

# Annual Implementation Plan - 2020

## Define Actions, Outcomes and Activities

Lilydale Heights College (7219)



**LILYDALE HEIGHTS**  

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**COLLEGE**

Submitted for review by Rosina Fotia (School Principal) on 23 November, 2019 at 02:10 PM  
Awaiting endorsement by Senior Education Improvement Leader  
Awaiting endorsement by School Council President

## Define Actions, Outcomes and Activities

<b>Goal 1</b>	Improve learning growth for all students.																																	
<b>12 Month Target 1.1</b>	<table border="1"> <thead> <tr> <th>Year Level</th> <th>Dimension</th> <th>2019 %</th> </tr> </thead> <tbody> <tr> <td>7</td> <td>Reading</td> <td>16</td> </tr> <tr> <td>7</td> <td>Writing</td> <td>32</td> </tr> <tr> <td>7</td> <td>Numeracy</td> <td>23</td> </tr> <tr> <td>7</td> <td>Grammar</td> <td>27</td> </tr> <tr> <td>7</td> <td>Spelling</td> <td>26</td> </tr> <tr> <td>9</td> <td>Reading</td> <td>18</td> </tr> <tr> <td>9</td> <td>Writing</td> <td>30</td> </tr> <tr> <td>9</td> <td>Numeracy</td> <td>32</td> </tr> <tr> <td>9</td> <td>Grammar</td> <td>17</td> </tr> <tr> <td>9</td> <td>Spelling</td> <td>40</td> </tr> </tbody> </table>	Year Level	Dimension	2019 %	7	Reading	16	7	Writing	32	7	Numeracy	23	7	Grammar	27	7	Spelling	26	9	Reading	18	9	Writing	30	9	Numeracy	32	9	Grammar	17	9	Spelling	40
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<b>12 Month Target 1.2</b>	<table border="1"> <thead> <tr> <th>Year Level</th> <th>Dimension</th> <th>2018 %</th> </tr> </thead> <tbody> <tr> <td>7-10</td> <td>R and V</td> <td>82</td> </tr> <tr> <td>7-10</td> <td>W</td> <td>73</td> </tr> <tr> <td>7-10</td> <td>S and L</td> <td>82</td> </tr> <tr> <td>7-10</td> <td>M and G</td> <td>69</td> </tr> <tr> <td>7-10</td> <td>N and A</td> <td>71</td> </tr> <tr> <td>7-10</td> <td>S and P</td> <td>80</td> </tr> </tbody> </table>	Year Level	Dimension	2018 %	7-10	R and V	82	7-10	W	73	7-10	S and L	82	7-10	M and G	69	7-10	N and A	71	7-10	S and P	80												
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<b>12 Month Target 1.3</b>	2018 VCE % scores above 370																																	
<b>12 Month Target 1.4</b>	2018 % completion Intermediate/Senior VCAL																																	
<b>KIS 1</b> Curriculum planning and assessment	Establish and implement a guaranteed and viable curriculum.																																	
<b>Actions</b>	Complete Middle School review Further incorporate sustainability into curriculum																																	

	Continue implementation of Literacy/Numeracy/Curriculum improvement plans			
<b>Outcomes</b>	<p>Leaders will:  Investigate and introduce process for moderation of CATs  Explore horizontal alignment of curriculum  Provide a structured meeting schedule  Staff will:  Meet in teams to moderate CATs  Students will:  Access detailed feedback regarding outcomes  Identify and focus on areas for improvement in their CATs</p>			
<b>Success Indicators</b>	<p>Improvement in staff opinion survey against guaranteed and viable curriculum, moderation, collective responsibility and efficacy  Improvement in Parent Opinion Survey against reporting and effective teaching  Improvement in NAPLAN learning growth data</p>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Complete review of Middle School Program	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Curriculum Co-ordinator (s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 3	\$0.00  <input type="checkbox"/> Equity funding will be used
Further incorporate sustainability into curriculum	<input checked="" type="checkbox"/> Leading Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used

Continue implementation of Literacy/Numeracy/Curriculum improvement plans	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00  <input checked="" type="checkbox"/> Equity funding will be used
<b>KIS 2</b> Evaluating impact on learning	Embed the generation, analysis and use of student achievement data to inform the design of differentiated and targeted learning opportunities for all students.			
<b>Actions</b>	Data literacy a focus of Action Learning Tasks for staff Career Action Plans include student data ownership MYLANS Identify high performing students in Literacy and Numeracy			
<b>Outcomes</b>	Leaders will: Model use of data to inform differentiation Undertake MYLANS training and work with identified students Staff will: Present Action Learning Task with data as focus Students will: Reflect and demonstrate ownership of their data in Career Action Plans			
<b>Success Indicators</b>	Improvement of NAPLAN high growth data across all dimensions Improvement in proportion of students above expected level in teacher judgement in Literacy and Numeracy Increase in proportion of students retained in top two bands in Literacy and Numeracy in NAPLAN Decrease in number of students in bottom two bands in Literacy and Numeracy in NAPLAN Whole school trend data increasing in all dimensions in NAPLAN and VCE median scores			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Data literacy a focus of Action Learning Tasks for staff	<input checked="" type="checkbox"/> Leading Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$10,000.00

			to: Term 2	<input checked="" type="checkbox"/> Equity funding will be used
Career Action Plans include student data ownership	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
MYLANS	<input checked="" type="checkbox"/> Literacy Improvement Teacher <input checked="" type="checkbox"/> Numeracy Improvement Teacher	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
<b>Goal 2</b>	Engage students in learning to improve student achievement.			
<b>12 Month Target 2.1</b>	Student Attitudes to School Survey 2019 Teacher effectiveness 59 Stimulating Learning 52 Learning Confidence 55 Student Voice and Agency 38			
<b>12 Month Target 2.2</b>	Staff Opinion Survey 2019 Collective Efficacy 55 Collective Responsibility 78 Guaranteed and Viable 80			
<b>12 Month Target 2.3</b>	Attendance 2018 Year Average 7 19 8 24.9 9 25.1 10 25.2			

	11	24.4			
	12	18.9			
<b>KIS 1</b> Building practice excellence	Develop, embed and evaluate the implementation of a whole school instructional model.				
<b>Actions</b>	Consolidate Roll out of Instructional Model ( MAPS)				
<b>Outcomes</b>	<p>Leaders will: Model instructional model (MAPS) at all meetings</p> <p>Staff will: Plan lessons using MAPS Undertake Peer Observation focusing on instructional model</p> <p>Students will: Provide teachers with feedback regarding instructional model Engage more readily in the learning program</p>				
<b>Success Indicators</b>	<p>Improvement in Staff Opinion Survey regarding collective responsibility and use of pedagogical model</p> <p>Improvement in Parent Opinion Survey against stimulated learning and effective teaching</p> <p>Improvement in Student Opinion Survey against stimulated learning and motivation</p>				
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>	
Consolidate Roll out of Instructional Model ( MAPS)_	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$0.00  <input type="checkbox"/> Equity funding will be used	
<b>KIS 2</b> Empowering students and building school pride	Implement a whole school approach to the inclusion of opportunities for student agency in all learning programs.				

<b>Actions</b>	Career Action Plans include student reflection on performance and growth Student Voice and Agency a focus of Action Learning Task			
<b>Outcomes</b>	Leaders will: Model use of student Voice and Agency to all staff Staff will: Design units of work incorporating student voice and agency Present Action Learning Tasks with Student Voice and Agency focus Students will: Reflect on their approach and performance in Career Action Plans Establish personal learning goals focussed on Literacy, Numeracy and Personal Development Identify strategies which will enable them to work towards their goals			
<b>Success Indicators</b>	Improvement in Parent Opinion Survey against student voice and agency Improvement in Student Opinion Survey against student voice and agency Improvement in attendance and retention data			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Career Action Plans include student reflection on performance and growth	<input checked="" type="checkbox"/> Leading Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Student Voice and Agency a focus of Action Learning Task	<input checked="" type="checkbox"/> Leading Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
<b>Goal 3</b>	Develop an aspirational culture in the College to maximise student outcomes.			

<b>12 Month Target 3.1</b>	Year 9-12 relative retention 2018			
<b>12 Month Target 3.2</b>	On Track 2018 % Employment Further Study Traineeship Unemployed			
<b>12 Month Target 3.3</b>	Parent Opinion Survey 2019 %  Transitions 75			
<b>KIS 1</b> Building communities	Enhance engagement with parents and the school community.			
<b>Actions</b>	Expand use of SSGs Incorporate transition survey to include START and parent voice Indigenous Program with Lilydale Upper Yarra Education Plan Review SELF program			
<b>Outcomes</b>	Leaders will: Engage with parents more readily through SSGs Lead Indigenous project with LUYEP Staff will: Contact parents regularly through SELF program Reference transition data			
<b>Success Indicators</b>	Improvement in Parent Opinion Survey against transitions Improvement in Student Opinion Survey against transitions			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>



Expand use of SSGs	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Managed Individual Pathways Coordinator <input checked="" type="checkbox"/> Sub School Leader/s	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Incorporate transition survey to include START and parent voice	<input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00  <input type="checkbox"/> Equity funding will be used
Indigenous Program with Lilydale Upper Yarra Education Plan	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Review SELF program	<input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
<b>KIS 2</b> Setting expectations and promoting inclusion	Develop and implement a comprehensive, whole school pathways and careers program to enhance student aspirations.			
<b>Actions</b>	Embed year 9 interviews and Morrisby Report Expand Industry/TAFE partnerships Embed VCAL interviews			
<b>Outcomes</b>	Leaders will: Continue to liaise with OELLEN, YRTS, atEast			

	Students will: Have awareness and access to rich viable range of options regarding pathways			
<b>Success Indicators</b>	Increased retention and attendance data Improvement in Parent Opinion Survey against connection and motivation Improvement in Student Opinion Survey against connection and motivation			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Embed year 9 interviews and Morrisby Report	<input checked="" type="checkbox"/> Managed Individual Pathways Coordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Expand Industry/TAFE partnerships	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Managed Individual Pathways Coordinator	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$5,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Embed VCAL interviews	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
<b>KIS 3</b> Setting expectations and promoting inclusion	Embed the school vision and values in all school practices to enhance the culture and raise expectations for all learners.			
<b>Actions</b>	Consolidate school wide positive behavior program (green chronicles) Embed Whole school approach regarding non submission of CATs Encourage and support the cultural identity of Indigenous students in the College community			

<b>Outcomes</b>	<p>Leaders will:  model, encourage, celebrate and present data regarding use of green chronicles  continue to use WSA  Staff will:  Acknowledge student achievement via green chronicles  Use WSA approach to non-submission of work</p>			
<b>Success Indicators</b>	<p>Improvement in relative retention rate  Improvement in attendance  Improvement in Student Opinion Survey against learning confidence and high expectations  Increased engagement and attendance data for Indigenous students</p>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Consolidate school wide positive behavior program (green chronicles)	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Embed Whole school approach regarding non submission of CATs	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Indigenous project through Lilydale Upper Yarra Education Plan	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used

