

Annual Implementation Plan - 2020

Define Actions, Outcomes and Activities

The Lakes South Morang College (8846)



Awaiting for review by School Principal
Awaiting endorsement by Senior Education Improvement Leader
Awaiting endorsement by School Council President

Define Actions, Outcomes and Activities

Goal 1	To maximise the achievement and learning growth of every student in literacy and numeracy.			
12 Month Target 1.1	By the completion of 2020 NAPLAN relative growth (Low.Medium & High) will increase by 5% in comparison to the 2019 data.			
12 Month Target 1.2	By the completion of 2020 NAPLAN data in Reading, Writing & Numeracy in Years 3, 5, 7 & 9 will be at or above the National average/mean.			
12 Month Target 1.3	By the completion of 2020. School Staff Survey targets will increase by at least 10% across each Domain.			
12 Month Target 1.4	The school meeting schedule will be developed to ensure that 50% of available time is allocated to building capacity in teaching and learning.			
KIS 1 Curriculum planning and assessment	Effectively implement the Victorian Curriculum at the point of need for every student (CPA)			
Actions	The implementation of a new Executive team of Principal Class, Leading Teachers and Learning Specialists Additional Leadership opportunities as a SIT member to support the management of T & L across Primary and Secondary Consolidation of the Meeting Schedule that includes weekly Professional Development / Learning meetings			
Outcomes	Building teaching capacity and collective understanding to consistently apply effective principles in Reading curriculum with a particular focus on the Fontass & Pinnel and CAFE strategies Greater confidence in the collection, analysis and use of student reading data across all levels			
Success Indicators	An improvement in our reading data in both Student Judgment data and NAPLAN To reduce the gap between Teacher Judgement and NAPLAN data To develop the level of depth and increased growth in cohort data in Reading in conjunction with the work completed by the Teaching Partners.			
Activities and Milestones	Who	Is this a PL Priority	When	Budget

The restructure of the 2020 Leading Teachers and Learning Specialist positions or responsibility	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	<input type="checkbox"/> Equity funding will be used
Additional Leadership opportunities in the management of the T & L To include the additional support of key leaders that may include Professional Learning or time allocation	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	<input type="checkbox"/> Equity funding will be used
Consolidation of the Meeting Schedule that includes weekly Professional Development / Learning meetings	<input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	<input type="checkbox"/> Equity funding will be used
KIS 2 Curriculum planning and assessment	Provide a viable senior secondary curriculum (CPA)			
Actions	Continuation of the neighbourhood senior school provision working group to explore options inconjunction with NEMA To continue a range of consultations with the school community and relevant stakeholders To provide staff with the professional learning opportunities to explore teaching provisions at the senior levels and in their relevant subject areas			
Outcomes	Agreed school provision and protocols amongst the neighbourhood schools Competence, excitement and ability to teach effectively at the senior level including the effective use of study designs Commencement in 2020 of a viable and dynamic Year 10 curriculum program Build staff networks across a range of professional networks and affiliations			
Success Indicators	The successful introduction of an effective and viable Year 10 curriculum program Growth in total school enrolments Build an effective neighbourhood school consultation process			

Activities and Milestones	Who	Is this a PL Priority	When	Budget
Continuation of the neighbourhood senior school provision working group to explore options inconjunction with NEMA	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Managed Individual Pathways Coordinator <input checked="" type="checkbox"/> Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	<input type="checkbox"/> Equity funding will be used
To continue a range of consultations with the school community and relevant stakeholders	<input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	<input type="checkbox"/> Equity funding will be used
To provide staff with the professional learning opportunities to explore teaching provisions at the senior levels and in their relevant subject areas	<input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Managed Individual Pathways Coordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	<input type="checkbox"/> Equity funding will be used
KIS 3 Building practice excellence	Action an evidence based teaching and learning model in a consistent manner across the school (BPE)			
Actions	To consolidate the DET preferred learning model with all staff that is supported by the Workshop Model as a framework To develop a structured and defined professional learning schedule Provision of time and PD for key leaders To ensure that learning for all staff is central to the PDP process			

Outcomes	An agreed and defined set of Teaching & Learning protocols A higher level of competency by all staff in delivering Teaching & Learning across the school Planning to reflect the Workshop Model as a framework to support classroom programs			
Success Indicators	Formalise and demonstrated evidence and growth in staff PDP's Identified and communicated school protocols across the school			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
To consolidate the DET preferred learning model with all staff that is supported by the Workshop Model as a framework	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leading Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	<input type="checkbox"/> Equity funding will be used
To develop a structured and defined professional learning schedule	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	<input type="checkbox"/> Equity funding will be used
Provision of time and PD for key leaders	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	<input type="checkbox"/> Equity funding will be used
To ensure that learning for all staff is central to the PDP process	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	<input type="checkbox"/> Equity funding will be used

KIS 4 Curriculum planning and assessment	Build staff capacity in data literacy. (CPA)			
Actions	Work effectively with the Leading Teachers and Learning Specialists to develop literacy skills across all levels of T & L Provision of time for Leading Teachers and Learning Specialists to coach, mentor and support teaching teams and building data literacy capacity Ongoing monitoring of student data and growth at senior level ensuring teacher accountability throughout the process			
Outcomes	Leading Teacher to meet with and work with the primary teachers on a fortnightly basis Greater and more effective use of student outcome data across the school Follow up and review of individual and cohort data outcomes which includes a termly presentation of data with the Principal Team			
Success Indicators	Data gathered and analysed by the Leading Teachers and relevant Learning Specialists Increased number of students across all levels demonstrating medium and high growth			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Work effectively with the Leading Teachers and Learning Specialists to develop literacy skills across all levels of T & L	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	<input type="checkbox"/> Equity funding will be used
Provision of time for Leading Teachers and Learning Specialists to coach, mentor and support teaching teams and building data literacy capacity	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	<input type="checkbox"/> Equity funding will be used
Ongoing monitoring of student data and growth at senior level ensuring teacher accountability throughout the process	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	<input type="checkbox"/> Equity funding will be used

Goal 2	To ensure student wellbeing is enabled by a supportive and productive learning environment.			
12 Month Target 2.1	By the completion of 2020. School AToSS targets will increase by at least 10% across each Dimension.			
12 Month Target 2.2	By the completion of 2020. SSS targets will increase by at least 10% across each Dimension.			
12 Month Target 2.3	By the completion of 2020. the POS targets will continue to be maintained or improved.			
KIS 1 Setting expectations and promoting inclusion	To investigate and implement a whole school model of student behaviour management that is age appropriate and effective. (SEI)			
Actions	Investigate a range of options and behaviour models that would best suit our school environment needs Consolidate the school protocols that will underpin the selected behaviour model Engage a range of community partnership projects to support the implementation process			
Outcomes	Agreed model of behaviour management A consistent approach in the implementation of the behaviour model Effective teacher training on the selected behaviour model Greater community confidence in the implementation of consistent behaviour management practices			
Success Indicators	Improved AoTTS results data Improved SOS results data Improved POS results data			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Investigate a range of options and behaviour models that would best suit our school environment needs	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority		<input type="checkbox"/> Equity funding will be used

Consolidate school protocols that will underpin the selected behaviour model	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority		<input type="checkbox"/> Equity funding will be used
Engage a range of community partnership projects to support the implementation process	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority		<input type="checkbox"/> Equity funding will be used
KIS 2 Health and wellbeing	To ensure effective and shared leadership at all levels that supports the wellbeing of staff and students. (SHW)			
Actions	Consolidation of the 2020 Principal/ School Improvement Team in leading teams across T & L and Student Management operations Consolidation of Home Groups in the secondary setting Consolidation of learning spaces in P- 5 to improve support in staff and student wellbeing More effective use of Allied Support and ES Staff			
Outcomes	Improvements in the overall performance data across the AToSS, SSS & POS The successful implementation of the Home Group program in Years 7-10 Improved tracking of student attendance Improved connectedness between staff and students Provision for access to allied professionals for staff , students and our local community.			
Success Indicators	A minimum of 10% increase in each of the selected surveys listed Presentation of data from allied staff on student/family access to relevant services provided (speech pathology/school nurse/headspace)			
Activities and Milestones	Who	Is this a PL Priority	When	Budget

Consolidation of the 2020 Principal/ School Improvement Team in leading teams across T & L and Student Management operations	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority		<input type="checkbox"/> Equity funding will be used
Consolidation of Home Groups in the secondary setting	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority		<input type="checkbox"/> Equity funding will be used
Consolidation of spaces in P-5 learning areas to improve engagement and support in staff and student wellbeing	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority		<input type="checkbox"/> Equity funding will be used
Goal 3	To optimise the engagement of student in their learning with a focus on student agency.			
12 Month Target 3.1	By the completion of 2020. AToSS argets will increase by at least 15% in Student Voice & Agency.			
12 Month Target 3.2	By the completion of 2020. School Staff Survey targets will increase by at least 10% across each Dimension.			
12 Month Target 3.3	By the completion of 2020. POS Survey targets will increase by at least 10% across each Dimension.			
KIS 1 Intellectual engagement and self-awareness	Build a culture where teachers and students work together and student voice, agency and leadership are understood and evident. (IES)			
Actions	Implementation and development of agreed processes and protocols around Student Voice, Agency and Leadership Re development of curriculum planning and protocols to include student agency and feedback To develop a range of strategies and programs that are focused on student agency			

	To assimilate student agency throughout the Teaching & Learning programs			
Outcomes	<p>Alignment of an agreed school teaching model that ensures consistency of behaviour and practice across Primary and Secondary Campuses</p> <p>Improved planning programs and units of work that highlight the agreed teaching model and allow for student voice and feedback</p> <p>Staff PDP that includes demonstrated evidence of student feedback use and change of practice</p> <p>Staff clearly articulate a range of strategies employed in their Teaching & Learning on student agency and student voice</p>			
Success Indicators	<p>Consistency of practice within classrooms</p> <p>Provision and documentation of student voice and feedback opportunities as part of planning in common assessment tasks</p> <p>Improved AoTTS results data</p> <p>By the completion of 2020. AToSS argets will increase by at least 15% in Student Voice & Agency</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Facilitation of Amplify professional learning that highlights student voice, agency and leadership	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority		<input type="checkbox"/> Equity funding will be used
Professional development around the implementation of the Workshop Model as an agreed teaching model that supports Student agency	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority		<input type="checkbox"/> Equity funding will be used
Development of Common Assessment Tasks that allow for student voice and agency as part of curriculum programs and planning	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority		<input type="checkbox"/> Equity funding will be used

KIS 2 Intellectual engagement and self-awareness	Use effective feedback strategies to gather information on students understanding, to work with students to advance student learning and to verify the impact of teaching practice. (IES)			
Actions	Provision of leadership and support that ensures all teachers will collect rigorous evidence of learning, target their teaching and evaluate the impact of individual, team and school level practice.			
Outcomes	Teachers will confidently use formal and informal assessment and seek student input for evaluation and reflection of programs and units of work Students become more motivated, confident and independent learners. Students will develop their skills in monitoring their own progress and be able to identify and communicate their learning needs to their teachers.			
Success Indicators	Improved AoTTS results data By the completion of 2019. AToSS argets will increase by at least 15% in Student Voice & Agency			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Professional learning in the development of formative and summative assessment that includes opportunities for student agency	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority		<input type="checkbox"/> Equity funding will be used
Allocated time for moderation and collaborative curriculum program development	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority		<input type="checkbox"/> Equity funding will be used

students working collectively with teaching staff to evaluate and review programs and individual outcomes	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority		<input type="checkbox"/> Equity funding will be used
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