

JUNIOR SECONDARY

Initiative	Actions	Performance Measures			Responsible Officer	Date when actioned
		Description	Target	Date		
KNOWLEDGE (7-9)						
SCHOOL DATA ANALYSIS	<ul style="list-style-type: none"> - Improving learning outcomes through a focus on the progress of every student - Targeted interventions to ensure that all students are engaged in learning - Systematic collection of NAPLAN practice/Diagnostic data 	<ul style="list-style-type: none"> - Every teacher will be supported to perform an effective analysis of the VC data profile for each of their classes to inform explicit teaching strategies and student performance targets - Teacher engagement with student support – targeted intervention strategies, ICPs, STL&N programs/support, G & T 	<ul style="list-style-type: none"> - All teachers in 7-9 will be given the VC Data Profile for analysis (LOA, PAT R, PAT M, Practice NAPLAN, NAPLAN yr 5, 7, 9) - Evidence of differentiation in response to data in planning documents - Student data is presented on the front page of planning docs 	<ul style="list-style-type: none"> - Term 1 – Data Analysis evident in planning, completed by week 2 - HOD individual planning discussions each term by week 2 - Diagnostic/ NAPLAN practice testing completed in the term 3 each year (Director of LIT/NUM) 	Sherri Davis	
PED FRAMEWORK	<ul style="list-style-type: none"> - Explicitly outline the expectations regarding teacher practice at Varsity College, aligning to and encapsulating the spectrum of roles and responsibilities as indicated across the Australian Professional Standards for Teachers - Support the strategic direction of Varsity College through alignment and link between school AIP and Annual Performance Review (APR) 	<ul style="list-style-type: none"> - School wide comprehension of the contextualised application of the Australian Professional Standards for Teachers - Develop a high standard benchmark for pedagogy across Varsity College incorporating elements of standardised practice based in research and evidence 	<ul style="list-style-type: none"> - 100% of teaching staff familiar with and can evidence elements of the Pedagogical Framework in their planning - Every teacher will develop an APR in consultation with their HOD, focusing on TWO key elements: <ul style="list-style-type: none"> • Learning Intention & Success Criteria • One other standard, negotiated with HOD 	<ul style="list-style-type: none"> - Term 1 and each subsequent term planning documents outline the use of pedagogies as indicated through Pedagogical Framework - Substantive conversations take place each term with HoD regarding Pedagogical Framework and alignment to APR objectives 	Dan Marrone	
LITERACY/ NUMERACY	<ul style="list-style-type: none"> - Use NAPLAN practice test data and diagnostic data to inform intervention and differentiation programs in literacy and numeracy - Develop literacy and numeracy frameworks and committees - Embed the teaching of reading comprehension strategies across KLAs P-12 - Embed whole school spelling program in 7-9 	<ul style="list-style-type: none"> - Literacy and Numeracy framework - Evidence of explicit teaching of reading comprehension strategies in each unit and teacher planning documents - Evidence of spelling program implementation in teacher planning documents 	NAPLAN U2B targets: Yr 7 Reading 40% Yr 7 Spelling 40% Yr 7 Writing 40% Yr 7 G & P 45% Yr 7 Numeracy 35% Yr 9 Reading 30% Year 9 Spelling 30% Year 9 Writing 40% Yr 9 G & P 40% Yr 9 Numeracy 35%	Term 1 2016 Term 2 2016	Sherri Davis	
CURRICULUM	<ul style="list-style-type: none"> - Develop rigorous moderation practices across KLAs - Development of curriculum documentation (work programs, unit plans) 	<ul style="list-style-type: none"> - Moderation of student assessment in all KLAs each term - Curriculum documentation completed and approved by HODs 	KLA data to increase in achievement, effort and behaviour (HODs will set targets)	End 2016	Jo MacDonald	

SENIOR SECONDARY

Initiative	Actions	Performance Measures			Responsible Officer	Date when actioned
		Description	Target	Date		
KNOWLEDGE (10-12)						
SCHOOL DATA ANALYSIS	<ul style="list-style-type: none"> - Improving learning outcomes through a focus on the progress of every student - Targeted interventions to ensure that all students are engaged in learning - Tracking QCE attainment, support processes and pathway descisions - Teachers show evidence of student data to influence teaching practice 	<ul style="list-style-type: none"> - Engage with student support – targeted intervention strategies, ICPS, STL&N programs/support, G & T - Build upon SETPLAN practices - Teachers will plan for differentiated learning 	<ul style="list-style-type: none"> - Evidence of differentiation in response to data, in planning documents - 100% QCE - 100% QCE, VET or QCIA 	<ul style="list-style-type: none"> - HOD planning discussions each term - Term 1 week 2 2016 	Alyson Innis	
PED FRAMEWORK	<ul style="list-style-type: none"> - All staff will engage in AITSL/PED/DPF framework 	<ul style="list-style-type: none"> - Teachers will use the PED framework to write their APR 	<ul style="list-style-type: none"> - 100% of staff will have a APR 	Term 1 2016	Dan Marrone	
CCEs	<ul style="list-style-type: none"> - Explicitly teach CCEs - Embed built in QCS approach for OP Pathway students 	<ul style="list-style-type: none"> - Using the Quality Assurance processes all teachers will demonstrate teaching CCEs and QCS practices. After investigating 2015 QCS data ensure teachers build-in QCS style questions. 	<ul style="list-style-type: none"> - QCS Mean \geq 185 		Alyson Innis	
CURRICULUM	<ul style="list-style-type: none"> - Develop rigorous moderation practices across KLAS - Development of curriculum documentation (work programs, unit plans) - Support accountability process for teachers' lesson plans - Align QCS and KLAS practice to improve Higher Order Thinking strategies 	<ul style="list-style-type: none"> - Moderation of student assessment in all KLAS each term - Curriculum documentation completed and approved by HODs - Using Quality Assurance practices to assist with teacher planning - Have departments investigate 2015 QCS data through alignment with R6 data 	<ul style="list-style-type: none"> - KLA data to increase in achievement, effort and behaviour - (HODs will set their faculty targets) - OP1-5 30% - OP 1-15 100% - 70% Cert II or higher - 80% Non OP 1-15, Cert III or higher 	End 2016	Jo MacDonald	

PRACTICE (7-12)						
<p>SCHOOL PERFORMANCE AND IMPROVEMENT</p>	<ul style="list-style-type: none"> - Enforce consistent high expectations of students with regard to: UNIFORM, ATTENDANCE, LITTER - Support and model the Varsity College Values <p>LEARNING ATMOSPHERE:</p> <ul style="list-style-type: none"> - Establish and implement inclusive and supportive practices - Establish and maintain routines to create a conducive "learning environment" - Manage challenging behaviour through the implementation of the Essential Skills. Following the appropriate channels and processes - Access support to enhance the learning atmosphere of each classroom 	<ul style="list-style-type: none"> - Setting high expectations for students through a consistent and clear articulation of expectations - Following the processes in place including rule reminders, follow up, consequences, referral processes, parent communication - Up to date professional learning of inclusive practices/ essential skills/ research on student engagement - Accessing the appropriate information from student dashboard (behaviour, support, ICP) to inform decision making 	<ul style="list-style-type: none"> - 100% of teachers follow the referral process for uniform and attendance - Increased engagement in classrooms, evidenced through: <ul style="list-style-type: none"> • 20% reduction in buddy class referrals • >90% students achieve a C or above for Semester 1 & 2 reporting EFFORT grade - 80% of students will receive 'school values' award - Increased support for SEP students through professional learning of teachers, evidence through: <ul style="list-style-type: none"> • 85% parent satisfaction of SEP support (SEP Survey) • ICP utilised by 100% of staff, evidenced through planning documents • SEP weekly meetings to discuss the progress of every student and support strategies for teachers 	<p>Semester 2 2016</p> <p>Semster 1, 2016</p> <p>End of 2015</p> <p>Reviewed term 1, 2016</p>	<p>Rochelle Lewis (7-9)</p> <p>Greg Morgan (10-12)</p>	
<p>PEDAGOGICAL PRACTICE</p>	<ul style="list-style-type: none"> - Teachers employing high quality, evidence-based teaching practices - Establish challenging learning goals – "Learning Intention and Success Criteria" - Develop a strong feedback culture through Instructional Leadership practices and think tanks. 	<ul style="list-style-type: none"> - Engagement with the Professional Standards for Teachers through the development of staff APR in consultation with HOD - Access to think tanks, coaching and professional reading circles to assist in the support for staff professional learning and development - Learning Intention and Success criteria will be posted at the commencement of every lesson - Teachers engaging with Hattie's research regarding the 3 levels of feedback 	<ul style="list-style-type: none"> - Every teacher will have an APR that indicates 2 goals (Learning Intention/Success Criteria plus one other negotiated with HOD) - Learning Intention and success criteria is evident and clearly displayed in each lesson, of every day. - PD plan developed based on APR data - 100% of staff access PD relevant to their APR. Evidenced in expenditure summary 	<p>By the end of 2016</p> <p>Week 3, term 2</p> <p>End of Semester one</p> <p>Term 1-4</p>	<p>Dan Marrone</p>	

			<ul style="list-style-type: none"> - Majority of teachers effectively using the 3 levels of feedback in the classroom, evidenced in student survey of teacher feedback - Teachers can show evidence of feedback through video or HOD observation of lesson. Shared as good practice at faculty meetings 	End of 2016		
<p>21ST CENTURY LEARNING DESIGN</p>	<ul style="list-style-type: none"> - Foster/ Strengthen relationships across community, industry, providers and government to lift outcomes - Access/Utilise digital pedagogies to enhance learning opportunities for students - Engage with the 21st Century Learner Profile, supporting successful learners to achieve their learning goals - Engage with the innovation team's research to continually enhance teaching practices 	<ul style="list-style-type: none"> - Build opportunities to form new partnerships (7-12) - Record partnership agreements with the VC Marketing team (7-12) - Utilise digital pedagogies regularly in teaching practice (7-12) - Students in yr 8 will have a Learner Profile that is constantly evaluated and reviewed according to individual progress, with support of staff - Staff will be sent up-to-date research, based on 21st Century teaching practices to engage with and reflect upon (7-12) 	<ul style="list-style-type: none"> - Partnership register summarising informal/ formal partnerships - Every student in year 8 will have a Learner Profile, which is reviewed each term and shared with parents at the student/parent conference (term 3) - Students can show progression in their learning goals through evidence such as LOA, video, peer assessments 	<p>End of term1, 2016</p> <p>Term 1, 2, 3, 4</p> <p>End of 2016</p>	Rochelle Lewis	

ENGAGEMENT (7-12)						
COMMUNICATION	<ul style="list-style-type: none"> - Establish and maintain respectful, collaborative relationships with parents/caregivers regarding their childrens learning and well-being 	<ul style="list-style-type: none"> - Welcome email to introduce new teachers (personalised) - "No Surprises Arrangement" for assessment and reporting - Communication with the community through the FB page and VC App - Weekly newsletters with up to date information - Parent engament opportunities (ie Triple P evenings, Awards assemblies, PT interviews) 	<ul style="list-style-type: none"> - Every teacher contacts every parent by the end of week 3 with an introduction email - Every teacher will contact parents of students who are risk of failing prior to each reporting period - Updated information to go to parents – Junior Sec and Senior Sec weekly student update/ notices - All events to be posted on the FB page and App 	<p>Before week 6</p> <p>Weekly</p> <p>As they occur</p>	David Reid	
ANNUAL PERFORMANCE REVIEW PROCESS	<ul style="list-style-type: none"> - Identify and plan professional learning needs (Annual Performance Review APR) - Engage with colleagues to improve practice (Coaching, profiling, instructional leadership) - Engage in professional learning and improve practice 	<ul style="list-style-type: none"> - Acknowledgement that continuous and meaningful professional learning is fundamental to effective teacher practice - Provide mutiple points of entry for practitioners to access relevant, tailored and specific professional learning - - Development of a safe and supportive culture of shared experience and observation of exemplary practice 	<ul style="list-style-type: none"> - 100% of staff can identify their own personal Professional Learning Objective as outlined within their APR - All staff comprehend and are working toward developing any aspects of pedagogy outlined as non-negotiable or fundamental by school executive - Identification of expertise within teaching body utilised to provide internal professional learning opportunities - HoD development of observation practice, fostering an intimate understandign of what is occurring in classrooms and providing support and guidance where necessary. Reviewed at Up-Line meetings - Increase in teacher satisfaction regarding Professional Development (93.1% to 100%), Developing Performance (71.2% to 90%) and Coaching/Mentoring (73.9% to 90%) 	<ul style="list-style-type: none"> - All teaching staff have accessed their APR substantive conversation with HoD within first four weeks of term one in order to establish their personalised Professional Learning Objectives for 2016. - Update and review Professional Learning Objective within first four weeks of term three. - HoDs to observe and monitor progression consistently each term. 	Dan Marrone	

WHOLE SCHOOL AGENDA

Initiative	Actions	Performance Measures	Responsible Officer	Date when actioned
Pedagogical Framework	<ul style="list-style-type: none"> Implement consistent whole school pedagogical signature practices framework inclusive of high quality teaching and monitoring of student achievement 	<ul style="list-style-type: none"> Updated and annotated Pedagogical Framework that is linked to individual teachers APR for Teaching Improvement founded in the AITSL professional standards for teachers To improve teaching practice with higher LOAs and diagnostic results as evidence 	Dan Marrone	
School Indicator Analysis	<ul style="list-style-type: none"> Using school indicator and other data sets to inform teaching and learning practice to improve student outcomes 	<ul style="list-style-type: none"> Explicit college and faculty collection, analysis, and use of student data to improve student engagement, outcomes and achievement 	HOS	
Investing for success (Great Teachers = Great results APR)	<ul style="list-style-type: none"> An individual focus on improving teaching and learning that is aligned with the APR and AIP initiatives All staff engage in the AITSL framework and use this as the basis for coaching and professional development 	<ul style="list-style-type: none"> Staff can clearly articulate, at each juncture of the framework, their Knowledge, Practice and Engagement, strengths and improvement targets Evidenced through the PD budget, staff survey and the use of a common metalanguage (AITSL professional standards for teachers) to discuss the qualities of excellence in teaching All staff having completed, reviewed and received feedback on their APR 	Greg Morgan/ Dan Marrone	
Coaching Model	<ul style="list-style-type: none"> Develop a College coaching model and framework that allows all staff to engage in individual, authentic professional development that is linked to the Pedagogical Framework 	<ul style="list-style-type: none"> A researched, developed and supported coaching framework that offers all staff the chance to participate in coaching that is linked to the improvement of individual practice that is linked to the pedagogical framework 	Dan Marrone	
College Literacy Framework	<ul style="list-style-type: none"> Design a College Literacy Framework that illustrates, on a continuum, student skills and knowledge at each year level juncture (vertical and horizontal) 	<ul style="list-style-type: none"> A P-12 Literacy Framework that highlights best teaching practice and provides clear guidelines for teachers, students and parents regarding expected levels of attainment. 	Megan Roderick	
College Numeracy Framework	<ul style="list-style-type: none"> Design a College Numeracy Framework that illustrates, on a continuum, student skills and knowledge at each year level juncture (vertical and horizontal) 	<ul style="list-style-type: none"> A P-12 Numeracy Framework that highlights best teaching practice and provides clear guidelines for teachers, students and parents regarding expected levels of attainment 	Megan Roderick	
Introduction of a College Academic Board	<ul style="list-style-type: none"> Improve school performance in developing compacted curriculum that pursues quality rigor through academic programs, assessment 	<ul style="list-style-type: none"> A vertical and horizontal mapping of curriculum and assessment across year levels Review assessment and advise for minimum expectations around standards for assessment. Evaluate the rigour and accessibility of assessment. Consult on the transition between skill sets required across the college. Consult around timing and staggering of assessment 	Jo MacDonald	
Positive Education	<ul style="list-style-type: none"> Implementation of Positive Education from P-12 Year 1 – Character strengths built into school culture Year 2 – Staff trained for the full implementation of the model, understanding the 6 dimensions. Continual improvement of the Learn it, live it, teach it, embed it. 	<ul style="list-style-type: none"> A culture of respected VALUES (character strengths) is built into school culture through: Awards, Meetings, conversations, visible in classrooms, embedded in policy documents Explicit teaching of positive education across each sub-school Every staff member is trained in Positive Education, including new teachers 	Director of Well-Being	
College HR Restructure	<ul style="list-style-type: none"> A fully implemented restructure that is aligned with a clear vision, including the recruitment of staff and the design of roles and responsibilities 	<ul style="list-style-type: none"> Aspiring Leaders Program developed Attraction and retention Organisational transformation HR excellence 	Steve McLuckie	
Strengthening the Four Pillars	<ul style="list-style-type: none"> Academic, Sporting, Cultural and Community Pillars are reflected in student actions 	<ul style="list-style-type: none"> A fully resourced, funded and supported academic, sporting, cultural and community program that gives students the opportunity to excel and be extended in these areas across the College 	Executive Team	
Learning and Well-Being	<ul style="list-style-type: none"> Learning and Well-Being Framework is shared with staff, students and community. This framework supports the 	<ul style="list-style-type: none"> Support provisions for students are mapped and evident in the LWBFW. 	Director of Well-Being	

Framework	<p>edited Responsible Behaviour Plan for Students. Support provisions for students are planned and scheduled in the LWBFW. Reviewed annually.</p>	<ul style="list-style-type: none"> Support programs for students are scheduled and mapped Students needs are assessed annually using student behaviour profiles and support provision data to inform the needs for the following year 		
NAPLAN Strategy	<ul style="list-style-type: none"> Whole School NAPLAN strategy is implemented and reviewed each year 	<ul style="list-style-type: none"> NAPLAN mean scale scores increase Increased support for staff in teaching and assessing Numeracy and Literacy NAPLAN strategy is supported by the Literacy and Numeracy Framework 	Megan Rodderick	
Badge Culture	<ul style="list-style-type: none"> Students who excel in an area under the four pillars will be rewarded with a badge 	<ul style="list-style-type: none"> Recognition of outstanding student contributions to the college under the four pillars, creating an aspirational aspect to student leadership. 	Steve McLuckie	
ASPIRE Programs	<ul style="list-style-type: none"> ASPIRE programs implemented in years 4-10 in: <ul style="list-style-type: none"> Athlete Development Vis Art/Media Physical theatre Maths/Science English/Social Science Feeder schools assist in providing information to students Open day will show case these programs 	<ul style="list-style-type: none"> Enrolment to ASPIRE programs will commence in term 1 each year, through appropriate testing, trials and scholarship applications Retention of high quality students from Primary to High School 	Rochelle Lewis Jodi Fillingame	
Introduction of a College Health and Wellbeing Framework	<ul style="list-style-type: none"> Design and development of a whole College Health and Wellbeing Framework that connects the elements of curriculum, environment, policy and community. 	<ul style="list-style-type: none"> A learning and wellbeing framework from P-12 that outlines the explicit teaching of personal and social capabilities and clearly outlines the policies, procedures, structures and partnerships required to ensure an optimal learning environment for all students. 	Rochelle Lewis Jodie Fillingame	

