**2018 Annual Implementation Plan**

Submitted for review by Diane Bassett (School Principal) on 19 March, 2018 at 04:50 PM  
Endorsed by Vivienne Tellefson (Senior Education Improvement Leader) on 26 July, 2018 at 05:26 AM  
Awaiting endorsement by School Council President

**for improving student outcomes**

Hume Valley School (4950)



**Self-evaluation Summary - 2018**

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|  | FISO Improvement Model Dimensions  The 6 High-impact Improvement Initiatives are highlighted below in red. | | Self-evaluation Level |
| **Excellence in teaching and learning** |  | Building practice excellence | Embedding |
|  | Curriculum planning and assessment | Embedding |
|  | Evidence-based high-impact teaching strategies | Embedding |
|  | Evaluating impact on learning | Embedding |

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| **Professional leadership** |  | Building leadership teams | Embedding |
|  | Instructional and shared leadership | Embedding |
|  | Strategic resource management | Excelling |
|  | Vision, values and culture | Excelling |

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| **Positive climate for learning** |  | Empowering students and building school pride | Embedding moving towards Excelling |
|  | Setting expectations and promoting inclusion | Excelling |
|  | Health and wellbeing | Excelling |
|  | Intellectual engagement and self-awareness | Embedding |

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| **Community engagement in learning** |  | Building communities | Excelling |
|  | Global citizenship | Embedding |
|  | Networks with schools, services and agencies | Excelling |
|  | Parents and carers as partners | Embedding |

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| **Enter your reflective comments** | The self-evaluation process has provided the impetus for us to reflect on the breadth of school improvement over the past strategic planning period. Using the continuum for school improvement we reflected on the achievement of school goals as established in the 2015- 2018 Strategic Plan and the progress made in the Annual Implementation Plan, using the new Framework for Improving Student Outcomes (FISO) document. Further implementation of the HITS is an important priority. We will continue to develop integrated curriculum units of work, consolidate the use of rubrics in assessing and planning individual teaching and learning requirements, implementing on-line English and Mathematics assessments and formalising student achievement data records. Leaders will strive to ensure that student progress against Personal Learning Support Plan goals is systematically monitored and that teachers use data based developmental assessment to inform and direct their teaching. Through the School Improvement Team and Professional Learning Communities, our leaders will review and enhance teaching practice and lead the full implementation of the Victorian Curriculum.  Health and Wellbeing is an ongoing priority, given our student cohort of intellectual disability and in some cases generational poverty, generational intellectual disability and students displaying a range of complex behaviours consistent with trauma. As such our need to further build the expertise of the Wellbeing and Therapy Teams necessitates the creation of additional positions including a school-based Occupational Therapist, Speech Therapist and Youth Worker. The Berry Street Trauma Informed Practice training undertaken to date by all Sub-School Leaders and Wellbeing Team members will be extended to all teaching staff. The review and extension of our VCAL and VETiS offerings and the introduction of a PreCAL program have also been identified as priorities. |
| **Considerations for 2018** | • Continue the focus on assessment and reporting and the evaluation of teaching practice. • Continue the development of teaching and learning strategies and programs which engage students in learning and with the community. • Embed the Communities of Practice Trauma Informed model. • To continue to identify and appoint aspirant leaders to leadership positions and responsibilities. • Provide mentoring, coaching and feedback by senior members of the leadership team. • Provide access to leadership professional learning. |
| **Documents that support this plan** | NWVR 4950 Hume Valley School Peer Review Report (Final).docx (0.9 MB) |

**Annual Implementation Plan - 2018**

**FISO Improvement Initiatives and Key Improvement Strategies**

Hume Valley School (4950)

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| Four Year Strategic Goals | Four Year Strategic Targets | Is this selected for focus this year? | 12 month target  Outline what you want achieve in the next 12 months against your Strategic Plan target. | FISO initiative |
| To improve student outcomes in Reading and Number | |  |  |  | | --- | --- | --- | | **Staff Opinion Survey**  **Per cent positive endorsement - whole school** | | | | **Factor** | **2017** | **End of review period** | | **Collective Efficacy** | 65.7% | 68.5% | | **Collective focus on student learning** | 84.9% | 87% | | **Guaranteed and viable curriculum** | 74.6% | 78% |     Annually all students operating at Foundation or above will show an improved level of reading and comprehension and number as measured by online benchmarking (PM Benchmarking, Oxford Owl and Essential Assessment in Mathematics).  Annually 90% of students will progress through the reading and viewing and number content descriptors as measured by the school developed rubrics | Yes | Staff Opinion Survey Collective Efficacy to increase from 65.7% in 2017 to 66.5%. Collective Focus on Student Learning to increase from 84.9% in 2017 to 85.5%. Guaranteed and Viable Curriculum to increase from 74.6% in 2017 to 75.5%. All students operating at Foundation or above will show an improved level of reading and comprehension and number as measured by online benchmarking ( PM Benchmarking, Oxford Owl and Essential Assessment in Mathematics). 90% of students will progress through the reading and viewing and number content descriptors as measured by the school developed rubrics. | Building practice excellence |
| To improve student connectedness to school and engagement in learning | By the end of 2021 the overall percent endorsement for the School Climate Module in the Staff Survey will increase from 71% to 81%.  By the end of the review period the percent endorsement for the Learner Characteristics and Disposition and Social Engagement domain will show improvement as per the table below.   |  |  |  | | --- | --- | --- | | **AToSS**  **Per cent positive endorsement** | | | | **Factor** | **2017** | **End of review period** | | Learner confidence | 87% | 92% | | Resilience | 85% | 90% | | Motivation and interest | 90% | 95% | | Self–regulation and goal setting | 89% | 95% | | Attitude to attendance | 85% | 90% | | School connectedness | 82% | 90% | | Student voice and agency | 86% | 91% |     By the end of the review period the per cent endorsement of Student Cognitive Engagement in the PO Survey for each factor will improve as per the table below.   |  |  |  | | --- | --- | --- | | **PO Survey**  **Student Cognitive Engagement**  **Per cent positive endorsement** | | | | **Factor** | **2017** | **End of review period** | | High expectations for success | 92% | 95% | | Stimulating learning environment | 88% | 95% | | Effective teaching | 91% | 95% |     **Student attendance**   * **Annually targetted students (those students with less than 60% attendance) will demonstrate a 10% improvement in their attendance rate compared to the previous year.** | Yes | AToSS The overall percent endorsement for the School Climate Module in the Staff Survey will increase from 71% in 2017 to 73%. Learner Confidence to increase from 87% in 2017 to 88%. Resilience to increase from 85% in 2017 to 86%. Motivation and Interest to increase from 90% in 2017 to 91%. Self-regulation and Goal Setting to increase from 89% in 2017 to 91%. Attitude to Attendance to increase from 85% in 2017 to 87%. School Connectedness to increase from 82% in 2017 to 85%. Student Voice and Agency to increase from 86% in 2017 to 88%. AToSS High Expectations for Success to increase from 92% in 2017 to 93%. Stimulating Learning Environment to increase from 88% in 2017 to 90%. Effective Teaching to increase from 91% in 2017 to 92%. Targetted students will demonstrate a 10% improvement in their attendance rate compared to the previous year. | Evidence-based high-impact teaching strategies |
| To improve the vocational skills of students | * + 90% of students who undertake Vocational Education and Training (VET)/VCAL Certificates I or II will obtain their certificate.   + 90% of students who attend a structured workplace setting will gain a certificate of participation.   + By the end of 2021 the per cent endorsement of Positive Transitions in the Parent Opinion Survey will increase from 93% to 95%.   + By the end of 2021 the overall percent endorsement for School Stage Transitions for Years 10 to 12 will increase from 90% to 92% and for Year 7 and new students will increase from 89% to 91%.   + By the end of 2021 in the AToSS percent positive endorsement for High Expectations for Success will increase from 93% to 95%  and Motivation and Interest will increase from 85% to 90%. | Yes | 90% of students who undertake Vocational Education and Training (VET)/VCAL Certificates I or II will obtain their certificate. 90% of students who attend a structured workplace setting will gain a certificate of participation. By the end of 2018 the per cent endorsement of Positive Transitions in the Parent Opinion Survey will increase from 93% to 94%. By the end of 2018 the overall percent endorsement for School Stage Transitions for Years 10 to 12 will increase from 90% to 91% and for Year 7 and new students will increase from 89% to 90%. By the end of 2018 in the AToSS percent positive endorsement for High Expectations for Success will increase from 93% to 94% and Motivation and Interest will increase from 85% to 87%. | Building communities |

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| Improvement Initiatives Rationale |
| The 2017 review established that preparing students for post school life formed the basis of all areas of the school curriculum from the Junior School through to students in their final years of schooling. The school recognised students are limited in what they can achieve without adequate reading and comprehension and numeracy skills and therefore considered a focus on these two areas of the curriculum should be a priority area in the next SSP. A further challenge identified was to ensure all students were engaged with their learning to an optimal level.. The school recognised the need to extend access to these programs focused on building engagement and connectedness to a broader range of students. The continued development and implementation of evidence based high impact teaching strategies was seen as critical to ensuring all students were engaged in learning and connected to the school. The review also identified that preparing students for post school life was critical. It was agreed that it was important for the school to maximize post–school pathways and to encourage students and their families to have future aspirations. |

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| Goal 1 | To improve student outcomes in Reading and Number |
| 12 month target 1.1 | Staff Opinion Survey Collective Efficacy to increase from 65.7% in 2017 to 66.5%. Collective Focus on Student Learning to increase from 84.9% in 2017 to 85.5%. Guaranteed and Viable Curriculum to increase from 74.6% in 2017 to 75.5%. All students operating at Foundation or above will show an improved level of reading and comprehension and number as measured by online benchmarking ( PM Benchmarking, Oxford Owl and Essential Assessment in Mathematics). 90% of students will progress through the reading and viewing and number content descriptors as measured by the school developed rubrics. |
| FISO Initiative | Building practice excellence |
| Key Improvement Strategies |  |
| KIS 1 | Build leadership and team capacity to impact on student learning through implementation of Professional Learning Communities. |
| KIS 2 | Build leadership and teacher capacity to develop and implement a whole school instructional model for reading and number. |

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| Goal 2 | To improve student connectedness to school and engagement in learning |
| 12 month target 2.1 | AToSS The overall percent endorsement for the School Climate Module in the Staff Survey will increase from 71% in 2017 to 73%. Learner Confidence to increase from 87% in 2017 to 88%. Resilience to increase from 85% in 2017 to 86%. Motivation and Interest to increase from 90% in 2017 to 91%. Self-regulation and Goal Setting to increase from 89% in 2017 to 91%. Attitude to Attendance to increase from 85% in 2017 to 87%. School Connectedness to increase from 82% in 2017 to 85%. Student Voice and Agency to increase from 86% in 2017 to 88%. AToSS High Expectations for Success to increase from 92% in 2017 to 93%. Stimulating Learning Environment to increase from 88% in 2017 to 90%. Effective Teaching to increase from 91% in 2017 to 92%. Targetted students will demonstrate a 10% improvement in their attendance rate compared to the previous year. |
| FISO Initiative | Evidence-based high-impact teaching strategies |
| Key Improvement Strategies |  |
| KIS 1 | Enhance teacher skills and capacity to implement evidence-based High Impact Teaching Strategies (HITS). |
| KIS 2 | Engage staff in using the FISO improvement cycle to further engage students in their learning. |

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| Goal 3 | To improve the vocational skills of students |
| 12 month target 3.1 | 90% of students who undertake Vocational Education and Training (VET)/VCAL Certificates I or II will obtain their certificate. 90% of students who attend a structured workplace setting will gain a certificate of participation. By the end of 2018 the per cent endorsement of Positive Transitions in the Parent Opinion Survey will increase from 93% to 94%. By the end of 2018 the overall percent endorsement for School Stage Transitions for Years 10 to 12 will increase from 90% to 91% and for Year 7 and new students will increase from 89% to 90%. By the end of 2018 in the AToSS percent positive endorsement for High Expectations for Success will increase from 93% to 94% and Motivation and Interest will increase from 85% to 87%. |
| FISO Initiative | Building communities |
| Key Improvement Strategies |  |
| KIS 1 | Broaden the opportunities and options for students throughout their school years to prepare them for post-school life. |

**Define Evidence of Impact and Activities and Milestones - 2018**

Hume Valley School (4950)

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| Goal 1 | To improve student outcomes in Reading and Number | | | | |
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| FISO Initiative | Building practice excellence | | | | |
| Key Improvement Strategy 1 | Build leadership and team capacity to impact on student learning through implementation of Professional Learning Communities. | | | | |
| Actions | • Build the school’s capacity to use formative and summative assessments to inform planning, teaching and learning and to monitor and report on   student learning growth. • Ensure all members of staff understand and effectively use the Reading and Number rubrics. • Ensure the sustainability of the School Improvement Team (SIT) to develop, oversee and evaluate the effectiveness and impact of the AIPs. • Ensure explicit professional development around setting goals and differentiation via collegial visits, coaching and classroom visits and feedback • Provide opportunities for vertical teams across all year levels to engage in moderation and share best practice. | | | | |
| Evidence of impact | Students will:  - have individualised learning goals (Personalised Learning Support Plan - PLSP) with personal goals for reading, writing and numeracy. - be able to articulate their personal goals. - experience success and where appropriate report their achievements in learning using their portfolios.  - understand that lessons have Learning Intentions and Success Criteria.   Teachers will: - develop SMART goals as reflected in student PLSPs. - moderate samples of student work to ensure consistency of assessment practice. - write clear and succinct Learning Intentions and Success Criteria for all lessons.  - effectively utilise rubrics and assessment materials to monitor individual student progress. - actively participate in PLCs, Collegiate Visits and feedback to enhance their knowledge and skills.  Leaders will: - develop structures, protocols and procedures for PLCs and coaches. - use student data throughout the year to monitor effectiveness of the school's curriculum, instructional and assessment practices.  - monitor the setting and updating of individual goals and use of assessment tools and feedback.  - conduct classroom observations and monitor collegiate visits to provide feedback to both teachers and students. | | | | |
| Activities and Milestones | | Who | Is this a Professional Learning Priority | When | Budget |
| Develop structures, protocols and procedures for PLCs and coaches. Use student data throughout the year to monitor effectiveness of the school's curriculum, instruction and assessment practices.  Monitor the setting and updating of individual goals and use of assessment tools and feedback.  Conduct classroom observations and monitor collegiate visits to provide feedback to both teachers and students.Teachers will implement the whole school instructional models in reading and number in each classroom from P-10. | | Leadership Team | 🗹 Yes | from: Term 1  to: Term 4 | $100,000.00 🗹 Equity funding will be used |

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| Goal 1 | To improve student outcomes in Reading and Number | | | | |
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| FISO Initiative | Building practice excellence | | | | |
| Key Improvement Strategy 2 | Build leadership and teacher capacity to develop and implement a whole school instructional model for reading and number. | | | | |
| Actions | Employ school-based curriculum coordination and coaching staff to support the implementation of whole school instructional models for reading and number. Provide professional learning in reading and number, including regular modelling and coaching. Research best practice models of instruction for reading and number in SIT and PLCs.  Develop action plan for trialling and evaluating the impact of CAFE and Four Blocks models for reading. Develop action plan for trialling and evaluating the impact of school-based model of specific aspects of number. Utilise external consultants to support the school's instructional practice models. Provide professional learning to build teacher data literacy levels. | | | | |
| Evidence of impact | Students will: - demonstrate growth in reading and number. - improve their understanding, fluency and competence in reading and number. - achieve their PLSP goals in reading and number.  Teachers will: - consistently trial and implement HITS in their classroom planning and practice. - undertake professional learning, including coaching in reading and number. - actively use data to plan, implement and evaluate instructional practice. - participate in regular observations, feedback and reflections to improve their practice and student outcomes. - trial and evaluate the CAFE and Four Blocks models for reading and school-based model for number.  Leaders and Coaches will: - lead the professional learning and resourcing of HITS, reading and number. - work collaboratively with teams of teachers to implement and evaluate the action plans. - observe classroom planning and practice and provide feedback to teachers. - conduct professional learning as per coaching and meeting schedules and allocated Curriculum Days. - ensure that all teams are using all data sets applicable to their cohort stages of development. - allocate coaching in teaching practice as deemed necessary. | | | | |
| Activities and Milestones | | Who | Is this a Professional Learning Priority | When | Budget |
| Lead the professional learning and resourcing of HITS, reading and number. Work collaboratively with teams of teachers to implement and evaluate the action plans. Observe classroom planning and practice and provide feedback to teachers. Conduct professional learning as per coaching and meeting schedule and allocated Curriculum Days. Ensure that all teams are using all data sets applicable to their cohort stages of development. Allocate coaching in teaching practice as deemed necessary. | | Leadership Team | 🗹 Yes | from: Term 1  to: Term 4 | $120,000.00 🗹 Equity funding will be used |

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| Goal 2 | To improve student connectedness to school and engagement in learning | | | | |
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| FISO Initiative | Evidence-based high-impact teaching strategies | | | | |
| Key Improvement Strategy 1 | Enhance teacher skills and capacity to implement evidence-based High Impact Teaching Strategies (HITS). | | | | |
| Actions | Ensure all teachers are implementing High Impact Teaching Strategies (HITS), specifically Structuring Lessons and Explicit Teaching. Provide school based and external professional learning in HITS. Employ school-based curriculum coordination and coaching staff to support the implementation of HITS, specifically Structuring Lessons and Explicit Teaching. Develop action plan for implementing HITS in all classrooms. | | | | |
| Evidence of impact | Students will: - demonstrate increased self-regulation and engagement in the learning process. - contribute to the shaping of learning activities and provide feedback to teachers. - achieve their PLSP goals specifically in Personal and Social Capabilities. - be active, self aware and reflective as learners.  Teachers will: - consistently trial and implement HITS in their classroom planning and practice. - undertake professional learning, including coaching in HITS. - actively use data to plan, implement and evaluate instructional practice. - participate in regular observations, feedback and reflections to improve their practice and student outcomes. - trial and evaluate HITS in classroom planning and practice. - work collaboratively and share practice in the trial and implementation of HITS.  Leaders and Coaches will: - lead the professional learning and resourcing of HITS. - work collaboratively with teams of teachers to implement and evaluate the HITS action plan. - observe classroom planning and practice and provide feedback to teachers. - conduct professional learning as per coaching and meeting schedules and allocated Curriculum Days. - ensure that all teams are using all data sets applicable to their cohort's stages of development. - allocate coaching in teaching practice as deemed necessary. | | | | |
| Activities and Milestones | | Who | Is this a Professional Learning Priority | When | Budget |
| Lead the professional learning and resourcing of HITS. Work collaboratively with teams of teachers to implement and evaluate the HITS action plan. Observe classroom planning and practice and provide feedback to teachers. Conduct professional learning as per coaching and meeting schedules and allocated Curriculum Days. Ensure that all teams are using all data sets applicable to their cohort's stages of development. Allocate coaching in teaching practice as deemed necessary. | | Leadership Team | 🗹 Yes | from: Term 1  to: Term 4 | $80,000.00 🗹 Equity funding will be used |

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| FISO Initiative | Evidence-based high-impact teaching strategies | | | | |
| Key Improvement Strategy 2 | Engage staff in using the FISO improvement cycle to further engage students in their learning. | | | | |
| Actions | Further embed the implementation of School Wide Positive Behaviour Support and self-regulation strategies. Enhance implementation of Respectful Relationships and Trauma Informed Practice through school based and external professional learning. Extend access to Community Connections programs throughout the school. Maintain existing Community Connections and well-being partnerships. Further develop systems for early identification of students with poor patterns of attendance and provide appropriate support and response. Participate in attendance initiatives e.g. Changemakers (Bastow). | | | | |
| Evidence of impact | Students will: - demonstrate increased self-regulation and engagement in the learning process. - contribute to the shaping of learning activities and provide feedback to teachers. - achieve their PLSP goals specifically in Personal and Social Capabilities. - be active, self aware and reflective as learners. - improve their attendance.   Teachers will: - consistently implement SWPBS, Respectful Relationships and Trauma Informed Practices. - undertake school based and external professional learning in SWPBS, Respectful Relationships and Trauma Informed Practice, including coaching. - participate in regular observations, feedback and reflections to improve their student management practice. - work collaboratively with colleagues and community partners to share professional learning and practice in the implementation of SWPBS, Respectful   Relationships and Trauma Informed Practice.  Leaders and Coaches will: - lead the professional learning and resourcing of Wellbeing initiatives. - work collaboratively with teams of teachers to implement and evaluate the Wellbeing planning and practice. - observe classroom planning and practice and provide feedback to teachers. - conduct professional learning as per coaching and meeting schedules and allocated Curriculum Days, including professional support to other schools. - ensure that all teams are using all data sets applicable to their cohort's stages of development. - allocate coaching in teaching practice as deemed necessary. - consolidate partnership arrangements. - monitor student attendance daily and analyse patterns and trends. | | | | |
| Activities and Milestones | | Who | Is this a Professional Learning Priority | When | Budget |
| Ensure appropriate staffing and resourcing levels to support Wellbeing initiatives. Lead the professional learning and resourcing of Wellbeing initiatives. Work collaboratively with teams of teachers to implement and evaluate the Wellbeing planning and practice. Observe classroom planning and practice and provide feedback to teachers. Conduct professional learning as per coaching and meeting schedules and allocated Curriculum Days, including professional support to other schools. Ensure that all teams are using all data sets applicable to their cohort's stages of development. Allocate coaching in teaching practice as deemed necessary. Consolidate partnership arrangements. | | Leadership Team | 🗹 Yes | from: Term 1  to: Term 4 | $270,000.00 🗹 Equity funding will be used |

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| Goal 3 | To improve the vocational skills of students | | | | |
| 12 month target 3.1 | 90% of students who undertake Vocational Education and Training (VET)/VCAL Certificates I or II will obtain their certificate. 90% of students who attend a structured workplace setting will gain a certificate of participation. By the end of 2018 the per cent endorsement of Positive Transitions in the Parent Opinion Survey will increase from 93% to 94%. By the end of 2018 the overall percent endorsement for School Stage Transitions for Years 10 to 12 will increase from 90% to 91% and for Year 7 and new students will increase from 89% to 90%. By the end of 2018 in the AToSS percent positive endorsement for High Expectations for Success will increase from 93% to 94% and Motivation and Interest will increase from 85% to 87%. | | | | |
| FISO Initiative | Building communities | | | | |
| Key Improvement Strategy 1 | Broaden the opportunities and options for students throughout their school years to prepare them for post-school life. | | | | |
| Actions | Develop and implement project-based integrated units. Implement the Careers Curriculum Framework from Years 7 to 12. Provide vocational and post school options information to parents. Implement a Year 10 PreCAL program inclusive of certificate courses, workshops and volunteer programs. Extend PreCAL offerings to Year 11 and 12 students. Build awareness in the younger year levels of pathways and choices. | | | | |
| Evidence of impact | Students will: - demonstrate increased self-regulation and engagement in the learning process. - participate in a broad range of vocational training programs and placements. - contribute to the shaping of learning activities and provide feedback to teachers. - achieve their CAPS goals. - be active, self aware and reflective as learners. - improve their attendance.  - demonstrate an increased knowledge of and aspiration for post school pathways.  Families will: - participate in the CAPS process. - demonstrate an increased knowledge of post school pathways for their son/daughter.  Teachers will: - undertake school based and external professional learning in vocational training and post school options. - work collaboratively with colleagues and community partners to implement a range of vocational training programs and placements for students from   Years 10 to 12. - Implement the Careers Curriculum Framework from Years 7 to 12.  Leaders will: - lead the professional learning and resourcing of PreCAL and VCAL / VET programs. - work collaboratively with teams of teachers to implement and evaluate the Careers Curriculum Framework, PreCAL and VCAL / VET programs. - ensure that all teams are meeting the assessment requirements, school based and VASS. - consolidate partnership arrangements. | | | | |
| Activities and Milestones | | Who | Is this a Professional Learning Priority | When | Budget |
| Lead the professional learning and resourcing of PreCAL and VCAL / VET programs. Work collaboratively with teams of teachers to implement and evaluate the Careers Curriculum Framework, PreCAL and VCAL / VET programs. Ensure that all teams are meeting the assessment requirements, school based and VASS. Consolidate partnership arrangements. | | Leadership Team | 🗹 Yes | from: Term 1  to: Term 4 | $120,000.00 🗹 Equity funding will be used |

**Professional Learning and Development Plan - 2018**

Hume Valley School (4950)

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| Professional Learning Priority | Who | When | Key Professional Learning Strategies | Organisational Structure | Expertise Accessed | Where |
| Develop structures, protocols and procedures for PLCs and coaches. Use student data throughout the year to monitor effectiveness of the school's curriculum, instruction and assessment practices.  Monitor the setting and updating of individual goals and use of assessment tools and feedback.  Conduct classroom observations and monitor collegiate visits to provide feedback to both teachers and students.Teachers will implement the whole school instructional models in reading and number in each classroom from P-10. | Leadership Team | from: Term 1  to: Term 4 | 🗹 Planning  🗹 Moderated assessment of student learning  🗹 Collaborative Inquiry/Action Research team | 🗹 Professional Practice Day  🗹 Formal School Meeting / Internal Professional Learning Sessions  🗹 Network Professional Learning  🗹 Communities of Practice  🗹 PLC/PLT Meeting | 🗹 SEIL  🗹 PLC Initiative  🗹 Bastow program/course | 🗹 On-site |
| Lead the professional learning and resourcing of HITS, reading and number. Work collaboratively with teams of teachers to implement and evaluate the action plans. Observe classroom planning and practice and provide feedback to teachers. Conduct professional learning as per coaching and meeting schedule and allocated Curriculum Days. Ensure that all teams are using all data sets applicable to their cohort stages of development. Allocate coaching in teaching practice as deemed necessary. | Leadership Team | from: Term 1  to: Term 4 | 🗹 Planning  🗹 Peer observation including feedback and reflection  🗹 Formalised PLC/PLTs | 🗹 Whole School Pupil Free Day  🗹 Formal School Meeting / Internal Professional Learning Sessions  🗹 PLC/PLT Meeting | 🗹 SEIL  🗹 Literacy expertise  🗹 Internal staff  🗹 Learning Specialist  🗹 External consultants  TLN provider | 🗹 On-site |
| Lead the professional learning and resourcing of HITS. Work collaboratively with teams of teachers to implement and evaluate the HITS action plan. Observe classroom planning and practice and provide feedback to teachers. Conduct professional learning as per coaching and meeting schedules and allocated Curriculum Days. Ensure that all teams are using all data sets applicable to their cohort's stages of development. Allocate coaching in teaching practice as deemed necessary. | Leadership Team | from: Term 1  to: Term 4 | 🗹 Planning  🗹 Peer observation including feedback and reflection  🗹 Formalised PLC/PLTs | 🗹 Whole School Pupil Free Day  🗹 Professional Practice Day  🗹 Formal School Meeting / Internal Professional Learning Sessions  🗹 Communities of Practice  🗹 PLC/PLT Meeting | 🗹 SEIL  🗹 Internal staff  🗹 External consultants  TLN provider | 🗹 On-site |
| Ensure appropriate staffing and resourcing levels to support Wellbeing initiatives. Lead the professional learning and resourcing of Wellbeing initiatives. Work collaboratively with teams of teachers to implement and evaluate the Wellbeing planning and practice. Observe classroom planning and practice and provide feedback to teachers. Conduct professional learning as per coaching and meeting schedules and allocated Curriculum Days, including professional support to other schools. Ensure that all teams are using all data sets applicable to their cohort's stages of development. Allocate coaching in teaching practice as deemed necessary. Consolidate partnership arrangements. | Leadership Team | from: Term 1  to: Term 4 | 🗹 Collaborative Inquiry/Action Research team  🗹 Peer observation including feedback and reflection  🗹 Formalised PLC/PLTs | 🗹 Whole School Pupil Free Day  🗹 Professional Practice Day  🗹 Formal School Meeting / Internal Professional Learning Sessions  🗹 Communities of Practice  🗹 PLC/PLT Meeting | 🗹 SEIL  🗹 Leadership partners  🗹 Internal staff  🗹 Bastow program/course  🗹 External consultants  Berry St Training Respectful Relationship partners | 🗹 On-site |
| Lead the professional learning and resourcing of PreCAL and VCAL / VET programs. Work collaboratively with teams of teachers to implement and evaluate the Careers Curriculum Framework, PreCAL and VCAL / VET programs. Ensure that all teams are meeting the assessment requirements, school based and VASS. Consolidate partnership arrangements. | Leadership Team | from: Term 1  to: Term 4 | 🗹 Planning  🗹 Preparation  🗹 Curriculum development | 🗹 Professional Practice Day  🗹 Formal School Meeting / Internal Professional Learning Sessions  🗹 Network Professional Learning  🗹 Communities of Practice  🗹 PLC/PLT Meeting | 🗹 VCAA Curriculum Specialist  🗹 Teaching partners  🗹 Internal staff  🗹 Subject association  🗹 External consultants  iVET Cert IV workplace training and assessment | 🗹 On-site |

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| Documents that support the plan |
| The school has uploaded the following documents to support the self-evaluation.  Dimension 1       [HVS Pre-Review Self-Evaluation Final.docx (0.91 MB)](https://apps.edustar.vic.edu.au/spot/handlers/files/evidence/4950/2621/1/HVS Pre-Review Self-Evaluation Final.docx) Self-evaluation Summary       [NWVR 4950 Hume Valley School Peer Review Report (Final).docx (0.9 MB)](https://apps.edustar.vic.edu.au/spot/handlers/files/evidence/4950/2621/summary/NWVR 4950 Hume Valley School Peer Review Report (Final).docx) 2018 Annual Implementation Plan       [Hume Valley School Strategic Plan 2018-2021.docx (0.06 MB)](https://apps.edustar.vic.edu.au/spot/handlers/files/evidence/4950/2621/review/Hume Valley School Strategic Plan 2018-2021.docx) |