

Monitoring and Assessment - 2020

Laverton P-12 College (8861)



Submitted for review by Rosa Marchionda (School Principal) on 04 March, 2020 at 12:18 PM
Endorsed by Judy Maguire (Senior Education Improvement Leader) on 04 March, 2020 at 02:35 PM
Awaiting endorsement by School Council President

Monitoring and Assessment - 2020

Term 1 monitoring (optional)

Goal 1	To improve student learning outcomes in Literacy and Numeracy for all students across the P-12 College.
12 Month Target 1.1	<p>To increase the number of students from P-6 and from Year 7-10, achieving At or Above the expected Victorian Curriculum levels in Reading from 83% (P-6) in 2018 to 85% (P-6) in 2019 and from 38% (7-10) in 2018 to 45% (7-10) in 2019.</p> <p>The percentage of students achieving at or above the expected PAT Reading benchmark to increase from XXXX to XXXX in 2019 (to be added).</p> <p>To achieve a minimum bell curve for Fountas and Pinnell data across the College - 25% below standard, 50% at standard and 25% above standard (new measure in 2019 - first time data is collected).</p>
12 Month Target 1.2	<p>The percentage of students in the NAPLAN High Relative Growth category for Reading, in Years 3-5 to increase from 33% to 34%, in 5-7 from 7% to 15% and in 7-9 from 17% to 20%.</p> <p>The percentage of students in the NAPLAN Low Relative Growth category for Reading, in Years 3-5 to decrease from 38% to 30%, in 5-7 from 39% to 35% and in 7-9 from 33% to 30%.</p>
12 Month Target 1.3	To increase the percentage of students in the top two NAPLAN bands for Reading in Year 3 from 40% to 42%, Year 5 from 19% to 21%, Year 7, from 6% to 10% and in Year 9 from 5% to 8% in 2019.
12 Month Target 1.4	<p>To increase the percentage of students completing VCE from 94% in 2018 to 96% in 2019</p> <p>To increase the percentage of students completing certificates from 92% in 2018 to 94% in 2019.</p>
12 Month Target 1.5	<p>To increase the VCE Median All-Study score from 23 in 2018 to 24 in 2019.</p> <p>To increase the VCE English score from 21 in to 23 in 2019</p>
12 Month Target 1.6	To reduce the average Absence Days in Year P-6 from 19.5 to 18 days and in Years 7-12 from 28.6 to 27 days in 2019.
KIS 1.a Building practice excellence	Create a quality culture of collaboration, by building Professional Learning Community structures, and ensure they are consistently implemented across the college.

Actions	<ul style="list-style-type: none"> - Enhance and build a high performing cohesive leadership team that is able to work together effectively using research based school improvement practices to enhance student outcomes, engagement and well being. - Continue to strengthen and build consistency of practice of Professional Learning Teams. Focus of work and support includes: develop data literacy within collaborative learning structures. - Work with the DSSI team to develop a consistent approach to reading (comprehension strategies) across P-10
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> - Know what they are learning and that teacher will support them with their learning at the point of need - understand their own learning progress - be able to set reading goals and what is required to achieve them. <p>Teachers will:</p> <ul style="list-style-type: none"> - Have an understanding of what collaboration is at Laverton P-12 College - work collaboratively and collectively to have a greater impact on student learning achievement. - Be able to collaboratively plan, teach and assess to differentiate the learning for each student at their point of need - develop consistent practices to reading and improve their knowledge in HITS to set goals for students <p>Leaders will:</p> <ul style="list-style-type: none"> - implement best practice initiatives that will support improving teacher capacity and positively impacting on student learning achievement - influence all staff by leading and managing change and monitoring PLT's for consistency.
Success Indicators	<ul style="list-style-type: none"> - PLT Inquiry Cycle documentation - Inquiry Cycle celebration presentations - PDP - Staff Opinion Survey - improvements with collective efficacy - students achieving their reading goals.
Delivery of the annual actions for this KIS	
Enablers	
Barriers	

Commentary on progress				
Future planning				
OPTIONAL: Upload Evidence				
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Lead second order change with implementing the PLT Inquiry Cycle. Support new PLT leaders to lead teams using FISO Inquiry Cycle.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	0%
Activity 2	Professional learning around data literacy practices coaching in PLT's development of assessment trackers and CFATs	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> Leadership Partners (DSSI)	from: Term 1 to: Term 4	0%
Activity 3	Support the implementation of consistent reading and literacy strategies from P-10 through: - development of school improvement plan - development of a coaching model for the college - building the capacity of teachers through coaching by AP - resourcing classroom libraries, take home readers and GR texts with quality literature - align all reading material to F&P	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Leadership Partners (DSSI) <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	0%

	- In house PL run by AP (running records, spelling approach)			
KIS 1.b Curriculum planning and assessment	Develop, implement and evaluate a consistent Guaranteed and Viable Curriculum (GVC) across the college.			
Actions	<ul style="list-style-type: none"> - Establishing a consistent understanding and approach across the college of the purpose and features of a Guaranteed and Viable curriculum. - Teachers and teams to continue working together to refine and enhance learning expectations for students with a focus on reading. 			
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> - know they have the same access to learning as classes in their year level - understand that there will be consistency in the content and learning opportunities and expectations - Be able to engage with learning opportunities and agreed expectations <p>Teachers will:</p> <ul style="list-style-type: none"> - Implement that we use a consistent model college wide to document our GVC. - understand what the purpose of a GVC is and how this links to learning tasks and student outcomes - be able to actively use, update and refine the GVC document <p>Leaders will:</p> <ul style="list-style-type: none"> - ensure that all teachers are using, engaging and refining the GVC - understand that all learning tasks are connected to the skills, knowledge and understandings within the GVC - be able to provided ongoing monitoring of the GVC through PLTs and individual teachers. 			
Success Indicators	<ul style="list-style-type: none"> - GVC documentation - PLT Inquiry Cycle evidence of student learning - feedback through PLTs - ATToSS - stimulated learning 			
Delivery of the annual actions for this KIS				
Enablers				

Barriers				
Commentary on progress				
Future planning				
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Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Leadership team to support the professional learning and development of a GVC college wide.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Leading Teacher(s)	from: Term 1 to: Term 4	0%
Activity 2	Allocate staff meetings for developing understandings re: purpose and features of a GVC and how to monitor impact and effectiveness of a GVC. Start creating Essential Understanding GVC documents.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Assistant Principal	from: Term 1 to: Term 4	0%
Activity 3	Allocate two Curriculum Days Term 1 29th January and Term 4 2nd November to allow teams to continue to establish GVC.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	0%
Goal 2	To build a learning culture of high expectations that empowers both students and staff.			
12 Month Target 2.1	The School Staff Survey positive endorsement in the school climate module will be: Academic Emphasis to be greater than or equal to 50% Collective Efficacy to be greater than or equal to 50% Collective Responsibility to be greater than or equal to 68%			

<p>12 Month Target 2.2</p>	<p>By the end of 2019, the Attitude to School Survey- for</p> <p>Effective Classroom Behaviour will be: Year 4-6: to be greater or equal to 78% Year 7-9: to be greater than or equal to 56% Year 10-12: to be greater than or equal to 62%.</p> <p>Effort, will be: Years 4-6: to be greater or equal to 78%. Years 7-9: to be greater or equal to 64%. Years 10-12: to be greater or equal to 78%.</p> <p>High Expectations for Success, will be: Years 4-6: to be greater or equal to 92%. Years 7-9: to be greater or equal to 75% Years 10-12: to be greater or equal to 82%.</p> <p>Teacher Concern, will be: Years 4-6: to be greater or equal to 75% Years 7-9: to be greater or equal to 45% Years 10-12: to be greater or equal to 50%.</p> <p>Not Experiencing Bullying, will be: Year 4-6: to be greater than or equal to 55% Year 7-9: to be greater than or equal to 50% Year 10-12: to be greater than or equal to 73%.</p> <p>Managing Bullying, will be: Years 4-6: to be greater than or equal to: 83% 7-9 to be greater than or equal to: 48% 10-12 to be greater than or equal to 60%.</p>
<p>12 Month Target 2.3</p>	<p>By the end of 2019, improved Percentage of Positive Endorsement in the Student Cognitive Engagement module:</p> <ul style="list-style-type: none"> - High Expectations for Success: To be greater than or equal to: 88% - Stimulating Learning Environment: To be greater than or equal to: 78% - Student Motivation and Support: To be greater than or equal to: 73%

	<p>By the end of 2019, improved Percentage of Positive Endorsement in the Safety Module:</p> <ul style="list-style-type: none"> - Managing Bullying: To be greater than or equal to: 72% - Promoting Positive Behaviors: To be greater than or equal to: 82%
KIS 2.a Setting expectations and promoting inclusion	Build collective commitment, capacity and responsibility to a whole school approach to student wellbeing.
Actions	- Strengthen the consistency of understanding across the College of SWPB
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> - Know what the SWPB chart is and where they can find it. - What the learning and behavioural expectations across the college are. - Students to identify areas of the chart they can display consistently <p>Teachers will:</p> <ul style="list-style-type: none"> - Know that students know where the SWPB Chart is and its purpose. - Understand that the values build a culture of respect and responsibility to enhance student learning and wellbeing. - Be able to teach the values and explain how it impacts learning, social interaction and resilience. <p>Leaders will:</p> <ul style="list-style-type: none"> - Know that staff are aware of the existence and purpose of the SWPB Chart and where to locate it. - Understand ways to support staff to implement the use of the SWPB Chart. - Be able to induct, refresh and review the staff usage and effectiveness of the SWPB Chart.
Success Indicators	<ul style="list-style-type: none"> - SWPB chart in every learning space across the college - feedback from students - PL within PLTs/whole school meetings
Delivery of the annual actions for this KIS	
Enablers	
Barriers	

Commentary on progress				
Future planning				
OPTIONAL: Upload Evidence				
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Employment of speech therapist and occupational therapist to support with phonics and fine motor skills, and to work with small groups of students deemed at risk.	<input checked="" type="checkbox"/> Allied Health	from: Term 1 to: Term 4	0%
Activity 2	SWPB working party to be released for a full day working party to work with DET representative and to meet fortnightly after school on a Thursday.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Allied Health	from: Term 1 to: Term 4	0%
Activity 3	Student wellbeing team to conduct professional learning for Home Group teachers that supports building connections and relationships with students. Also to share and support Home Group teachers with ways to engage students to strengthen student/teacher connectedness.	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	0%
Activity 4	Allocate at least one after school meetings per term focused around building consistency and enhancing the impact of SWPB. PL provided by SWPB working party.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Allied Health <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	0%
Activity 5	Employment of additional student support staff to assist with student	<input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	from: Term 1	0%

	social/emotional/mental well being. These staff include - Psychologist - Social Worker		to: Term 4	
Activity 6	Yearly Level mentors to be released x1 full day per term to reflect on and refine role. Team to review their role description and identify measures of success. Team to be supported and overseen by LS Matt Gallagher. YLM to identify key leadership behaviours that would support them in doing role successfully.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	0%
Activity 7	Allocate after school meeting x1 per term to allow YLM & HGT to share their role and how they will work to support the school with achieving Goal 2 of SSP, and to allow staff to provide feedback.	<input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Allied Health	from: Term 1 to: Term 4	0%
KIS 2.b Building practice excellence	Support and engage staff in a coaching process in order to build consistency in the teaching and learning practices, with a focus on improving the learning outcomes for all students.			
Actions	<ul style="list-style-type: none"> - Strengthening the college's approach on how students are supported to read. - Enhance consistency across the college on how students are supported to read – focus: GVC, the third teacher, independent reading and conferencing. - Enhance teacher understanding of the IMPACT model through the reading approach – and how the key focus areas for 2020 fit into this model. 			
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> - know that we have consistency in how lessons are delivered across the school; IMPACT is a common model. - understand how IMPACT supports their learning, and that there are important roles for both teacher and student in IMPACT. - be able to articulate what they are learning and engage with each step of the lesson. <p>Teachers will:</p>			

	<ul style="list-style-type: none"> - know there is an IMPACT model and we deliver it explicitly - understand why consistency is key for learning growth and success across the college - be able to incorporate HITS into each stage of the IMPACT model <p>Leaders will:</p> <ul style="list-style-type: none"> - know how consistently IMPACT is being used and where support is needed - understand that there are different levels of confidence amongst staff with the use of IMPACT, and support accordingly - induct and support new staff to use IMPACT effectively, monitor school-wide use and success, & provide PL as needed. 			
Success Indicators	<ul style="list-style-type: none"> - IMPACT planning documents - GVC documentation. 			
Delivery of the annual actions for this KIS				
Enablers				
Barriers				
Commentary on progress				
Future planning				
OPTIONAL: Upload Evidence				
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Learning Specialists and Leading Teachers empowered to lead this work. This includes strengthening the use of the IMPACT model and developing a coaching plan for Term 2-4 to ensure consistency of practices and understandings across the college.	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Assistant Principal 	from: Term 2 to: Term 4	0%
Activity 2	Develop an agreed and shared understanding of what you would expect to	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All Staff 	from: Term 1	0%

	see and hear in a highly effective and engaging classroom from Prep-10 WP to refine own practices based on above dot point.		to: Term 4	
Activity 3	Professional Learning on Curriculum Day 28th January to focus on setting the scene for this work and to outline actions/expectations and goals for 2020.	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 1	0%
Activity 4	Allocate Professional Learning for staff - at least 3 sessions per term. Focus around learning, reflecting, goal setting and refining practices/understandings.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	0%
Activity 5	Complete a draft of the Numeracy continuum from Prep - 10 (focus on Number)	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	0%
Activity 6	Conduct PL for all staff once per term in Term 2 - 4	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Leading Teacher(s)	from: Term 1 to: Term 4	0%
Activity 7	Provide time for Mathematics Working Party to meet. Goals for 2020.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	0%
Activity 8	Refine draft to ensure language is consistent and to reduce variability of understanding.	<input checked="" type="checkbox"/> All Staff	from: Term 1	0%

			to: Term 4	
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Monitoring and Assessment - 2020

Mid-year monitoring

Goal 1	To improve student learning outcomes in Literacy and Numeracy for all students across the P-12 College.
12 Month Target 1.1	<p>To increase the number of students from P-6 and from Year 7-10, achieving At or Above the expected Victorian Curriculum levels in Reading from 83% (P-6) in 2018 to 85% (P-6) in 2019 and from 38% (7-10) in 2018 to 45% (7-10) in 2019.</p> <p>The percentage of students achieving at or above the expected PAT Reading benchmark to increase from XXXX to XXXX in 2019 (to be added).</p> <p>To achieve a minimum bell curve for Fountas and Pinnell data across the College - 25% below standard, 50% at standard and 25% above standard (new measure in 2019 - first time data is collected).</p>
12 Month Target 1.2	<p>The percentage of students in the NAPLAN High Relative Growth category for Reading, in Years 3-5 to increase from 33% to 34%, in 5-7 from 7% to 15% and in 7-9 from 17% to 20%.</p> <p>The percentage of students in the NAPLAN Low Relative Growth category for Reading, in Years 3-5 to decrease from 38% to 30%, in 5-7 from 39% to 35% and in 7-9 from 33% to 30%.</p>
12 Month Target 1.3	To increase the percentage of students in the top two NAPLAN bands for Reading in Year 3 from 40% to 42%, Year 5 from 19% to 21%, Year 7, from 6% to 10% and in Year 9 from 5% to 8% in 2019.
12 Month Target 1.4	<p>To increase the percentage of students completing VCE from 94% in 2018 to 96% in 2019</p> <p>To increase the percentage of students completing certificates from 92% in 2018 to 94% in 2019.</p>
12 Month Target 1.5	<p>To increase the VCE Median All-Study score from 23 in 2018 to 24 in 2019.</p> <p>To increase the VCE English score from 21 in to 23 in 2019</p>
12 Month Target 1.6	To reduce the average Absence Days in Year P-6 from 19.5 to 18 days and in Years 7-12 from 28.6 to 27 days in 2019.
KIS 1.a Building practice excellence	Create a quality culture of collaboration, by building Professional Learning Community structures, and ensure they are consistently implemented across the college.

Actions	<ul style="list-style-type: none"> - Enhance and build a high performing cohesive leadership team that is able to work together effectively using research based school improvement practices to enhance student outcomes, engagement and well being. - Continue to strengthen and build consistency of practice of Professional Learning Teams. Focus of work and support includes: develop data literacy within collaborative learning structures. - Work with the DSSI team to develop a consistent approach to reading (comprehension strategies) across P-10
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> - Know what they are learning and that teacher will support them with their learning at the point of need - understand their own learning progress - be able to set reading goals and what is required to achieve them. <p>Teachers will:</p> <ul style="list-style-type: none"> - Have an understanding of what collaboration is at Laverton P-12 College - work collaboratively and collectively to have a greater impact on student learning achievement. - Be able to collaboratively plan, teach and assess to differentiate the learning for each student at their point of need - develop consistent practices to reading and improve their knowledge in HITS to set goals for students <p>Leaders will:</p> <ul style="list-style-type: none"> - implement best practice initiatives that will support improving teacher capacity and positively impacting on student learning achievement - influence all staff by leading and managing change and monitoring PLT's for consistency.
Success Indicators	<ul style="list-style-type: none"> - PLT Inquiry Cycle documentation - Inquiry Cycle celebration presentations - PDP - Staff Opinion Survey - improvements with collective efficacy - students achieving their reading goals.
Delivery of the annual actions for this KIS	
Enablers	
Barriers	

Commentary on progress				
Future planning				
OPTIONAL: Upload Evidence				
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Lead second order change with implementing the PLT Inquiry Cycle. Support new PLT leaders to lead teams using FISO Inquiry Cycle.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	0%
Activity 2	Professional learning around data literacy practices coaching in PLT's development of assessment trackers and CFATs	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> Leadership Partners (DSSI)	from: Term 1 to: Term 4	0%
Activity 3	Support the implementation of consistent reading and literacy strategies from P-10 through: - development of school improvement plan- development of a coaching model for the college - building the capacity of teachers through coaching by AP - resourcing classroom libraries, take home readers and GR texts with quality literature - align all reading material to F&P	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Leadership Partners (DSSI) <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	0%

	- In house PL run by AP (running records, spelling approach)			
KIS 1.b Curriculum planning and assessment	Develop, implement and evaluate a consistent Guaranteed and Viable Curriculum (GVC) across the college.			
Actions	<ul style="list-style-type: none"> - Establishing a consistent understanding and approach across the college of the purpose and features of a Guaranteed and Viable curriculum. - Teachers and teams to continue working together to refine and enhance learning expectations for students with a focus on reading. 			
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> - know they have the same access to learning as classes in their year level - understand that there will be consistency in the content and learning opportunities and expectations - Be able to engage with learning opportunities and agreed expectations <p>Teachers will:</p> <ul style="list-style-type: none"> - Implement that we use a consistent model college wide to document our GVC. - understand what the purpose of a GVC is and how this links to learning tasks and student outcomes - be able to actively use, update and refine the GVC document <p>Leaders will:</p> <ul style="list-style-type: none"> - ensure that all teachers are using, engaging and refining the GVC - understand that all learning tasks are connected to the skills, knowledge and understandings within the GVC - be able to provided ongoing monitoring of the GVC through PLTs and individual teachers. 			
Success Indicators	<ul style="list-style-type: none"> - GVC documentation - PLT Inquiry Cycle evidence of student learning - feedback through PLTs - ATToSS - stimulated learning 			
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<p>12 Month Target 2.2</p>	<p>By the end of 2019, the Attitude to School Survey- for</p> <p>Effective Classroom Behaviour will be: Year 4-6: to be greater or equal to 78% Year 7-9: to be greater than or equal to 56% Year 10-12: to be greater than or equal to 62%.</p> <p>Effort, will be: Years 4-6: to be greater or equal to 78%. Years 7-9: to be greater or equal to 64%. Years 10-12: to be greater or equal to 78%.</p> <p>High Expectations for Success, will be: Years 4-6: to be greater or equal to 92%. Years 7-9: to be greater or equal to 75% Years 10-12: to be greater or equal to 82%.</p> <p>Teacher Concern, will be: Years 4-6: to be greater or equal to 75% Years 7-9: to be greater or equal to 45% Years 10-12: to be greater or equal to 50%.</p> <p>Not Experiencing Bullying, will be: Year 4-6: to be greater than or equal to 55% Year 7-9: to be greater than or equal to 50% Year 10-12: to be greater than or equal to 73%.</p> <p>Managing Bullying, will be: Years 4-6: to be greater than or equal to: 83% 7-9 to be greater than or equal to: 48% 10-12 to be greater than or equal to 60%.</p>
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	<p>By the end of 2019, improved Percentage of Positive Endorsement in the Safety Module:</p> <ul style="list-style-type: none"> - Managing Bullying: To be greater than or equal to: 72% - Promoting Positive Behaviors: To be greater than or equal to: 82%
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Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> - Know what the SWPB chart is and where they can find it. - What the learning and behavioural expectations across the college are. - Students to identify areas of the chart they can display consistently <p>Teachers will:</p> <ul style="list-style-type: none"> - Know that students know where the SWPB Chart is and its purpose. - Understand that the values build a culture of respect and responsibility to enhance student learning and wellbeing. - Be able to teach the values and explain how it impacts learning, social interaction and resilience. <p>Leaders will:</p> <ul style="list-style-type: none"> - Know that staff are aware of the existence and purpose of the SWPB Chart and where to locate it. - Understand ways to support staff to implement the use of the SWPB Chart. - Be able to induct, refresh and review the staff usage and effectiveness of the SWPB Chart.
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Activity 4	Allocate at least one after school meetings per term focused around building consistency and enhancing the impact of SWPB. PL provided by SWPB working party.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Allied Health <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	0%
Activity 5	Employment of additional student support staff to assist with student	<input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	from: Term 1	0%

	social/emotional/mental well being. These staff include - Psychologist - Social Worker		to: Term 4	
Activity 6	Yearly Level mentors to be released x1 full day per term to reflect on and refine role. Team to review their role description and identify measures of success. Team to be supported and overseen by LS Matt Gallagher. YLM to identify key leadership behaviours that would support them in doing role successfully.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	0%
Activity 7	Allocate after school meeting x1 per term to allow YLM & HGT to share their role and how they will work to support the school with achieving Goal 2 of SSP, and to allow staff to provide feedback.	<input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Allied Health	from: Term 1 to: Term 4	0%
KIS 2.b Building practice excellence	Support and engage staff in a coaching process in order to build consistency in the teaching and learning practices, with a focus on improving the learning outcomes for all students.			
Actions	<ul style="list-style-type: none"> - Strengthening the college's approach on how students are supported to read. - Enhance consistency across the college on how students are supported to read – focus: GVC, the third teacher, independent reading and conferencing. - Enhance teacher understanding of the IMPACT model through the reading approach – and how the key focus areas for 2020 fit into this model. 			
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> - know that we have consistency in how lessons are delivered across the school; IMPACT is a common model. - understand how IMPACT supports their learning, and that there are important roles for both teacher and student in IMPACT. - be able to articulate what they are learning and engage with each step of the lesson. <p>Teachers will:</p>			

	<ul style="list-style-type: none"> - know there is an IMPACT model and we deliver it explicitly - understand why consistency is key for learning growth and success across the college - be able to incorporate HITS into each stage of the IMPACT model <p>Leaders will:</p> <ul style="list-style-type: none"> - know how consistently IMPACT is being used and where support is needed - understand that there are different levels of confidence amongst staff with the use of IMPACT, and support accordingly - induct and support new staff to use IMPACT effectively, monitor school-wide use and success, & provide PL as needed. 			
Success Indicators	<ul style="list-style-type: none"> - IMPACT planning documents - GVC documentation. 			
Delivery of the annual actions for this KIS				
Enablers				
Barriers				
Commentary on progress				
Future planning				
OPTIONAL: Upload Evidence				
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Learning Specialists and Leading Teachers empowered to lead this work. This includes strengthening the use of the IMPACT model and developing a coaching plan for Term 2-4 to ensure consistency of practices and understandings across the college.	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Assistant Principal 	from: Term 2 to: Term 4	0%
Activity 2	Develop an agreed and shared understanding of what you would expect to	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All Staff 	from: Term 1	0%

	see and hear in a highly effective and engaging classroom from Prep-10 WP to refine own practices based on above dot point.		to: Term 4	
Activity 3	Professional Learning on Curriculum Day 28th January to focus on setting the scene for this work and to outline actions/expectations and goals for 2020.	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 1	0%
Activity 4	Allocate Professional Learning for staff - at least 3 sessions per term. Focus around learning, reflecting, goal setting and refining practices/understandings.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	0%
Activity 5	Complete a draft of the Numeracy continuum from Prep - 10 (focus on Number)	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	0%
Activity 6	Conduct PL for all staff once per term in Term 2 - 4	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Leading Teacher(s)	from: Term 1 to: Term 4	0%
Activity 7	Provide time for Mathematics Working Party to meet. Goals for 2020.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	0%
Activity 8	Refine draft to ensure language is consistent and to reduce variability of understanding.	<input checked="" type="checkbox"/> All Staff	from: Term 1	0%

			to: Term 4	
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Monitoring and Assessment - 2020

Term 3 monitoring (optional)

Goal 1	To improve student learning outcomes in Literacy and Numeracy for all students across the P-12 College.
12 Month Target 1.1	<p>To increase the number of students from P-6 and from Year 7-10, achieving At or Above the expected Victorian Curriculum levels in Reading from 83% (P-6) in 2018 to 85% (P-6) in 2019 and from 38% (7-10) in 2018 to 45% (7-10) in 2019.</p> <p>The percentage of students achieving at or above the expected PAT Reading benchmark to increase from XXXX to XXXX in 2019 (to be added).</p> <p>To achieve a minimum bell curve for Fountas and Pinnell data across the College - 25% below standard, 50% at standard and 25% above standard (new measure in 2019 - first time data is collected).</p>
12 Month Target 1.2	<p>The percentage of students in the NAPLAN High Relative Growth category for Reading, in Years 3-5 to increase from 33% to 34%, in 5-7 from 7% to 15% and in 7-9 from 17% to 20%.</p> <p>The percentage of students in the NAPLAN Low Relative Growth category for Reading, in Years 3-5 to decrease from 38% to 30%, in 5-7 from 39% to 35% and in 7-9 from 33% to 30%.</p>
12 Month Target 1.3	To increase the percentage of students in the top two NAPLAN bands for Reading in Year 3 from 40% to 42%, Year 5 from 19% to 21%, Year 7, from 6% to 10% and in Year 9 from 5% to 8% in 2019.
12 Month Target 1.4	<p>To increase the percentage of students completing VCE from 94% in 2018 to 96% in 2019</p> <p>To increase the percentage of students completing certificates from 92% in 2018 to 94% in 2019.</p>
12 Month Target 1.5	<p>To increase the VCE Median All-Study score from 23 in 2018 to 24 in 2019.</p> <p>To increase the VCE English score from 21 in to 23 in 2019</p>
12 Month Target 1.6	To reduce the average Absence Days in Year P-6 from 19.5 to 18 days and in Years 7-12 from 28.6 to 27 days in 2019.
KIS 1.a Building practice excellence	Create a quality culture of collaboration, by building Professional Learning Community structures, and ensure they are consistently implemented across the college.

Actions	<ul style="list-style-type: none"> - Enhance and build a high performing cohesive leadership team that is able to work together effectively using research based school improvement practices to enhance student outcomes, engagement and well being. - Continue to strengthen and build consistency of practice of Professional Learning Teams. Focus of work and support includes: develop data literacy within collaborative learning structures. - Work with the DSSI team to develop a consistent approach to reading (comprehension strategies) across P-10
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> - Know what they are learning and that teacher will support them with their learning at the point of need - understand their own learning progress - be able to set reading goals and what is required to achieve them. <p>Teachers will:</p> <ul style="list-style-type: none"> - Have an understanding of what collaboration is at Laverton P-12 College - work collaboratively and collectively to have a greater impact on student learning achievement. - Be able to collaboratively plan, teach and assess to differentiate the learning for each student at their point of need - develop consistent practices to reading and improve their knowledge in HITS to set goals for students <p>Leaders will:</p> <ul style="list-style-type: none"> - implement best practice initiatives that will support improving teacher capacity and positively impacting on student learning achievement - influence all staff by leading and managing change and monitoring PLT's for consistency.
Success Indicators	<ul style="list-style-type: none"> - PLT Inquiry Cycle documentation - Inquiry Cycle celebration presentations - PDP - Staff Opinion Survey - improvements with collective efficacy - students achieving their reading goals.
Delivery of the annual actions for this KIS	
Enablers	
Barriers	

Commentary on progress				
Future planning				
OPTIONAL: Upload Evidence				
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Lead second order change with implementing the PLT Inquiry Cycle. Support new PLT leaders to lead teams using FISO Inquiry Cycle.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	0%
Activity 2	Professional learning around data literacy practices coaching in PLT's development of assessment trackers and CFATs	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> Leadership Partners (DSSI)	from: Term 1 to: Term 4	0%
Activity 3	Support the implementation of consistent reading and literacy strategies from P-10 through: - development of school improvement plan - development of a coaching model for the college - building the capacity of teachers through coaching by AP - resourcing classroom libraries, take home readers and GR texts with quality literature - align all reading material to F&P	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Leadership Partners (DSSI) <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	0%

	- In house PL run by AP (running records, spelling approach)			
KIS 1.b Curriculum planning and assessment	Develop, implement and evaluate a consistent Guaranteed and Viable Curriculum (GVC) across the college.			
Actions	<ul style="list-style-type: none"> - Establishing a consistent understanding and approach across the college of the purpose and features of a Guaranteed and Viable curriculum. - Teachers and teams to continue working together to refine and enhance learning expectations for students with a focus on reading. 			
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> - know they have the same access to learning as classes in their year level - understand that there will be consistency in the content and learning opportunities and expectations - Be able to engage with learning opportunities and agreed expectations <p>Teachers will:</p> <ul style="list-style-type: none"> - Implement that we use a consistent model college wide to document our GVC. - understand what the purpose of a GVC is and how this links to learning tasks and student outcomes - be able to actively use, update and refine the GVC document <p>Leaders will:</p> <ul style="list-style-type: none"> - ensure that all teachers are using, engaging and refining the GVC - understand that all learning tasks are connected to the skills, knowledge and understandings within the GVC - be able to provided ongoing monitoring of the GVC through PLTs and individual teachers. 			
Success Indicators	<ul style="list-style-type: none"> - GVC documentation - PLT Inquiry Cycle evidence of student learning - feedback through PLTs - ATToSS - stimulated learning 			
Delivery of the annual actions for this KIS				
Enablers				

Barriers				
Commentary on progress				
Future planning				
OPTIONAL: Upload Evidence				
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Leadership team to support the professional learning and development of a GVC college wide.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Leading Teacher(s)	from: Term 1 to: Term 4	0%
Activity 2	Allocate staff meetings for developing understandings re: purpose and features of a GVC and how to monitor impact and effectiveness of a GVC. Start creating Essential Understanding GVC documents.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Assistant Principal	from: Term 1 to: Term 4	0%
Activity 3	Allocate two Curriculum Days Term 1 29th January and Term 4 2nd November to allow teams to continue to establish GVC.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	0%
Goal 2	To build a learning culture of high expectations that empowers both students and staff.			
12 Month Target 2.1	The School Staff Survey positive endorsement in the school climate module will be: Academic Emphasis to be greater than or equal to 50% Collective Efficacy to be greater than or equal to 50% Collective Responsibility to be greater than or equal to 68%			

<p>12 Month Target 2.2</p>	<p>By the end of 2019, the Attitude to School Survey- for</p> <p>Effective Classroom Behaviour will be: Year 4-6: to be greater or equal to 78% Year 7-9: to be greater than or equal to 56% Year 10-12: to be greater than or equal to 62%.</p> <p>Effort, will be: Years 4-6: to be greater or equal to 78%. Years 7-9: to be greater or equal to 64%. Years 10-12: to be greater or equal to 78%.</p> <p>High Expectations for Success, will be: Years 4-6: to be greater or equal to 92%. Years 7-9: to be greater or equal to 75% Years 10-12: to be greater or equal to 82%.</p> <p>Teacher Concern, will be: Years 4-6: to be greater or equal to 75% Years 7-9: to be greater or equal to 45% Years 10-12: to be greater or equal to 50%.</p> <p>Not Experiencing Bullying, will be: Year 4-6: to be greater than or equal to 55% Year 7-9: to be greater than or equal to 50% Year 10-12: to be greater than or equal to 73%.</p> <p>Managing Bullying, will be: Years 4-6: to be greater than or equal to: 83% 7-9 to be greater than or equal to: 48% 10-12 to be greater than or equal to 60%.</p>
<p>12 Month Target 2.3</p>	<p>By the end of 2019, improved Percentage of Positive Endorsement in the Student Cognitive Engagement module:</p> <ul style="list-style-type: none"> - High Expectations for Success: To be greater than or equal to: 88% - Stimulating Learning Environment: To be greater than or equal to: 78% - Student Motivation and Support: To be greater than or equal to: 73%

	<p>By the end of 2019, improved Percentage of Positive Endorsement in the Safety Module:</p> <ul style="list-style-type: none"> - Managing Bullying: To be greater than or equal to: 72% - Promoting Positive Behaviors: To be greater than or equal to: 82%
KIS 2.a Setting expectations and promoting inclusion	Build collective commitment, capacity and responsibility to a whole school approach to student wellbeing.
Actions	- Strengthen the consistency of understanding across the College of SWPB
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> - Know what the SWPB chart is and where they can find it. - What the learning and behavioural expectations across the college are. - Students to identify areas of the chart they can display consistently <p>Teachers will:</p> <ul style="list-style-type: none"> - Know that students know where the SWPB Chart is and its purpose. - Understand that the values build a culture of respect and responsibility to enhance student learning and wellbeing. - Be able to teach the values and explain how it impacts learning, social interaction and resilience. <p>Leaders will:</p> <ul style="list-style-type: none"> - Know that staff are aware of the existence and purpose of the SWPB Chart and where to locate it. - Understand ways to support staff to implement the use of the SWPB Chart. - Be able to induct, refresh and review the staff usage and effectiveness of the SWPB Chart.
Success Indicators	<ul style="list-style-type: none"> - SWPB chart in every learning space across the college - feedback from students - PL within PLTs/whole school meetings
Delivery of the annual actions for this KIS	
Enablers	
Barriers	

Commentary on progress				
Future planning				
OPTIONAL: Upload Evidence				
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Employment of speech therapist and occupational therapist to support with phonics and fine motor skills, and to work with small groups of students deemed at risk.	<input checked="" type="checkbox"/> Allied Health	from: Term 1 to: Term 4	0%
Activity 2	SWPB working party to be released for a full day working party to work with DET representative and to meet fortnightly after school on a Thursday.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Allied Health	from: Term 1 to: Term 4	0%
Activity 3	Student wellbeing team to conduct professional learning for Home Group teachers that supports building connections and relationships with students. Also to share and support Home Group teachers with ways to engage students to strengthen student/teacher connectedness.	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	0%
Activity 4	Allocate at least one after school meetings per term focused around building consistency and enhancing the impact of SWPB. PL provided by SWPB working party.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Allied Health <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	0%
Activity 5	Employment of additional student support staff to assist with student	<input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	from: Term 1	0%

	social/emotional/mental well being. These staff include - Psychologist - Social Worker		to: Term 4	
Activity 6	Yearly Level mentors to be released x1 full day per term to reflect on and refine role. Team to review their role description and identify measures of success. Team to be supported and overseen by LS Matt Gallagher. YLM to identify key leadership behaviours that would support them in doing role successfully.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	0%
Activity 7	Allocate after school meeting x1 per term to allow YLM & HGT to share their role and how they will work to support the school with achieving Goal 2 of SSP, and to allow staff to provide feedback.	<input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Allied Health	from: Term 1 to: Term 4	0%
KIS 2.b Building practice excellence	Support and engage staff in a coaching process in order to build consistency in the teaching and learning practices, with a focus on improving the learning outcomes for all students.			
Actions	<ul style="list-style-type: none"> - Strengthening the college's approach on how students are supported to read. - Enhance consistency across the college on how students are supported to read – focus: GVC, the third teacher, independent reading and conferencing. - Enhance teacher understanding of the IMPACT model through the reading approach – and how the key focus areas for 2020 fit into this model. 			
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> - know that we have consistency in how lessons are delivered across the school; IMPACT is a common model. - understand how IMPACT supports their learning, and that there are important roles for both teacher and student in IMPACT. - be able to articulate what they are learning and engage with each step of the lesson. <p>Teachers will:</p>			

	<ul style="list-style-type: none"> - know there is an IMPACT model and we deliver it explicitly - understand why consistency is key for learning growth and success across the college - be able to incorporate HITS into each stage of the IMPACT model <p>Leaders will:</p> <ul style="list-style-type: none"> - know how consistently IMPACT is being used and where support is needed - understand that there are different levels of confidence amongst staff with the use of IMPACT, and support accordingly - induct and support new staff to use IMPACT effectively, monitor school-wide use and success, & provide PL as needed. 			
Success Indicators	<ul style="list-style-type: none"> - IMPACT planning documents - GVC documentation. 			
Delivery of the annual actions for this KIS				
Enablers				
Barriers				
Commentary on progress				
Future planning				
OPTIONAL: Upload Evidence				
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Learning Specialists and Leading Teachers empowered to lead this work. This includes strengthening the use of the IMPACT model and developing a coaching plan for Term 2-4 to ensure consistency of practices and understandings across the college.	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Assistant Principal 	from: Term 2 to: Term 4	0%
Activity 2	Develop an agreed and shared understanding of what you would expect to	<input checked="" type="checkbox"/> All Staff	from: Term 1	0%

	see and hear in a highly effective and engaging classroom from Prep-10 WP to refine own practices based on above dot point.		to: Term 4	
Activity 3	Professional Learning on Curriculum Day 28th January to focus on setting the scene for this work and to outline actions/expectations and goals for 2020.	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 1	0%
Activity 4	Allocate Professional Learning for staff - at least 3 sessions per term. Focus around learning, reflecting, goal setting and refining practices/understandings.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	0%
Activity 5	Complete a draft of the Numeracy continuum from Prep - 10 (focus on Number)	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	0%
Activity 6	Conduct PL for all staff once per term in Term 2 - 4	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Leading Teacher(s)	from: Term 1 to: Term 4	0%
Activity 7	Provide time for Mathematics Working Party to meet. Goals for 2020.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	0%
Activity 8	Refine draft to ensure language is consistent and to reduce variability of understanding.	<input checked="" type="checkbox"/> All Staff	from: Term 1	0%

			to: Term 4	
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Monitoring and Assessment - 2020

End-of-year monitoring

Goal 1	To improve student learning outcomes in Literacy and Numeracy for all students across the P-12 College.
12 Month Target 1.1	<p>To increase the number of students from P-6 and from Year 7-10, achieving At or Above the expected Victorian Curriculum levels in Reading from 83% (P-6) in 2018 to 85% (P-6) in 2019 and from 38% (7-10) in 2018 to 45% (7-10) in 2019.</p> <p>The percentage of students achieving at or above the expected PAT Reading benchmark to increase from XXXX to XXXX in 2019 (to be added).</p> <p>To achieve a minimum bell curve for Fountas and Pinnell data across the College - 25% below standard, 50% at standard and 25% above standard (new measure in 2019 - first time data is collected).</p>
Has this 12 month target met	Not Met
12 Month Target 1.2	<p>The percentage of students in the NAPLAN High Relative Growth category for Reading, in Years 3-5 to increase from 33% to 34%, in 5-7 from 7% to 15% and in 7-9 from 17% to 20%.</p> <p>The percentage of students in the NAPLAN Low Relative Growth category for Reading, in Years 3-5 to decrease from 38% to 30%, in 5-7 from 39% to 35% and in 7-9 from 33% to 30%.</p>
Has this 12 month target met	Not Met
12 Month Target 1.3	To increase the percentage of students in the top two NAPLAN bands for Reading in Year 3 from 40% to 42%, Year 5 from 19% to 21%, Year 7, from 6% to 10% and in Year 9 from 5% to 8% in 2019.
Has this 12 month target met	Not Met
12 Month Target 1.4	<p>To increase the percentage of students completing VCE from 94% in 2018 to 96% in 2019</p> <p>To increase the percentage of students completing certificates from 92% in 2018 to 94% in 2019.</p>
Has this 12 month target met	Not Met

12 Month Target 1.5	To increase the VCE Median All-Study score from 23 in 2018 to 24 in 2019. To increase the VCE English score from 21 in to 23 in 2019
Has this 12 month target met	Not Met
12 Month Target 1.6	To reduce the average Absence Days in Year P-6 from 19.5 to 18 days and in Years 7-12 from 28.6 to 27 days in 2019.
Has this 12 month target met	Not Met
KIS 1.a Building practice excellence	Create a quality culture of collaboration, by building Professional Learning Community structures, and ensure they are consistently implemented across the college.
Actions	<ul style="list-style-type: none"> - Enhance and build a high performing cohesive leadership team that is able to work together effectively using research based school improvement practices to enhance student outcomes, engagement and well being. - Continue to strengthen and build consistency of practice of Professional Learning Teams. Focus of work and support includes: develop data literacy within collaborative learning structures. - Work with the DSSI team to develop a consistent approach to reading (comprehension strategies) across P-10
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> - Know what they are learning and that teacher will support them with their learning at the point of need - understand their own learning progress - be able to set reading goals and what is required to achieve them. <p>Teachers will:</p> <ul style="list-style-type: none"> - Have an understanding of what collaboration is at Laverton P-12 College - work collaboratively and collectively to have a greater impact on student learning achievement. - Be able to collaboratively plan, teach and assess to differentiate the learning for each student at their point of need - develop consistent practices to reading and improve their knowledge in HITS to set goals for students <p>Leaders will:</p> <ul style="list-style-type: none"> - implement best practice initiatives that will support improving teacher capacity and positively impacting on student learning achievement - influence all staff by leading and managing change and monitoring PLT's for consistency.
Success Indicators	<ul style="list-style-type: none"> - PLT Inquiry Cycle documentation - Inquiry Cycle celebration presentations

	<ul style="list-style-type: none"> - PDP - Staff Opinion Survey - improvements with collective efficacy - students achieving their reading goals. 			
Delivery of the annual actions for this KIS				
Enablers				
Barriers				
Commentary on progress				
Future planning				
OPTIONAL: Upload Evidence				
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Lead second order change with implementing the PLT Inquiry Cycle. Support new PLT leaders to lead teams using FISO Inquiry Cycle.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	0%
Activity 2	Professional learning around data literacy practices coaching in PLT's development of assessment trackers and CFATs	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> Leadership Partners (DSSI)	from: Term 1 to: Term 4	0%

Activity 3	<p>Support the implementation of consistent reading and literacy strategies from P-10 through:</p> <ul style="list-style-type: none"> - development of school improvement plan-development of a coaching model for the college - building the capacity of teachers through coaching by AP - resourcing classroom libraries, take home readers and GR texts with quality literature - align all reading material to F&P - In house PL run by AP (running records, spelling approach) 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Leadership Partners (DSSI) <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Teacher(s) 	<p>from: Term 1 to: Term 4</p>	0%
KIS 1.b Curriculum planning and assessment	Develop, implement and evaluate a consistent Guaranteed and Viable Curriculum (GVC) across the college.			
Actions	<ul style="list-style-type: none"> - Establishing a consistent understanding and approach across the college of the purpose and features of a Guaranteed and Viable curriculum. - Teachers and teams to continue working together to refine and enhance learning expectations for students with a focus on reading. 			
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> - know they have the same access to learning as classes in their year level - understand that there will be consistency in the content and learning opportunities and expectations - Be able to engage with learning opportunities and agreed expectations <p>Teachers will:</p> <ul style="list-style-type: none"> - Implement that we use a consistent model college wide to document our GVC. - understand what the purpose of a GVC is and how this links to learning tasks and student outcomes - be able to actively use, update and refine the GVC document <p>Leaders will:</p> <ul style="list-style-type: none"> - ensure that all teachers are using, engaging and refining the GVC - understand that all learning tasks are connected to the skills, knowledge and understandings within the GVC - be able to provided ongoing monitoring of the GVC through PLTs and individual teachers. 			

Success Indicators	<ul style="list-style-type: none"> - GVC documentation - PLT Inquiry Cycle evidence of student learning - feedback through PLTs - ATToSS - stimulated learning 			
Delivery of the annual actions for this KIS				
Enablers				
Barriers				
Commentary on progress				
Future planning				
OPTIONAL: Upload Evidence				
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Leadership team to support the professional learning and development of a GVC college wide.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Leading Teacher(s)	from: Term 1 to: Term 4	0%
Activity 2	Allocate staff meetings for developing understandings re: purpose and features of a GVC and how to monitor impact and effectiveness of a GVC. Start creating Essential Understanding GVC documents.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Assistant Principal	from: Term 1 to: Term 4	0%

Activity 3	Allocate two Curriculum Days Term 1 29th January and Term 4 2nd November to allow teams to continue to establish GVC.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	0%
Goal 2		To build a learning culture of high expectations that empowers both students and staff.		
12 Month Target 2.1	The School Staff Survey positive endorsement in the school climate module will be: Academic Emphasis to be greater than or equal to 50% Collective Efficacy to be greater than or equal to 50% Collective Responsibility to be greater than or equal to 68%			
Has this 12 month target met	Not Met			
12 Month Target 2.2	By the end of 2019, the Attitude to School Survey- for Effective Classroom Behaviour will be: Year 4-6: to be greater or equal to 78% Year 7-9: to be greater than or equal to 56% Year 10-12: to be greater than or equal to 62%. Effort, will be: Years 4-6: to be greater or equal to 78%. Years 7-9: to be greater or equal to 64%. Years 10-12: to be greater or equal to 78%. High Expectations for Success, will be: Years 4-6: to be greater or equal to 92%. Years 7-9: to be greater or equal to 75% Years 10-12: to be greater or equal to 82%. Teacher Concern, will be: Years 4-6: to be greater or equal to 75% Years 7-9: to be greater or equal to 45% Years 10-12: to be greater or equal to 50%. Not Experiencing Bullying, will be:			

	<p>Year 4-6: to be greater than or equal to 55%</p> <p>Year 7-9: to be greater than or equal to 50%</p> <p>Year 10-12: to be greater than or equal to 73%.</p> <p>Managing Bullying, will be:</p> <p>Years 4-6: to be greater than or equal to: 83%</p> <p>7-9 to be greater than or equal to: 48%</p> <p>10-12 to be greater than or equal to 60%.</p>
Has this 12 month target met	Not Met
12 Month Target 2.3	<p>By the end of 2019, improved Percentage of Positive Endorsement in the Student Cognitive Engagement module:</p> <ul style="list-style-type: none"> - High Expectations for Success: To be greater than or equal to: 88% - Stimulating Learning Environment: To be greater than or equal to: 78% - Student Motivation and Support: To be greater than or equal to: 73% <p>By the end of 2019, improved Percentage of Positive Endorsement in the Safety Module:</p> <ul style="list-style-type: none"> - Managing Bullying: To be greater than or equal to: 72% - Promoting Positive Behaviors: To be greater than or equal to: 82%
Has this 12 month target met	Not Met
KIS 2.a Setting expectations and promoting inclusion	Build collective commitment, capacity and responsibility to a whole school approach to student wellbeing.
Actions	- Strengthen the consistency of understanding across the College of SWPB
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> - Know what the SWPB chart is and where they can find it. - What the learning and behavioural expectations across the college are. - Students to identify areas of the chart they can display consistently <p>Teachers will:</p> <ul style="list-style-type: none"> - Know that students know where the SWPB Chart is and its purpose. - Understand that the values build a culture of respect and responsibility to enhance student learning and wellbeing.

	<ul style="list-style-type: none"> - Be able to teach the values and explain how it impacts learning, social interaction and resilience. <p>Leaders will:</p> <ul style="list-style-type: none"> - Know that staff are aware of the existence and purpose of the SWPB Chart and where to locate it. - Understand ways to support staff to implement the use of the SWPB Chart. - Be able to induct, refresh and review the staff usage and effectiveness of the SWPB Chart. 			
Success Indicators	<ul style="list-style-type: none"> - SWPB chart in every learning space across the college - feedback from students - PL within PLTs/whole school meetings 			
Delivery of the annual actions for this KIS				
Enablers				
Barriers				
Commentary on progress				
Future planning				
OPTIONAL: Upload Evidence				
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Employment of speech therapist and occupational therapist to support with phonics and fine motor skills, and to work with small groups of students deemed at risk.	<input checked="" type="checkbox"/> Allied Health	from: Term 1 to: Term 4	0%
Activity 2	SWPB working party to be released for a full day working party to work with DET representative and to meet fortnightly after school on a Thursday.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Allied Health	from: Term 1	0%

			to: Term 4	
Activity 3	Student wellbeing team to conduct professional learning for Home Group teachers that supports building connections and relationships with students. Also to share and support Home Group teachers with ways to engage students to strengthen student/teacher connectedness.	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	0%
Activity 4	Allocate at least one after school meetings per term focused around building consistency and enhancing the impact of SWPB. PL provided by SWPB working party.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Allied Health <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	0%
Activity 5	Employment of additional student support staff to assist with student social/emotional/mental well being. These staff include - Psychologist - Social Worker	<input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	from: Term 1 to: Term 4	0%
Activity 6	Yearly Level mentors to be released x1 full day per term to reflect on and refine role. Team to review their role description and identify measures of success. Team to be supported and overseen by LS Matt Gallagher. YLM to identify key leadership behaviours that would support them in doing role successfully.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	0%
Activity 7	Allocate after school meeting x1 per term to allow YLM & HGT to share their role and how they will work to support the school with	<input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1	0%

	achieving Goal 2 of SSP, and to allow staff to provide feedback.	<input checked="" type="checkbox"/> Allied Health	to: Term 4	
KIS 2.b Building practice excellence	Support and engage staff in a coaching process in order to build consistency in the teaching and learning practices, with a focus on improving the learning outcomes for all students.			
Actions	<ul style="list-style-type: none"> - Strengthening the college's approach on how students are supported to read. - Enhance consistency across the college on how students are supported to read – focus: GVC, the third teacher, independent reading and conferencing. - Enhance teacher understanding of the IMPACT model through the reading approach – and how the key focus areas for 2020 fit into this model. 			
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> - know that we have consistency in how lessons are delivered across the school; IMPACT is a common model. - understand how IMPACT supports their learning, and that there are important roles for both teacher and student in IMPACT. - be able to articulate what they are learning and engage with each step of the lesson. <p>Teachers will:</p> <ul style="list-style-type: none"> - know there is an IMPACT model and we deliver it explicitly - understand why consistency is key for learning growth and success across the college - be able to incorporate HITS into each stage of the IMPACT model <p>Leaders will:</p> <ul style="list-style-type: none"> - know how consistently IMPACT is being used and where support is needed - understand that there are different levels of confidence amongst staff with the use of IMPACT, and support accordingly - induct and support new staff to use IMPACT effectively, monitor school-wide use and success, & provide PL as needed. 			
Success Indicators	<ul style="list-style-type: none"> - IMPACT planning documents - GVC documentation. 			
Delivery of the annual actions for this KIS				
Enablers				

Barriers				
Commentary on progress				
Future planning				
OPTIONAL: Upload Evidence				
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Learning Specialists and Leading Teachers empowered to lead this work. This includes strengthening the use of the IMPACT model and developing a coaching plan for Term 2-4 to ensure consistency of practices and understandings across the college.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Assistant Principal	from: Term 2 to: Term 4	0%
Activity 2	Develop an agreed and shared understanding of what you would expect to see and hear in a highly effective and engaging classroom from Prep-10 WP to refine own practices based on above dot point.	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	0%
Activity 3	Professional Learning on Curriculum Day 28th January to focus on setting the scene for this work and to outline actions/expectations and goals for 2020.	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 1	0%
Activity 4	Allocate Professional Learning for staff - at least 3 sessions per term. Focus around learning, reflecting, goal setting and refining practices/understandings.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	0%

Activity 5	Complete a draft of the Numeracy continuum from Prep - 10 (focus on Number)	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	0%
Activity 6	Conduct PL for all staff once per term in Term 2 - 4	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Leading Teacher(s)	from: Term 1 to: Term 4	0%
Activity 7	Provide time for Mathematics Working Party to meet. Goals for 2020.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	0%
Activity 8	Refine draft to ensure language is consistent and to reduce variability of understanding.	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	0%

Monitoring and Self-assessment - 2020

SEIL Feedback