

Annual Implementation Plan: for Improving Student Outcomes

School name: Parkville College

Year: 2017

School number:

Based on strategic plan: 2014-2017

Endorsement:

Principal Matt Hyde (Acting), 31 March 2017

Senior Education Improvement Leader Amanda Hubber, 31 March 2017

School council [name]

Section 1: The school's Improvement Priorities and Initiatives

Report here the goals identified in the current School Strategic Plan and tick the Improvement Initiative/s that your school will address in this Annual Implementation Plan: for Improving Student Outcomes.

School Strategic Plan goals	Improvement Priorities	Improvement Initiatives	
<p>To exceed expectations in the following domains:</p> <ul style="list-style-type: none"> Achievement- By continually improving learning outcomes for all students Engagement – By continually improving engagement for all students Wellbeing – By improving student wellbeing Productivity – By ensuring the targeted allocation of resources to optimise achievement, engagement and wellbeing of all students 	Excellence in teaching and learning	Building practice excellence	
		Curriculum planning and assessment	
	Professional leadership	Building leadership teams	✓
	Positive climate for learning	Empowering students and building school pride	
		Setting expectations and promoting inclusion	
	Community engagement in learning	Building communities	✓

Improvement Initiatives rationale:
<p>Explain why the school, in consultation with the Senior Education Improvement Leader (SEIL), has selected the above Improvement Initiative/s as a focus for this year. Please make reference to the evaluation of school data, the progress against School Strategic Plan (SSP) goals and targets, and the diagnosis of issues requiring particular attention.</p> <p>Parkville College knows that a focus on strengthening links with our student's communities, and student's connections to those communities, and continually developing leadership in all teams across our school will equip us to respond to this time of great change for students in custodial settings. Parkville College understands the vital role of education in supporting social inclusion and fostering prosperous, and safe communities for our students. Four cultural groups are significantly overrepresented in our student cohort; Aboriginal and Torres Strait Islanders, Maori and Pacific Islanders, North African and Middle Eastern communities. Further to that, our students overwhelmingly come from areas of high socio economic disadvantage and have had significant involvement with Child Protection systems. All of our students will inevitably transition to other schools and educational settings within their local communities. Successful transitions depend on the existence of supportive relationships and attachments that can be transferred, as well as the teaching and learning of personal and social capabilities that enable students to build networks and navigate educational and vocational environments. Given Parkville College's focus on educating the whole person we see preparation for this transition as beginning with the development of identity and connection to others. Parkville College believe our school has a role in preparing students for this transition from the moment they enrol with us. In order to perform this role effectively, we must be able to adapt to the ever-changing landscape that impacts upon the college and our students. The provision of education in a secure environment is an ongoing adaptive challenge, requiring strong leadership at all levels of the school and a supportive culture built upon a shared vision and values. The development of adaptive educational leadership capabilities within our staff is imperative if we are to achieve the outcomes we seek for our students in a consistent and sustainable way.</p> <p>Building communities</p> <p>The college is committed to leading the way in which a Victorian Government School enacts Wirralung Ganai, the Department of Education and Training's Aboriginal Inclusion Plan. We will ensure that inclusion occurs across every aspect of the school. Parkville College will consolidate cultural inclusion principles that align with departmental values. Parkville College will improve quality of collection and analysis of Aboriginal and Torres Strait Islander (ATSI) and Culturally and Linguistically Diverse related data, with a focus young people from Moari and Pacific Islander, North African and Middle Eastern communities and in the construction of detailed Individual Education Profiles for all students. Parkville College will partner with community organisations and businesses to support local economic opportunities and employment options for our students. We will also dedicate our efforts to fostering stronger and more transparent relationships with Aboriginal and CALD communities.</p>

Our commitment to building learning communities around our students in 2017 will consist of four core platforms;

- Convening an Aboriginal elders advisory group to provide advice and consultation on the development of Aboriginal Education, reporting on Aboriginal and Torres Strait Islander students and the employment of Aboriginal staff
- The employment of Personal Development Skills teachers from a diverse range of backgrounds, better representing the social and cultural backgrounds of our students.
- Professional Development and support for all staff in implementing principles of Culturally Responsive Teaching. Culturally Responsive Teaching aims to anchor the curriculum in stories of strength and histories of leadership drawn from students' own families, communities and ancestors. The program challenges, inspires and assists students to engage with their own stories while elevating expectations of themselves and their learning abilities. The purpose of this program is to engage our indigenous students, and is founded on the belief that confident understandings of cultural identity and pride, are a prerequisite for the health development of the human personality.

Building leadership teams

We believe strong leadership within education is critical to establishing a culture of exceeding expectations, for teachers and students alike. Parkville College leaders inspire and motivate their team members, encouraging them towards continual development and growth. In our approach to developing powerful educational leaders, there is no boundary on development. Every staff member at Parkville College, including our Executive Principal, undertakes continual leadership development. By providing avenues for all staff to continuously develop, we at Parkville College are building adaptive leaders.

Our commitment to building leadership teams at all levels of the college in 2017 will include:

- Ingraining practices of visible leadership across the school
- An explicit focus on leadership supervision practices
- Providing opportunities for staff to participate in leadership development programs
- Development leadership collaboratively with our students through student leadership councils

Key improvement strategies (KIS)

List the Key improvement strategies that enable the implementation of each Improvement Initiative. This could include existing strategies already being implemented as well as new ones identified through analysis of data, evaluation of impact of prior efforts, measurement of progress against targets and the diagnosis of issues requiring particular attention. KIS may be specific to one outcome area or applicable across several areas.

Improvement initiative:	Key improvement strategies (KIS)
<p>Professional Leadership – Building Leadership Teams</p>	<p>Leadership supervision: The purpose of Leadership Supervision is to provide a consistent, targeted and safe space for staff to discuss, reflect on and plan their work, in order to provide the best teaching and learning experience for students of Parkville College. Leadership Supervision is a reciprocal learning process, with the learning needs of the supervisee prioritised. It focuses on both fostering excellence in teaching practice and leadership development.</p> <p>Leadership Development: In 2016, following the success of the inaugural People Measures Leadership Program for Parkville College Teachers in 2015, a group of 11 teachers and 11 direct care DHHS staff undertook this program and each developed an action research program addressing a specific need for students in this unique environment. In partnership with the Bastow Institute of Educational Leadership, Parkville College supports a large number of teachers to complete their Masters of Educational Leadership at the University of Melbourne.</p> <p>Student leadership councils: In 2016, Parkville College commits to ensuring student voice at all campuses. This involves creating opportunities for students to voice their previous experiences of education, their experiences of education at Parkville, their idea of an excellent teacher/ classroom/ school/ student and their hopes for the future. This amplification of student's voices would aim to inform teaching, learning and rehabilitation at Parkville and within the education system more broadly. This initiative will be preserved in the workings of the school via Student Leadership Councils at each campus.</p> <p>Visible leadership: Parkville College will continue to follow a trauma-informed practice approach, which models a clear and consistent teaching method for the students we teach. Consistency allows students and teachers alike to feel comfortable and calm within their surroundings, giving them the best chance to succeed. The way in which we achieve consistency throughout Parkville College, begins with a strong consistent leadership team.</p>

<p>Community Engagement in Learning – Building Communities</p>	<p>Inclusive education: Parkville College will ensure that inclusion occurs across every aspect of the school through continuous consultation with Aboriginal and Culturally and Linguistically Diverse (CALD) communities and the provision of culturally responsive education for all students across all campuses.</p> <p>Enacting principles of Cultural Inclusion: In 2017, Parkville College made a renewed and now explicit commitment to achieving and exceeding targets of workplace diversity and inclusion. It is of paramount importance that the histories and experiences of Culturally and Linguistically Diverse (CALD) communities are brought to the forefront of our work and that all staff at Parkville College are supported in developing a deeper understanding of the factors that continue to impact on the CALD communities, from which many of our children come.</p> <p>Collection and analysis of Aboriginal and CALD related data: Parkville College will improve the quality of collection and analysis of Aboriginal and CALD related data, with a focus young people from Polyesian, North African and Middle Eastern communities and in the construction of detailed Individual Education Profiles for all students.</p> <p>Partnership with Community organisations: Parkville College will partner with community organisations and businesses to support local economic opportunities and employment options for our young people. In November 2016 Parkville College established an elder’s advisory council in conjunction with the Archie Roach Foundation. The council consists of respected elders from the Aboriginal community; Aunty Joy Murphy, Uncle Jim Berg, Uncle Jack Charles and Archie Roach. The council will meet quarterly to inform the delivery of cultural education to all Aboriginal and Torres Strait Islander children at Parkville College as well as providing the school and its students greater connection to community and culture. Parkville College acknowledges that strong links to community and culture are imperative for all of our students. We have recently recruited a group of staff with strong links to CALD communities in order to support all teachers in providing culturally responsive curriculum and to foster relationships with community organisations that can play a supportive role in the growth and development of our young people.</p>
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Section 2: Improvement Initiatives

Each table below is designed to plan for and monitor each Improvement Initiative. Add or delete tables – one for each Improvement Initiative from Section 1 on the previous page. You can also add or delete rows so that there is alignment and line of sight between the key improvement strategies, actions, success criteria and monitoring. The goals come directly from your School Strategic Plan (SSP) – you will find it helpful to keep them in the same order.

Please note that, in the progress status section, ● ● ● respectively indicate: ● not commenced or severely behind schedule, ● slightly behind schedule but remediation strategies are in place to get back on schedule and ● on schedule and/or completed.

STRATEGIC PLAN GOALS		<p>To exceed expectations in the following domains:</p> <ul style="list-style-type: none"> ● Achievement- By continually improving learning outcomes for all students ● Engagement – By continually improving engagement for all students ● Wellbeing – By improving student wellbeing ● Productivity – By ensuring the targeted allocation of resources to optimise achievement, engagement and wellbeing of all students 						
IMPROVEMENT INITIATIVE		<p>Building Leadership Teams</p>						
STRATEGIC PLAN TARGETS		<ul style="list-style-type: none"> ❖ 100% active participation of teachers and principals in leadership supervision, professional development sessions and collegiate planning sessions ❖ All students achieve Attitude to School Survey Progression in school connectedness and teacher effectiveness against each MER data collection ❖ 100% of staff attendance at Wellbeing Group Supervision sessions ❖ All students achieve diagnostic assessment progression against each Monthly Education Report (MER) data collection ❖ Students have accurate Learning Outcome evaluation against MERs in relation to the Victorian Certificate of Applied Learning (VCAL) including Vocational Education and Training (VET) and the Victorian Certificate of Education (VCE) 						
12 MONTH TARGETS								
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget Estimate YTD	
Leadership Supervision	Leadership supervision is a form of supervision within Parkville College that privileges a secure attachment between educators and allows for the supported pursuit of teacher improvement goals in tandem with leadership enhancement goals. Within this model of supervision, all staff meet regularly with the Principal, Campus Principal or a Team Leader. Leadership supervision provides a systemic response to the changing needs of the school, as it grows and learns from previous experience.	Executive Principal, Brendan Murray	Ongoing	6 months	●	<p>Internal Staff Capacity Survey Data</p> <p>In the Staff Capacity survey completed in July 2016, leadership supervision was identified as a highly effective and supportive tool for improving practice, problem solving and developing leadership capacity. By July 2017 we are expecting at least 90% of all staff to identify leadership supervision as being a 'regular' and 'highly valued' aspect of their work, contributing to improved professional practice.</p>		
	<p>The purpose of leadership supervision is to provide a consistent, targeted and safe space for staff to discuss, reflect on and plan their work, in order to provide the best teaching and learning experience for students of Parkville College. Leadership supervision is a reciprocal learning process which prioritizes the learning needs of the supervisee.</p> <p>Each teacher and principal is paired with a leadership supervisor at the beginning of the school year. There is transparency about the process of supervision. This includes what information will be shared with others, for instance referral to Capacity Team or discussion with Principal.</p>	Principal of Schools, Matthew Hyde	Campus Principals: Sarah Devine, John Andrew, Shannan Roberts, Vincent Moloney, Kris Bardon	Team Leaders of each site/				



		unit		<p>In November 2017 – Principals and Team Leaders will formally evaluate and provide feedback on the leadership supervision workshops and their impact on supervisor capacity and confidence, through the staff capacity survey. Their feedback will be used to inform school support for leadership supervision in 2018.</p> <p>The Staff Capacity Team will provide leadership supervision workshops for principals and team leaders to ensure that leadership supervision practices are consistent, focused and directly addressing teacher efficacy and student achievement.</p>				
Leadership development through partnerships	<p>People Measures is a year-long leadership development program aimed at building and consolidating a whole school approach to adaptive leadership. In 2016, following the success of the previous year, a group of 11 teachers and 11 direct care DHHS staff undertook this program and each developed an action research program addressing a specific need for our students in this environment. The program focused on fostering interdisciplinary relationships between teachers and youth justice workers, to support the holistic care of our students while they are within the secure services environment.</p>	<p>Director of Business Services and Human Resources, Rachel Carlyon</p> <p>Simon Lenten, Director of Strategy and Student Services</p>	Ongoing	<p><i>6 months:</i></p> <p>11 Parkville College teachers and 11 DHHS direct-care staff completed the leadership program in December 2016.</p> <p>As part of their program graduation, they presented the work that had been done towards their collaborative action research projects to Parkville College principals, senior managers within Secure Services as well as several community partners and previous program participants.</p> <p>Graduation presentations conclusions and recommendations from action learning projects.</p>	●	Parent (DHHS) Opinion Survey Data		
				<p><i>12 months:</i></p> <p>Collaborative project teams will continue to work towards exercising joint leadership through new initiatives.</p> <p>The addition of the Department of Justice and Regulation to our working environment requires that this collaboration be extended further. The way that this will look will be determined in coming weeks and months.</p>		Parent (DHHS) Opinion Survey Data		
Student leadership councils	<p>The Parkville Youth Leadership Council was established in 2015. Meetings were held fortnightly and members selected through an application process. This council continued in 2016, with the main focus being on strengthening the constitution and structure.</p> <p>Youth leadership councils were also established at Malmesbury in 2016.</p> <p>Furthermore, in 2017 Parkville College will commit to ensuring a student voice at all campuses. This will involve creating opportunities for students to voice their previous experiences of education, their experiences of education at Parkville, their idea of an excellent teacher/ classroom/ school/ student and their hopes for the future. This amplification of student's voices will aim to inform teaching,</p>	<p>Campus Principals</p> <p>Strategy and Student Services Team</p>	Ongoing	<p><i>6 months:</i></p> <p>To overarching guidelines that will inform the expansion of leadership councils across Parkville College will be:</p> <ul style="list-style-type: none"> All units and students will be represented through the establishment of Leadership Councils at each campus. The constitution and structure of councils will be formalized Council meetings will be held fortnightly and leadership development workshops with council members will run in alternate weeks. A strong effort will also be made to continue to include other stakeholders in the activities of the councils (Health Team, Youth Justice, Parole Board, Children's Court, Commissioner for Children and Young People, Victoria 	●	Attitude to School Survey Data:		
						<p>Connectedness to Peers to improve from 3.79 (1st quartile) in 2015 to 4.2 (4th quartile) in 2017.</p> <p>Stimulating learning to improve from 3.91 (4th quartile) in 2015 to 4.2 in 2017.</p> <p>Student Morale to improve from 4.66 (2nd quartile) in 2015 to 5.5 (4th quartile) in 2017.</p>		



	learning and rehabilitation at Parkville and within the education system more broadly. This will be enshrined in the workings of the school via Student Leadership Councils at each campus.			Police)				
				12 months: The success of the leadership councils in 2017 will be judged by the following: <ul style="list-style-type: none"> • Fortnightly meetings of the council at Parkville and both sites at Malmsbury • Fortnightly leadership development workshops for all leadership council members • Feedback from young people about their experiences of being part of the councils • The council will provide feedback/ consultation to external providers including: YHARS, Commissioner for Children and Young People, President of the Children's Court, the Youth Parole Board As the relationship between Parkville College and Department of Justice and Regulation develops, we will invite them to play an active role in supporting the council.		Attitude to School Survey Data: Connectedness to Peers to improve from 3.79 (1st quartile) in 2015 to 4.2 (4th quartile) in 2017. Stimulating learning to improve from 3.91 (4th quartile) in 2015 to 4.2 in 2017. Student Morale to improve from 4.66 (2nd quartile) in 2015 to 5.5 (4th quartile) in 2017.		
Visible Leadership	Parkville College understand that strong leadership at every level of a school is vital for student growth. Strong attachments between leaders and their teams underlie successful trauma informed teaching practice and protective processes in an environment that can be immensely challenging. Parkville College implements trauma informed practice through a consistent focus on therapeutic environments, relationships, consistency and high expectations. Leaders in the school are expected to model exemplary pedagogical and therapeutic practice, and routinely demonstrate this for beginning teachers. In addition to this we will continue to support our lead teachers and principals to complete a Masters in Educational Leadership in order to provide them with ongoing leadership development.	Executive Principal (Acting) Matthew Hyde Director of Staff Capacity (Sally Ryan) Campus Principals: Sarah Devine, John Andrew, Kris Bardon, Vincent Moloney, Shannan Roberts	Ongoing	6 months: All lead teachers will be given time allowance to support their teachers by co-planning, modelling demonstration classes, mapping out team collaboration and team teaching. Campus Principals provide leadership supervision to a group of lead teachers, and lead teachers provide it to teachers in their teams, in order to provide consistency in this approach.	●	Staff Opinion Data Academic Emphasis: To increase the percentage of positive responses regarding academic emphasis from 49% in 2016 (47 th percentile) to 65%. Shielding/ Buffering: To increase the percentage of positive responses from 48% (43 rd percentile) in 2016 to 60%.		
				12 months: There will be a renewed focus on the structures of leadership supervision within Staff Capacity, and team leaders will be trained in models of teacher and leadership coaching.	Staff Opinion Data Academic Emphasis: To increase the percentage of positive responses regarding academic emphasis from 49% in 2016 (47 th percentile) to 65%. Shielding/ Buffering: To increase the percentage of positive responses from 48% (43 rd percentile) in 2016 to 60%.			



Section 2: Improvement Initiatives

STRATEGIC PLAN GOALS		To exceed expectations in the following domains:						
		<ul style="list-style-type: none"> • Achievement- By continually improving learning outcomes for all students • Engagement – By continually improving engagement for all students • Wellbeing – By improving student wellbeing • Productivity – By ensuring the targeted allocation of resources to optimise achievement, engagement and wellbeing of all students 						
IMPROVEMENT INITIATIVE		Building Communities						
STRATEGIC PLAN TARGETS		<ul style="list-style-type: none"> ❖ 100% student attendance rate ❖ All students achieve Attitude to School Survey (ATSS) progression in student morale and diminished levels of student distress (within classes) against each MER data collection 						
12 MONTH TARGETS								
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
Inclusive Education	<p>Parkville College will ensure that inclusion occurs across every aspect of the school through continuous consultation with Aboriginal and CALD communities and the provision of culturally responsive education for all students.</p> <p>In 2015 the Koori Cultural Education Program was established at the Parkville Campus . In 2016 the Koorie Cultural Education Program was expanded to all campuses to ensure all of our students have access to high quality cultural education. The purpose of the program is to engage our ATSI students, and is founded on the belief that confident understandings of cultural identify and pride, is a prerequisite for the health development of the human personality.</p> <p>In 2017 Parkville College made a renewed and now explicit commitment to achieving and exceeding targets of workplace diversity and inclusion. The commitment includes the recruitment of teachers from CALD communities to deliver Personal Development Skills (PDS)curriculum, support all teachers to provide culturally responsive curriculum and to foster links with community organisations. An Aboriginal Elders Council was also established to inform Parkville College curriculum, practice and recruitment.</p>	<p>Executive Team</p> <p>Strategy Team</p> <p>Aboriginal Elders Council</p> <p>Team Leaders/ Unit Teams</p> <p>Personal Development Skills Teachers</p> <p>Archie Roach (Patron)</p> <p>Capacity Team</p>	Ongoing	<p><i>6 months</i></p> <p>Parkville College to provide cultural education to all Aboriginal and Torres Strait Islander students at every campus.</p> <p>Parkville College will provide culturally responsive education to all CALD students with a focus on those from Polynesian, North African and Middle Eastern communities.</p> <p>Parkville College will convene the first meeting of the Aboriginal Elder Council in conjunction with the Archie Roach Foundation. The Council involve respected elders from the community; Uncle Jack Charles, Aunty Joy Murphy, Uncle Jim Berg and Archie Roach.</p> <p>The first half of 2017 will concentrate on building staff capacity both for the individuals recruited for PDS teaching and the teams they are in.</p>	●	<p>Qualitative Feedback</p> <p>Written recommendations and communication provided by the Aboriginal Elders Council to Parkville College.</p> <p>Staff Opinion Data</p> <p>Trust in Students and Parents – To increase the percentage of positive responses from 35% (6th percentile) to 55%.</p> <p>Parent and Community Involvement – To increase the percentage of positive responses from 51% (2nd percentile) to 60%.</p>		
				<p><i>12 months</i></p> <p>Aboriginal Cultural Education program ongoing across all campuses</p> <p>Aboriginal Elder Council quarterly meeting schedule, communication and reporting processes formalised.</p> <p>PDS teachers and their teams have increased their capacity to support all teachers to provide culturally responsive curriculum to all students, to foster links with community organisations and</p>		<p>Attainment/ Accreditation Data</p> <p>VCAL: Increase in the number of VCAL units completed from 436 in 2016 to 550.</p> <p>VET: Increase in the number of VETis units of competency completed from 291 in 2016 to 330.</p>		



				establish links with CALD community to build the capacity of the school and the cultural and community connections of students.				
Enacting principles of cultural inclusion	<p>Parkville College will continue to work toward the creation of a culturally responsive school that aligns with departmental values. Collaboration and knowledge sharing improving outcomes, respect and diversity and empowerment will be embedded in every aspect of the school operation.</p> <p>Everyone at Parkville College will be guided by 'Muddha.' Which is an appreciation that cultural learning and understanding occurs through a deep regard for the whole person and alongside acknowledgement of historical contexts. The creation of a culturally safe workplace for all staff and students will be the guiding priority.</p>	<p>Staff capacity Team</p> <p>Executive Principal,</p> <p>Personal Development Team,</p> <p>Elders Advisory Group</p>	Ongoing	<p><i>6 months:</i> Parkville College will provide professional development and ongoing support to a selected teaching team from each campus in Culturally Responsive Teaching. These teams will become competent in this practice and be able to provide professional development to other teaching teams in what they have learnt.</p>	●	<p>Qualitative Feedback</p> <p>Teams involved have produced units of work and class resources that can be audited in order to assess their content against principles of cultural inclusion.</p>		
				<p><i>12 months:</i> The Personal Development teaching team will provide ongoing support and lead development of the school's approach to Culturally Responsive Teaching. Their role will include teaching Personal Development Skills classes from the VCAL curriculum, connecting with student's families/ communities to inform strength based cultural education and coordinating with key community organisations from Aboriginal and Torres Strait Islander, Pacific Islander, North African and Middle Eastern communities.</p> <p>The creation of culturally informed student profiles that can be used to support holistic development of students and support their transition between campuses or back into the community.</p> <p>Review of Individual Education Plans for Aboriginal students to ensure a well- informed cultural profile has been included.</p>		<p>Staff Opinion Data</p> <p>Parent and Community Involvement – To increase the percentage of positive responses from 51% (2nd percentile) to 60%.</p> <p>Attitude to School Survey Data</p> <p>Student Motivation to improve from 3.63 (below 1st quartile) in 2015 to 4.25 (3rd quartile) in 2017.</p>		
Collection and analysis of Aboriginal and CALD Related data	<p>Parkville College will improve the quality of collection and analysis of Aboriginal and CALD related data with a focus young people from Maori and Pacific Islander, North African and Middle Eastern communities with the construction of detailed Individual Education Profiles and collation of aggregate data for this growth.</p>	<p>Executive Principal (Acting) Matthew Hyde</p> <p>Director of Staff Capacity (Sally Ryan)</p> <p>Director of Strategy and Student Services (Simon Lenten)</p> <p>Campus Principals: Sarah Devine, John Andrew, Kris Bardon, Vincent Moloney, Shannan Roberts</p>	Ongoing	<p><i>6 months:</i> All Aboriginal and CALD students will have comprehensive Individual Education Plans written to ensure smooth transitions between campuses and education providers. Creation of secure online profiles of students, which contain information relating to health and wellbeing, cultural connections and relationships, social and emotional development, intellectual development and education pathways. The profiles will be collated on Accelerus where teachers will also be able to access Monthly Education Reports, examples of student work, transition plans and any other important information. This will serve to provide a holistic overview of the development of students, enable the sharing of information between teachers and assist in transition planning when students move to a new campus or school.</p>	●	<p>Attitude to School Survey Data</p> <p>Learning Confidence to improve from 3.63 (2nd quartile) in 2015 to 3.9 (4th quartile) in 2017.</p> <p>Parent (DHHS) Opinion Survey Data</p> <p>Preparation for next stage/ transitions to continue to increase from 5.7 in 2016 to 6.4 in 2017.</p>		
				<p><i>12 months:</i> The achievement data of Aboriginal and CALD students in VCAL completion, standardised Literacy and Numeracy Compass testing, Attitude to School Surveys and Fountas & Pinnell records will be collated and reported on across campuses.</p>		<p>Achievement Data</p> <p>Aggregate Compass (Reading and Maths) and F&P, divided by Cultural Identification, to be initially captured and used as a baseline against which to measure growth for students from Aboriginal and Torres Strait Islander and CALD communities.</p>		



<p>Partnership with Community Organisations</p>	<p>Parkville College will continue to partner with community organisations and businesses to support local economic opportunities and employment options for all students. Existing relationships with the Commissioner for Children and Young People, Victorian Aboriginal Legal Services, Human Rights Law Centre, Victorian Aboriginal Health Service, The Centre for Multicultural Youth, Victorian Aboriginal Childcare Agency and the Regional Aboriginal Justice Advisory Committee, Art and Heritage Council the Archie Roach Foundation will be maintained and strengthened.</p> <p>These established relationships have facilitated the establishment of the Parkville College Aboriginal Elders Council, in partnership with Archie Roach Foundation.</p> <p>In addition to this staff within the Education Justice Initiative (EJI) will continue to attend and support Koorie Court sittings in Melbourne, Heidelberg and Dandenong. In 2017 Parkville College established a Transitions Team, also with a presence within the Courts. This team will provide additional capacity to build relationships with Aboriginal Organisations and the school to increase connection to culture, services and community; aiding the transition of Aboriginal and Torres Strait Islander young people upon release.</p> <p>Parkville Colleges' commitment to cultural diversity in its workforce and the cultural safety and connectedness of its students will see an expansion of community networks and relationships of the school in 2017.</p>	<p>Director of Strategy and Student Services, Simon Lenten</p> <p>Aboriginal Elders Council</p> <p>Education Justice Initiative and Transitions Team</p> <p>Personal Development Skills Teachers</p>		<p><i>6 months:</i></p> <p>Establishment of the elder's advisory council, in conjunction with the Archie Roach Foundation to inform curriculum, delivery and practice within the Parkville College.</p> <p>EJI will continue to attend and support Koorie Court sittings in Melbourne and maintain and strengthen relationships</p> <p><i>12 months:</i></p> <p>Parkville College's newly formed Transitions team, also present within the Courts, will potentially take on a roll alongside the EJI to increase the capacity for Parkville College to form greater transitional networks for exiting students.</p> <p>PDS Teaching teams supported and with sufficient capacity to foster the positive relationships between Parkville college students, teachers and CALD community organisations.</p>		<p>Creation of working relationships with community organisations to facilitate the transition and support of Parkville College Aboriginal and Torres Strait Islander and CALD children back into the community.</p> <p>Creation of referral pathways and processes for any Parkville College student coming through the Court, who could benefit from services offered by these partner agencies.</p>	
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Section 4: Annual Self-Evaluation

[Drafting Note Annual self-evaluation section enables schools to continuously collect, monitor and analyse school data about all aspects of school performance. This ensures that all aspects of school performance are considered throughout the year and that any risks, issues and opportunities are identified as they emerge. The Annual self-evaluation against the Continua of Practice should be completed as data becomes available]

Priority	Improvement model dimensions – note state-wide Improvement Initiatives are bolded	Is this an identified initiative or dimension in the AIP?	Continuum status	Evidence and analysis
Excellence in teaching and learning	Building practice excellence	Select	Select status	[Drafting note For current AIP improvement initiatives and/or dimensions, please provide a succinct and conclusive statement referring to the monitoring section of this plan. This statement can refer to the progress status and/or make reference to the achievement of the appropriate goals, targets and success criteria.]
	Curriculum planning and assessment	Select	Select status	
	Evidence-based high impact teaching strategies	Select	Select status	
	Evaluating impact on learning	Select	Select status	
Professional leadership	Building leadership teams	Select	3 - Embedding	
	Instructional and shared leadership	Select	3 - Embedding	
	Strategic resource management	Select	2 - Evolving	
	Vision, values and culture	Select	4 - Excelling	
Positive climate for learning	Empowering students and building school pride	Select	Select status	
	Setting expectations and promoting inclusion	Select	Select status	
	Health and wellbeing	Select	Select status	
	Intellectual engagement and self-awareness	Select	Select status	
Community engagement in learning	Building communities	Select	2 - Evolving	
	Global citizenship	Select	Select status	
	Networks with schools, services and agencies	Select	1 - Emerging	
	Parents and carers as partners	Select	2 - Evolving	
<p>Reflective comments: [Drafting Note Please use this section to summarise your learnings from the self-evaluation process, including professional growth and key findings]</p> <p>In line with 2016's AIP, Parkville College is prioritising Professional Leadership by <i>Building Leadership Teams</i>; and Community Engagement in learning by <i>Building Communities</i>. Significant achievement was made to both areas of priority, however we acknowledge there is still much more progress to be made in 2017. Parkville College has committed to improving these initiatives and has implemented several strategies for 2017 to achieve this.</p>				
<p>Confidential cohorts analysis: [Drafting note This section is not for public distribution. Report here the extent to which cohorts of students within the school (including Koorie, high ability, refugee, EAL, PSD, out of home care students, etc.) are being supported and challenged, leading to an inclusive and stimulating environment for all students]</p>				
<p>Considerations for 2018:</p>				



