## JUNIOR SECONDARY

<table>
<thead>
<tr>
<th>Initiative</th>
<th>Actions</th>
<th>Performance Measures</th>
<th>Responsible Officer</th>
<th>Date when actioned</th>
</tr>
</thead>
</table>
| KNOWLEDGE (7-9)          | - 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  
                          - 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  
                          - 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  
                          - 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  
                          - Evidence of differentiation in response to data in planning documents  
                          - Student data is presented on the front page of planning docs  
                          - 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 | Sherri Davis        |                                    |
| PED FRAMEWORK            | - 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)  
                          - 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  
                          - 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:  
                          - Learning Intention & Success Criteria  
                          - One other standard, negotiated with HOD  
                          - 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       | - 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  
                          - 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%  
                          - Yr 9 Spelling 30%  
                          - Yr 9 Writing 40%  
                          - Yr 9 G & P 40%  
                          - Yr 9 Numeracy 35%  
                          - Term 1 2016  
                          - Term 2 2016  
                          - 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%  
                          - Yr 9 Spelling 30%  
                          - Yr 9 Writing 40%  
                          - Yr 9 G & P 40%  
                          - Yr 9 Numeracy 35%  
                          - Term 1 2016  
                          - Term 2 2016 | Sherri Davis         |                                    |
| CURRICULUM               | - Develop rigorous moderation practices across KLAs  
                          - Development of curriculum documentation (work programs, unit plans)  
                          - 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)  
                          - 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%  
                          - Yr 9 Spelling 30%  
                          - Yr 9 Writing 40%  
                          - Yr 9 G & P 40%  
                          - Yr 9 Numeracy 35%  
                          - Term 1 2016  
                          - Term 2 2016 | Jo MacDonald         |                                    |
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</table>
| KNOWLEDGE (10-12) | - 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 decisions  
- Teachers show evidence of student data to influence teaching practice | - Evidence of differentiation in response to data, in planning documents  
- 100% QCE  
- 100% QCE, VET or QCIA | Alyson Innis |
| SCHOOL DATA ANALYSIS | - Engagement with student support – targeted intervention strategies, ICPs, STL&N programs/support, G & T  
- Build upon SETPLAN practices  
- Teachers will plan for differentiated learning | - HOD planning discussions each term  
- Term 1 week 2 2016 | |
| PED FRAMEWORK | - All staff will engage in AITSL/PED/DPF framework | -100% of staff will have a APR | Dan Marrone |
| CCEs | - Explicitly teach CCEs  
- Embed built in QCS approach for OP Pathway students | -QCS Mean ≥ 185 | Alyson Innis |
| CURRICULUM | - 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 | - 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 | Jo MacDonald |

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### PRACTICE (7-12)

**SCHOOL PERFORMANCE AND IMPROVEMENT**
- Enforce consistent high expectations of students with regard to: UNIFORM, ATTENDANCE, LITTER
- Support and model the Varsity College Values
- LEARNING ATMOSPHERE:
  - 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
- 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
- 100% of teachers follow the referral process for uniform and attendance
- Increased engagement in classrooms, evidenced through:
  - 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:
  - 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

**PEDAGOGICAL PRACTICE**
- 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.
- 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 regrading the 3 levels of feedback
- 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

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Semester 1 2016</th>
<th>Semester 2 2016</th>
<th>By the end of 2016</th>
<th>Term 1-4</th>
<th>Week 3, term 2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Tim</td>
<td>Tim 1, 2016</td>
<td>Tim 1, 2016</td>
<td>Tim 1-4</td>
<td>Tim 1-4</td>
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<td></td>
<td>Tim</td>
<td>Tim 1, 2016</td>
<td>Tim 1, 2016</td>
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<td></td>
<td>Tim</td>
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<td>Tim 1, 2016</td>
<td>Tim 1-4</td>
<td>Tim 1-4</td>
</tr>
</tbody>
</table>

**校名**: Varsity College  
**年度**: 2016年
**实施计划**: 年级 7-12

**办学目标**: 
- 鼓励并支持学生遵守校规，包括着装、出勤、清洁等。
- 树立并维护“多元文化价值观”
- **学习氛围**：
  - 建立并实施包容性和支持性的实践
  - 建立并维持例行程序，创造有利于学习的环境
  - 管理具有挑战性的行为，通过实施必要的技能。遵循适当的渠道和流程
  - 访问学生信息板（行为、支持、ICP）以提供决策依据
- 100%的教师遵循统一和一致的出勤要求。增加教室参与度，体现在：
  - 友情班内推荐减少20%
  - >90%的学生在第一学期及第二学期的报告中获得C或以上的EFFORT分
  - 80%的学生将获得“学校价值观”奖
- 增加对SEP学生的支持，通过教师的专业学习：
  - 85%的父母对SEP支持满意度（SEP调查）
  - ICP被100%的员工使用，通过规划文件体现
  - 每周一的SEP会议讨论每名学生的进步和教师的支持策略

**教学方法**:
- 教师采用高质量、基于证据的教学方法
- 设立具有挑战性的学习目标—“学习意图和成功指标”
- 建立强大的反馈文化，通过指导性领导实践和思想库
- 汇报每节课的学习意图和成功标准
- 每名教师拥有一个包含2个目标（学习意图/成功指标加一个与HOD协商的另一个）的APR
- 学习意图和成功标准显而易见，清楚地显示在每节课上，每天。
- PD计划基于APR数据
- 所有教师每人至少参加一次与APR相关的PD

**实施时间表**: 
- 第一学期：2016年
- 第二学期：2016年
- 2016年底
- 第一学期末
- 第二学期末

**负责人**: 萝斯利·刘易斯 (7-9)  
G.摩根 (10-12)  
D.马龙 (10-12)
<table>
<thead>
<tr>
<th>21st Century Learning Design</th>
<th>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 HOQ observation of lesson. Shared as good practice at faculty meetings</th>
<th>End of 2016</th>
</tr>
</thead>
</table>

- 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

- Build opportunities to form new partnerships (7-12)
- Record partnership agreements with the VC Marketing team (7-12)
- Utilise digital pedagogies reguqalty 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)

- 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

End of term1, 2016
Term 1, 2, 3, 4
End of 2016

Rochelle Lewis
## Engagement (7-12)

<table>
<thead>
<tr>
<th>Communication</th>
<th>ANNUAL PERFORMANCE REVIEW PROCESS</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Establish and maintain respectful, collaborative relationships with parents/caregivers regarding their children’s learning and well-being</td>
<td>- Identify and plan professional learning needs (Annual Performance Review APR)</td>
</tr>
<tr>
<td>- Welcome email to introduce new teachers (personalised)</td>
<td>- Engage with colleagues to improve practice (Coaching, profiling, instructional leadership)</td>
</tr>
<tr>
<td>- “No Suprises Arrangement” for assessment and reporting</td>
<td>- Engage in professional learning and improve practice</td>
</tr>
<tr>
<td>- Communication with the community through the FB page and VC App</td>
<td>- Acknowledgement that continuous and meaningful professional learning is fundamental to effective teacher practice</td>
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<tr>
<td>- Weekly newsletters with up to date information</td>
<td>- Provide multiple points of entry for practitioners to access relevant, tailored and specific professional learning</td>
</tr>
<tr>
<td>- Parent engagement opportunities (ie Triple P evenings, Awards assemblies, PT interviews)</td>
<td>- Development of a safe and supportive culture of shared experience and observation of exemplary practice</td>
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<tr>
<td>- Every teacher contacts every parent by the end of week 3 with an introduction email</td>
<td>- 100% of staff can identify their own personal Professional Learning Objective as outlined within their APR</td>
</tr>
<tr>
<td>- Every teacher will contact parents of students who are at risk of failing prior to each reporting period</td>
<td>- All staff comprehend and are working toward developing any aspects of pedagogy outlined as non-negotiable or fundamental by school executive</td>
</tr>
<tr>
<td>- Updated information to go to parents – Junior Sec and Senior Sec weekly student update/ notices</td>
<td>- Identification of expertise within teaching body utilised to provide internal professional learning opportunities</td>
</tr>
<tr>
<td>- All events to be posted on the FB page and App</td>
<td>- HoD development of observation practice, fostering an intimate understanding of what is occurring in classrooms and providing support and guidance where necessary. Reviewed at Up-Line meetings</td>
</tr>
<tr>
<td>Before week 6 Weekly</td>
<td>- Increase in teacher satisfaction regarding Professional Development (93.1% to 100%), Developing Performance (71.2% to 90%) and Coaching/Mentoring (73.9% to 90%)</td>
</tr>
<tr>
<td>As they occur</td>
<td>- HoDs to observe and monitor progression consistently each term.</td>
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</tbody>
</table>

| - Every teacher contacts every parent by the end of week 3 with an introduction email | - 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. |
| - Every teacher will contact parents of students who are at risk of failing prior to each reporting period | - Update and review Professional Learning Objective within first four weeks of term three. |

| David Reid | Dan Marrone |
### WHOLE SCHOOL AGENDA

<table>
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<tr>
<td>Pedagogical Framework</td>
<td>Implement consistent whole school pedagogical signature practices. Framework inclusive of high quality teaching and monitoring of student achievement</td>
<td>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.</td>
<td>Dan Marrone</td>
<td></td>
</tr>
<tr>
<td>School Indicator Analysis</td>
<td>Using school indicator and other data sets to inform teaching and learning practice to improve student outcomes</td>
<td>Explicit college and faculty collection, analysis, and use of student data to improve student engagement, outcomes and achievement</td>
<td>HOS</td>
<td></td>
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<tr>
<td>Investing for success</td>
<td>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.</td>
<td>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 metalinguage (AITSL professional standards for teachers) to discuss the qualities of excellence in teaching. All staff having completed, reviewed and received feedback on their APR.</td>
<td>Greg Morgan/ Dan Marrone</td>
<td></td>
</tr>
<tr>
<td>Coaching Model</td>
<td>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.</td>
<td>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.</td>
<td>Dan Marrone</td>
<td></td>
</tr>
<tr>
<td>College Literacy Framework</td>
<td>Design a College Literacy Framework that illustrates, on a continuum, student skills and knowledge at each year level juncture (vertical and horizontal).</td>
<td>A P-12 Literacy Framework that highlights best teaching practice and provides clear guidelines for teachers, students and parents regarding expected levels of attainment.</td>
<td>Megan Roderick</td>
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<td>College Numeracy Framework</td>
<td>Design a College Numeracy Framework that illustrates, on a continuum, student skills and knowledge at each year level juncture (vertical and horizontal).</td>
<td>A P-12 Numeracy Framework that highlights best teaching practice and provides clear guidelines for teachers, students and parents regarding expected levels of attainment.</td>
<td>Megan Roderick</td>
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<td>Introduction of a College</td>
<td>Improve school performance in developing compacted curriculum that pursues quality rigor through academic programs, assessment.</td>
<td>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.</td>
<td>Jo MacDonald</td>
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<tr>
<td>Academic Board</td>
<td>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.</td>
<td>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.</td>
<td>Director of Well-Being</td>
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<tr>
<td>Positive Education</td>
<td>A fully implemented restructure that is aligned with a clear vision, including the recruitment of staff and the design of roles and responsibilities.</td>
<td>Aspiring Leaders Program developed Attraction and retention Organisational transformation HR excellence.</td>
<td>Steve McLuckie</td>
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<tr>
<td>College HR Restructure</td>
<td>A fully implemented restructure that is aligned with a clear vision, including the recruitment of staff and the design of roles and responsibilities.</td>
<td>Aspiring Leaders Program developed Attraction and retention Organisational transformation HR excellence.</td>
<td>Steve McLuckie</td>
<td></td>
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<td>Strengthening the Four Pillars</td>
<td>Academic, Sporting, Cultural and Community Pillars are reflected in student actions.</td>
<td>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.</td>
<td>Executive Team</td>
<td></td>
</tr>
<tr>
<td>Learning and Well-Being</td>
<td>Learning and Well-Being Framework is shared with staff, students and community. This framework supports the.</td>
<td>Support provisions for students are mapped and evident in the LWSFW.</td>
<td>Director of Well-Being</td>
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<tr>
<td>Framework</td>
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<td>Support programs for students are scheduled and mapped</td>
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<td>Students needs are assessed annually using student behaviour profiles and support provision data to inform the needs for the following year.</td>
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<tr>
<td>NAPLAN Strategy</td>
<td>• Whole School NAPLAN strategy is implemented and reviewed each year</td>
<td>• NAPLAN mean scale scores increase</td>
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<td>• Increased support for staff in teaching and assessing Numeracy and Literacy</td>
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<td>• NAPLAN strategy is supported by the Literacy and Numeracy Framework</td>
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<td>Badge Culture</td>
<td>• Students who excel in an area under the four pillars will be rewarded with a badge</td>
<td>• Recognition of outstanding student contributions to the college under the four pillars, creating an aspirational aspect to student leadership.</td>
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</tr>
<tr>
<td>ASPIRE Programs</td>
<td>• ASPIRE programs implemented in years 4-10 in:  - 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</td>
<td>• Enrolment to ASPIRE programs will commence in term 1 each year, through appropriate testing, trials and scholarship applications</td>
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<td>• Retention of high quality students from Primary to High School</td>
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<tr>
<td>Introduction of a College Health and Wellbeing Framework</td>
<td>• Design and development of a whole College Health and Wellbeing Framework that connects the elements of curriculum, environment, policy and community.  •</td>
<td>• 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 reuired to ensure an optimal learning environment for all students.</td>
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Megan Rodderick

Steve McLuckie

Rochelle Lewis

Jodi Fillingame

Rochelle Lewis

Jodie Fillingame