

2022 Annual Implementation Plan

for improving student outcomes

Charles La Trobe P-12 College (8890)



Submitted for review by Andrew Robertson (School Principal) on 31 May, 2022 at 05:12 PM
Endorsed by Jane Greig-Hancock (Senior Education Improvement Leader) on 04 July, 2022 at 12:55 PM
Awaiting endorsement by School Council President

Self-evaluation Summary - 2022

	FISO 2.0 Dimensions	Self-evaluation Level
Teaching and Learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Embedding
	Use of common and subject-specific high impact teaching and learning strategies as part of a shared and responsive teaching and learning model implemented through positive and supportive student-staff relationships	
Assessment	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Evolving
	Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.	

Leadership	The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Evolving
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	

Engagement	Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Evolving
	Strong relationships and active partnerships between schools and families/carers, communities, and organisations to strengthen students' participation and engagement in school	

Support	Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Evolving
	Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students	

Enter your reflective comments	The most poorly written set of continua I've ever read. They don't mean anything and make self-evaluation using them a largely pointless exercise.
Considerations for 2022	Continuing to work on the learning and practices we started in 2021 with the SOLAR Partnership. Build the practices in Reading, and begin the professional learning program in Writing - using in the first iteration the "Writing Revolution" text.

	<p>School council wants us to do some strategic work around our prep and Year 7 transition points, although they want an investment in increasing the colleges' enrolment at La Trobe and Olympic Village Campuses. There are implications for marketing and a series of activities that are public facing.</p> <p>Data suggests we need to also progress strategic improvement work in improving student attendance.</p>
Documents that support this plan	

SSP Goals Targets and KIS

Goal 1	<p>2022 Priorities Goal
 Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.</p>
Target 1.1	Support for the 2022 Priorities
Key Improvement Strategy 1.a Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy
Key Improvement Strategy 1.b Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Goal 2	Improve student engagement.
Target 2.1	<p>1.1 Attitudes to School Survey (AToSS)</p> <p>By 2023:</p> <ul style="list-style-type: none"> · Positive endorsement in Sense of Confidence in years 4-6 will increase from 77% in 2019 to 81% in 2023. · Positive endorsement in Sense of Confidence in years 7-9 will increase from 56% in 2019 to 63% in 2023. · Positive endorsement in Sense of Confidence in years 10-12 will increase from 65% in 2019 to 67% in 2023 · Positive endorsement for student voice and agency in years 4-6 will increase from 65% in 2019 to 73% in 2023. · Positive endorsement for student voice and agency in years 7-9 will increase from 39% in 2019 to 47% in 2023. <p>Positive endorsement for student voice and agency in years 10-12 will increase from 55% in 2019 to 60% in 2023.</p>

<p>Target 2.2</p>	<p>1.2. School Staff Survey (SSS)</p> <p>By 2023</p> <ul style="list-style-type: none"> · The positive endorsement for School climate will increase from 57% in 2019 to 75 % in 2023. · Whole school positive endorsement for Collective efficacy will increase from 48.2 % in 2019 to 75% in 2023. <p>Whole school positive endorsement for Academic emphasis will increase from 43.8 % in 2019 to 70% in 2023.</p>
<p>Target 2.3</p>	<p>1.3. Parent Opinion Survey (POS)</p> <p>By 2023:</p> <ul style="list-style-type: none"> · Parent overall satisfaction with the school will maintain at 86% in 2019 to 86% in 2023. <p>Parent participation and involvement will maintain at 80% in 2019 to 80% in 2023</p>
<p>Target 2.4</p>	<p>1.4 School Retention</p> <p>By 2023 improve School Retention from years 7-12 from 42.3% in 2019 to 50% in 2023.</p>
<p>Key Improvement Strategy 2.a</p>	<p>Build and develop a sense of pride and connectedness to the college its vision and its values</p>

Empowering students and building school pride	
Key Improvement Strategy 2.b Intellectual engagement and self-awareness	Build a college-wide pathways program which ensures students have a successful transition into, through and beyond the college.
Key Improvement Strategy 2.c Empowering students and building school pride	Activate student voice, agency and student leadership in their own learning
Goal 3	Improve student wellbeing.
Target 3.1	<p>2.1. Attitudes to School Survey (AToSS)</p> <p>By 2023:</p> <ul style="list-style-type: none"> · Positive endorsement of Managing bullying in years 4-6 will increase from 75 % in 2019 to 82% in 2023. · Positive endorsement of Managing bullying in years 7-9 will increase from 40 % in 2019 to 57% in 2023. · Positive endorsement of Managing bullying in years 10-12 will increase from 56% in 2019 to 59% in 2023 · Positive endorsement of a Sense of connectedness in years 4-6 will increase from 79 % in 2019 to 83% in 2023. · Positive endorsement of a Sense of connectedness in years 7-9 will increase from 44 % in 2019 to 56% in 2023. <p>Positive endorsement of a Sense of connectedness in years 10-12 will increase from 51 % in 2019 to 54% in 2023.</p>
Target 3.2	2.2. Student Attendance

	<p>By 2023 individual campus student attendance on each campus will increase by 10% from the 2019 attendance rates</p> <p>30+ days of student absences will reduce from 41% on the seocndayr campus in 2018 to 20% in 2023.</p> <p>30+ days of student absences will reduce from 24% on the primary campuses in 2018 to 12% in 2023.</p>
<p>Target 3.3</p>	<p>2.3. Parent Opinion Survey (POS)</p> <p>By 2023:</p> <ul style="list-style-type: none"> • Positive endorsement for School pride and confidence will increase from 73% in 2019 to 82% in 2023 • Positive endorsement for Student connectedness will increase from 88% in 2019 to 90% in 2023 <p>Positive endorsement for Stimulated learning environment will increase from 74% in 2019 to 82% in 2023</p>
<p>Target 3.4</p>	<p>2.4. School-based data</p> <ul style="list-style-type: none"> • Reduce secondary school suspensions by 50% from 127 suspensions per year to 63 suspensions per year. • Reduce primary school suspensions by 50% from 33 suspensions per year to 16 suspensions per year.
<p>Key Improvement Strategy 3.a Health and wellbeing</p>	<p>Fully embed a consistent, school wide approach to health, wellbeing, inclusion and engagement that is documented and reviewed.</p>
<p>Key Improvement Strategy 3.b</p>	<p>Implement a Team Around the Learner approach to support the learning of all students across the college</p>

Intellectual engagement and self-awareness	
Goal 4	Improve student learning outcomes
Target 4.1	<p>NAPLAN Reading By 2023:</p> <ul style="list-style-type: none"> • The percentage of Year 5 students assessed at the top two bands in NAPLAN Reading will increase from 24.3% in 2018 to 30% in 2023. • The percentage of Year 9 students assessed at the top two bands in NAPLAN Reading will increase from 7.1% in 2018 to 25% in 2023. • The percentage of Year 5 students assessed at the bottom two bands in NAPLAN Reading will decrease from 18.9% in 2018 to 15% in 2023. • The percentage of Year 9 students assessed at the bottom bands in NAPLAN Reading will decrease from 51.8% in 2018 to 20% in 2023. • Benchmark growth in Reading at Years 3, 5, 7 and 9 will be at 75% or higher in 2023.
Target 4.2	<p>NAPLAN Numeracy By 2023:</p> <ul style="list-style-type: none"> • The percentage of Year 5 students assessed at the top two bands in NAPLAN numeracy will increase from 21.6% in 2018 to 30% in 2023. • The percentage of Year 9 students assessed at the top two bands in NAPLAN numeracy will increase from 10.9% in 2018 to 25% in 2023. • The percentage of Year 5 students assessed at the bottom two bands in NAPLAN numeracy will decrease from 13.5% in 2018 to 10% in 2023. • The percentage of Year 9 students assessed at the bottom bands in NAPLAN numeracy will decrease from 41.8% in 2018 to 20% in 2023. • Benchmark growth in Reading at Years 3, 5, 7 and 9 will be at 75% or higher in 2023.

Target 4.3	VCE By 2023: <ul style="list-style-type: none"> • The VCE English Score will increase from 22.1 in 2019 to 24 in 2023. • The VCE All Study Score will increase from 24.4 in 2019 to 26 in 2023.
Target 4.4	School Staff Survey By 2023: <ul style="list-style-type: none"> • Whole school positive endorsement for Teacher Collaboration will increase from 49.7% in 2019 to 65% in 2023. • Whole school positive endorsement for Understand How to Analyse Data will increase from 47.9% in 2019 to 75% in 2023.
Target 4.5	Attitudes to School Survey AToSS By 2023: <ul style="list-style-type: none"> • Positive endorsement for Effort in years 4-6 will increase from 77% in 2019 to 85% in 2023. • Positive endorsement for Effort in years 7-9 will increase from 59 % in 2019 to 70% in 2023. Positive endorsement for Effort in years 10-12 will increase from 70 % in 2019 to 71% in 2023.
Key Improvement Strategy 4.a Building practice excellence	Consistently implement the teaching and learning charter college-wide to build a culture of continued student improvement
Key Improvement Strategy 4.b	Develop, implement and embed a scope and sequence of literacy skills across all levels and domains

Evidence-based high-impact teaching strategies	
Key Improvement Strategy 4.c Evaluating impact on learning	Build teacher capacity to utilise data to teach at students' point of need.

Select Annual Goals and KIS

Four Year Strategic Goals	Is this selected for focus this year?	Four Year Strategic Targets	12 month target The 12 month target is an incremental step towards meeting the 4-year target, using the same data set.
<p>2022 Priorities Goal Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue</p>	No	Support for the 2022 Priorities	..

<p>to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.</p>			
<p>Improve student engagement.</p>	<p>Yes</p>	<p>1.1 Attitudes to School Survey (AToSS)</p> <p>By 2023:</p> <ul style="list-style-type: none"> · Positive endorsement in Sense of Confidence in years 4-6 will increase from 77% in 2019 to 81% in 2023. · Positive endorsement in Sense of Confidence in years 7-9 will increase from 56% in 2019 to 63% in 2023. · Positive endorsement in Sense of Confidence in years 10-12 will increase from 65% in 2019 to 67% in 2023 · Positive endorsement for student voice and agency in years 4-6 will increase from 65% in 2019 to 73% in 2023. 	<p>Positive endorsement in Sense of Confidence in years 4-6 will increase from 77% in 2019 to 80% in 2022. Positive endorsement in Sense of</p>

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		<p>1.3. Parent Opinion Survey (POS)</p> <p>By 2023:</p> <ul style="list-style-type: none"> Parent overall satisfaction with the school will maintain at 86% in 2019 to 86% in 2023. <p>Parent participation and involvement will maintain at 80% in 2019 to 80% in 2023</p>	Average attendance for Pavilion Aboriginal and Torres Strait Islander students increases from ____ % in 2021 to ____ % in 2022
		<p>1.4 School Retention</p> <p>By 2023 improve School Retention from years 7-12 from 42.3% in 2019 to 50% in 2023.</p>	..

<p>Improve student wellbeing.</p>	<p>Yes</p>	<p>2.1. Attitudes to School Survey (AToSS)</p> <p>By 2023:</p> <ul style="list-style-type: none"> · Positive endorsement of Managing bullying in years 4-6 will increase from 75 % in 2019 to 82% in 2023. · Positive endorsement of Managing bullying in years 7-9 will increase from 40 % in 2019 to 57% in 2023. · Positive endorsement of Managing bullying in years 10-12 will increase from 56% in 2019 to 59% in 2023 · Positive endorsement of a Sense of connectedness in years 4-6 will increase from 79 % in 2019 to 83% in 2023. · Positive endorsement of a Sense of connectedness in years 7-9 will increase from 44 % in 2019 to 56% in 2023. <p>Positive endorsement of a Sense of connectedness in years 10-12 will increase from 51 % in 2019 to 54% in 2023.</p>	<p>Positive endorsement of Managing bullying in years 4-6 will increase from 75 % in 2019 to 79% in 2022.</p> <p>Positive endorsement of Managing bullying in years 7-9 will increase from 40 % in 2019 to 52% in 2022.</p> <p>Positive endorsement of Managing bullying in years 10-12 will increase from 56% in 2019 to 58% in 2022</p> <p>Positive endorsement of a Sense of connectedness in years 4-6 will increase from 79 % in 2019 to 82% in 2022.</p> <p>Positive</p>
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		<p>2.2. Student Attendance</p> <p>By 2023 individual campus student attendance on each campus will increase by 10% from the 2019 attendance rates</p> <p>30+ days of student absences will reduce from 41% on the seocndayr campus in 2018 to 20% in 2023.</p> <p>30+ days of student absences will reduce from 24% on the primary campuses in 2018 to 12% in 2023.</p>	<p>LT/OV - Positive endorsement of a Teacher Concern in will increase from 54 % in 2019 to 58% in 2022.</p> <p>PAV - increase number of students participating in Pathways program activities, VET courses, tertiary education and</p>

			short courses by 1.5%
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Improve student learning outcomes	Yes	<p>NAPLAN Reading By 2023:</p> <ul style="list-style-type: none"> • The percentage of Year 5 students assessed at the top two bands in NAPLAN Reading will increase from 24.3% in 2018 to 30% in 2023. • The percentage of Year 9 students assessed at the top two bands in NAPLAN Reading will increase from 7.1% in 2018 to 25% in 2023. • The percentage of Year 5 students assessed at the bottom two bands in NAPLAN Reading will decrease from 18.9% in 2018 to 15% in 2023. • The percentage of Year 9 students assessed at the bottom bands in NAPLAN Reading will decrease from 51.8% in 2018 to 20% in 2023. • Benchmark growth in Reading at Years 3, 5, 7 and 9 will be at 75% or higher in 2023. 	<p>The percentage of Year 5 students assessed at the top two bands in NAPLAN Reading will increase from 24.3% in 2018 to 28% in 2022. The percentage of Year 9 students assessed at the top two bands in NAPLAN Reading will increase from 7.1% in 2018 to 20% in 2022.</p>
		<p>NAPLAN Numeracy By 2023:</p> <ul style="list-style-type: none"> • The percentage of Year 5 students assessed at the top two bands in NAPLAN numeracy will increase from 21.6% in 2018 to 30% in 2023. • The percentage of Year 9 students assessed at the top two bands in NAPLAN numeracy will increase from 10.9% in 2018 to 25% in 2023. 	<p>The percentage of Year 5 students assessed at the top two bands in</p>

		<ul style="list-style-type: none"> • The percentage of Year 5 students assessed at the bottom two bands in NAPLAN numeracy will decrease from 13.5% in 2018 to 10% in 2023. • The percentage of Year 9 students assessed at the bottom bands in NAPLAN numeracy will decrease from 41.8% in 2018 to 20% in 2023. • Benchmark growth in Reading at Years 3, 5, 7 and 9 will be at 75% or higher in 2023. 	<p>NAPLAN numeracy will increase from 21.6% in 2018 to 28% in 2022.</p> <p>The percentage of Year 9 students assessed at the top two bands in NAPLAN numeracy will increase from 10.9% in 2018 to 20% in 2022.</p>
		<p>VCE By 2023:</p> <ul style="list-style-type: none"> • The VCE English Score will increase from 22.1 in 2019 to 24 in 2023. • The VCE All Study Score will increase from 24.4 in 2019 to 26 in 2023. 	<p>The mean VCE English Score will increase from 22.1 in 2019 to 23 in 2022.</p> <p>The mean VCE All Study Score will increase from 24.4 in 2019 to 25 in 2022.</p>
		<p>School Staff Survey By 2023:</p> <ul style="list-style-type: none"> • Whole school positive endorsement for Teacher Collaboration will increase from 49.7% in 2019 to 65% in 2023. 	<p>..</p>

	<ul style="list-style-type: none"> • Whole school positive endorsement for Understand How to Analyse Data will increase from 47.9% in 2019 to 75% in 2023. 	
	<p>Attitudes to School Survey AToSS</p> <p>By 2023:</p> <ul style="list-style-type: none"> • Positive endorsement for Effort in years 4-6 will increase from 77% in 2019 to 85% in 2023. • Positive endorsement for Effort in years 7-9 will increase from 59 % in 2019 to 70% in 2023. <p>Positive endorsement for Effort in years 10-12 will increase from 70 % in 2019 to 71% in 2023.</p>	<p>Positive endorsement for Effort in years 4-6 will increase from 77% in 2019 to 83% in 2022.</p>

Goal 1	<p>2022 Priorities Goal
 Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.</p>	
12 Month Target 1.1	..	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy	Yes

KIS 2 Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Please leave this field empty. Schools are not required to provide a rationale as this is in line with system priorities for 2022.	
Goal 2	Improve student engagement.	
12 Month Target 2.1	Positive endorsement in Sense of Confidence in years 4-6 will increase from 77% in 2019 to 80% in 2022. Positive endorsement in Sense of Confidence in years 7-9 will increase from 56% in 2019 to 61% in 2022. Positive endorsement in Sense of Confidence in years 10-12 will increase from 65% in 2019 to 67% in 2022 Positive endorsement for student voice and agency in years 4-6 will increase from 65% in 2019 to 71% in 2022. Positive endorsement for student voice and agency in years 7-9 will increase from 39% in 2019 to 45% in 2022. Positive endorsement for student voice and agency in years 10-12 will increase from 55% in 2019 to 59% in 2022.	
12 Month Target 2.2	The positive endorsement for School climate will increase from 57% in 2019 to 66% in 2022.	
12 Month Target 2.3	Average attendance for Pavilion Aboriginal and Torres Strait Islander students increases from ____ % in 2021 to ____% in 2022	
12 Month Target 2.4	..	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1	Build and develop a sense of pride and connectedness to the college its vision and its values	Yes

Empowering students and building school pride		
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.	Yes
KIS 3 Empowering students and building school pride	Activate student voice, agency and student leadership in their own learning	No
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	School council have determined that a strategic focus on increasing enrolment, this includes a series of resource intense activities which build the success of our transition program as well as improving our public facing work.	
Goal 3	Improve student wellbeing.	
12 Month Target 3.1	LT/OV - Positive endorsement of a Teacher Concern in will increase from 54 % in 2019 to 58% in 2022. PAV - increase number of students participating in Pathways program activities, VET courses, tertiary education and short courses by 1.5%	
12 Month Target 3.2	Positive endorsement of Managing bullying in years 4-6 will increase from 75 % in 2019 to 79% in 2022. Positive endorsement of Managing bullying in years 7-9 will increase from 40 % in 2019 to 52% in 2022. Positive endorsement of Managing bullying in years 10-12 will increase from 56% in 2019 to 58% in 2022 Positive endorsement of a Sense of connectedness in years 4-6 will increase from 79 % in 2019 to 82% in 2022. Positive endorsement of a Sense of connectedness in years 7-9 will increase from 44 % in 2019 to 53% in 2022. Positive endorsement of a Sense of connectedness in years 10-12 will increase from 51 % in 2019 to 53% in 2022.	
12 Month Target 3.3	..	

12 Month Target 3.4	Reduce secondary school suspensions from 127 (2019) suspensions per year to 60 suspensions per year (2022). Reduce primary school suspensions from 33 suspensions per year to 20 suspensions per year (2022).	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Health and wellbeing	Fully embed a consistent, school wide approach to health, wellbeing, inclusion and engagement that is documented and reviewed.	Yes
KIS 2 Intellectual engagement and self-awareness	Implement a Team Around the Learner approach to support the learning of all students across the college	No
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Recommitment and improvement of our implementation of BSEM	
Goal 4	Improve student learning outcomes	
12 Month Target 4.1	The percentage of Year 5 students assessed at the top two bands in NAPLAN Reading will increase from 24.3% in 2018 to 28% in 2022. The percentage of Year 9 students assessed at the top two bands in NAPLAN Reading will increase from 7.1% in 2018 to 20% in 2022.	
12 Month Target 4.2	The percentage of Year 5 students assessed at the top two bands in NAPLAN numeracy will increase from 21.6% in 2018 to 28% in 2022. The percentage of Year 9 students assessed at the top two bands in NAPLAN numeracy will increase from 10.9% in 2018 to 20% in 2022.	

12 Month Target 4.3	The mean VCE English Score will increase from 22.1 in 2019 to 23 in 2022. The mean VCE All Study Score will increase from 24.4 in 2019 to 25 in 2022.	
12 Month Target 4.4	..	
12 Month Target 4.5	Positive endorsement for Effort in years 4-6 will increase from 77% in 2019 to 83% in 2022.	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1 Building practice excellence	Consistently implement the teaching and learning charter college-wide to build a culture of continued student improvement	Yes
KIS 2 Evidence-based high-impact teaching strategies	Develop, implement and embed a scope and sequence of literacy skills across all levels and domains	Yes
KIS 3 Evaluating impact on learning	Build teacher capacity to utilise data to teach at students' point of need.	Yes
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Builds on the Science of Language and Reading work from 2021.	

Define Actions, Outcomes and Activities

Goal 2	Improve student engagement.
12 Month Target 2.1	Positive endorsement in Sense of Confidence in years 4-6 will increase from 77% in 2019 to 80% in 2022. Positive endorsement in Sense of Confidence in years 7-9 will increase from 56% in 2019 to 61% in 2022. Positive endorsement in Sense of Confidence in years 10-12 will increase from 65% in 2019 to 67% in 2022 Positive endorsement for student voice and agency in years 4-6 will increase from 65% in 2019 to 71% in 2022. Positive endorsement for student voice and agency in years 7-9 will increase from 39% in 2019 to 45% in 2022. Positive endorsement for student voice and agency in years 10-12 will increase from 55% in 2019 to 59% in 2022.
12 Month Target 2.2	The positive endorsement for School climate will increase from 57% in 2019 to 66% in 2022.
12 Month Target 2.3	Average attendance for Pavilion Aboriginal and Torres Strait Islander students increases from ____ % in 2021 to ____% in 2022
12 Month Target 2.4	..
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	PAV - Embed the practice of writing, implementing and reviewing cultural plans for Aboriginal and Torres Strait islander students.
Outcomes	PAV Students will <ul style="list-style-type: none"> Contribute to the creation of an individualised cultural plan which is constantly reviewed and updated to provide them with an in increased understanding of identity and improved engagement/attendance. Teachers / staff will <ul style="list-style-type: none"> See increased connectivity and engagement from Aboriginal and Torres Strait islander students and display improved cultural competency when planning for and communicating about educational outcomes for these students

	Leaders will: <ul style="list-style-type: none"> Provide opportunities, time and resources to ensure cultural plans are embedded into whole school practice. 			
Success Indicators	PAV - Increased attendance, engagement and connectivity of Aboriginal and Torres Strait Islander students.			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
PAV - • Refine cultural plans through student, family and community input	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
PAV - Indigenous support worker to work with students to write cultural plans	<input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which

				may include DET funded or free items
PAV - Organise programs, excursions, events and individual activities to address cultural plan actions	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
PAV - Review cultural plans	<input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
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	<p>LAT / OV - Plan, develop and implement a coherent series of transition activities for Foundation Students, students entering at Year 7, and students who are transferring to us from other schools mid-way through their schooling.</p> <p>LAT / OV - Plan, develop and implement a range of public-facing and promotional activities that celebrate, recognise and / or focus on the achievements of staff and students.</p> <p>PAV - Develop a whole school approach to pathways throughout the year to encourage students and staff to incorporate career plans, personality assessments into school curriculum/scope and sequence</p> <p>PAV - Create data sets to highlight areas of need in transitioning students from the Pavilion</p> <p>PAV - Implement Uni preparation program into school timetable and curriculum so students can have access to university pathways</p>
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> experience positive transition activities as they enter different levels of the school feel ready to learn and engage talk publicly about how good their school is enrol at CLTC/OV as a school of choice Demonstrate increased confidence in accessing pathways website Increase enrolments into and successful completion of courses Student will be able to have access to university pathway post Pavilion school <p>Teachers will:</p> <ul style="list-style-type: none"> have access to up-to-date information about transitioning students plan for learning at the point of need for transitioning students • Demonstrate more consistent use/access to pathways website and establishment within curriculum/classes • Encourage student to explore University as a option post pavilion school <p>Leaders will:</p> <ul style="list-style-type: none"> ensure data and information about transitioning students is made available plan, resource and deliver effective transition activities and programs plan resource and execute promotional activities • Promote incorporation of pathways website at staff meetings, PLC's and during supervision • Leaders will use data to target relationships with organisations and further educations providers to better support • Will be more engaged in how the University Preparation works
Success Indicators	<p>Effective transition</p> <p>Retain high levels of attendance - 95%+</p>

	<p>Improved public perceptions and feedback</p> <p>Students:</p> <ul style="list-style-type: none"> • 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 2022, increased levels of student retention in further study or courses (based on destination data) <p>Teachers / staff:</p> <ul style="list-style-type: none"> • ILP's will include a career plan from school website • Increased use by teachers of VASS eligibility reports to determine VCAL Industry Strand <p>Leaders:</p> <ul style="list-style-type: none"> • Accumulate and assess destination data at the end of 2021 and make recommendations for 2022 			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
LAT / OV - Y11, Y12 and Members of Student Leadership Team post positive Google Reviews on the school	<input checked="" type="checkbox"/> Student(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$100.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
LAT / OV - Establish and host a Community Mothers Group	<input checked="" type="checkbox"/> Education Support	<input type="checkbox"/> PLP Priority	from: Term 1	\$2,600.00

			to: Term 4	<input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
LAT / OV - Host cinema adverts, bus adverts in the local community	<input checked="" type="checkbox"/> Education Support	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$3,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
LAT / OV - Ensure that we have nominations made for Teacher of the Year - primary and secondary	<input checked="" type="checkbox"/> PLT Leaders	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$1,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used

				<input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
LAT / OV - Host a morning tea for local real estate agents	<input checked="" type="checkbox"/> School Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$600.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
LAT / OV - Invite all Year 6 Teachers to something that we can host Decide on what it is that we will host	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$600.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

LAT / OV - Run Year 5/6 Taster Days	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$1,500.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
LAT / OV - Increase social media presence. Instagram, youtube	<input checked="" type="checkbox"/> Education Support	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
LAT / OV - School choir performs at local events and places	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$1,000.00 <input type="checkbox"/> Equity funding will be used

				<input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
LAT / OV - Consider the appointment of a marketing staff position or the contracting of a marketing team/company	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
LAT / OV - Supportive Transition Program for at risk, PSD and other SPELD learners	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which

				may include DET funded or free items
LAT / OV - Information collection and sharing activity to support transitioning students	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$6,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
LAT / OV - Develop and promote to community the Foundation Transition Tour program for 2022	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$300.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
LAT / OV - Run Foundation Transition Tours	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1	\$300.00

			to: Term 4	<input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
LAT / OV - Organise and run a school readiness program with feeder kinders	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$600.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
LAT / OV - Design and deliver "Strong Start Sessions" program designed to help any child with transition	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$3,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used

				<input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
LAT / OV - Organise and run Foundation Transition Program - 3 to 4 sessions in Term 4	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 4 to: Term 4	\$1,200.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
LAS - Deaf Facility. Develop stronger relationships with primary deaf facilities by implementing taster days and tours for Year 4, 5 and 6 students and their families	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$600.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

PAV - Update and monitor VASS eligibility reports	<input checked="" type="checkbox"/> Careers Leader/Team <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
PAV - Accumulation and presentation/discussion of Destination Data in appropriate meetings	<input checked="" type="checkbox"/> Careers Leader/Team <input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 3	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Goal 3	Improve student wellbeing.			
12 Month Target 3.1	Positive endorsement of Managing bullying in years 4-6 will increase from 75 % in 2019 to 79% in 2022. Positive endorsement of Managing bullying in years 7-9 will increase from 40 % in 2019 to 52% in 2022. Positive endorsement of Managing bullying in years 10-12 will increase from 56% in 2019 to 58% in 2022 Positive endorsement of a Sense of connectedness in years 4-6 will increase from 79 % in 2019 to 82% in 2022.			

	<p>Positive endorsement of a Sense of connectedness in years 7-9 will increase from 44 % in 2019 to 53% in 2022.</p> <p>Positive endorsement of a Sense of connectedness in years 10-12 will increase from 51 % in 2019 to 53% in 2022.</p>
12 Month Target 3.2	<p>LT/OV - Positive endorsement of a Teacher Concern in will increase from 54 % in 2019 to 58% in 2022.</p> <p>PAV - increase number of students participating in Pathways program activities, VET courses, tertiary education and short courses by 1.5%</p>
12 Month Target 3.3	..
12 Month Target 3.4	<p>Reduce secondary school suspensions from 127 (2019) suspensions per year to 60 suspensions per year (2022).</p> <p>Reduce primary school suspensions from 33 suspensions per year to 20 suspensions per year (2022).</p>
KIS 1 Health and wellbeing	Fully embed a consistent, school wide approach to health, wellbeing, inclusion and engagement that is documented and reviewed.
Actions	<p>LAT / OV - Perform a strategic re-commitment to, and re-implementation of the Berry Street Education Model</p> <p>PAV</p> <ul style="list-style-type: none"> • Identifying appropriate wellbeing survey that meets the needs of the school • Communicate the appropriate implementation with wellbeing team • Conduct the survey • Collate data
Outcomes	<p>LAT / OV</p> <p>Students will:</p> <ul style="list-style-type: none"> - report higher levels of teacher concern <p>Teacher will:</p> <ul style="list-style-type: none"> - participate in BSEM professional learning - critically reflect on their implementation of BSEM strategies <p>Leaders will:</p> <ul style="list-style-type: none"> - audit the implementation of BSEM based on the evidence since 2018 - publicly commit to the ethos and strategies of BSEM - support teachers and staff to learn BSEM - resource professional learning

	<p>- participate and contribute to the implementation work group</p> <p>PAV Students will:</p> <ul style="list-style-type: none"> • Complete wellbeing survey in semester 2 <p>Teachers / staff will:</p> <ul style="list-style-type: none"> • Provide opportunities for, and support students in, completing the wellbeing survey in class <p>Leaders will:</p> <ul style="list-style-type: none"> • Research and assess available wellbeing surveys. • Make decision on the most appropriate resource. • Ensure adequate communication with wellbeing team around the objective, process and requirements for the new wellbeing survey • Set up key dates for implementation • Data manager to collate data and produce results to wellbeing leaders 			
<p>Success Indicators</p>	<p>LAT / OV We can see BSEM artefacts in classrooms We hear BSEM strategies being used in lessons</p> <p>PAV Students:</p> <ul style="list-style-type: none"> • Students have completed the wellbeing survey <p>Teachers / staff:</p> <ul style="list-style-type: none"> • Collected the completed wellbeing surveys <p>Leaders:</p> <ul style="list-style-type: none"> • Survey has been selected • Data package produced containing results • Leadership meeting minutes • 60% of students have completed the survey 			
<p>Activities and Milestones</p>	<p>People Responsible</p>	<p>Is this a PL Priority</p>	<p>When</p>	<p>Funding Streams</p>

LAT / OV - convene a BSEM Implementation Team	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
LAT / OV - Deliver a BSEM Professional Learning Program - Full Course for New Staff	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
LAT / OV - Deliver a BSEM Professional Learning Program - Refresher for other Staff	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$3,000.00 <input type="checkbox"/> Equity funding will be used

				<input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
LAT / OV - Audit implement of BSEM since 2017/8	<input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$5,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
LAT / OV - hold 5 x BSEM Implementation Team Workshops	<input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$26,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input checked="" type="checkbox"/> Schools Mental Health Menu items will be used which

				may include DET funded or free items
PAV - research and assess available wellbeing surveys and then finalising decision	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
PAV - Roll out of wellbeing survey	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 3	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
PAV - Collation of data from wellbeing survey	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 4	\$0.00

				to: Term 4	<input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
Goal 4	Improve student learning outcomes				
12 Month Target 4.1	The percentage of Year 5 students assessed at the top two bands in NAPLAN Reading will increase from 24.3% in 2018 to 28% in 2022. The percentage of Year 9 students assessed at the top two bands in NAPLAN Reading will increase from 7.1% in 2018 to 20% in 2022.				
12 Month Target 4.2	The percentage of Year 5 students assessed at the top two bands in NAPLAN numeracy will increase from 21.6% in 2018 to 28% in 2022. The percentage of Year 9 students assessed at the top two bands in NAPLAN numeracy will increase from 10.9% in 2018 to 20% in 2022.				
12 Month Target 4.3	The mean VCE English Score will increase from 22.1 in 2019 to 23 in 2022. The mean VCE All Study Score will increase from 24.4 in 2019 to 25 in 2022.				
12 Month Target 4.4	..				
12 Month Target 4.5	Positive endorsement for Effort in years 4-6 will increase from 77% in 2019 to 83% in 2022.				
KIS 1 Building practice excellence	Consistently implement the teaching and learning charter college-wide to build a culture of continued student improvement				

Actions	PAV - Engage in consultation with teachers to review a template and establish protocols for observation and feedback PAV - Support the conditions for teachers engage in peer observations			
Outcomes	<p>Pavilion Students will:</p> <ul style="list-style-type: none"> Show improved outcomes as a result of building capability of teaching staff through observations <p>Pavilion Teachers / staff will:</p> <ul style="list-style-type: none"> Plan for and prioritise observations of colleagues Observe and provide feedback to colleagues, be observed, receive feedback and reflect on instructional practice <p>Pavilion Leaders will:</p> <ul style="list-style-type: none"> Support staff to plan for, facilitate and reflect on observations Support the ongoing implementation of the instructional model through class visits 			
Success Indicators	<p>Pavilion Students:</p> <ul style="list-style-type: none"> Classroom observations of student engagement <p>Pavilion Teachers / staff:</p> <ul style="list-style-type: none"> Observation notes and feedback to/received from colleagues Self-reflections on the observations <p>Pavilion Leaders:</p> <ul style="list-style-type: none"> Notes of reflections on observations during supervision process Records indicating the number of peer observations undertaken each term 			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
PAV - Consultation with staff to review template and protocols around peers observations	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used

				<input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
PAV - Teachers observe colleagues in class and provide feedback	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
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	LAT / OV / PAV - Complete, publish and implement the F - 12 Literacy Scope and Sequence LAT / OV / PAV (?) - Design, develop and deliver a Professional Learning Program on Writing and Writing Across the Curriculum			
Outcomes	Students will: - gain confidence in writing - experience a common instruction in writing regardless of subject - understand what is expected			

	<ul style="list-style-type: none"> - build upon their knowledge and skills every year - write sophisticated ideas, use their writing to communicate thought and ideas - write to demonstrate their understanding of a topic - write creatively and with flair - use writing strategies in their writing and for a range of purposes and for a range of audiences - draw from a deep level of background knowledge <p>Teachers will:</p> <ul style="list-style-type: none"> - have a better understanding of what they're teaching. - will have a shared language to use for the teaching of writing - have a common / low variance approach to writing instruction - deep understanding of the writing revolution - implement writing in their classes across subjects and domains. <p>Leaders will:</p> <ul style="list-style-type: none"> - design a professional program - support the implementation through... - resource professional learning - observe instruction, providing feedback - coach using expert knowledge and evidence - encourage the use of HITS - provide a context for the need for change - make decisions based on research and evidence 			
Success Indicators	Improved student outcomes in reading and writing as evidenced in DIBELS, NAPLAN, PAT-R assessments			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
LAT / OV / PAV - Convene a curriculum leadership team	<input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used

				<input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
LAT / OV / PAV - Purchase, distribute and read The Writing Revolution	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$2,000.00 <input checked="" type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
LAT / OV / PAV - Read, discuss and plan for the implementation of The Writing Revolution in classes	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which

				may include DET funded or free items
LAT / OV / PAV - Meet with Instructional Leaders to discuss text, and strategy	<input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Leading Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
LAT / OV / PAV - Design a Professional Learning Plan	<input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Leading Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
LAT / OV / PAV - Hold a design summit to check the PL design sequence	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			to: Term 2	<input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
LAT / OV / PAV - Deliver the PL program on TWR to teachers	<input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$800.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
LAT / OV / PAV - Use PETs to enact a Action Research Cycle based on TWR	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used

				<input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
KIS 3 Evaluating impact on learning	Build teacher capacity to utilise data to teach at students' point of need.			
Actions	<p>QV - Design, Develop, Implement and Evaluate the QV Data Literacy Cycle.</p> <p>QV - Build teacher capability to utilize data and a range of assessment strategies to teach to a student's point of need.</p> <p>PAV - Leaders will identify and obtain a numeracy screener to be implemented with all students or students who have been identified as requiring intervention</p> <p>PAV - the screener will be appropriate for our cohort and will require minimal literacy skills to complete</p>			
Outcomes	<p>Students visiting QV will:</p> <ul style="list-style-type: none"> • Complete pre and post quizzes for each onsite program. • Complete exit surveys for each onsite program. <p>Visiting Teachers will:</p> <ul style="list-style-type: none"> • 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. <p>QV Teachers will:</p> <ul style="list-style-type: none"> • 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. <p>QV Leaders will:</p> <ul style="list-style-type: none"> • 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. 			

	<p>Pavilion Students will:</p> <ul style="list-style-type: none"> Participate in numeracy assessment to identify strengths and gaps in knowledge and skills Receive instruction at point of need <p>Pavilion Teachers / staff will:</p> <ul style="list-style-type: none"> 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 <p>Pavilion Leaders will:</p> <ul style="list-style-type: none"> Review available numeracy assessments; both standardised and non-standardised Understand the assessment process and support implementation Provide access to relevant professional learning in assessment practices and numeracy teaching to improve practice 			
Success Indicators	<p>QV - Increase of 15% of the post mean quiz score from the pre quiz mean score for 1) Primary Minecraft & 2) Secondary 3D Printing & Modelling</p> <p>PAV Students:</p> <ul style="list-style-type: none"> Student assessment, learning goals and strategies are recorded on the students' ILP. <p>Teachers / staff:</p> <ul style="list-style-type: none"> Assessment implemented with either all students or students identified as being in need Documented student learning and growth data <p>Leaders:</p> <ul style="list-style-type: none"> Gain insight into student numeracy achievement to inform planning and resourcing 			
Activities and Milestones	People Responsible	Is this a PL Priority	When	Funding Streams
QV - Design and schedule the four Data Analysis and Instruction Professional Learning Workshops	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$0.00

			to: Term 4	<input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
QV - Deliver the four Data Analysis and Instruction Professional Learning Workshops	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$1,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
QV - Complete the construction of the Portal	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used

				<input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
QV - Adapt and modify existing Running Sheets to retrieve portal data in real-time	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
QV - Adapt and modify existing QEP to include a field where teachers can reflect on the real-time and any changes they made in their instruction	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

<p>QV - Aggregate data from the Portal to inform instruction and learning</p>	<p><input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s)</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 4 to: Term 4</p>	<p>\$400.00</p> <p><input type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>
<p>PAV - Leaders will identify a numeracy screener</p>	<p><input checked="" type="checkbox"/> Learning Specialist(s)</p>	<p><input checked="" type="checkbox"/> PLP Priority</p>	<p>from: Term 1 to: Term 1</p>	<p>\$0.00</p> <p><input type="checkbox"/> Equity funding will be used</p> <p><input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used</p> <p><input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items</p>
<p>PAV - Teachers will implement numeracy screener</p>	<p><input checked="" type="checkbox"/> Teacher(s)</p>	<p><input type="checkbox"/> PLP Priority</p>	<p>from: Term 2 to: Term 4</p>	<p>\$0.00</p> <p><input type="checkbox"/> Equity funding will be used</p>

				<input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items
PAV - Data is collated and documented each term for analysis	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used <input type="checkbox"/> Disability Inclusion Tier 2 Funding will be used <input type="checkbox"/> Schools Mental Health Menu items will be used which may include DET funded or free items

Funding Planner

Summary of Budget and Allocated Funding

Summary of Budget	School's total funding (\$)	Funding Allocated in activities (\$)	Still available/shortfall
Equity Funding	\$1,231,610.00	\$1,221,300.00	\$10,310.00
Disability Inclusion Tier 2 Funding	\$0.00	\$0.00	\$0.00
Schools Mental Health Fund and Menu	\$0.00	\$0.00	\$0.00
Total	\$1,231,610.00	\$1,221,300.00	\$10,310.00

Activities and Milestones – Total Budget

Activities and Milestones	Budget
LAT / OV - Supportive Transition Program for at risk, PSD and other SPELD learners	\$5,000.00
LAT / OV - Information collection and sharing activity to support transitioning students	\$6,000.00
LAT / OV - hold 5 x BSEM Implementation Team Workshops	\$26,000.00
LAT / OV / PAV - Purchase, distribute and read The Writing Revolution	\$2,000.00
Totals	\$39,000.00

Activities and Milestones - Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
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LAT / OV - Supportive Transition Program for at risk, PSD and other SPELD learners	from: Term 3 to: Term 4	\$5,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
LAT / OV - Information collection and sharing activity to support transitioning students	from: Term 3 to: Term 4	\$6,000.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE) <input checked="" type="checkbox"/> Support services
LAT / OV - hold 5 x BSEM Implementation Team Workshops	from: Term 1 to: Term 4	\$0.00	
LAT / OV / PAV - Purchase, distribute and read The Writing Revolution	from: Term 1 to: Term 2	\$2,000.00	<input checked="" type="checkbox"/> Teaching and learning programs and resources <input checked="" type="checkbox"/> Professional development (excluding CRT costs and new FTE)
Totals		\$13,000.00	

Activities and Milestones - Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Totals		\$0.00	

Activities and Milestones - Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated (\$)	Category
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LAT / OV - hold 5 x BSEM Implementation Team Workshops	from: Term 1 to: Term 4	\$0.00	<input checked="" type="checkbox"/> Tier 1/Category: Social and emotional learning and mental health literacy
Totals		\$0.00	

Additional Funding Planner – Total Budget

Activities and Milestones	Budget
Staffing in a range of roles for at risk students across the college	\$630,000.00
Health, wellbeing, engagement programs at The Pavilion School	\$304,800.00
La Trobe Campus Wellbeing and Engagement Supports	\$204,000.00
Olympic Village Campus Wellbeing and Engagement Supports	\$69,500.00
Totals	\$1,208,300.00

Additional Funding Planner – Equity Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Staffing in a range of roles for at risk students across the college	from: Term 1 to: Term 4	\$630,000.00	<input checked="" type="checkbox"/> School-based staffing
Health, wellbeing, engagement programs at The Pavilion School	from: Term 1	\$304,800.00	<input checked="" type="checkbox"/> School-based staffing <input checked="" type="checkbox"/> Support services

	to: Term 4		
La Trobe Campus Wellbeing and Engagement Supports	from: Term 1 to: Term 4	\$204,000.00	
Olympic Village Campus Wellbeing and Engagement Supports	from: Term 1 to: Term 4	\$69,500.00	
Totals		\$1,208,300.00	

Additional Funding Planner – Disability Inclusion Funding

Activities and Milestones	When	Funding allocated (\$)	Category
Staffing in a range of roles for at risk students across the college	from: Term 1 to: Term 4		
Health, wellbeing, engagement programs at The Pavilion School	from: Term 1 to: Term 4		
La Trobe Campus Wellbeing and Engagement Supports	from: Term 1 to: Term 4		
Olympic Village Campus Wellbeing and Engagement Supports	from: Term 1		

	to: Term 4		
Totals			

Additional Funding Planner – Schools Mental Health Fund and Menu

Activities and Milestones	When	Funding allocated (\$)	Category
Staffing in a range of roles for at risk students across the college	from: Term 1 to: Term 4	\$0.00	
Health, wellbeing, engagement programs at The Pavilion School	from: Term 1 to: Term 4	\$0.00	
La Trobe Campus Wellbeing and Engagement Supports	from: Term 1 to: Term 4	\$0.00	
Olympic Village Campus Wellbeing and Engagement Supports	from: Term 1 to: Term 4	\$0.00	
Totals		\$0.00	

Professional Learning and Development Plan

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
PAV - • Refine cultural plans through student, family and community input	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Professional Practice Day <input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
PAV - Indigenous support worker to work with students to write cultural plans	<input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
LAT / OV - Deliver a BSEM Professional Learning Program - Full Course for New Staff	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> External consultants BSEM	<input checked="" type="checkbox"/> On-site
LAT / OV - Deliver a BSEM Professional Learning Program - Refresher for other Staff	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Student voice, including input and feedback	<input checked="" type="checkbox"/> Whole School Pupil Free Day	<input checked="" type="checkbox"/> External consultants BSEM	<input checked="" type="checkbox"/> On-site
PAV - Consultation with staff to review template and protocols around peers observations	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 1				

	<input checked="" type="checkbox"/> Teacher(s)					
QV - Design and schedule the four Data Analysis and Instruction Professional Learning Workshops	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
QV - Deliver the four Data Analysis and Instruction Professional Learning Workshops	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Design of formative assessments <input checked="" type="checkbox"/> Moderated assessment of student learning	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff	<input checked="" type="checkbox"/> On-site
PAV - Leaders will identify a numeracy screener	<input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 1				