**Annual Implementation Plan - 2024**

**Define actions, outcomes, success indicators and activities**

Parkville College (8916)



Submitted for review by Matthew Hyde (School Principal) on 08 March, 2024 at 01:36 PM  
Awaiting endorsement by Senior Education Improvement Leader  
Awaiting endorsement by School Council President

**Define actions, outcomes, success indicators and activities**

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| Goal 3 | Improve student engagement in learning. | | | | |
| 12-month target 3.1 target | By December 2024, the per cent positive endorsement on the SSS will be:  Focus on real life learning—88 or above (from 83 in 2021) Using High Impact Teaching Strategies (HITS)—48 or above (from 26 in 2021) Student ownership of learning—80 or above (from 74 in 2021) | | | | |
| 12-month target 3.2 target | By December 2024, the per cent positive endorsement on the AToSS will be:  Sense of connectedness—52 or above (from 45 in 2021) Sense of confidence—62 or above (from 57 in 2021) Stimulating learning—62 or above (from 55 in 2021) Motivation and interest—83 or above (from 77 in 2021) | | | | |
| KIS 3.b Building practice excellence | Build teacher capacity to conduct stimulating classes that engage and challenge students. | | | | |
| **Actions** | 1. Establish a school wide approach to feedback mechanisms with students to consistently reflect on how stimulating learning and teaching is. 2. Establish a schoolwide approach to monitoring, evaluating and using feedback to modify teaching and refine learning, consistent with the PC Model. | | | | |
| **Outcomes** | Across all Campuses: Leaders will: have a strong understanding of feedback mechanisms used at PC; coach teachers in their feedback and assessment practices so that they are used consistently across the school including at structure PLC meetings.  Educators will: use the pedagogical model consistently; have strong formal and informal assessment skills; understand how to use feedback and assessment data within the formal PLC process and in their planning; use feedback and assessment data to plan and deliver lessons. Students will: understand how they can provide feedback on their learning experience; have improved learning outcomes; experience learning tailored to their needs. | | | | |
| **Success Indicators** | Leaders: notes and documentation from PLCs, team meetings, leadership supervision, leadership meetings, SIT meetings, planning meetings, classroom observations, Student Reports and plans, assessment reports and feedback reports, Compass. Educators: notes and documentation from PLCs, team meetings, leadership supervision, unit planners and lesson plans, student work samples, classroom observations, Student Reports and Conversations, Student Plans, Transition Plans, assessment reports and feedback reports, student feedback, Compass Students: Compass, Student Reports, IEPs and Conversations, Transition Plans, feedback, individual learning goal records, AToSS | | | | |
| Activities | | Who | Is this a PL priority | When | Activity cost and funding streams |
| Complete a school-wide review of existing student feedback mechanisms | | 🗹 Assistant principal  🗹 Leading teacher(s) | 🞎 PLP Priority | from: Term 1  to: Term 1 | $0.01  🗹 Equity funding will be used |
| Create a consistent SEP conferencing framework that includes mechanisms for student feedback, specifically around engaging/stimulating classes. | | 🗹 Assistant principal  🗹 Leading teacher(s)  🗹 Teacher(s) | 🞎 PLP Priority | from: Term 2  to: Term 2 | $0.00 |
| Consolidate PLCs so that educators are consistently collecting and analysing student feedback and other data (e.g. attendance, assessment, and achievement) and modifying teaching so that it is responsive to student feedback and positively affecting student learning outcomes. | | 🗹 Assistant principal  🗹 Leading teacher(s)  🗹 Learning specialist(s) | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00 |
| Investigate the feasibility of assessment tools, including PAT, for students at PC. | | 🗹 Learning specialist(s)  🗹 Principal | 🞎 PLP Priority | from: Term 2  to: Term 4 | $0.00 |
| KIS 3.c Building leadership teams | Develop and embed school–wide instructional leadership. | | | | |
| **Actions** | Develop a school-wide collaborative approach to instructional leadership that focuses on coaching, moderation and sharing of practice to improve student engagement and learning outcomes. | | | | |
| **Outcomes** | Across all Campuses: Leaders will: be instructional coaches; use multiple sources of evidence to monitor staff collaboration, including barriers and enablers; develop and use moderation structures and tools across teams and Campuses; Participate in collaboration; develop their own coaching, moderation and collaboration skills; confidently facilitate PLCs and Communities of Practice Educators will: have strong formal and informal collaboration skills; have established peer coaching skills; understand which areas of practice should involve collaboration; be engaged in moderation and see it as valuable for student and teacher growth; Students will: be able to articulate what learning looks like at Parkville College | | | | |
| **Success Indicators** | Leaders: notes and documentation from PLCs, team meetings, leadership supervision, leadership meetings, SIT meetings, planning meetings, classroom observations, Student Reports and plans, assessment reports and feedback reports, Compass. Educators: notes and documentation from PLCs, team meetings, leadership supervision, unit planners and lesson plans, student work samples, classroom observations, Student Reports and Conversations, Student Plans, Transition Plans, assessment reports and feedback reports, student feedback, Compass Students: Compass, Student Reports, IEPs and Conversations, Transition Plans, feedback, individual learning goal records, AToSS | | | | |
| Activities | | Who | Is this a PL priority | When | Activity cost and funding streams |
| Timetabling in Termly cross-Campus moderation for supervision, coaching, instructional leadership and curriculum. | | 🗹 Assistant principal  🗹 Principal | 🞎 PLP Priority | from: Term 1  to: Term 4 | $10,000.00 |
| Embed observation framework. | | 🗹 Assistant principal  🗹 Principal | 🗹 PLP Priority | from: Term 1  to: Term 4 | $0.00 |
| Develop and embed moderation processes across subjects, curriculum, calendars. | | 🗹 Assistant principal  🗹 Principal | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00 |
| Develop communities of practice across teams, subjects, Campuses | | 🗹 Assistant principal  🗹 Principal | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00 |
| Engage in the instructional coaching aspect of Supervision | | 🗹 All staff | 🞎 PLP Priority | from: Term 1  to: Term 4 | $0.00 |
| Share the HIES work completed by the SIT in 2023 to support staff professional development in student engagement | | 🗹 Principal | 🞎 PLP Priority | from: Term 2  to: Term 4 | $0.00 |