

2018 Annual Implementation Plan

for improving student outcomes

Laverton P-12 College (8861)



Submitted for review by Richard Jones (School Principal) on 18 November, 2017 at 10:56 AM
Endorsed by Judy Maguire (Senior Education Improvement Leader) on 14 December, 2017 at 03:46 PM
Endorsed by Martin West (School Council President) on 21 May, 2018 at 12:14 PM

Self-evaluation Summary - 2018

	FISO Improvement Model Dimensions The 6 High-impact Improvement Initiatives are highlighted below in red.	Self-evaluation Level
Excellence in teaching and learning	Building practice excellence	Evolving moving towards Embedding
	Curriculum planning and assessment	Evolving moving towards Embedding
	Evidence-based high-impact teaching strategies	Evolving
	Evaluating impact on learning	Evolving
Professional leadership	Building leadership teams	Evolving
	Instructional and shared leadership	Evolving
	Strategic resource management	
	Vision, values and culture	

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

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

Enter your reflective comments	<p>Our school has made some progress with improved learning outcomes for students in some areas and at some year levels.</p> <p>We have made progress in all areas of FISO and will continue to focus on building expectations, greater consistency in the use of high yield strategies and a stronger work ethic amongst students.</p>
Considerations for 2018	<p>Our AIP and teachers and ES staff PDP's show we have some understanding of the impact of what we ask students to do</p> <p>-Data sets and assessment is stored in shared spaces for many year levels and subjects.</p>
Documents that support this plan	

Annual Implementation Plan - 2018

FISO Improvement Initiatives and Key Improvement Strategies

Laverton P-12 College (8861)

Four Year Strategic Goals	Four Year Strategic Targets	Is this selected for focus this year?	12 month target	FISO initiative
<p>To create and foster a culture of high expectations believing that all students can achieve and succeed. To improve student learning growth in literacy and numeracy for all students.</p>	<p>By the end of 2018 in:</p> <ul style="list-style-type: none"> -The percentage of students in the top two bands for NAPLAN Reading to increase from 8% to least 10% at Year 5 and at Year 3, 7 & 9 at least a 2% increase -The percentage of students in the bottom two bands for NAPLAN Reading to decrease from 26% to least 20% at Year 5 and at Year 3, 7 & 9 at least a 6% decrease -The percentage of students with high or medium gains for NAPLAN Reading Years 3 to 5 to increase from 83% to at least 85% -The percentage of students with high or medium gains for NAPLAN Reading Years 5 to 7 to increase by at least 2% -The percentage of students with high or medium gains for NAPLAN Reading Years 7 to 9 to increase by at least 2% from 76% to 78% -The percentage of students in the top two bands for 	<p>Yes</p>	<p>*By the end of 2018:</p> <ul style="list-style-type: none"> -The percentage of students in the top two bands for NAPLAN Reading to increase from 8% to least 10% at Year 5 and at Year 3, 7 & 9 at least a 2% increase -The percentage of students in the bottom two bands for NAPLAN Reading to decrease from 26% to least 20% at Year 5 and at Year 3, 7 & 9 at least a 6% decrease -The percentage of students with high or medium gains for NAPLAN Reading Years 3 to 5 to increase from 83% to at least 85% -The percentage of students with high or medium gains 	<p>Building practice excellence</p>

	<p>NAPLAN Numeracy to increase from 5% to least 10% at Year 5 and at Year 3, 7 & 9 at least a 3% increase</p> <p>-The percentage of students in the bottom two bands for NAPLAN Numeracy to decrease from 14% to least 10% at Year 5 and at Year 3, 7 & 9 at least a 4% decrease</p> <p>-The percentage of students with high or medium gains for NAPLAN Numeracy Years 3 to 5 to increase from 83% to at least 85%</p> <p>-The percentage of students with high or medium gains for NAPLAN Numeracy Years 5 to 7 to increase by at least 2%</p> <p>-The percentage of students with high or medium gains for NAPLAN Numeracy Years 7 to 9 to increase by at least 2% from 74% to 76%</p> <p>- Prep-2 90 % of students to be achieving at or above a 'C level',</p> <p>-Years 3- 6, 90 % of students to be achieving at or above a 'C level',</p> <p>-Years 7-10, 90 % of students to be achieving at or above a 'C level', (AusVELS Teacher Judgement) in Reading, Writing and Number.</p> <p>By the end of 2018 the % of students in the low category of relative gain (NAPLAN) to be below 25% and the % of students in the</p>		<p>for NAPLAN Reading Years 5 to 7 to increase by at least 2%</p> <p>-The percentage of students with high or medium gains for NAPLAN Reading Years 7 to 9 to increase by at least 2% from 76% to 78%</p> <p>-The percentage of students in the top two bands for NAPLAN Numeracy to increase from 5% to least 10% at Year 5 and at Year 3, 7 & 9 at least a 3% increase</p> <p>-The percentage of students in the bottom two bands for NAPLAN Numeracy to decrease from 14% to least 10% at Year 5 and at Year 3, 7 & 9 at least a 4% decrease</p> <p>-The percentage of students with high or medium gains for NAPLAN Numeracy Years 3 to 5 to increase from 83% to at least 85%</p> <p>-The percentage of students with high or medium gains for NAPLAN Numeracy Years 5 to 7 to increase by at least 2%</p>	
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	<p>high category of relative gain be above 25% in all areas.</p> <p>By the end of 2018 the Year 3, 5, 7 and 9 NAPLAN results in Reading, Writing and Number to exceed the absolute mean score for the SFO range.</p> <p>By the end of 2018 these NAPLAN measures to be no more than 25 points below the state median (from Assessment Area Report):</p>		<p>-The percentage of students with high or medium gains for NAPLAN Numeracy Years 7 to 9 to increase by at least 2% from 74% to 76%</p> <p>- Prep-6 85 % of students to be achieving at or above the expected level</p> <p>-Years 7-10, 85 % of students to be achieving at or above the expected level in Reading, Writing and Number.</p> <p>*By the end of 2018 the % of students in the low category of relative gain (NAPLAN) to be below 28% and the % of students in the high category of relative gain to be above 21% in all areas.</p> <p>*By the end of 2018 the Year 3, 5, 7 and 9 NAPLAN results in Reading, Writing to be at mean for SFO</p>	
<p>To strengthen secondary school preparation and outcomes with a focus on improvement in VCE results by at least 5%.</p>	<p>By the end of 2018 the College VCE Median All Study scores to be 26 or higher.</p> <p>The mean English VCE English score to increase from 21.8 to 25</p> <p>The percentage of students completing VCE and VCAL</p>	Yes	<ul style="list-style-type: none"> By the end of 2018 the College VCE Median All Study scores to be 26 or higher. <p>-The mean English VCE English score to increase from 21.8 to 25</p>	Building practice excellence

	<p>certificates to increase from 78% to 85%</p> <p>By the end of 2018 the VCE study scores of 40 or over to be 3%.</p> <p>By the end of 2018 the Staff Opinion Survey percentage endorsement for: -<i>Guaranteed & Viable Curriculum</i> be 70% or above.</p> <p>-<i>Collective focus on Student Learning</i> to be 80% or above.</p>		<p>-The percentage of students completing VCE and VCAL certificates to increase from 78% to 85%</p> <ul style="list-style-type: none"> • By the end of 2018 the VCE study scores of 40 or over to be 2%. • By the end of 2018 the Staff Opinion Survey percentage endorsement for: -<i>Guaranteed & Viable Curriculum</i> be 70% or above. <p>-<i>Collective focus on Student Learning</i> to be 80% or above.</p>	
<p>To implement a seamless school wide approach to improve curriculum, documentation and use, teacher efficacy and expertise.</p>	<p>The percentage of staff with positive endorsement in Collective Efficacy to increase from 32% to at least 40%</p> <p>The percentage of staff with positive endorsement in Academic Emphasis to increase from 31% to at least 40%</p> <p>Teachers to complete four additional Curriculum Maps by December 2018 By the end of 2018 all teachers continue to learn more effective ways of improving student learning and achievement.</p> <p>By the end of 2018 <i>Student Motivation</i> to be an average of 4.6 across all year levels on the ATS Survey.</p> <p>By the end of 2018 the Staff Opinion Survey percentage</p>	Yes	<ul style="list-style-type: none"> • Four Curriculum Map documents to be completed by December 2018. <p>-The percentage of staff with positive endorsement in Collective Efficacy to increase from 32% to at least 40%</p> <p>-The percentage of staff with positive endorsement in Academic Emphasis to increase from 31% to at least 40%</p> <ul style="list-style-type: none"> • Moderation of teacher judgements is reflected in the alignment of Vic Curric data and 	Curriculum planning and assessment

	<p>endorsement for: <i>Shielding and Buffering</i> be 60% or above. By the end of 2018, Parent Opinion Survey data to show improved connection with the school.</p>		<p>NAPLAN data in relation to Reading, Writing, Number and Measurement.</p> <ul style="list-style-type: none"> • Build the capacity of teachers to have their students use high yield strategies more regularly <p>-By the end of 2018 Student Motivation to be 4.6 across all year levels on the ATSS.</p> <p>By the end of 2018 the Staff Opinion Survey <i>Shielding and Buffering</i> be 60% or above.</p> <p>By the end of 2018, Parent Opinion Survey data to show improved connection with school</p>	
<p>To improve student engagement, attendance and build student voice, agency and leadership.</p>	<p>By the end of 2018, the SWPB approach to have further improved student attendance from 87% to 90%</p> <p>Further implementation of BSEM in classrooms and the Yard with parents attending BSEM workshops with an agreed set of strategies to enhance student's ability to be calm, to connect with others and recognise their strengths and this improves student attendance from 87% to 90%</p> <p>The percentage of students in agreement in Stimulating Learning</p>	<p>Yes</p>	<ul style="list-style-type: none"> •By the end of 2018, the SWPB approach to have further improved student attendance from 87% to 90% <p>-Further implementation of BSEM in classrooms and the Yard with parents attending BSEM workshops with an agreed set of strategies to enhance student's ability to be calm, to connect with others and recognise their strengths and this improves student</p>	<p>Empowering students and building school pride</p>

	<p>Years 5-6 increases from 75% to 80%</p> <p>The percentage of students in agreement in Learning Confidence Years 5-6 increases from 62% to 70%</p> <p>The percentage of students in agreement in Student Safety Years 5-6 increases from 86% to 88%</p> <p>The percentage of students in agreement in Stimulating Learning Years 7-12 increases from 41% to 50%</p> <p>The percentage of students in agreement in Learning Confidence Years 7-12 increases from 50% to 60%</p> <p>The percentage of students in agreement in Student Safety Years 7-12 increases from 75% to 80%</p> <p>By the end of 2018 the Staff Opinion Survey percentage endorsement for : <i>Collective Responsibility & Staff Trust in Colleagues</i> to be 75% or above.</p> <p>By the end of 2018 the <i>Connected to Peers</i> and the <i>Student Morale</i> variable to be at or above the 75 percentile across all year levels on the student ATS survey.</p> <p>By the end of 2018 the <i>Classroom Behaviour</i> variable to be at or above the 75 percentile across all year levels on the student ATS survey.</p> <p>By the end of 2018 <i>Student Safety</i> and <i>Classroom Behaviour</i> variables</p>		<p>attendance from 87% to 90%</p> <p>-The percentage of students in agreement in Stimulating Learning Years 5-6 increases from 75% to 80%</p> <p>-The percentage of students in agreement in Learning Confidence Years 5-6 increases from 62% to 70%</p> <p>-The percentage of students in agreement in Student Safety Years 5-6 increases from 86% to 88%</p> <p>-The percentage of students in agreement in Stimulating Learning Years 7-12 increases from 41% to 50%</p> <p>-The percentage of students in agreement in Learning Confidence Years 7-12 increases from 50% to 60%</p> <p>-The percentage of students in agreement in Student Safety Years 7-12 increases from 75% to 80%</p> <ul style="list-style-type: none"> • By the end of the year, Year Level Mentors to have implemented their plans for their year levels 	
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	<p>on the Parent Opinion Survey be at or above the 75 percentile. By the end of 2018 student daily attendance to exceed 93% for all Yr levels. (93% equates to an average of 14 days absences per year which is close to the State mean).</p>		<p>including regular 3 x term Focus Groups with students</p>	
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<p>Improvement Initiatives Rationale</p>
<p>*Building practice excellence:-student achievement data is improving further however it remains below the state average on a range of measures and data sets</p> <ul style="list-style-type: none"> -teachers capacity is increasing and can be supported with professional learning, coaching and peer observations -partnering with experts to provide the best possible professional learning, coaching and support for improving what happens in classrooms -student health and wellbeing needs are supported through an expert and diverse Student Wellbeing Team (Social Worker, Psychologist, Speech Therapist, OT) <p>*Curriculum planning and assessment:-curriculum documentation and planning needs to be clearer, more consistent and reflect a P-12 continuum and scope and sequence</p> <ul style="list-style-type: none"> -assessment of student achievement focuses on application, analysis and evaluation -students are given a variety of opportunities to show their learning

<p>Goal 1</p>	<p>To create and foster a culture of high expectations believing that all students can achieve and succeed. To improve student learning growth in literacy and numeracy for all students.</p>
<p>12 month target 1.1</p>	<p>*By the end of 2018:</p> <ul style="list-style-type: none"> -The percentage of students in the top two bands for NAPLAN Reading to increase from 8% to least 10% at Year 5 and at Year 3, 7 & 9 at least a 2% increase -The percentage of students in the bottom two bands for NAPLAN Reading to decrease from 26% to least 20% at Year 5 and at Year 3, 7 & 9 at least a 6% decrease -The percentage of students with high or medium gains for NAPLAN Reading Years 3 to 5 to increase from 83% to at least 85%

	<p>-The percentage of students with high or medium gains for NAPLAN Reading Years 5 to 7 to increase by at least 2%</p> <p>-The percentage of students with high or medium gains for NAPLAN Reading Years 7 to 9 to increase by at least 2% from 76% to 78%</p> <p>-The percentage of students in the top two bands for NAPLAN Numeracy to increase from 5% to least 10% at Year 5 and at Year 3, 7 & 9 at least a 3% increase</p> <p>-The percentage of students in the bottom two bands for NAPLAN Numeracy to decrease from 14% to least 10% at Year 5 and at Year 3, 7 & 9 at least a 4% decrease</p> <p>-The percentage of students with high or medium gains for NAPLAN Numeracy Years 3 to 5 to increase from 83% to at least 85%</p> <p>-The percentage of students with high or medium gains for NAPLAN Numeracy Years 5 to 7 to increase by at least 2%</p> <p>-The percentage of students with high or medium gains for NAPLAN Numeracy Years 7 to 9 to increase by at least 2% from 74% to 76%</p> <p>- Prep-6 85 % of students to be achieving at or above the expected level -Years 7-10, 85 % of students to be achieving at or above the expected level in Reading, Writing and Number. *By the end of 2018 the % of students in the low category of relative gain (NAPLAN) to be below 28% and the % of students in the high category of relative gain to be above 21% in all areas. *By the end of 2018 the Year 3, 5, 7 and 9 NAPLAN results in Reading, Writing to be at mean for SFO</p>
FISO Initiative	Building practice excellence
Key Improvement Strategies	
KIS 1	Build staff capacity to have students use high yield strategies more regularly with their classes
KIS 2	Build the capacity of teachers to differentiate teaching to challenge and progress students
KIS 3	For staff to use the SWPB matrix to build expectations for increased student effort.
KIS 4	

Goal 2	To strengthen secondary school preparation and outcomes with a focus on improvement in VCE results by at least 5%.
12 month target 2.1	<ul style="list-style-type: none"> • By the end of 2018 the College VCE Median All Study scores to be 26 or higher. -The mean English VCE English score to increase from 21.8 to 25 -The percentage of students completing VCE and VCAL certificates to increase from 78% to 85% • By the end of 2018 the VCE study scores of 40 or over to be 2%. • By the end of 2018 the Staff Opinion Survey percentage endorsement for: -Guaranteed & Viable Curriculum be 70% or above. -Collective focus on Student Learning to be 80% or above.
FISO Initiative	Building practice excellence
Key Improvement Strategies	
KIS 1	VCE Students to be provided with additional tutors to both assist and encourage them with their learning during their study periods and after school
KIS 2	Develop VCE Teachers capacity to monitor student progress and use data to inform their teaching and student learning
KIS 3	VCE Teachers and Ed Support staff provide additional support for student learning with explicit teaching of revision strategies

Goal 3	To implement a seamless school wide approach to improve curriculum, documentation and use, teacher efficacy and expertise.
12 month target 3.1	<ul style="list-style-type: none"> • Four Curriculum Map documents to be completed by December 2018. -The percentage of staff with positive endorsement in Collective Efficacy to increase from 32% to at least 40% -The percentage of staff with positive endorsement in Academic Emphasis to increase from 31% to at least 40% • Moderation of teacher judgements is reflected in the alignment of Vic Curric data and NAPLAN data in relation to Reading, Writing, Number and Measurement. • Build the capacity of teachers to have their students use high yield strategies more regularly -By the end of 2018 Student Motivation to be 4.6 across all year levels on the ATSS.

	<p>By the end of 2018 the Staff Opinion Survey Shielding and Buffering be 60% or above.</p> <p>By the end of 2018, Parent Opinion Survey data to show improved connection with school</p>
FISO Initiative	Curriculum planning and assessment
Key Improvement Strategies	
KIS 1	Create a process for monitoring the development and use of curriculum maps
KIS 2	Strengthen staff development and learning regarding the processes in curriculum mapping, particularly regarding learning sequences
KIS 3	Strengthen and build learning with staff focused on student use of high impact strategies, high yield strategies (HYS) including Marzano's nine plus the HRLTP's from John Munro.

Goal 4	To improve student engagement, attendance and build student voice, agency and leadership.
12 month target 4.1	<ul style="list-style-type: none"> •By the end of 2018, the SWPB approach to have further improved student attendance from 87% to 90% -Further implementation of BSEM in classrooms and the Yard with parents attending BSEM workshops with an agreed set of strategies to enhance student's ability to be calm, to connect with others and recognise their strengths and this improves student attendance from 87% to 90% -The percentage of students in agreement in Stimulating Learning Years 5-6 increases from 75% to 80% -The percentage of students in agreement in Learning Confidence Years 5-6 increases from 62% to 70% -The percentage of students in agreement in Student Safety Years 5-6 increases from 86% to 88% -The percentage of students in agreement in Stimulating Learning Years 7-12 increases from 41% to 50% -The percentage of students in agreement in Learning Confidence Years 7-12 increases from 50% to 60%

	<p>-The percentage of students in agreement in Student Safety Years 7-12 increases from 75% to 80%</p> <ul style="list-style-type: none"> • By the end of the year, Year Level Mentors to have implemented their plans for their year levels including regular 3 x term Focus Groups with students
FISO Initiative	Empowering students and building school pride
Key Improvement Strategies	
KIS 1	Further implement and promote the SWPB approach and matrix and the BSEM strategies to empower students
KIS 2	Build feedback to and from teacher, Ed Support Staff and students through enhancing student voice, agency and school pride.
KIS 3	Build teacher capacity to co-design aspirational goals with their students

Define Evidence of Impact and Activities and Milestones - 2018

Laverton P-12 College (8861)

Goal 1	<p>To create and foster a culture of high expectations believing that all students can achieve and succeed. To improve student learning growth in literacy and numeracy for all students.</p>
12 month target 1.1	<p>*By the end of 2018:</p> <ul style="list-style-type: none"> -The percentage of students in the top two bands for NAPLAN Reading to increase from 8% to least 10% at Year 5 and at Year 3, 7 & 9 at least a 2% increase -The percentage of students in the bottom two bands for NAPLAN Reading to decrease from 26% to least 20% at Year 5 and at Year 3, 7 & 9 at least a 6% decrease -The percentage of students with high or medium gains for NAPLAN Reading Years 3 to 5 to increase from 83% to at least 85% -The percentage of students with high or medium gains for NAPLAN Reading Years 5 to 7 to increase by at least 2% -The percentage of students with high or medium gains for NAPLAN Reading Years 7 to 9 to increase by at least 2% from 76% to

	<p>78%</p> <ul style="list-style-type: none"> -The percentage of students in the top two bands for NAPLAN Numeracy to increase from 5% to least 10% at Year 5 and at Year 3, 7 & 9 at least a 3% increase -The percentage of students in the bottom two bands for NAPLAN Numeracy to decrease from 14% to least 10% at Year 5 and at Year 3, 7 & 9 at least a 4% decrease -The percentage of students with high or medium gains for NAPLAN Numeracy Years 3 to 5 to increase from 83% to at least 85% -The percentage of students with high or medium gains for NAPLAN Numeracy Years 5 to 7 to increase by at least 2% -The percentage of students with high or medium gains for NAPLAN Numeracy Years 7 to 9 to increase by at least 2% from 74% to 76% - Prep-6 85 % of students to be achieving at or above the expected level -Years 7-10, 85 % of students to be achieving at or above the expected level in Reading, Writing and Number. *By the end of 2018 the % of students in the low category of relative gain (NAPLAN) to be below 28% and the % of students in the high category of relative gain to be above 21% in all areas. *By the end of 2018 the Year 3, 5, 7 and 9 NAPLAN results in Reading, Writing to be at mean for SFO
FISO Initiative	Building practice excellence
Key Improvement Strategy 1	Build staff capacity to have students use high yield strategies more regularly with their classes
Actions	<ul style="list-style-type: none"> -Professional learning with staff focused on student use of high impact strategies, high yield strategies (HYS) including Marzano's nine plus the HRLTP's from John Munro. -Staff are provided with professional learning to develop effective strategies for higher performing students -Dr Jane Pollock will continue this work along with Dr John Munro. -Coaching and modelling provided by all Leading Teachers in the use of HYS and HRLTP's and -Leading Teachers work closely with teachers monitoring use of HYS and IMPACT -PLT's participate in peer observations of each other each term
Evidence of impact	<ul style="list-style-type: none"> -Staff have student use HYS more regularly: it is visible in classes -Staff use further differentiated tasks for students who are higher performing -Staff participate in peer observations and build their capacity to provide effective feedback regarding the use of HYS in the class

	spaces -PLT records of meetings provide account of use of data, action planning, moderation and differentiation -Action Plan workshops are developed. Teachers performance and development plans contain evidence of the use of action plans			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
-Staff attend professional learning on HITS, HYS, HRLTPs and strategies for higher performing students	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$75,000.00 <input checked="" type="checkbox"/> Equity funding will be used
-Staff participate in peer observations and build their capacity to provide effective feedback regarding the use of HYS	All Staff	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$12,000.00 <input checked="" type="checkbox"/> Equity funding will be used
-Staff regularly attend PLTs focused on use of student evidence	Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
-Action planning workshops take place: teachers performance and development plans contain evidence of the use of action plans	Leadership Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 1	\$8,000.00 <input checked="" type="checkbox"/> Equity funding will be used

Goal 1	To create and foster a culture of high expectations believing that all students can achieve and succeed. To improve student learning growth in literacy and numeracy for all students.
12 month target 1.1	*By the end of 2018: -The percentage of students in the top two bands for NAPLAN Reading to increase from 8% to least 10% at Year 5 and at Year 3, 7 & 9 at least a 2% increase -The percentage of students in the bottom two bands for NAPLAN Reading to decrease from 26% to least 20% at Year 5 and at Year 3, 7 & 9 at least a 6% decrease

	<ul style="list-style-type: none"> -The percentage of students with high or medium gains for NAPLAN Reading Years 3 to 5 to increase from 83% to at least 85% -The percentage of students with high or medium gains for NAPLAN Reading Years 5 to 7 to increase by at least 2% -The percentage of students with high or medium gains for NAPLAN Reading Years 7 to 9 to increase by at least 2% from 76% to 78% -The percentage of students in the top two bands for NAPLAN Numeracy to increase from 5% to least 10% at Year 5 and at Year 3, 7 & 9 at least a 3% increase -The percentage of students in the bottom two bands for NAPLAN Numeracy to decrease from 14% to least 10% at Year 5 and at Year 3, 7 & 9 at least a 4% decrease -The percentage of students with high or medium gains for NAPLAN Numeracy Years 3 to 5 to increase from 83% to at least 85% -The percentage of students with high or medium gains for NAPLAN Numeracy Years 5 to 7 to increase by at least 2% -The percentage of students with high or medium gains for NAPLAN Numeracy Years 7 to 9 to increase by at least 2% from 74% to 76% - Prep-6 85 % of students to be achieving at or above the expected level -Years 7-10, 85 % of students to be achieving at or above the expected level in Reading, Writing and Number. *By the end of 2018 the % of students in the low category of relative gain (NAPLAN) to be below 28% and the % of students in the high category of relative gain to be above 21% in all areas. *By the end of 2018 the Year 3, 5, 7 and 9 NAPLAN results in Reading, Writing to be at mean for SFO
FISO Initiative	Building practice excellence
Key Improvement Strategy 2	Build the capacity of teachers to differentiate teaching to challenge and progress students
Actions	<ul style="list-style-type: none"> -Professional learning regarding differentiation and moderation of student work to occur -Teachers use a range of teaching strategies that develop different skills and abilities to increase student learning -PLT's to moderate student assessment each term -Leading Teachers to conduct workshops in moderation of student work. -Leading Teachers to provide workshops in further understanding the Victorian Curriculum General Capabilities of Ethical and

	Intercultural . -PLT's to be monitored in their effective use of moderation of student work			
Evidence of impact	-Professional learning improves the effectiveness of moderation of student work -PLT's feel moderate student assessment each term is a useful and helpful activity -From the Leading Teachers' workshops on moderation of student work, teachers feel confident in their use of moderation -Teacher understanding of, and integration within the curriculum of the General Capabilities of Ethical and Intercultural improves. -PLT's are monitored and their use of moderation of student work shows more consistent, formative use of the data.			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
Facilitate school based workshops to support teacher learning re differentiation and moderation	Leadership Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Monitoring of PLT moderation	Leading Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Workshops for smaller groups re moderation in their learning areas	Leadership Team	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Workshops conducted for teachers re General Capabilities of Ethical and Intercultural	Leadership Team	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$8,000.00 <input type="checkbox"/> Equity funding will be used

Goal 1	To create and foster a culture of high expectations believing that all students can achieve and succeed. To improve student learning growth in literacy and numeracy for all students.
12 month target 1.1	*By the end of 2018: -The percentage of students in the top two bands for NAPLAN Reading to increase from 8% to least 10% at Year 5 and at Year 3, 7

	<p>& 9 at least a 2% increase</p> <ul style="list-style-type: none"> -The percentage of students in the bottom two bands for NAPLAN Reading to decrease from 26% to least 20% at Year 5 and at Year 3, 7 & 9 at least a 6% decrease -The percentage of students with high or medium gains for NAPLAN Reading Years 3 to 5 to increase from 83% to at least 85% -The percentage of students with high or medium gains for NAPLAN Reading Years 5 to 7 to increase by at least 2% -The percentage of students with high or medium gains for NAPLAN Reading Years 7 to 9 to increase by at least 2% from 76% to 78% -The percentage of students in the top two bands for NAPLAN Numeracy to increase from 5% to least 10% at Year 5 and at Year 3, 7 & 9 at least a 3% increase -The percentage of students in the bottom two bands for NAPLAN Numeracy to decrease from 14% to least 10% at Year 5 and at Year 3, 7 & 9 at least a 4% decrease -The percentage of students with high or medium gains for NAPLAN Numeracy Years 3 to 5 to increase from 83% to at least 85% -The percentage of students with high or medium gains for NAPLAN Numeracy Years 5 to 7 to increase by at least 2% -The percentage of students with high or medium gains for NAPLAN Numeracy Years 7 to 9 to increase by at least 2% from 74% to 76% - Prep-6 85 % of students to be achieving at or above the expected level -Years 7-10, 85 % of students to be achieving at or above the expected level in Reading, Writing and Number. *By the end of 2018 the % of students in the low category of relative gain (NAPLAN) to be below 28% and the % of students in the high category of relative gain to be above 21% in all areas. *By the end of 2018 the Year 3, 5, 7 and 9 NAPLAN results in Reading, Writing to be at mean for SFO
FISO Initiative	Building practice excellence
Key Improvement Strategy 3	For staff to use the SWPB matrix to build expectations for increased student effort.

Actions	<ul style="list-style-type: none"> -SWPB initiatives including matrix, reward system further implemented and promoted throughout the school -Teachers communicate high expectations about all aspects of the school -Teachers emphasise the quality of learning through valuing effort -Teachers provide constructive, during class feedback and challenge student to increase effort and learning -SWPB is consistently followed in classes, yard and around our school -Year Level Mentors (YLM) introduced and reinforcing the SWPB approach, matrix, rewards and consequences within a restorative approach -YLM organise 3 times a term Year Level Assemblies and workshops to support positive student relationships
Evidence of impact	<ul style="list-style-type: none"> -Interactions with students throughout the school reflect and include explicit use of the SWPB initiatives including matrix and reward system -All staff use the SWPB matrix consistently in classes, yard and around our school and are reminded about its use -Year Level Mentors (YLM), through their use of our SWPB approach, matrix, rewards and consequences within a restorative approach results in fewer major incidents and greater positive outcomes for students -The YLM Year Level Assemblies and workshops create and promote more positive student relationships

Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
-SWPB use is monitored through observation and modeling	Leadership Team	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$58,000.00 <input checked="" type="checkbox"/> Equity funding will be used
-YLMs support student development through positive proactive measures including assemblies, workshops and focus groups	Year Level Co-ordinator(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$7,000.00 <input checked="" type="checkbox"/> Equity funding will be used
-All staff complete a short survey on their use of the SWPB matrix with students	All Staff	<input type="checkbox"/> No	from: Term 2 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used

Goal 1	To create and foster a culture of high expectations believing that all students can achieve and succeed. To improve student learning growth in literacy and numeracy for all students.
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<p>12 month target 1.1</p>	<p>*By the end of 2018:</p> <ul style="list-style-type: none"> -The percentage of students in the top two bands for NAPLAN Reading to increase from 8% to least 10% at Year 5 and at Year 3, 7 & 9 at least a 2% increase -The percentage of students in the bottom two bands for NAPLAN Reading to decrease from 26% to least 20% at Year 5 and at Year 3, 7 & 9 at least a 6% decrease -The percentage of students with high or medium gains for NAPLAN Reading Years 3 to 5 to increase from 83% to at least 85% -The percentage of students with high or medium gains for NAPLAN Reading Years 5 to 7 to increase by at least 2% -The percentage of students with high or medium gains for NAPLAN Reading Years 7 to 9 to increase by at least 2% from 76% to 78% -The percentage of students in the top two bands for NAPLAN Numeracy to increase from 5% to least 10% at Year 5 and at Year 3, 7 & 9 at least a 3% increase -The percentage of students in the bottom two bands for NAPLAN Numeracy to decrease from 14% to least 10% at Year 5 and at Year 3, 7 & 9 at least a 4% decrease -The percentage of students with high or medium gains for NAPLAN Numeracy Years 3 to 5 to increase from 83% to at least 85% -The percentage of students with high or medium gains for NAPLAN Numeracy Years 5 to 7 to increase by at least 2% -The percentage of students with high or medium gains for NAPLAN Numeracy Years 7 to 9 to increase by at least 2% from 74% to 76% - Prep-6 85 % of students to be achieving at or above the expected level -Years 7-10, 85 % of students to be achieving at or above the expected level in Reading, Writing and Number. <p>*By the end of 2018 the % of students in the low category of relative gain (NAPLAN) to be below 28% and the % of students in the high category of relative gain to be above 21% in all areas.</p> <p>*By the end of 2018 the Year 3, 5, 7 and 9 NAPLAN results in Reading, Writing to be at mean for SFO</p>
<p>FISO Initiative</p>	<p>Building practice excellence</p>
<p>Key Improvement Strategy 4</p>	

Actions				
Evidence of impact				
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
		<input type="checkbox"/> No	from: to:	<input type="checkbox"/> Equity funding will be used

Goal 2	To strengthen secondary school preparation and outcomes with a focus on improvement in VCE results by at least 5%.
12 month target 2.1	<ul style="list-style-type: none"> • By the end of 2018 the College VCE Median All Study scores to be 26 or higher. -The mean English VCE English score to increase from 21.8 to 25 -The percentage of students completing VCE and VCAL certificates to increase from 78% to 85% • By the end of 2018 the VCE study scores of 40 or over to be 2%. • By the end of 2018 the Staff Opinion Survey percentage endorsement for: -Guaranteed & Viable Curriculum be 70% or above. -Collective focus on Student Learning to be 80% or above.
FISO Initiative	Building practice excellence
Key Improvement Strategy 1	VCE Students to be provided with additional tutors to both assist and encourage them with their learning during their study periods and after school
Actions	<ul style="list-style-type: none"> -Use expert partners and network schools CoP where appropriate to guide the development of VCE policy and practice. -Connect teachers to VCE teachers at other schools to moderate assessment and share assessment
Evidence of impact	<ul style="list-style-type: none"> -VCE staff participate in Community of Practice workshops -VCE teachers update their practice and feel more confident about how to improve student performance -VCE teachers connect with another VCE teacher at a network school -VCE teachers develop action plans and implement them

Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
-Teachers participate in the workshops	Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
-VCE Teachers develop an action plan for student improvement	Leadership Team	<input type="checkbox"/> No	from: Term 1 to: Term 1	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used
-VCE subject teachers meet with the same subject VCE teachers from our network schools twice a year for planning, assessment, moderation or teaching	Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 2	\$3,000.00 <input checked="" type="checkbox"/> Equity funding will be used

Goal 2	To strengthen secondary school preparation and outcomes with a focus on improvement in VCE results by at least 5%.
12 month target 2.1	<ul style="list-style-type: none"> • By the end of 2018 the College VCE Median All Study scores to be 26 or higher. -The mean English VCE English score to increase from 21.8 to 25 -The percentage of students completing VCE and VCAL certificates to increase from 78% to 85% • By the end of 2018 the VCE study scores of 40 or over to be 2%. • By the end of 2018 the Staff Opinion Survey percentage endorsement for: -Guaranteed & Viable Curriculum be 70% or above. -Collective focus on Student Learning to be 80% or above.
FISO Initiative	Building practice excellence
Key Improvement Strategy 2	Develop VCE Teachers capacity to monitor student progress and use data to inform their teaching and student learning
Actions	<ul style="list-style-type: none"> -Principal will meet with VCE teachers to support their development of action plans -Conduct action plan meetings with all Year 12 and Year 11 teachers -Leadership Team and School Improvement Team to analyse VCE data and develop a school-wide action plan

	-VCE teachers to analyse VCE data in a consistent, meaningful and accountable way -VCE students participate in workshops to build expectations			
Evidence of impact	-VCE policy documents updated and VCE teachers update their practice -Teachers are more effective in their practice as shown by an improvement in student performance -Action plans are created from the analysis of student data and lead to improved student VCE outcomes -Workshops for students build expectations for effort, persistence and performance			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
-VCE teachers construct action plans	Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 1	\$0.00 <input type="checkbox"/> Equity funding will be used
-VCE Teachers are more precise in their planning, having students use high impact strategies explicitly to improve their understanding and skill development. This is evidenced in their planning and through peer observation	Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
-VCE Policy documents are updated to reflect higher expectations along with student workshops to build expectations	Leadership Team	<input type="checkbox"/> No	from: Term 1 to: Term 1	\$15,000.00 <input checked="" type="checkbox"/> Equity funding will be used
-Principal meets with Unit 3 and 4 teachers and encourages their use of HYS to improve student outcomes	Principal	<input type="checkbox"/> No	from: Term 1 to: Term 2	\$0.00 <input type="checkbox"/> Equity funding will be used

Goal 2	To strengthen secondary school preparation and outcomes with a focus on improvement in VCE results by at least 5%.
12 month target 2.1	<ul style="list-style-type: none"> By the end of 2018 the College VCE Median All Study scores to be 26 or higher. -The mean English VCE English score to increase from 21.8 to 25

	<p>-The percentage of students completing VCE and VCAL certificates to increase from 78% to 85%</p> <ul style="list-style-type: none"> • By the end of 2018 the VCE study scores of 40 or over to be 2%. • By the end of 2018 the Staff Opinion Survey percentage endorsement for: -Guaranteed & Viable Curriculum be 70% or above. <p>-Collective focus on Student Learning to be 80% or above.</p>			
FISO Initiative	Building practice excellence			
Key Improvement Strategy 3	VCE Teachers and Ed Support staff provide additional support for student learning with explicit teaching of revision strategies			
Actions	<p>-VCE teachers to participate in workshops about how to build expectations with students and gain higher levels of performance</p> <p>-Teachers evaluate the impact of their teaching through multiple sources of feedback</p> <p>-VCE teachers to meet and be given assistance to understand VCE data and how it can inform their teaching and student learning</p>			
Evidence of impact	<p>-VCE teachers have a clearer understanding of student data</p> <p>-VCE teachers know how to build expectation and performance of their students through scaffolded support, student re-submission of work and further writing skills development in VCE English</p>			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
-Teachers attend workshops on how to build expectations with students and use externally developed SACs	Leadership Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$28,000.00 <input checked="" type="checkbox"/> Equity funding will be used
-VCE teachers attend workshops to learn a range of scaffolded supports for VCE students	Leadership Team	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used
-Workshops and PLT created for VCE English teachers	Assistant Principal	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$500.00 <input checked="" type="checkbox"/> Equity funding will be used

Goal 3	To implement a seamless school wide approach to improve curriculum, documentation and use, teacher efficacy and expertise.			
12 month target 3.1	<ul style="list-style-type: none"> • Four Curriculum Map documents to be completed by December 2018. -The percentage of staff with positive endorsement in Collective Efficacy to increase from 32% to at least 40% -The percentage of staff with positive endorsement in Academic Emphasis to increase from 31% to at least 40% • Moderation of teacher judgements is reflected in the alignment of Vic Curric data and NAPLAN data in relation to Reading, Writing, Number and Measurement. • Build the capacity of teachers to have their students use high yield strategies more regularly -By the end of 2018 Student Motivation to be 4.6 across all year levels on the ATSS. <p>By the end of 2018 the Staff Opinion Survey Shielding and Buffering be 60% or above.</p> <p>By the end of 2018, Parent Opinion Survey data to show improved connection with school</p>			
FISO Initiative	Curriculum planning and assessment			
Key Improvement Strategy 1	Create a process for monitoring the development and use of curriculum maps			
Actions	<ul style="list-style-type: none"> -Staff will write their curriculum documentation using the templates re essential learning, curriculum mapping and its components. -Teachers use a range of resources, including digital tools, to enrich curriculum and engage students -Learning Area Leaders are created. -Learning Area Leaders monitor the development and use of curriculum maps 			
Evidence of impact	<ul style="list-style-type: none"> -Teachers complete documentation of another four curriculum maps to reflect the essential learning and learning sequence using IMPACT (our common model of instruction) created. -Assessment of students focused at skills of application, analysis and evaluation of information. -Teachers review and adjust curriculum documentation to reflect student need and expected levels of achievement. -Learning Area Leaders monitor effective development of curriculum maps 			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget

-Teachers work on curriculum maps each fortnight	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$3,600.00 <input checked="" type="checkbox"/> Equity funding will be used
-Assessment tasks reflect the skills of application, analysis and evaluation	Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
-Learning Area Leaders monitor and support the development of curriculum maps	KLA Leader	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Goal 3	To implement a seamless school wide approach to improve curriculum, documentation and use, teacher efficacy and expertise.
12 month target 3.1	<ul style="list-style-type: none"> • Four Curriculum Map documents to be completed by December 2018. -The percentage of staff with positive endorsement in Collective Efficacy to increase from 32% to at least 40% -The percentage of staff with positive endorsement in Academic Emphasis to increase from 31% to at least 40% • Moderation of teacher judgements is reflected in the alignment of Vic Curric data and NAPLAN data in relation to Reading, Writing, Number and Measurement. • Build the capacity of teachers to have their students use high yield strategies more regularly -By the end of 2018 Student Motivation to be 4.6 across all year levels on the ATSS. <p>By the end of 2018 the Staff Opinion Survey Shielding and Buffering be 60% or above.</p> <p>By the end of 2018, Parent Opinion Survey data to show improved connection with school</p>
FISO Initiative	Curriculum planning and assessment
Key Improvement Strategy 2	Strengthen staff development and learning regarding the processes in curriculum mapping, particularly regarding learning sequences
Actions	<ul style="list-style-type: none"> -Esther Weichert will build the knowledge and understanding of the process and the use templates. -A team of people will spend 4 days with Esther Weichert to deepen their understanding and allow time to create curriculum maps

	and documentation -Teacher Learning Teams will spend time once a fortnight to work on their curriculum documentation			
Evidence of impact	-Staff attend the Esther Weichert workshops and are more competent in their development of curriculum maps -Teachers regularly use their curriculum maps and use learning sequences with IMPACT to guide their teaching and student learning in class -Learning Area Leaders upload the curriculum maps to a common shared space			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
-Teachers attend workshops on curriculum mapping	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$1,600.00 <input checked="" type="checkbox"/> Equity funding will be used
-Teacher use of IMPACT within the learning sequence is explicit and precise and improves student learning	Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
Learning Area Leaders provide feedback on curriculum maps to teachers and upload maps to the common shared space	KLA Leader	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Goal 3	To implement a seamless school wide approach to improve curriculum, documentation and use, teacher efficacy and expertise.
12 month target 3.1	<ul style="list-style-type: none"> • Four Curriculum Map documents to be completed by December 2018. -The percentage of staff with positive endorsement in Collective Efficacy to increase from 32% to at least 40% -The percentage of staff with positive endorsement in Academic Emphasis to increase from 31% to at least 40% • Moderation of teacher judgements is reflected in the alignment of Vic Curric data and NAPLAN data in relation to Reading, Writing, Number and Measurement. • Build the capacity of teachers to have their students use high yield strategies more regularly

	<p>-By the end of 2018 Student Motivation to be 4.6 across all year levels on the ATSS.</p> <p>By the end of 2018 the Staff Opinion Survey Shielding and Buffering be 60% or above.</p> <p>By the end of 2018, Parent Opinion Survey data to show improved connection with school</p>			
FISO Initiative	Curriculum planning and assessment			
Key Improvement Strategy 3	Strengthen and build learning with staff focused on student use of high impact strategies, high yield strategies (HYS) including Marzano's nine plus the HRLTP's from John Munro.			
Actions	<p>-Use of our four curriculum days plus regular staff workshops with Dr Jane Pollock, Dr John Munro regarding high impact strategies, high yield strategies, HRLTPs and our common model of instruction IMPACT</p> <p>-Teachers share their use of IMPACT at staff workshops</p> <p>-Teachers measure their students growth and performance</p>			
Evidence of impact	<p>-Staff attend all workshops and becoming more effective teachers and Ed Support staff</p> <p>-Staff have students use HYS more regularly: it is visible in classes</p> <p>-Student learning improves and supports the targets on other goals for 2018</p>			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
-Staff attend workshops facilitated by Jane Pollock, John Munro and build their capacity to be more effective with higher levels of student growth and achievement	Teacher(s)	<input checked="" type="checkbox"/> Yes	from: Term 1 to: Term 4	\$78,000.00 <input checked="" type="checkbox"/> Equity funding will be used
-Staff lessons plans clearly reflect the use of IMPACT -IMPACT components are visible within class	Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
-Student learning and achievement improvement outcomes are shown at the targets in other goals within this plan	Teacher(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Goal 4	To improve student engagement, attendance and build student voice, agency and leadership.
12 month target 4.1	<ul style="list-style-type: none"> •By the end of 2018, the SWPB approach to have further improved student attendance from 87% to 90% -Further implementation of BSEM in classrooms and the Yard with parents attending BSEM workshops with an agreed set of strategies to enhance student's ability to be calm, to connect with others and recognise their strengths and this improves student attendance from 87% to 90% -The percentage of students in agreement in Stimulating Learning Years 5-6 increases from 75% to 80% -The percentage of students in agreement in Learning Confidence Years 5-6 increases from 62% to 70% -The percentage of students in agreement in Student Safety Years 5-6 increases from 86% to 88% -The percentage of students in agreement in Stimulating Learning Years 7-12 increases from 41% to 50% -The percentage of students in agreement in Learning Confidence Years 7-12 increases from 50% to 60% -The percentage of students in agreement in Student Safety Years 7-12 increases from 75% to 80% • By the end of the year, Year Level Mentors to have implemented their plans for their year levels including regular 3 x term Focus Groups with students
FISO Initiative	Empowering students and building school pride
Key Improvement Strategy 1	Further implement and promote the SWPB approach and matrix and the BSEM strategies to empower students
Actions	<ul style="list-style-type: none"> -Staff to use the SWPB matrix and BSEM strategies regularly within class -Leading Teachers and Year Level Mentors to support and monitor the use of the SWPB with students by teachers -Teachers demonstrate genuine interest in, and values, all students -Teachers engage in one-on-one conversations with students to build productive relationships -Teacher -Parent Information sessions and workshops to be organised to further enhance their capacity to care for the development of their children and to communicate the essential understandings and purpose of the SWPB matrix and BSEM strategies

Evidence of impact	-SWPB matrix is well known to staff and students and also parents -SWPB matrix leads to greater consistency around expected behaviours with more rewards and fewer incidents and consequences -Year Level Mentors role is further enhanced with YLM's meeting year level teachers each semester			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
-Create a timeline for use of SWPB	Leadership Team	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
-Parents attend workshops about SWPB	Leadership Team	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$2,000.00 <input checked="" type="checkbox"/> Equity funding will be used
-Year Level Mentors to work with their year level teachers to ensure consistent use of SWPB matrix	Year Level Co-ordinator(s)	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Goal 4	To improve student engagement, attendance and build student voice, agency and leadership.
12 month target 4.1	<ul style="list-style-type: none"> •By the end of 2018, the SWPB approach to have further improved student attendance from 87% to 90% -Further implementation of BSEM in classrooms and the Yard with parents attending BSEM workshops with an agreed set of strategies to enhance student's ability to be calm, to connect with others and recognise their strengths and this improves student attendance from 87% to 90% -The percentage of students in agreement in Stimulating Learning Years 5-6 increases from 75% to 80% -The percentage of students in agreement in Learning Confidence Years 5-6 increases from 62% to 70% -The percentage of students in agreement in Student Safety Years 5-6 increases from 86% to 88%

	<p>-The percentage of students in agreement in Stimulating Learning Years 7-12 increases from 41% to 50%</p> <p>-The percentage of students in agreement in Learning Confidence Years 7-12 increases from 50% to 60%</p> <p>-The percentage of students in agreement in Student Safety Years 7-12 increases from 75% to 80%</p> <ul style="list-style-type: none"> By the end of the year, Year Level Mentors to have implemented their plans for their year levels including regular 3 x term Focus Groups with students 			
FISO Initiative	Empowering students and building school pride			
Key Improvement Strategy 2	Build feedback to and from teacher, Ed Support Staff and students through enhancing student voice, agency and school pride.			
Actions	<p>-Year Level Mentors to have regular 3 x each term student focus groups</p> <p>-Teachers provide students with a range of strategies, tools, and rubrics to support student self-evaluation and self-assessment</p> <p>-SRC profile to be built and enhanced</p> <p>-Staff and student organised and run activities at lunchtimes</p>			
Evidence of impact	<p>-Student ATTS reports higher levels of student inclusion, influence and voice</p> <p>-There is a greater number of student organised activities</p> <p>-Higher levels of participation in lunchtime activities</p>			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
SRC Leaders facilitate student activities	All Staff	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$5,000.00 <input checked="" type="checkbox"/> Equity funding will be used
YLM focus group ideas re what sorts of things they would like to see at lunchtime are, where possible, created	All Staff	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$3,000.00 <input checked="" type="checkbox"/> Equity funding will be used

SATTS data improves in related measures	School Improvement Team	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used
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Goal 4	To improve student engagement, attendance and build student voice, agency and leadership.
12 month target 4.1	<ul style="list-style-type: none"> •By the end of 2018, the SWPB approach to have further improved student attendance from 87% to 90% -Further implementation of BSEM in classrooms and the Yard with parents attending BSEM workshops with an agreed set of strategies to enhance student's ability to be calm, to connect with others and recognise their strengths and this improves student attendance from 87% to 90% -The percentage of students in agreement in Stimulating Learning Years 5-6 increases from 75% to 80% -The percentage of students in agreement in Learning Confidence Years 5-6 increases from 62% to 70% -The percentage of students in agreement in Student Safety Years 5-6 increases from 86% to 88% -The percentage of students in agreement in Stimulating Learning Years 7-12 increases from 41% to 50% -The percentage of students in agreement in Learning Confidence Years 7-12 increases from 50% to 60% -The percentage of students in agreement in Student Safety Years 7-12 increases from 75% to 80% • By the end of the year, Year Level Mentors to have implemented their plans for their year levels including regular 3 x term Focus Groups with students
FISO Initiative	Empowering students and building school pride
Key Improvement Strategy 3	Build teacher capacity to co-design aspirational goals with their students
Actions	<ul style="list-style-type: none"> -Professional learning regarding the use of student goals and how students can set their own goals per semester, term, week and lesson. -Teachers build student confident, optimism and self-belief through identifying student strengths and areas for improvement -Teachers ensure expectations and criteria for in class work and assessment are explicit. -Teachers provide students with a range of strategies, tools and rubrics to support student learning

	-Leading teachers conduct workshops with teachers regarding student goal setting -Students create and write their learning goals in collaboration with their teachers to progress their learning -Teachers use student learning goals to guide instruction and monitor the goal attainment			
Evidence of impact	-Students are able to create their own meaningful goals and monitor them -Staff refer to student goals to build student expectation, effort and performance			
Activities and Milestones	Who	Is this a Professional Learning Priority	When	Budget
-Staff attend professional learning re the use of student-created learning goals	Leadership Team	<input type="checkbox"/> No	from: Term 1 to: Term 1	\$1,200.00 <input checked="" type="checkbox"/> Equity funding will be used
-Student planners reflect the use of student-created goals with students and teachers reporting greater effort from students	All Staff	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$11,000.00 <input checked="" type="checkbox"/> Equity funding will be used
-Parents are informed of student goals to further support their achievement	All Staff	<input type="checkbox"/> No	from: Term 1 to: Term 4	\$0.00 <input type="checkbox"/> Equity funding will be used

Professional Learning and Development Plan - 2018

Laverton P-12 College (8861)

Professional Learning Priority	Who	When	Key Professional Learning Strategies	Organisational Structure	Expertise Accessed	Where
-Staff attend professional learning on HITS, HYS, HRLTPs and strategies for higher performing students	Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> Leadership partners	<input checked="" type="checkbox"/> On-site

			<input checked="" type="checkbox"/> Collaborative Inquiry/Action Research team	<input checked="" type="checkbox"/> Network Professional Learning <input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> External consultants Jane Pollock, John Munro, Ester Weichert	
-Action planning workshops take place: teachers performance and development plans contain evidence of the use of action plans	Leadership Team	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Individualised Reflection	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Network Professional Learning	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants BSEM, Jane Pollock, John Munro, Esther Weichert	<input checked="" type="checkbox"/> On-site
Facilitate school based workshops to support teacher learning re differentiation and moderation	Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Preparation <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
-Teachers attend workshops on how to build expectations with students and use externally developed SACs	Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants To be confirmed	<input checked="" type="checkbox"/> On-site
-VCE teachers attend workshops to learn a range of scaffolded supports for VCE students	Leadership Team	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day <input checked="" type="checkbox"/> Communities of Practice	<input checked="" type="checkbox"/> SEIL <input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants To be confirmed	<input checked="" type="checkbox"/> On-site

-Teachers work on curriculum maps each fortnight	Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / <input checked="" type="checkbox"/> Internal Professional Learning Sessions	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants Esther Weichert	<input checked="" type="checkbox"/> On-site
-Teachers attend workshops on curriculum mapping	Teacher(s)	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"/> Curriculum development	<input checked="" type="checkbox"/> Formal School Meeting / <input checked="" type="checkbox"/> Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants Esther Weichert	<input checked="" type="checkbox"/> On-site
-Staff attend workshops facilitated by Jane Pollock, John Munro and build their capacity to be more effective with higher levels of student growth and achievement	Teacher(s)	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Planning <input checked="" type="checkbox"/> Preparation <input checked="" type="checkbox"/> Curriculum development	<input checked="" type="checkbox"/> Whole School Pupil Free Day <input checked="" type="checkbox"/> Formal School Meeting / <input checked="" type="checkbox"/> Internal Professional Learning Sessions <input checked="" type="checkbox"/> Timetabled Planning Day	<input checked="" type="checkbox"/> Internal staff <input checked="" type="checkbox"/> External consultants Jane Pollock, John Munro, Esther Weichert	<input checked="" type="checkbox"/> On-site

Documents that support the plan

The school has uploaded the following documents to support the self-evaluation.

Dimension 1

[AIP Laverton P-12 2017.pdf \(0.72 MB\)](#)

Dimension 2

[Curriculum Map Design Tool.docx \(0.03 MB\)](#)

[Year 10 PE Curriculum Map \(1\).docx \(0.02 MB\)](#)

[Yr One Maths Curriculum Map.docx \(0.03 MB\)](#)

Dimension 3

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