

**2016 Annual Implementation Plan: for Improving Student Outcomes**

**6231**

Endorsement by School Principal	Signed..... Name Andrew Kohane Date.....
Endorsement by School Council	Signed..... Name Adrian Gilbert Date.....
Endorsement by Senior Advisor	Signed..... Name Alan Davis Date.....

**Endorsements**

**Lavers Hill P-12 College  
2016**

Based on Strategic Plan **2015-18**

To guide the development of the 2016 Annual Implementation Plan: for Improving Student Outcomes (AIP) schools will work with support from Senior Education Improvement Leaders (SEIL) to conduct an annual evaluation of student outcomes data against the targets set in their School Strategic Plan. Schools then diagnose the issues requiring particular attention and select one or more initiative.

Principal and teacher performance and development plans include explicit links with the AIP and the School Strategic Plan. This ensures a line of sight from school improvement priorities and initiatives to each individual's plan. The *Guidelines* provide further context and detailed information to support this work.

### Guide to developing the Annual Implementation Plan: for Improving Student Outcomes

To focus effort where it is most needed, four priorities have been identified for the entire Victorian government school system. The four priorities are:

- Excellence in teaching and learning
- Professional leadership
- Positive climate for learning
- Community engagement in learning.

Six evidence-based initiatives assist schools to identify and utilise the most effective, relevant and evidence-based strategies that when implemented with consistency and depth help drive improved student outcomes. The initiatives are associated with the four state-wide priorities, in the following way (please refer to the *Framework for Improving Student Outcomes: Guidelines for schools*):

Priority	Initiatives
Excellence in teaching and learning	<b>Building practice excellence:</b> Teachers, principals and schools will work together
	<b>Curriculum planning and assessment:</b> School will embed a culture of curriculum planning, and assess the impact of learning programs, adjusting them to suit individual student needs
Professional leadership	<b>Building leadership teams:</b> Schools will strengthen their succession planning, develop the capabilities of their leadership teams in using evidence
Positive climate for learning	<b>Empowering students and building school pride:</b> Schools will develop approaches that give students a greater say
	<b>Setting expectations and promoting inclusion:</b> Schools will work across their communities to implement support to health, wellbeing, inclusion and engagement of all students
Community engagement in learning	<b>Building communities:</b> Schools will strengthen their capacity to build relationships with the broader community by partnering

## Summary page: the school's priorities and initiatives

Tick the initiative/s that the school will address in its Annual Implementation Plan: for Improving Student Outcomes.

Priorities	Initiatives	
<b>Excellence in teaching and learning</b>	Building practice excellence	
	<b>Curriculum planning and assessment</b>	
<b>Professional leadership</b>	Building leadership teams	
<b>Positive climate for learning</b>	<b>Empowering students and building school pride</b>	
	Setting expectations and promoting inclusion	
<b>Community engagement in learning</b>	Building communities	

### Initiatives Rationale:

Explain why the school, in consultation with the SEIL, has selected this initiative/s. Please make reference to the evaluation of school data, the progress against SSP targets, and the diagnosis of issues requiring particular attention.

#### Goal 1. Curriculum planning and assessment

The work of our PLTs continue to be a high priority in regard to

- The continued mapping of the curriculum and development of scope and sequences across subject areas
- skills development in reading data
- moderation of work samples
- tracking of student progress using annual plan and data maps
- strengthening student understanding and ownership of their own data and goal setting based on their data (LIPs)

Staff perceptions have strengthened across all areas of Climate and PL and there is a focus and commitment to working in PLTs and to completing the whole school pedagogical model.

Student wellbeing and engagement data are, however, a concern: Student safety, and in particular, connectedness to peers, as reflected in student and parent data are a concern and need further attention. Hence our Goal 2 will focus on strategies to engage and empower our students from P-12.

#### Strategies for Goal 2: Empowering students and building school pride

The Resilience project is underway and will be a focus in 2016

This project will build on the successful work on the SEF.

The SIT team has established a second School improvement Goal and has been working on Learning Plans in 2 fields.

The first is the LIP (Learning Improvement Plan) will be Subject Based and linked to Essential Learnings that aligns with work on Proficiency Scales

While the second, The holistic LP will include student interests, MIPs and Project Based initiative

Student Voice will be vital in involving students in the development of their LPs as is the need to continue to strengthen case management and welfare support particularly for students at risk.

Provision of a community nurse will be a next step building on the work of our visiting psychologist in 2015

## Key Improvement Strategies (KIS)

List the KIS that are linked to this initiative/s and will be scaled up. This could include existing KIS from your SSP or new ones identified through the evaluation of student outcomes against SSP targets and the diagnosis of issues requiring particular attention. KIS may be specific to one outcome area or applicable across several areas.

Initiative:	KIS
Curriculum planning and assessment	<p>Strengthen school leadership and collective responsibility for student outcomes.</p> <p>Establish and embed Professional Learning Teams (PLTs).</p> <p>Establish and maintain a guaranteed and viable curriculum with scope and sequence across P-10 year levels for all learning areas.</p> <p>Build staff capacity to utilise student achievement data and improve differentiation to individual point of need</p>
Empowering students and building school pride	<p>Develop individual student learning plans, decision making and leadership through enhanced <b>student voice</b></p> <p>Develop whole school wellbeing model to build the health and wellbeing needs of all students.</p> <p>Continue to embed and monitor student engagement framework to sustain a calm and orderly environment.</p> <p>Develop leadership programs and roles for Lavers Hill students</p>

ACHIEVEMENT					
Goals	To establish Lavers Hill College as an effective <b>Professional Learning Community</b> which will increase the quality, effectiveness and consistency of teaching.		Targets	<p><b>Student outcome measures</b></p> <p><u>Triangulated assessment data</u> (including PAT reading and maths) shows that 90% of students have made at least the equivalent of 6 months AusVELS growth by 30 June 2015 and at least 12 months growth by November 2015. The further 10% of students will have specifically developed Learning Plans and will have achieved their growth targets.</p> <p><u>2016 NAPLAN results</u> show for years 3-5; 5-7 and 7-9:</p> <ul style="list-style-type: none"> <li>• Less than 25% student made low growth</li> <li>• At least 25% student made high growth across all domains.</li> </ul> <p>Continuing AusVELS growth of 1.0 per year to be achieved for 90% of students and Learning Plans to be in place for all students by 2016</p> <p><u>School Staff Survey</u> increases in 2015:</p> <ul style="list-style-type: none"> <li>• Overall <i>School Climate</i> - from 49% to 54% endorsement, including: - <ul style="list-style-type: none"> <li>- Collective efficacy from 39% to 48%</li> <li>- Collective responsibility from 54% to 63%</li> <li>- Academic emphasis from 18% to 34%</li> <li>- Teacher collaboration from 65% to 75%</li> <li>- Collective focus on student learning from 62% to 73%</li> </ul> </li> <li>• <i>Professional learning</i> from 59% to 62% endorsement, including: <ul style="list-style-type: none"> <li>- School level support from 47% to 57%</li> <li>- Active participation from 46% to 55%</li> <li>- Professional learning coherence form 62% to 66%.</li> </ul> </li> </ul> <p><u>School Staff Survey</u> shows an increase from 2014 to 2015: Professional Learning 59% to 62% Shielding and buffering 21% to 33%</p> <p>There is further improvement across all indicators of 10% of the score by 2018.</p> <p>Academic Emphasis and Shielding and Buffering are to be at 50% by 2016.</p>	
		12 month targets	<p><u>School Staff Survey 2015 (McRel)</u> increases in 2015 Endorsements achieved Strategic Plan targets.</p> <p>Aim for 2016 is to consolidate and maintain these significant gains with growth in 3 identified areas</p> <ul style="list-style-type: none"> <li>• Overall <i>School Climate</i> - from 49% to 54% Maintained at 67% <ul style="list-style-type: none"> <li>- Collective efficacy from 39% to 48% <b>Grow from 61% to 65%</b></li> <li>- Collective responsibility from 54% to 63% Maintained at 71%</li> <li>- Academic emphasis from 18% to 34% <b>Grow from 58% to 65%</b></li> <li>- Teacher collaboration from 65% to 75% Maintained at 80%</li> <li>- Collective focus on student learning from 62% to 73% Maintained at 80%</li> </ul> </li> <li>• <i>Professional learning</i> from 59% to 62% endorsement, including: <ul style="list-style-type: none"> <li>- School level support from 47% to 57% Maintained at 65%</li> <li>- Active participation from 46% to 55% <b>Grow from 61% to 65%</b></li> <li>- Professional learning coherence form 62% to 66%. Maintained at 76</li> </ul> </li> </ul>		
KIS	ACTIONS: what the school will do	HOW the school will do it (including financial and human resources)	WHO has responsibility	WHEN timeframe for completion	SUCCESS CRITERIA: Markers of success reflecting observable changes in practice, behaviour, and measures of progress
Establish and embed Lavers Hill P-12 pedagogical model	<ul style="list-style-type: none"> <li>• PLTs actively contribute to the development of the model reflecting on current practices</li> <li>• Pedagogical models research base identified.</li> <li>• Synthesis of approaches by all students, parents, teachers</li> <li>• Pedagogical framework documented.</li> </ul>	<p>Working with HRSM all staff do survey with PLTs</p> <p>Sharing of the 3<sup>rd</sup> Draft of the Model with Staff</p> <p>Continued alignment of FISO, HRS and NPDL frameworks with the Model</p>	<p>All PLTs</p> <p>Leadership Principal</p>	<p>Term 1</p> <p>Term 1</p>	<p><b>Collaborative team measures</b> <u>Critical issues for team consideration survey</u><sup>1</sup> (Dufour) shows:</p> <ul style="list-style-type: none"> <li>• Baseline average team rating (1-10) established</li> <li>• Average team rating increased to at least 5-6/10 by end of 2015.</li> </ul> <p>Collaboration demonstrated working with Peers and Principals developing models in their schools</p>

<sup>1</sup> Learning by doing – A handbook for Professional Learning Communities at work. Dour, R; Dour, R; Esker, M; and Many, T. 2006. (pp.130-131)

	<ul style="list-style-type: none"> <li>Shared understanding and application of the instructional model.</li> <li>Teacher work plans incorporate framework.</li> </ul>	Working with like schools and best practice models Complete concept maps Complete lay out Final Feedback on the Model	All staff  All staff	Term 2-3  Term 4	Synthesis of the model completed Staff evaluation of the model Model accepted and evidence of model present in 2017 PDPs		
Establish and maintain a guaranteed and viable curriculum with scope and sequence across P-10 year levels for all learning areas.	<ul style="list-style-type: none"> <li>Develop Essential Learnings for Reading, Oracy and Numeracy.</li> <li>Develop Essential Learnings for other Subject Areas</li> <li>Curriculum mapping tool confirmed through consultation with staff.</li> <li>Online professional learning provided.</li> <li>Scope and sequence documented.</li> <li>Articulation of stages of learning across learning communities audited.</li> <li>College handbook uploaded and published with all courses.</li> <li>All courses reviewed annually.</li> </ul>	<p><b>Equity Funding targeted to</b> PLT leaders / Facilitators appointed for 2016 Plan for Curriculum Co-ordination Role \$10,000 Ongoing PL with PLC planning and focus on Essential Learning \$5,000</p> <p>Leadership Team to set timeline and work with PLT Leaders Team to implement</p>	All PLTs  All PLTs  Subject teachers and Curriculum co-ord  PLT Leaders Team	Term 1-2  Term 2-4  Term 3-4  June 2015	<p><b>School climate measures relevant to Curriculum Planning</b></p> <p><b>Academic emphasis from 18% to 34% Grow from 58% to 65%</b></p> <p>Essential Learnings for Literacy and Numeracy are completed and present in unit planning, assessment and reporting.</p> <p>Progress across KLAs is achieved according to timeline</p> <p>Scope and Sequence KLA planners are completed according to timeline</p> <p>All handbooks completed for subject selection Term 3 and accessible on College website</p>		
Build staff capacity to utilise student achievement data and improve differentiation to individual point of need	<ul style="list-style-type: none"> <li><b>Professional learning</b> for data collection and analysis and assessment for learning provided</li> <li><b>Student Learning Outcome goals are achieved</b></li> <li><b>Whole school assessment schedule</b> agreed and implemented including formative assessments.</li> <li><b>Teacher moderation</b> schedule developed and implemented.</li> <li>All P-10 students are positioned on an AusVELS <b>learning continuum</b> in February and at least once each term according to learning growth.</li> <li>Work plans provide differentiated teaching and learning to point of need.</li> <li>LIPs are reviewed and updated each term.</li> <li>Analysis of previous year's VCAA VCE data (including predicted versus actual scores)</li> </ul>	PL planned by Leadership Team Data collection, entry and use processes agreed, documented and implemented. <b>PAT Reading and Maths</b> baseline data established English and Maths learning <b>targets set</b> for all students.	Leadership Team  Tony Grayden  Tony Grayden  PLT Leaders  PLTs All staff  VCE teachers	Term 1  Term 1    by end February and reassessed in June and November.  Term 1 and then each Term  Term 2	<p><b>Student outcome measures</b> <u>Triangulated assessment data is used to provide a data narrative and inform planning for student learning</u> 60% of students will achieve equivalent to norm data growth for PAT reading and maths 50% of Student below expected level (approx 30%) will reach expected levels 80% of students have made at least the equivalent of 6 months AusVELS growth by 30 June 2015 and at least 12 months growth by November 2015. 50% of students below level gain 12 months improvement for second semester These students will have specifically developed Learning Plans and will have achieved their growth targets. <u>2016 NAPLAN results</u> show for years 3-5; 5-7 and 7-9:</p> <ul style="list-style-type: none"> <li>Less than 25% student made low growth</li> <li><b>At least 25% student made high growth across all domains.</b></li> </ul> <p>Assessment schedule is reviewed and implemented effectively</p> <p>Evidence of Teacher moderation of tasks is evident in PLT meetings</p> <p>Learning Continuum data is updated twice annually</p> <p><b>Teacher include LIPs in PDP plans and evidence</b></p> <p>VCE co-ordinator and teachers present evaluation of VCE data and relevant strategies to PLT Leaders Team</p>		
Continue to develop New pedagogies for deep learning project	<ul style="list-style-type: none"> <li>NPDL team further embeds Year 5-8 program with inquiry approach and assessment rubrics.</li> <li>Continued piloting of 6Cs assessment rubric</li> <li>Collaboration with NP network school</li> <li>Unit planning develops at whole school level</li> <li>Continued involvement of community and parents in planned units</li> </ul>	Subscription renewed 0.2FTE teacher time confirmed and funded NPDL Team shares NP program with LH staff Introduction of 6C framework 6Cs are aligned to College Values and Pedagogical thinking in regard to Learning Dispositions	Leadership Team, NPDLTeam and All staff  PLT leaders and all staff  Parent focus group NPDL team and network school	Term 2  Term 3 May 2 <sup>nd</sup> to 6th  Ongoing  Term 3  Term 3	<p>Funding for 0.2 staffing \$20,000 and PL CRT coverage \$3,000</p> <p><b>Baseline Data established using 6Cs</b> <b>Data is collected for Critical Thinking and Creativity using 6Cs Rubric. Work with students to review and set target</b> Proposal presented to Leadership and PLT Leaders team re Dispositions and 6Cs for 2107 Reporting and Assessment</p> <p>Collate data from Focus Group Parent Attitudes data is evaluated in regard to:</p> <table border="1"> <tr> <td>Connectedness to peers</td> <td>5.37 to 5.57</td> </tr> </table>	Connectedness to peers	5.37 to 5.57
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	<ul style="list-style-type: none"> <li>Whole school strategy is developed</li> </ul>	<p>Whole school collaboration on Term 3 unit planning. No Tosh PD provided</p> <p>Plan brought to Leadership Team by NPDL team</p> <p>NPDL planning for 2017-18</p> <p>Staffing plan for 2017</p>		Term 3	<table border="1"> <tr> <td>Connectedness to school</td> <td>5.54 to 5.74</td> </tr> </table> <p>Review of 2016 NPDL provided to enable 2017-8 planning</p>	Connectedness to school	5.54 to 5.74
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Agreed Reflective Practice and Peer Observation Plan embedded	<ul style="list-style-type: none"> <li>Reflective Practice protocols and templates developed and agreed</li> <li>Reflective Practice Peer schedule developed and documented.</li> <li>Staff are effectively engaged with agreed Reflective Practice process</li> </ul>	<p>Research best practice models of Reflective Practice</p> <p>Leadership Team develop framework for Reflective Practice</p> <p>Feedback gain from staff in regard to the planned model</p> <p>School to implement Pivot student surveys providing feedback on all teachers' classes</p> <p>PLT Leaders plan and implement process in consultation with all staff.</p> <p>Teachers develop their individual Reflective Practice plan</p> <p>Timeline and feedback processes agreed upon</p>	<p>Leadership Team</p> <p>All Teachers</p> <p>Leadership Team</p> <p>PLT Leaders and all teachers</p>	<p>Term 1 and 2</p> <p>Term 2 and term 4</p> <p>Term 2</p> <p>Peer observation plan is aligned with PDP planning dates</p> <p>Term 1</p>	<p><b>Pivot Staff Surveys baseline data is established and staff reflection on data shared in PLTs.</b></p> <p>Pivot staff data targets included in 2017 PDPs</p> <p>Staff feedback on the process shows high level of engagement with agreed process</p> <p><u>School Staff Survey 2015 (McRel)</u></p> <ul style="list-style-type: none"> <li>Overall <i>School Climate</i> - from 49% to 54% Maintained at 67% <ul style="list-style-type: none"> <li>Collective responsibility from 54% to 63% Maintained at 71%</li> <li>Teacher collaboration from 65% to 75% Maintained at 80%</li> <li>Collective focus on student learning from 62% to 73%</li> </ul> </li> <li><i>Professional learning</i> from 59% to 62% Maintain at 73%: <ul style="list-style-type: none"> <li><b>Active participation</b> from 46% to 55% <b>Grow from 61% to 65%</b></li> </ul> </li> </ul>		

ENGAGEMENT													
Goals	<p>To foster a <b>culture</b> that enables students to be resilient well-balanced individuals capable of building strong <b>relationships</b>, showing <b>leaderships</b> and contributing to their <b>community</b>, with particular attention to transition points.</p>		Targets	<p><b>Student engagement and wellbeing</b></p> <p><u>Parent Opinion Survey</u> data shows improvement from:</p> <table border="1"> <tr> <td>Student safety</td> <td>4.92 to 5.12</td> </tr> <tr> <td>Classroom behaviour</td> <td>3.25 to 3.45</td> </tr> <tr> <td>Connectedness to peers</td> <td>5.37 to 5.57</td> </tr> <tr> <td>Connectedness to school</td> <td>5.54 to 5.74</td> </tr> </table> <p>Overall school attendance to be at or above 92% across the College and at or above to 90% at each individual year level for 2015 and through until 2018. Retention and Pathways Data is Aligned with Beyond the Bell planning and targets established and achieved.</p> <p><u>Student Attitudes to School</u> data shows that the following indicators have increased to at least the state mean in 2015 and 2016 in Years 5-6 and 7-12:</p> <ul style="list-style-type: none"> <li>Classroom behaviour</li> <li>Connectedness to peers</li> <li>Student safety</li> <li>Student distress</li> <li>Student morale</li> <li>School connectedness</li> </ul> <p>Student behaviour, Student morale and Student connectedness' are above mean by 2018. There is a decrease by 10% in student incidents recorded on the college intranet.</p>		Student safety	4.92 to 5.12	Classroom behaviour	3.25 to 3.45	Connectedness to peers	5.37 to 5.57	Connectedness to school	5.54 to 5.74
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		12 month targets	<p><u>Student Attitudes to School</u> data shows that the following indicators have increased to at least the state mean in 2015 in Years 5-6 and 7-12:</p> <ul style="list-style-type: none"> <li>Connectedness to peers 3.9 to 3.68 (2015) <b>Target of 4.0 in 2016 is at state mean for girls but still below for boys</b></li> <li>Student safety form 4.08 (2014) to 4.31 (2015) to 4.5 in 2016 <b>is at State Mean</b></li> <li>Student distress 5.02 (2014) to 5.32 (2015) for <b>Girls achieved target but not boys</b></li> <li>Student morale 4.41 to 4.47 for <b>Girls achieved target but not boys</b></li> </ul> <p>Student classroom exits &amp; Level 3 (major) incidents/ term are kept at reduced level achieved in 2015</p>										
KIS	ACTIONS: what the school will do	HOW the school will do it (including financial and human resources)	WHO has responsibility	WHEN timeframe for completion	SUCCESS CRITERIA: Markers of success reflecting observable changes in practice, behaviour, and measures of progress								
To further secure a calm and orderly environment by reviewing and embedding the whole school student engagement framework	<p>Build capacity of PLT leaders to coach staff in their capacity to engage students and manage classrooms effectively.</p> <p>Build teacher capacity to engage students and manage classrooms effectively.</p> <p>Implementation at Turning Point Campus</p> <p>Monitor and embed implementation of the student engagement framework. Data is collected and shows reduction in incidents</p> <p>Form Focus Groups with students</p>	<ul style="list-style-type: none"> <li>PLT leaders take on coaching role.</li> <li>Staff work with critical friends and include goals in PDPs as required.</li> <li>Scenarios explored in staff meetings.</li> </ul> <p><b>Equity Funding targeted to following PL with a focus on Turning Point capacity building \$10,000</b></p> <ul style="list-style-type: none"> <li>Ongoing professional learning provided:</li> <li>SIT and PLTs analyse minor/major incidents weekly and plan accordingly.</li> <li>TP team work with students to develop TP SEF</li> <li>Ensure Student Incident Data is entered, monitored and evaluated,</li> <li>Continue to monitor student exits from class data</li> </ul>	<p>Wellbeing Team Leadership Team</p> <p>Staff Meetings</p> <p>TP PLT</p> <p>Leadership Team and all staff</p> <p>Wellbeing Team</p>	<p>Term 1-2</p> <p>Each Term</p> <p>Term 1</p> <p>Term 2</p> <p>Term 2</p>	<p><u>Parent Opinion Survey</u> data shows improvement from 2014 to 2015 in:</p> <table border="1"> <tr> <td>Student safety</td> <td>4.92 to 5.12</td> </tr> <tr> <td>Classroom behaviour</td> <td>3.25 to 3.45</td> </tr> <tr> <td>Connectedness to peers</td> <td>5.37 to 5.57</td> </tr> <tr> <td>Connectedness to school</td> <td>5.54 to 5.74</td> </tr> </table> <p><u>Student Attitudes to School</u> have increased to at least the state mean in 2015 in Years 5-6 and 7-12: see above for 12 months targets.</p> <p>Student classroom exits &amp; Level 3 (major) incidents/ term are kept at reduced level achieved in 2015</p> <p>Collect and summarise feedback from focus groups and look at improvement trends in survey data</p>	Student safety	4.92 to 5.12	Classroom behaviour	3.25 to 3.45	Connectedness to peers	5.37 to 5.57	Connectedness to school	5.54 to 5.74
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		Health teachers, Wellbeing Team and Form Teachers organise Focus Groups to explore survey themes and questions			
Develop individual student learning plans, decision making and leadership through enhanced <b>student voice</b> (KIS 5 SP)	<p>Plan developed for implementation of LIPs for all students in 2016</p> <p>Establish annual cycle of LIPs meetings with parents Ensure all student below level or at risk have targeted LPs</p> <p>LIPs are monitored and developed each Term</p> <p>Holistic Learning Plan models are progressed</p>	<p>Templates are agreed on PLTs make LIPs a priority</p> <p>Plan for individual staff or teams to establish responsibility and planning for all LPs</p> <p>Parents and students are actively involved through regular LP meetings</p> <p>PLTs share their developing model</p>	<p>Leadership Team and PLT leaders to overview</p> <p>PLTs and all staff</p> <p>PLTs</p>	<p>February 2016</p> <p>February 2016</p> <p>Term 2</p> <p>Ongoing</p>	<p><b>Learning Improvement Plans are visible, accessible and owned by students and teachers.</b></p> <p>LIPs planning is evident in PLT meetings and minutes, and in staff PDPs</p> <p>Holistic Learning Plan models are progressed with areas of focus for each PLT</p>
Develop leadership programs and roles for Lavers Hill students	<p>Review and develop Leadership roles and teams for 2016</p> <p>Work with Leadership networks and program to further extend College Leadership Roles</p> <p>Link leadership across the 2 College campuses</p>	<p>Form new student leadership team and establish protocols Develop role descriptions for school leaders Review and implement nominations process and selection for school leaders Renew and clarify roles of SRC and strategies to engage and involve students P-12</p> <p>Develop team for the Resilience Project Work with Teach the Teacher facilitators Ongoing involvement in Teach the Teacher program</p> <p>SRC meetings are held connecting the 2 student leadership groups</p>	<p>Ms Collingbourne and Principals</p> <p>SRC facilitator appointed</p>	<p>November 2015</p> <p>December 2015</p>	<p>Survey on student leadership established and provides baseline data</p> <p>Review of new Leadership structure by students and staff and completed and shared with staff and students in planning for 2017</p> <p><b>Re-surveying indicates 5% improved Resilience Project data for safety and belonging</b> Teach the Teacher evaluations are shared with SRC and staff</p>

## Annual Implementation Plan: for Improving Student Outcomes

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WELLBEING													
Goals	<p>To develop whole school <b>wellbeing model</b> and <b>engagement framework</b> to sustain a calm and orderly environment and build the <b>health and wellbeing needs</b> of all students.</p>		Targets	<p>Student, parent and staff surveys indicate increased understanding and valuing of the Student Engagement Framework</p> <p><u>Student Attitudes to School</u> data shows that the following indicators have increased to at least the state mean in 2015 and 2016 in Years 5-6 and 7-12:</p> <ul style="list-style-type: none"> <li>Classroom behaviour</li> <li>Connectedness to peers</li> <li>Student safety</li> <li>Student distress</li> <li>Student morale</li> <li>School connectedness</li> </ul> <p>Student behaviour, Student morale and Student connectedness' are above mean by 2018.</p> <p>Parent Opinion Survey data shows improvement from 2015 to 2018 in:</p> <table border="1"> <tr> <td>Student safety</td> <td>5.12 to 5.34</td> </tr> <tr> <td>Classroom behaviour</td> <td>3.45 to 3.75</td> </tr> <tr> <td>Connectedness to peers</td> <td>5.57 to 5.77</td> </tr> <tr> <td>Connectedness to school</td> <td>5.74 to 5.9</td> </tr> </table>		Student safety	5.12 to 5.34	Classroom behaviour	3.45 to 3.75	Connectedness to peers	5.57 to 5.77	Connectedness to school	5.74 to 5.9
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		12 month targets	<p><u>Student Attitudes to School</u> data shows that the following indicators have increased to at least the state mean in 2015 in Years 5-6 and 7-12:</p> <ul style="list-style-type: none"> <li>Connectedness to peers 3.9 to 3.68 (2015) <b>Target of 4.0 in 2016 is at state mean for girls but still below for boys</b></li> <li>Student safety form 4.08 (2014) to 4.31 (2015) to 4.5 in 2016 <b>is at State Mean</b></li> <li>Student distress 5.02 (2014) to 5.32 (2015) for <b>Girls achieved target but not boys</b></li> <li>Student morale 4.41 to 4.47 for <b>Girls achieved target but not boys</b></li> </ul> <p>Student classroom exits &amp; Level 3 (major) incidents/ term are kept at reduced level achieved in 2015</p> <p>Based on Resilience Survey baseline data established in 2015 Developmental Assets range to improve for College averages by 5% in 2016 Scores for Belonging and Safety to improve by 5% or greater. That Resilience data be aligned to Student attitudes data in regard to Student Safety with an increase from 4.92 to 5.12</p>										
KIS	ACTIONS: what the school will do	HOW the school will do it (including financial and human resources)	WHO has responsibility	WHEN timeframe for completion	SUCCESS CRITERIA: Markers of success reflecting observable changes in practice, behaviour, and measures of progress								
Develop whole school wellbeing model to build the health and wellbeing needs of all students.	<p>Develop Case management planning for students at risk</p> <p>Developing health provision to the College Bookings process and protocol developed for visiting psychologist Plan with Otway Health for Community Nurse visits Plan for potential GP visits</p>	<p>Continue to strengthen SSG planning Focus on embedding SSGs at Turning Point and in P-4 Learning Community</p> <p><b>Equity Funding to support direct provision of allied health services \$5,000</b> Working with Local Practitioners and Otway Health to enable provision of school nurse. Research and seek access to local doctor one day a week</p> <p><b>Extend roles for Wellbeing Staffing at both campuses \$30,000</b></p>	<p>Wellbeing Team</p> <p>Principal</p>		<p><b>Document development of SSGs</b> Evaluate numbers of students involved and align to equity funding spending Parent feedback on effectiveness of SSGs</p> <p>Community feedback on provision of health services</p>								
To increase student resilience across the College	<p>Identify best practice program to implement at College</p> <p>Provide Training and PD for staff with Resilience Project</p>	<p><b>Equity Funding</b> provided to support Resilience Project \$15,000 Apply and gain funding for Building Resilience School Communities</p>	<p>Wellbeing Team. Marni, Denise and Melissa</p>		<p>Based on Resilience Survey baseline data established in 2015</p> <p>Developmental Assets range to improve for College averages by 5% in 2016 Scores for Belonging and Safety to improve by 5% or greater.</p>								

	Empower and involve students to develop community projects	<p>Staff team appointed and represent school at Resilient Youth PD days Training with Andrew Fuller</p> <p>Time Release for Staff</p> <p>Establish baseline data using Resilience Survey</p> <p>Forming students groups to plan and implement student led 'students create the future' projects Consult with students to reflect on the summarised data</p>			<p>That Resilience data be aligned to Student attitudes data in regard to Student Safety with an increase from 4.92 to 5.12</p> <p>Funding of \$2,000 to support Resilience Project</p>
Lavers Hill Outdoor Learning Program is established with key stakeholders and in line with College Council planning.	Strategy, goals and targets are available in Strategic Plan and updated Project Plan: Aligned to business plan developed for Council by Cathy Donovan	See Strategic Plan and Outdoor Learning Team Strategy documents	College Council Leadership Team Outdoor Learning Team		<p><b>Business Plan is commissioned and completed</b></p> <p>College funding for Pilot Phase \$10,000 5 Curriculum Units completed 6 Camp programs run in 2016 Pilot phase report completed and forwarded to College Council</p>

# Annual Implementation Plan: for Improving Student Outcomes

PRODUCTIVITY					
Goals	To provide effective structures, systems, processes and resources to enable achievement of improved student outcomes.		Targets	<p>Develop policies, procedures and systems to optimise communication across the College community and enable the sustainability of <b>College programs and projects.</b></p> <p><u>School Staff Survey</u> increases in 2015:</p> <ul style="list-style-type: none"> <li>• Overall <i>School Climate</i> - from 49% to 54% endorsement, including: -                             <ul style="list-style-type: none"> <li>- Collective efficacy from 39% to 48%</li> <li>- Collective responsibility from 54% to 63%</li> <li>- Academic emphasis from 18% to 34%</li> <li>- Teacher collaboration from 65% to 75%</li> <li>- Collective focus on student learning from 62% to 73%</li> </ul> </li> <li>• <i>Professional learning</i> from 59% to 62% endorsement, including:                             <ul style="list-style-type: none"> <li>- School level support from 47% to 57%</li> <li>- Active participation from 46% to 55%</li> <li>- Professional learning coherence form 62% to 66%.</li> </ul> </li> </ul> <p><u>School Staff Survey</u> shows an increase from 2014 to 2015: Professional Learning 59% to 62% Shielding and buffering 21% to 33%</p> <p>There is further improvement across all indicators of 10% of the score by 2018.</p> <p>Academic Emphasis and Shielding and Buffering are to be at 50% by 2016.</p>	
Goals	To provide effective structures, systems, processes and resources to enable achievement of improved student outcomes.		12 month targets	<p><u>School Staff Survey 2015 (McRel)</u> increases in 2015 Endorsements achieved Strategic Plan targets.</p> <p>Aim for 2016 is to consolidate and maintain these significant gains with growth in 3 identified areas</p> <ul style="list-style-type: none"> <li>• Overall <i>School Climate</i> - from 49% to 54% Maintained at 67%                             <ul style="list-style-type: none"> <li>- Collective efficacy from 39% to 48% <b>Grow from 61% to 65%</b></li> <li>- Collective responsibility from 54% to 63% Maintained at 71%</li> <li>- Academic emphasis from 18% to 34% <b>Grow from 58% to 65%</b></li> <li>- Teacher collaboration from 65% to 75% Maintained at 80%</li> <li>- Collective focus on student learning from 62% to 73% Maintained at 80%</li> </ul> </li> <li>• <i>Professional learning</i> from 59% to 62% endorsement, including:                             <ul style="list-style-type: none"> <li>- School level support from 47% to 57% Maintained at 65%</li> <li>- Active participation from 46% to 55% <b>Grow from 61% to 65%</b></li> <li>- Professional learning coherence form 62% to 66%. Maintained at 76%</li> </ul> </li> </ul>	
KIS	ACTIONS: what the school will do	HOW the school will do it (including financial and human resources)	WHO has responsibility	WHEN timeframe for completion	SUCCESS CRITERIA: Markers of success reflecting observable changes in practice, behaviour, and measures of progress
Strengthen school leadership and collective responsibility for student outcomes. (KIS 1 SP)	<ul style="list-style-type: none"> <li>• Evaluate and further embed effective whole school leadership structures.</li> <li>• Develop leaders' capacity to strengthen collective responsibility to improve student outcomes within and across learning communities</li> <li>• Further develop the new Leadership Team</li> </ul>	<p>Survey staff in regard to the effectiveness of 2015-16 Leadership structure and team</p> <p>Reflect on MacRel Leadership component PL for Leadership Team Coaching for Leadership Teams Apply for Coaching for Leadership Program Purpose, protocols, roles and reciprocal accountabilities documented and evaluated for Leadership Team Professional learning focus in place for each member of the Team Unlocking Potential Bastow Program accesses</p> <p>Leadership Team and PLT team structures and meeting schedule in place.</p>	<p>Leadership Team and Staff</p> <p>Leadership Team and Staff</p> <p>Principal Leadership Team</p> <p>Principal AP</p>	<p>Term 3</p> <p>Term 2</p> <p>Term 2-4</p> <p>Term 1</p> <p>Term 1</p>	<ul style="list-style-type: none"> <li>• MacRel Leadership component data targets</li> <li>• Leadership Team (Coaching for Leadership Team) evaluations are collated and reviewed</li> <li>• <b>Collaborative team measures</b></li> </ul> <p><u>Critical issues for team consideration survey</u><sup>2</sup> (Dufour) shows:</p> <ul style="list-style-type: none"> <li>• Baseline average team rating (1-10) established</li> <li>• Average team rating increased to at least 5-6/10 by end of 2015.</li> </ul> <p><b>Evaluation Process with Bastow of Unlocking Potential Program</b></p>




<sup>2</sup> Learning by doing – A handbook for Professional Learning Communities at work. Dour, R; Dour, R; Esker, M; and Many, T. 2006. (pp.130-131)

Establish collective accountability for implementing school priorities and improving student outcomes	<ul style="list-style-type: none"> <li>AIP completed in collaboration with all stakeholders- endorsed by School Council.</li> <li>Whole teaching staff commitment to improving student learning outcomes agreed and documented.</li> <li>Establish timelines and responsibilities for staff PL, PDPs and Reviews</li> <li>Teacher P&amp;D plans include SMART goals reflecting school priorities</li> <li>Teacher P&amp;D plans developed and monitored.</li> <li>College Priorities evident in AIP.</li> <li>Teacher placements in high performing schools.</li> </ul>	<p>Feedback from stakeholders gained for AIP</p> <p>Ongoing PL with PLC model and alignment of whole school pedagogical model</p> <p>Ongoing support for Leadership Team in sharing the development and review of PDPs.</p> <p>Establishing the new 2016 timeline and completing 2015 PDPs</p>	Principal and Leadership Team	<p>Staff input early 2016 Completed March 15</p> <p>PDP annual timeline is shared Jan 27</p> <p>PDP planner dates</p> <p>Mid and final cycle Term 2 and 4</p>	<ul style="list-style-type: none"> <li><b>Strategic plan and AIP reflect the 2014-15 intervention plans.</b></li> <li>P&amp;D plans include SMART goals and align with the strategic plan and AIP.</li> <li>Teacher P&amp;D mid-cycle review shows evidence of differentiated teaching and learning to individual point of need based on analysis of student learning data and delivery of agreed instructional framework.</li> </ul>
Establish and embed Professional Learning Teams (PLTs).	<ul style="list-style-type: none"> <li>PLC professional learning undertaken.</li> <li>PLT outcomes, roles, responsibilities and protocols documented and agreed.</li> <li>PLT meeting agendas focus on analysis and use of learning data to inform planning, teaching and learning.</li> <li>PLTs established, implemented and monitored.</li> </ul>	<p>Provision of time for PLT meetings</p> <p>Further PL for PLTs and PLC capacity building</p> <p>High Reliability Schools PD</p>		<p>PL Plan for 2016</p> <p>PL Day Jan 2016</p>	<p><b>Collaborative team measures</b></p> <p><u>Critical issues for team consideration survey<sup>3</sup> (Dufour) shows:</u></p> <ul style="list-style-type: none"> <li>Baseline average team rating (1-10) established</li> <li>Average team rating increased to at least 5-6/10 by end of 2015.</li> </ul>
Develop PL program that aligns with AIP and staff PDPs	<p>PL Program developed for 2016</p> <p>Continue to embed PLC training and support</p> <p>Teacher placements in high performing schools.</p> <p>Continue to work with Bastow leadership programs</p> <p>Meeting schedule reflect AIP goals and PL priorities</p> <p>Meeting schedule embeds key work of PLTs around the 4 Questions</p> <p>Priority given to ongoing IT capacity building</p>	<p>Input gained from each Learning Community</p> <p>Continued work with Hawker Brownlow PL and HRS model</p> <p>Priorities best fit schools for teacher placements Confirm most relevant Bastow Programs to support College strategic direction and plan</p> <p>Seek continued support for Implementation Plan</p>	Leadership Team	<p>Plan is in place Term 1</p> <p>Plan published</p>	<p>Planned PL schedule is aligned to AIP, PLT goals and staff PDPs,</p> <p>Ongoing PL with HRS model \$4,000</p> <p>Teacher Placement in High Performing Schools \$6,000 time release and CRT coverage</p> <p>School Improvement Team Training \$12,000</p>
Review and develop strategic plan for IT systems across the College	<p>Review and Monitor College IT plan</p> <p>Address challenges of staffing provision and skills set required to enable plan</p> <p>Develop and Plan for implementation of Digital Technologies Curriculum</p> <p>Provision of PL</p> <p>Inclusion of IT goals in PDPs</p> <p>Provide updated 2016 budget for IT</p>	<p>Time provided for Leadership to develop the plan</p> <p>Collaboration with like schools</p> <p>Required Leadership PD provided</p> <p>Provision on ongoing and timely PL support for staff</p> <p>DLTV conference planned for Sept 9, 2016</p> <p>Staffing for new curriculum</p> <p>2016-17 provision of devices for all year levels</p> <p>Upgrade architecture, hardware and devices</p> <p>timely implementation of new information systems in consultation with staff</p> <p>implement a learning management system (LMS)</p> <p>Establish and embed Compass, SPA, Accelerus and Rubicon Atlas</p> <p>Financial resources identified and funding strategy developed</p>	<p>Leadership Team</p> <p>Leadership Team</p> <p>Leadership Team</p> <p>David, Jon and Tony</p> <p>Leadership and PLT Leaders</p> <p>Principal, AP and Business Manager</p>	<p>Term 1</p> <p>Term 1-3</p> <p>Term 1</p> <p>Ongoing</p> <p>Term 2</p> <p>Ongoing</p> <p>Term 1</p>	<p>Epotential Data collated and reviewed</p> <p>5% increase across college</p> <p>Staff feedback on implementation of IT platforms</p> <p>Parent and student feedback</p> <p>Evidence of IT strategies is identified in staff PDPs</p> <p>Funding is accessed to enable IT plan</p>

<sup>3</sup> Learning by doing – A handbook for Professional Learning Communities at work. Dour, R; Dour, R; Esker, M; and Many, T. 2006. (pp.130-131)



## Monitoring of Annual Implementation Plan: for Improving Student Outcomes

ACHIEVEMENT					
Actions:	6 month progress against success criteria and /or targets		12 month progress against success criteria and /or targets		Budget Spending to date
	Status	Evidence	Status	Evidence	
To establish Lavers Hill College as an effective <b>Professional Learning Community</b> which will increase the quality, effectiveness and consistency of teaching.		PL plans are in place for all members of the Leadership Team. AP is involved in Unlocking Potential Program, and 2 members of staff participating in the South West Aspirant Leadership Program. The College Leadership team is working with Coach, Roger Dingle to continue to strengthen school leadership and collective responsibility for student outcomes.		As a Leadership Team we have reviewed our roles and developed a clear framework that we are continuing to reflect on. We share our PDPs and reflect together on progress on KPIs.  Tony Grayden has almost completing the Unlocking Potential Program. He has shared this learning with staff and this has been a significant component of his PL in 2016  Andrew and Michelle Ferrari have completed the AITSL 360 feedback. Together as a Leadership Team we are reflecting on our practice based on these surveys and EI survey Tony completed. We have also used the Belbin survey to reflect on our strengths and weaknesses as a team  2 members of staff participated in the South West Aspirant Leadership Program. Their projects aligned with the work of our Victorian Curriculum Implementation Team.	Coaching for Leadership \$2-4,000  Focus on Re-engagement
<b>Student Learning Growth</b> Targets are Achieved		AusVels and PAT growth from Semester 1 is being collated and evaluated. Data is being forwarded to Kerry. There are strong results across the College. Cohorts and students below level and not achieving expected growth are being reviewed and effective plans implemented.		<p><b>Naplan 2016 Data (see attached detailed summary)</b></p> <p>Relative growth matched cohort for Reading (all ages) Low 11.11 Medium 55.5 High 33.3%</p> <p>Relative growth matched cohort for Writing (all ages) Low 33.3 Medium 44.4 High 22.2%</p> <p>Relative growth matched cohort for Spelling (all ages) Low 44.4% Medium 33.3% High 22.2%</p> <p>Relative growth matched cohort for Grammar and Punctuation Low 22.2% Medium 44.4% High 33.3%</p> <p>Relative growth matched cohort for Numeracy (all ages) Low 33.3 Medium 55.5% High 11.1%</p> <p><b>Focus on strengthening Academic Emphasis. (Agreed staff strategies)</b></p> <ul style="list-style-type: none"> <li>• Continue to develop our culture where academic success is desired and appreciated</li> <li>• Share LIPs celebrating academic progress and success</li> <li>• Students knowing their own data and seeing their improvement</li> <li>• Working together on a project whole school – i.e. Design Thinking and Solo Taxonomy</li> <li>• Allocating time – united focus</li> <li>• Robust educational discussion in a supportive environments</li> </ul>	

				Strengthening Literacy and Numeracy <ul style="list-style-type: none"> <li>Continue to use the 7 Steps Program</li> <li>Continue to focus on teaching the Essential Learnings for Writing and Reading</li> </ul>	
Establish and maintain a guaranteed and viable curriculum with scope and sequence across P-10 year levels for all learning areas.		Essential Learnings for Literacy are completed and present in unit planning, assessment and reporting. Essential Learnings for Numeracy are being developed.  Plan for transition to Victorian Curriculum is being developed with staff and timelines being established for each KLA.		Victorian Curriculum Team formed and time provided for them to plan and guide implementation. Two members of the team involved in Aspirant Leadership Program focusing on Curriculum development  This semester the goal has been for all teachers to work on their Learning Areas for developing the whole school's Guaranteed and Viable Curriculum (clearly defined), incorporating the Victorian Curriculum. By the end of the year, we need to have a yearly overview for each Year level/class with the topics or units that will be covered in 2017. The learning sequence should be based on the Strand and Sub-strand for the relevant Learning Area.  Staff have been introduced to Rubicon Atlas and Unit Planning processes. Staff to transfer their Unit Plans to Rubicon over 12 months. This will enable a whole year plan to be tracked within the Curriculum Platform. Rubicon enables the Victorian Curriculum to be easily accessed.	
Development of a culture of feedback and reflection on practice		Pivot Staff Surveys have been completed and baseline data established. and Staff reflection on data is being planned within the College Feedback Framework.  The Pivot Program provides planners for staff to reflect on strengths and challenges and to align student feedback to PDP goal planning		The second Pivot Survey phase is in progress and staff will reflect with their 'critical friend' and in PLTs.  We are using Pivot Planners to align student feedback to PDP goal planning as a part of 2017 planning	Pivot Survey \$2,000
<b>ENGAGEMENT</b>					
<b>Actions:</b>	<b>6 month progress against success criteria and /or targets</b>		<b>12 month progress against success criteria and /or targets</b>		<b>Budget Spending to date</b>
	 <b>Status</b>	<b>Evidence</b>	 <b>Status</b>	<b>Evidence</b>	
Develop individual student learning plans, decision making and leadership through enhanced <b>student voice</b> (KIS 5 SP)		Learning Improvement Plans are visible, accessible and students are taking increased ownership of their plans		Learning Improvement Plans are visible, accessible and shared: With students who co-develop the plans With parents through progress reports and 3 way conferences With staff via the College intranet and through PLTs.  The Middle Years Team has worked with students around the 6C and dispositions to identify to what degree students are taking increased ownership of their plans. As a result of low student motivation data in the 2016 Attitudes to Schools survey the Team has worked with student on Projects and building self direction, giving students the choice as to how much learning time is dedicated to the Projects.	NPDL partnership 0.2 staffing - \$18,000  PL \$6,000
School Improvement Team and agreed staff focus on increasing student		A new SIT team has formed and staff identified 'student's capacity for independent learning' as the focus. This work is aligning with student access to curriculum and development of their LIPs.  Through the engagement process facilitated by the SIT team: Staff agreed on the Goal – 'To increase & support out students' love of learning, pride in learning, capacity for independent learning & capacity to take responsibility for their own		Meeting with Coach Roger Dingle the SIT Team has learnt a range of meeting protocols and processes. Aim of SIT team :to achieve a transformation in our students' attitude to learning, we need to change the learning environment The SIT team has lead staff PL with a focus on:   Define what our ideal learning environment would look like	SIT team training \$1,257

engagement in learning				<ul style="list-style-type: none"> <li>● Consider the range of things we could do or refrain from doing to transform our current learning environment into our ideal</li> <li>● Identify possible hurdles to change and address the hurdles</li> <li>● Begin formulating concrete plans for change, with agreed processes, desired outcomes, target groups, and assigned dates and format for reporting</li> </ul> <p>Aligned to this process staff are examining a range of data including the recently implemented ACER Wellbeing Survey. Consultations are also underway with students to better understand their views and experiences.</p>	
To further secure a calm and orderly environment by reviewing and embedding the whole school student engagement framework		<p>Staff continue to work collaboratively to embed and monitor 'student engagement framework' to sustain a calm and orderly environment. A similar process is begin put in place at Turning Point Campus</p> <p>Focus for 2016 What specific targets and strategies can we put in place to achieve growth for example in regard to Student Connectedness and Student Morale</p> <p>Strategies to Promote School Pride (Focus on Boys) :</p> <p>Strengthen relationships with male staff members and community members</p> <p>Men's shed project</p> <p>Focus on Boys in Year 9 and program to develop student engagement</p> <p>Link to our developing Outdoor Learning Program and Alpine School</p> <p>Mediation program. Great leadership by boys</p> <p>School Blazers to build pride</p> <p>Great value of Dylan as young man, trainee and young leader</p> <p>Do a data map using 4 quadrants and axes being connectedness to school and peers</p> <p>In 2016 We have achieved significant growth in boy's Year 7-12 classroom behaviour, connectedness to peers and student safety. It would be interesting to reflect on how this has happened</p> <p>In turn our girls are under region/state for student's relationships student safety, connectedness to peers and student behaviour, however in terms of wellbeing they are above for Student distress and morale.</p> <p>Girls are higher for connectedness to school and above state and region</p> <p>Proposed action in 2017 : to do relationship building for the girls and supporting our girls overall health and wellbeing</p>		<p>While we have made strong progress in 2015 with Staff Opinion data, Student wellbeing and engagement data are , however, a concern: Student safety, and in particular, Connectedness to peers, as reflected in student and parent data are a concern and need further attention. Hence our Goal 2 will focus on strategies to engage and empower our students from P-12.</p> <p><u>Student Attitudes to School</u> data shows that the following indicators have increased to at least the state mean in 2015 in Years 5-6 and 7-12:</p> <ul style="list-style-type: none"> <li>• Connectedness to peers 3.9 to 3.68 (2015) and to 3.61 in 2016 Is at state mean for girls but still below for boys Boys have improved to 3.71</li> <li>• Student safety form 4.08 (2014) to 4.31 (2015) to 4.30 in 2016 is at State Mean Boys are at 4.59 compared to region 4.29: Girls are 3.76 compared to Region 4.36 Need to focus on girls in regard to safety perceptions</li> </ul> <p>School Connectedness from 3.38 in 2014 to 3.62 in 2016 Stimulating Learning from 2.89 in 2014 to 3.50 in 2016 Student Motivation from 4.35 in 2014 to 3.73 in 2016 Learning Confidence 3.65 in 2014 to 3.36 in 2016 Teacher effectiveness from 3.68 in 2014 to 3.90 in 2016 (above region and state)</p> <p>Our students enjoy coming to school, they respect and admire their teachers, and they believe their teachers are highly empathies and effective: the challenge is that they don't come from backgrounds where learning how to learn is valued and prioritised. When at school they can become frustrated because they don't know what to do Our challenge is to teach explicitly metacognitive learning and organisational skills. It is the how to learn that is the key.</p> <ul style="list-style-type: none"> <li>• Student distress 5.02 (2014) to 5.32 (2015) to 5.07 in 2016 for Girls achieved target but not boys (is at region and state level)</li> <li>• Student morale 4.41 to 4.47 to 4.82 for Girls achieved target but not boys</li> </ul>	<p>Resilience Project \$2,000</p> <p>ACER Wellbeing Surveys \$2,500</p>



		The Resilience project is being implemented through the completion of the Canteen Redesign Project. This work has aligned with the College Values process and is further embedding the successful work of the SEF.		Data for ACER and Resilience Survey (attached)	
<b>WELLBEING</b>					
<b>Actions:</b>	<b>6 month progress against success criteria and /or targets</b>		<b>12 month progress against success criteria and /or targets</b>		<b>Budget Spending to date</b>
	 <b>Status</b>	<b>Evidence</b>	 <b>Status</b>	<b>Evidence</b>	
Develop whole school wellbeing model to build the health and wellbeing needs of all students.		<p>Whole school wellbeing planning and policy development is being progressed by Wellbeing Team (see Planner, minutes and Doctors in Schools application)</p> <p>The Wellbeing Team is providing effective case management and welfare support particularly for students at risk. This is occurring with the co-ordinated support of the allied health team. Provision of a community nurse has been achieved to work our visiting psychologist. Doctors in Schools application has been completed and submitted.</p> <p>Provision of Health Lunch Program at Turning Point Re-engagement campus.</p> <p>Support for students re family conflicts, housing and emergency food support</p>		<p>Continued work on Esmart</p> <p>Successful completion of the funded Resilience Project</p> <p>Active presence of Psychologist and Nurse at the College</p> <p>Doctors in Schools application was successful</p> <p>Allied Health team and co-ordinated planning is developing</p> <p>Youth Worker Turning Point</p> <p>Increased number of SSG for students</p> <p>Increased number of PSD applications and funded students</p> <p>Provision of Health Lunch Program at Turning Point Re-engagement campus.</p> <p>Support for students re family conflicts, housing and emergency food support</p>	<p>Increased Wellbeing Staffing</p> <p>\$5,000</p> <p>\$55,000</p> <p>Lunches \$6250</p> <p>Other food Support \$2,300</p>
Develop leadership programs and roles for Lavers Hill students		Strengthening of leadership programs and roles for Lavers Hill students (new Leaders roles, purchase of blazers for Leaders, Resilience Project, Student leadership of Values process)		Providing a wide range of Leadership Opportunities for students	
Lavers Hill Outdoor Learning Program is established with key stakeholders and in line with College Council planning.		<p>Outdoor Learning Program is progressing as outlined in Business Plan</p> <p>College funding for Pilot Phase has been allocated.</p> <p>Pilot camps, curriculum units, school partnerships and compliance requirements are being progress by the Outdoor Learning Team in dialogue with College Council subcommittee.</p>		<p><b>Outdoor Learning</b> Partnerships have been established with 4 schools</p> <p>3 Pilot camps have been planned</p> <p>All compliance requirements are being addressed for the Camps</p> <p>Curriculum units are being developed across Las</p> <p>The staff Outdoor Learning Team is working effectively under the direction of the College Council subcommittee.</p> <p><b>Outdoor Learning Program</b> is progressing as outlined in Business Plan. 3 Key models will be evaluated by College Council</p> <p>Principal is briefing DET staff as required and developing a partnership and CoP approach with partner's schools and the Area.</p> <p>See attached planning documents</p>	
<b>PRODUCTIVITY</b>					

Actions:					6 month progress against success criteria and targets
Actions:	Status		Evidence		Status
		Develop individual student learning plans, decision making and leadership through enhanced <b>student voice</b>			
Strengthen school leadership and collective responsibility for student outcomes. (KIS 1 SP)		Strategic plan and AIP carry forward key goals of the 2014-15 intervention plans. PDP plans increasingly include SMART goals and align with the strategic plan and AIP.		<p>Leadership Team is aligning AIP and Priority Review goals.</p> <p>Leadership and Staff PDPs are more closely aligned to AIP and more work can be done in pre-planning to strengthen this.</p> <p>SMART goals are present but evaluation against targets can be done more consistently</p> <p>Macrel survey data is very strong in regard to Leadership. Scores for Leading Change, Cultural Leadership, Flexibility, Intellectual Stimulation and Leading Change are all above state averages</p>	
Establish and embed Professional Learning Teams (PLTs).		Professional Learning Teams processes, protocols and focus on student learning outcomes are being strengthened (see work on Viable and Guaranteed Curriculum, meeting protocols, surveys and minutes)		<p>Professional Learning Teams processes, protocols and focus on student learning outcomes are being strengthened (see work on Viable and Guaranteed Curriculum, meeting protocols, surveys and minutes)</p> <p>Review PLT survey data</p>	
Develop PL program that aligns with AIP and staff PDPs		<p>Planned Professional Learning is aligned to AIP, PLT goals and staff PDP. This includes Teacher Placement in High Performing Schools through leadership PL (see above).</p> <p>Key PL includes: School Improvement Team Training, NPDL supported training with No Tosh – Design Thinking and Solo Taxonomy.</p>		<p>Capture significant commitment to PL in 2016 and sustained in 2017</p> <p>Macrel survey data is very strong in regard to Professional Learning. Scores for School level support, Renewal of knowledge and skills, Applicability and Coherence and are all above state averages. Interestingly Feedback (a key focus in 2016) is at state average.</p> <p>Focus on</p> <ul style="list-style-type: none"> <li>• 7 Steps Writing Program</li> <li>• Solo Taxonomy</li> <li>• No Tosh design thinking</li> <li>• Mental Health</li> </ul>	Mental Health PD \$990