a specialist Centre. • Co-lead professional learning around the identified data literacy strategies. • Provide the necessary resources to progress the Data Literacy Cycle. - Understand the assessment process - Provide access to relevant professional learning in assessment practices and numeracy teaching to improve practice | | | | |
| **Success Indicators** | Students have: • Completed pre and post quizzes for each onsite program. • Completed exit surveys for each onsite program. • student assessment, learning goals and strategies are recorded on the students’ ILP.  Visiting Teachers have: • Completed exit surveys for each onsite student program.  • Evaluated the impact QV programs have had on their student learning outcomes.  QV Teachers have: • Developed an understanding of the QV Data Literacy Cycle. • Defined student learning outcome data for onsite programs. • Captured student learning outcome data for onsite programs.  • Analysed & interpreted student learning outcome data for onsite programs.  • Made instructional decisions based on their analysis and interpretation of student learning outcome data. • Made use of specific assessment tools and the QV Portal. • Modified and updated pre and post quizzes for onsite programs.  PAV Teachers will: • curriculum-aligned diagnostic and summative assessment tools  • documented student learning and growth data  Leaders have: • Developed a deep understanding of Data Literacy and construct the QV Data Literacy Cycle. • Co-led professional learning around the identified data literacy strategies. • Leaders provided the necessary resources to progress the Data Literacy Cycle. Gain insight into student numeracy achievement to inform planning and resourcing | | | | |
| Activities and Milestones | | Who | Is this a PL Priority | When | Budget |
| QV - Develop PL program on constructing diagnostic and multiple choice questions for pre and post quizzes. | | 🗹 Leadership Team  🗹 Teacher(s) | 🗹 PLP Priority | from: Term 1  to: Term 1 | $0.00  🞎 Equity funding will be used |
| QV - Implement PL program on pre and post quizzes. | | 🗹 Leadership Team  🗹 Teacher(s) | 🗹 PLP Priority | from: Term 2  to: Term 2 | $0.00  🞎 Equity funding will be used |
| QV - Construct pre and post quizzes for Minecraft and 3D Printing and Modelling onsite programs. | | 🗹 All Staff | 🞎 PLP Priority | from: Term 1  to: Term 1 | $0.00  🞎 Equity funding will be used |
| QV - Populate the Portal with the pre and post quizzes for Minecraft and 3D Printing and Modelling. | | 🗹 Education Support  🗹 Leadership Team | 🞎 PLP Priority | from: Term 2  to: Term 3 | $0.00  🞎 Equity funding will be used |
| QV - Populate the Portal with the remaining pre and post quizzes for onsite programs. | | 🗹 Education Support  🗹 Leadership Team | 🞎 PLP Priority | from: Term 3  to: Term 3 | $0.00  🞎 Equity funding will be used |
| QV - Design PL for the Data Literacy Cycle - Define, Capture, Analyse and Interpret. | | 🗹 Leadership Team | 🞎 PLP Priority | from: Term 1  to: Term 2 | $1,000.00  🞎 Equity funding will be used |
| QV - Trial and analyse pre and post quiz Portal reports for Minecraft and 3D Printing and Modelling using the Data Literacy Cycle. | | 🗹 Leadership Team  🗹 Teacher(s) | 🞎 PLP Priority | from: Term 3  to: Term 4 | $0.00  🞎 Equity funding will be used |
| QV - QEP Reflective Tool to be completed at the end of each onsite program. | | 🗹 Teacher(s) | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |
| QV - Pre and Post quiz and exit surveys (student and visiting teachers) analysis for Minecraft and 3D Program and Modelling programs. | | 🗹 Teacher(s) | 🞎 PLP Priority | from: Term 2  to: Term 4 | $0.00  🞎 Equity funding will be used |
| QV - Implement Data Literacy Day to analyse qualitative and quantitative data for Minecraft and 3D Printing and Modelling programs. | | 🗹 All Staff | 🞎 PLP Priority | from: Term 2  to: Term 2 | $0.00  🞎 Equity funding will be used |
| QV - Consolidation of Data Literacy Cycle through fortnightly meetings to interpret qualitative and quantitative data for remaining onsite programs. | | 🗹 Leadership Team  🗹 Teacher(s) | 🞎 PLP Priority | from: Term 4  to: Term 4 | $0.00  🞎 Equity funding will be used |
| QV - Future - Backwards Planning to shape the future direction of the Centre. | | 🗹 Leadership Team  🗹 Principal | 🞎 PLP Priority | from: Term 4  to: Term 4 | $0.00  🞎 Equity funding will be used |
| QV - Deliver a series of workshops to scope the horizon for adoption of new technology into Centre and to construct a roadmap for the journey. | | 🗹 All Staff | 🞎 PLP Priority | from: Term 4  to: Term 4 | $5,000.00  🞎 Equity funding will be used |
| PAV - Teachers will work with the Learning Specialist to create curriculum aligned numeracy assessments | | 🗹 Learning Specialist(s) | 🗹 PLP Priority | from: Term 1  to: Term 1 | $0.00  🞎 Equity funding will be used |
| PAV - Teachers will administer the diagnostic before planning and teaching numeracy units. | | 🗹 Teacher(s) | 🞎 PLP Priority | from: Term 1  to: Term 1 | $0.00  🞎 Equity funding will be used |
| PAV - Data is collated and documented each term for analysis | | 🗹 Teacher(s) | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00  🞎 Equity funding will be used |