

# Annual Implementation Plan - 2020

## Define Actions, Outcomes and Activities

Copperfield College (8799)



Copperfield  
COLLEGE

Submitted for review by Mark Nugent (School Principal) on 20 December, 2019 at 02:30 PM  
Endorsed by Anne Fox (Senior Education Improvement Leader) on 26 July, 2020 at 04:42 PM  
Awaiting endorsement by School Council President

## Define Actions, Outcomes and Activities

<b>Goal 1</b>	To improve individual student learning growth.
<b>12 Month Target 1.1</b>	VCE all study mean at or above 30 VCE English score mean at or above 30 VCAL senior pass rate at 90% or above
<b>12 Month Target 1.2</b>	% high relative growth in Reading and Writing at or above 25% % low relative growth in Reading and Writing below 25% % top 2 bands Reading and Writing at or above 10%
<b>12 Month Target 1.3</b>	% high relative growth in Numeracy at or above 25% % low relative growth in Reading and Writing below 25% % top 2 bands Reading and Writing at or above 10%
<b>KIS 1</b> Building practice excellence	Implement the Professional Learning Community (PLC) At Work framework across the College
<b>Actions</b>	Continue to develop staff capacity in using the Copperfield College PLT cycle to improve teaching and learning Continue to develop, refine and implement a Guaranteed and Viable Curriculum. Develop staff capacity to use the College Instructional Model and implement the High Impact Teaching Strategies (HITS)
<b>Outcomes</b>	<p>Teachers will:</p> <ul style="list-style-type: none"> <li>Use the Copperfield College PLT Cycle to collaboratively improve teaching and learning</li> <li>Implement HITS within the classroom</li> <li>Use the College Instructional Model to plan and deliver lessons</li> <li>Engage in peer observation to improve teaching practice</li> <li>Engage in the agile process of reflection, refinement and implementation of a GVC</li> <li>Use assessment and feedback processes, including the sharing of CFA data with students and other teachers</li> </ul> <p>Students will:</p> <ul style="list-style-type: none"> <li>Be able to articulate what they are going to learn and how they know when they have learned it</li> <li>Be able to articulate what strategies their teacher uses that help them to learn</li> <li>Be able to articulate what the College Instructional Model is</li> <li>Reflect on their learning progress, using teacher feedback and data to identify areas for improvement</li> </ul>

	<p>School Leaders will:</p> <ul style="list-style-type: none"> <li>Develop and support teacher capacity to implement interventions to improve student learning</li> <li>Develop teacher capacity to work effectively within PLTs</li> <li>Support the improvement of teaching pedagogy and classroom instruction through the use of HITS and LENAR</li> <li>Model and support teachers in the use of peer observation</li> <li>Develop and support the implementation of an agile GVC process</li> <li>Determine whole school assessment and feedback processes</li> </ul>			
<p><b>Success Indicators</b></p>	<p>Teachers:</p> <ul style="list-style-type: none"> <li>Documentation of the CFAs that have been developed, implemented and evaluated, including how feedback has been shared with students and the PLT</li> <li>Reflection on the impact of interventions implemented in the classroom (student data)</li> <li>Lesson plans incorporating LENAR and HITS</li> <li>Increase in the number of teachers involved in peer observations</li> <li>Increase in teacher confidence and reported use of LENAR, HITS and Copperfield College PLT Cycle</li> <li>Progress of the tracked cohort</li> <li>PLT members' reflections and learnings as presented to the KLA at the end of semesters</li> </ul> <p>Students:</p> <ul style="list-style-type: none"> <li>Focus groups/surveys of students, on their understanding of the LENAR model</li> <li>Improvements in student Pivot data in areas of teacher practice</li> </ul> <p>Leaders:</p> <ul style="list-style-type: none"> <li>Documentation of peer observations and learning walks</li> <li>Documentation of whole school curriculum, assessment and feedback processes</li> <li>Evidence collected from PDP Review process of teacher engagement in PLTs and impact on student learning</li> <li>KLA Leaders' reflection on their data 'hot spot', as the data becomes available</li> <li>PLT trainers' observations/checklists</li> </ul>			
<p><b>Activities and Milestones</b></p>	<p><b>Who</b></p>	<p><b>Is this a PL Priority</b></p>	<p><b>When</b></p>	<p><b>Budget</b></p>

Milestone: Determine and document whole school curriculum and assessment processes	<input checked="" type="checkbox"/> School Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00  <input type="checkbox"/> Equity funding will be used
Activity: Provide ongoing professional learning, support and resources on the Copperfield College PLT Cycle, LENAR and HITS	<input checked="" type="checkbox"/> School Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Activity: Ongoing monitoring, evaluation and refinement of PLTs through the collection of data from the PDP process, documentation of CFAs developed, documented, implemented and evaluated and PLT trainer observations/checklists (fund PL and resources to assist this)	<input checked="" type="checkbox"/> School Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 3 to: Term 4	\$12,500.00  <input checked="" type="checkbox"/> Equity funding will be used
Activity: Provide time, support, resources, modelling and professional learning for peer observations and learning walks	<input checked="" type="checkbox"/> School Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Activity: Investigate, trial and evaluate intervention strategies	<input checked="" type="checkbox"/> School Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Activity: Develop data literacy of staff (through professional learning and coaching) and students	<input checked="" type="checkbox"/> School Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00  <input type="checkbox"/> Equity funding will be used

Provide in-allotment PLT time for all junior english and mathematics teachers	<input checked="" type="checkbox"/> School Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$477,333.00  <input checked="" type="checkbox"/> Equity funding will be used
Provide OTL Leadership training for leaders	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$6,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Provide Leading Teacher for PLC initiative	<input checked="" type="checkbox"/> Leading Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$118,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Provide PLT leaders to support team collaboration	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$25,000.00  <input checked="" type="checkbox"/> Equity funding will be used
<b>KIS 2</b> Building practice excellence	Further expand and develop the College literacy focus, with particular emphasis on reading and writing across all learning areas.			
<b>Actions</b>	Embedding Literacy for Learning writing strategies in targeted KLAs Extending the Independent Reading Initiative into year 9 Embedding appropriate reading strategies in targeted KLA			
<b>Outcomes</b>	Leaders will: Deliver PL to targeted KLAs via PLTs			

	Support and mentor staff according to student needs Teachers will: trial strategies and report back to PLT/KLA explain to students what they are aiming to do Students will: be able to talk about how they have improved their reading/writing as a result of their teachers' P			
<b>Success Indicators</b>	Leaders: PLT data will show student progress Teachers: will include reading strategies in their PDP goals and track student progress Students: will have goals around reading and demonstrate growth in PAT R, OnDemand and or NAPLA			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Year 9 and 10 Literacy Intervention teachers and Literate Practices Leader and team members to put a face to the data in order to build teacher awareness and capacity to support Literacy Intervention students and vulnerable students in mainstream classes in Years 7 to 10 (includes coordinator support)	<input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Literacy Support	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$364,667.00  <input checked="" type="checkbox"/> Equity funding will be used
To embed, promote and support student use of the Digital Library MYON for students reading below the expected level.	<input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Literacy Support	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
To embed, promote and support the use of Accelerated Reader for Year 7 & 8 students reading at or above the expected level.	<input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Literacy Support	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00  <input type="checkbox"/> Equity funding will be used
Data from 'data sharing conversations' in Literate Practices to be included in Student Led Presentations. Literate Practices 'Data managers' to work with Student Achievement Leaders to embed	<input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Literacy Support	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00

this information in the Student Led Presentation and use it for goal setting.			to: Term 3	<input type="checkbox"/> Equity funding will be used
The use of Power BI to visualise student data.	<input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Literacy Support	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00  <input type="checkbox"/> Equity funding will be used
The evaluation and restructure of Literate Practices for 2021 (includes staffing for program, ES support for program development and Leadership POR time allowances)	<input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Literacy Support	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$461,833.00  <input checked="" type="checkbox"/> Equity funding will be used
The restructure of Literacy Intervention for Year 7 & 8 students reading 1-2 years below expected level.	<input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Literacy Support	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
English Learning Specialists to provide on going coaching with 3 teachers per semester. Focus on top 25% of students. (time allowance to provide this)	<input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Literacy Support	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$143,200.00  <input checked="" type="checkbox"/> Equity funding will be used
Extend the independent reading initiative in Year 9	<input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Literacy Support	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Literacy for Learning strategies to be taught in targeted KLAs. Ongoing training for staff who express interest.	<input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Literacy Support	<input checked="" type="checkbox"/> PLP Priority	from: Term 1	\$35,800.00

			to: Term 4	<input checked="" type="checkbox"/> Equity funding will be used
Literacy Consultants to work with Year 7 -9 teachers in in allotment planning session (see funding in other action which refers to consultants)	<input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Literacy Support	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Promotion and unpacking of the Secondary Literacy Toolkit.	<input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Literacy Support	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
E Write use to be integrated into English/EAL as a tool to capture a draft of narrative or persuasive writing. This to be developed using the assessment report and NAPLAN writing criteria in conjunction with conferencing and goal setting to redraft. E write to be used again to demonstrate improvement in writing.	<input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Literacy Support	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
100 Story Building writing PL and planning of writing units for English/ EAL teachers.	<input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Literacy Support	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Writing club established in College Story Hub	<input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Literacy Support	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 3	\$0.00  <input type="checkbox"/> Equity funding will be used
Author in residence to work with high performing students in years 7 & 8	<input checked="" type="checkbox"/> Literacy Support	<input type="checkbox"/> PLP Priority	from: Term 1	\$0.00



			to: Term 4	<input type="checkbox"/> Equity funding will be used
Support and ongoing training for targeted KLA PLTs to incorporate Literacy building strategies to build student capacity in Literacy.	<input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Literacy Support	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Provide Leading Teacher to oversee literacy improvement strategies	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$118,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Provide 3 Literacy Experts/consultants to develop teacher capacity	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$120,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Provide Literacy Planet license, writing incursions and other programs/resources	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$41,500.00  <input checked="" type="checkbox"/> Equity funding will be used
Provide timeallowance to support VCE Writing Extension students	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$17,900.00  <input checked="" type="checkbox"/> Equity funding will be used
<b>Goal 2</b>	To build student engagement through the employment of authentic student voice.			

<b>12 Month Target 2.1</b>	% +ve endorsement above current measures in student voice and agency (51%), self regulation and goal setting (70%), school connectedness (57%), high expectations (77%) and motivation (67%)
<b>KIS 1</b> Empowering students and building school pride	Develop individual student capacity to act as partners in their learning.
<b>Actions</b>	<ol style="list-style-type: none"> <li>1. Promote student ownership of learning</li> <li>2. Build a culture that supports authentic student voice and agency</li> </ol>
<b>Outcomes</b>	<p>Leaders will:          Develop and support positive teacher-student relationships, through explicit teaching of SWPBS          Articulate, model and support the use of the inquiry process, assessment literacy and conferencing          Develop effective collaborative processes between teachers and students, and between students          Develop teacher capacity and understanding of metacognitive strategies and self regulation</p> <p>Teachers will:          Establish positive teacher-student relationships          Teach students the inquiry process and assessment literacy          Conference with their students, using data to help students reflect and monitor their learning process, and be able to set future learning goals          Teach students metacognitive strategies and self regulation, in response to students' learning needs</p> <p>Students will:          Be able to articulate their learning needs and provide feedback to their teachers          Be able to articulate what they are learning, what their data demonstrates (assessment literacy ) and what they can do to improve          Be able to articulate what strategies they use to improve their learning (reflection and self-regulation)</p>
<b>Success Indicators</b>	<p>Leaders:          Processes for teacher-student collaboration are documented          Monitor and document the use of the inquiry process, assessment literacy and conferencing (learning walks and observations)</p> <p>Teachers:          Evidence of the use of inquiry process, assessment literacy, conferencing and ongoing goal setting (learning walks and</p>

	observations) Evidence of use of Pivot data ( beginning, end cycle) and/or other formative assessments in PDPs  Students: Evidence of ongoing reflection and goal setting Reflection on their data and articulation of what their data means (learning progress and areas for improvement) Surveys/focus groups/work samples/Student Led Presentations/Showcases demonstrating the use of metacognitive strategies and self regulation			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Milestone: Develop and share conferencing processes with staff	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00  <input type="checkbox"/> Equity funding will be used
Activity: Professional learning to staff and development of SWPBS lessons, strategies and resources	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Milestone: Processes for teacher-student collaboration are documented	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00  <input type="checkbox"/> Equity funding will be used
Activity : Ongoing Professional learning to build teacher capacity and understanding of metacognitive strategies and self regulation	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used

Activity: Provide time, opportunities and resources for learning walks and observations	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Activity: Regular Professional learning to staff on inquiry process and assessment literacy	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Activity: Document, monitor, evaluate and refine explicit teaching activities (including SWPBS, goal setting, inquiry process, assessment literacy)	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
unleash learning PL	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$70,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Provide Leading Teacher for Engagement and Wellbeing	<input checked="" type="checkbox"/> Leading Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$118,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Provide Wellbeing and Engagement Programs	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$97,000.00  <input checked="" type="checkbox"/> Equity funding will be used

<b>Goal 3</b>	To improve individual student capacity for resilience.			
<b>12 Month Target 3.1</b>	% +ve endorsement above current measure in resilience (66%)			
<b>KIS 1</b> Health and wellbeing	Investigate, develop and implement a whole-school approach for building student resilience.			
<b>Actions</b>	Identify explicit teaching activities that assist in building student resilience Determine processes for delivering these activities			
<b>Outcomes</b>	Leaders will: determine processes for whole school and individual building of student resilience Teachers will: deliver teaching activities to help build resilience Students will: be involved in activities that build their resilience			
<b>Success Indicators</b>	Leaders: Processes for whole school and individual resilience building are documented Teachers: Teaching activities are implemented Students: Are involved in learning activities building resilience			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
research resilience building teaching and learning activities	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 2	\$0.00  <input type="checkbox"/> Equity funding will be used

document options for delivering whole school activities and for supporting staff build resilience	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
identifying students with low resilience (ACER 6 Star Survey) and document activities to help build build resilience	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$3,500.00  <input checked="" type="checkbox"/> Equity funding will be used
select activities and processes and implement them	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
staff mental health first aid training	<input checked="" type="checkbox"/> Leadership Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$10,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Provide 3 school based psychologists and a social worker to support student wellbeing	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$457,684.00  <input checked="" type="checkbox"/> Equity funding will be used
Provide Inclusive Practices Coordinator for PSD Students	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$107,938.00  <input checked="" type="checkbox"/> Equity funding will be used

Support Breakfast Clubs on each campus	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$17,000.00  <input checked="" type="checkbox"/> Equity funding will be used
Provide Student Support Services	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$11,500.00  <input checked="" type="checkbox"/> Equity funding will be used