



# 2023

# IMPLEMENTATION PLAN

PURPOSEFUL IN OUR PURSUIT OF PERSONAL BEST

Department of Education

Strategic Plan – Equity and Excellence

- Vision:** A progressive, high performing education system realising the potential of every student.  
**Focus:** Educational Achievement, Wellbeing and engagement, Culture and inclusion.  
**Initiatives:** Educational leadership and teaching expertise, Digital Innovation in teaching and learning, Educational performance and support, Integrated responses and educational precincts, Revitalised educational infrastructure.

Palmview State Secondary College

**Motto:** Leveraging the Palmview Learning Community, our team is committed to working in partnership with our students, families and the wider community to collectively guarantee learning that engages each student to strive for success on a daily basis. We are "purposeful in our pursuit of personal best."

**Vision:** Our vision is articulated as a collective action for all in our community:

*We lead the way through equity and excellence to create a dynamic school of first choice, where all are inspired and engaged in learning that delivers meaning, purpose and success.*

Our PLC Charter and College Pledge expands on our vision to highlight the value we place in the attributes of:

**TRUST**

**CONNECT**

**GROW**

**Ultimate success:** We measure our ultimate impact through the voices of our students when they say:

*At Palmview, we are known, accepted and inspired to achieve our personal best.*

*As a collective, the school community invests in whatever it takes to empower every student to successfully meet the challenges of their individual goals.*

SUPPORTED THROUGH COLLEGIAL ENGAGEMENT and PROFESSIONAL LEARNING – APR

Focus on four deliberate actions to "guarantee growth for every learner through purposeful pursuit of personal best."

## INPUTS

### Australian Curriculum V9 & P12 CARF

- Implementation and planning across:
- Creative and Cultural pursuits
  - Global Learners
  - Health and Wellbeing
  - STEAM

### Equity and Excellence

- On track for success (7-9)
  - Underpinned by curriculum, teaching and learning
  - Embedding First Nations outcomes across every priority
- Realised through the Learning Cooperative

### Data Literacy

- Including:
- Disaggregated College Data Sets (Data plan) including:
    - 2022 Feeder School Baseline
    - NCCD and parent input
    - Student Voice & QEW Survey

### Learning & Wellbeing

- Inclusive Education
- Student Code of Conduct
  - Positive Behaviour for Learning
  - Restorative Practices
  - Choice Theory

### Digital Innovation

- Equitable access for all learners
- QLearn

### Every Day Counts

- Student Attendance
- SDA

### P.A.C.E.

- P&C, Education Reference Group Voice
- School Opinion Survey
- PLC Board and MOU

## FILTERS

Personal best through . . .

Inclusive learning culture\*

Engaging curriculum\*

Digital citizens

Responsive to NCR leadership challenges:

- Every school will have a precise, rigorous and enacted moderation process, incorporating case management and the use of effective pedagogical practices to improve student learning
- Every school has a strategy, based on disaggregated data, to improve outcomes for Indigenous students, Children in Care and students with disability

LEGACY OF LEARNING - Strategic Plan

## EQUITY & EXCELLENCE PRIORITIES

### Learning Guarantee (Educational achievement):

- develop and enact a common rigorous language and practice
  - Student Learning Guarantee Cycle
  - Collaborative curriculum design and delivery (WCATDTL)
  - Tour of Power Planning Process
  - Routine formative assessment
- Priority focus on moderation cycle to inform instruction (CASW, PLUS, IA/IB cycle) \*
- explicit embedding of four deliberate actions
  - Connect with each learner by knowing THEM to develop trust \*
  - Deliver equitable, engaging curriculum aligned to the AC achievement standards \*
  - Develop assessment literacy across our community
  - Communicate what excellence looks like for each learner and their next steps
- build leadership density across college through targeted professional profiling (APR / APDP)

### Learning Engagement (Wellbeing & engagement):

- establish a shared visible ownership of our vision, values and pledge
- enable collaborative capacity to ensure embedding of deliberate practice:
  - PBL
  - Restorative Practice
  - iLEARN
- assessment literate learners through:
  - metacognition
  - learning intentions and success criteria
  - feedback

### Learning Cooperative (Culture & inclusion):

- embedding a cooperative model for supporting ALL learners with an emphasis on parent partnerships to support adjustments for individuals and resourcing for target groups (SSS, PPT)
- capturing all learners through differentiated practice (WCATDTL)
- Mechanisms for "voice" (consultation) to inform effective governance, decision making and management of a safe, supportive learning environment. (Student Council, LCC, WH&S, P&C, Pathways Reference Group, Institute partners, PLC Board)
- apply systematic cyclic approaches to allocate resource through data driven decision making

PERFORMANCE AGENDA

## MEASURES - 2023

### Educational achievement (GROW):

- ALL students demonstrating growth in outcomes in line with their individual learning guarantee
- 95% C or better and 50% A or B \*
- Learning area targets reflect LG goals of students
- 100% C or Better (Behaviour / Effort)
- No performance gap for targeted student groups
- Equitable, engaging curriculum reflected in three levels of planning for all units \*
- 100% of staff engaged in APR and APDP processes

### Wellbeing and engagement (CONNECT):

- QEW Survey:**
- Student responses inform Connect processes and individual learning guarantees

### Attendance:

- Student Average: >95%
- No attendance gap for targeted students
- Staff: >95%

### Student Disciplinary Absence:

- All support avenues explored and enacted to minimise days lost to learning

### Moral:

- SOS Staff response >99%

### Culture and inclusion (TRUST):

- ALL students reflecting connection with college, known and accepted within the learning community \*
- Curriculum access for all learners captured through SSS processes and reflected in NCCD response
- "Voice" (consultation) mechanisms established and feeding back to Executive to inform decision making

### SOS: (Satisfaction):

- Positive response from all stake holders: >95% satisfaction
- High Correlation across Student, Parent and Staff responses to reflect shared vision and culture

Barry Dittman  
(Principal)

Brianna Page  
(P&C President)

Leasa Smith  
(LP – NCR)

Professional Focus Through Purposeful Curiosity, Collaboration, Creativity and Commitment

Domain	Strategy and Actions	Measures / Artefacts	Progress T1	Progress T2	Progress T3	Progress T4
Purposeful implementation; <b>Explicit improvement</b>	Our deliberate actions drive our sharp focus on <b>Inclusive Learning Culture</b> and <b>Engaging Curriculum</b> . 🌟 <b>Connect with each learner by knowing THEM to develop trust</b> 🌟 <b>Deliver equitable, engaging curriculum aligned to the AC achievement standards</b> 🌟 <i>Develop assessment literacy across our community</i> 🌟 <i>Communicate what excellence looks like for each learner and their next steps</i>	↑ % A to C, ↑ % A to B and ↓ performance gaps ↑ attendance ↓ SDA +ve Student / Parent Voice				
Learning is our work	Learning Guarantee 🌟 develop and enact a common rigorous language and practice <ul style="list-style-type: none"> <li>○ Student Learning Guarantee Cycle                             <ul style="list-style-type: none"> <li>▪ Staff input and LCC endorsement of communication material, agreement templates and process</li> <li>▪ Connect lessons developed and implemented – student ownership of agreement</li> <li>▪ Partnership conversations – Compass Booking, Face to Face, TEAMS (205411)</li> <li>▪ Plans uploaded as support provision, monitored through PPT, Moderation, Student performance interviews.</li> </ul> </li> <li>○ Collaborative curriculum design and delivery (WCATDTL)</li> <li>○ Tour of Power Planning Process (NCR support)</li> <li>○ Routine formative assessment                             <ul style="list-style-type: none"> <li>▪ Elements of whole of college moderation cycle – smart from the start</li> <li>▪ Priority investment in release time for level 3 planning development – V9 of AC (207000)</li> <li>▪ Meeting cycle, inc PLUS time focussed on current (IA) and future (IB) unit development.</li> </ul> </li> </ul> 🌟 <b>Priority focus on moderation cycle to inform instruction (CASW, PLUS, IA/IB cycle)</b> <ul style="list-style-type: none"> <li>▪ CASW inquiry model to shape PLUS time institute case management / marker students</li> <li>▪ All level three planning completed one term ahead of implementation</li> <li>▪ PLUS cycles rotate enabling staff to work across Institutes</li> <li>▪ Minimum two cycles of formative assessment per unit of work, collaboratively assessed to inform pedagogy and unit refinement</li> <li>▪ MSHS, NSC, CSC, MCSHS Learning Cluster to externally moderate units, share V9 learning and seek collegial input into level three planning</li> </ul> 🌟 explicit embedding of four deliberate actions ( <i>ways of working</i> ) <ul style="list-style-type: none"> <li>○ <b>Connect with each learner by knowing THEM to develop trust</b></li> <li>○ <b>Deliver equitable, engaging curriculum aligned to the AC achievement standards</b></li> <li>○ Develop assessment literacy across our community</li> <li>○ Communicate what excellence looks like for each learner and their next steps</li> </ul> 🌟 build leadership density across college through targeted professional profiling (APDP) <ul style="list-style-type: none"> <li>▪ APR process identifies whole of college professional learning priorities</li> <li>▪ Digital PD request process – Exec approval against two priority areas (204411, 204410, 204412)</li> <li>▪ APDP harnessing professional aspirations to capture college leadership potential, individualised PD access to strengthen skillset, deepen knowledge (204410)</li> <li>▪ Collegial engagement agreement – coaching, mentoring, observations, profiling (207000)</li> </ul>	<ul style="list-style-type: none"> <li>• ALL students demonstrating growth in outcomes in line with their individual learning guarantee</li> <li>• <b>95% C or better and 50% A or B *</b></li> <li>• Learning area targets reflect LG goals of students</li> <li>• 100% C or Better (Behaviour / Effort)</li> <li>• No performance gap for targeted student groups</li> <li>• <b>Equitable, engaging curriculum reflected in three levels of planning for all units *</b></li> <li>• 100% of staff engaged in APR and APDP processes</li> </ul>				



Learning Engagement	<ul style="list-style-type: none"> <li>🌱 establish a shared visible ownership of our vision, values and pledge <ul style="list-style-type: none"> <li>▪ Communication of priorities through multiple, accessible channels (website, social media, email, newsletter, connect lessons, visuals/posters, celebrations etc.) (203600)</li> <li>▪ Foundation staff and students celebrated with MARI (203600)</li> <li>▪ Common hashtags to promote priorities</li> <li>▪ Deliberate language choice to reinforce for-fronting of ways of working e.g. partnership conference, connect class, college champion etc.</li> <li>▪ Student, staff and parent input sought through feedback loops</li> <li>▪ Use of QEW and SOS to capture and inform point in time perception information – utilised by Executive, PPT to shape “deliberate actions”.</li> </ul> </li> <li>🌱 enable collaborative capacity to ensure embedding of deliberate practice: <ul style="list-style-type: none"> <li>○ PBL (205410) <ul style="list-style-type: none"> <li>▪ Whole of college expectations</li> <li>▪ PBL committee formed (Staff T1, Parents and students by T2)</li> <li>▪ Hasten slowly to shape Positive relationships approach</li> <li>▪ Data informs expectation specific connect lessons</li> <li>▪ Recognition and Celebration mechanisms explored and implemented (e.g. postcards, house cup) with a focus on “Growth”</li> <li>▪ ESCM profiling to feedback to staff on deliberate instruction of expectations</li> </ul> </li> <li>○ iLEARN and QLearn (330010 – iLEARN, 204410 - PD) <ul style="list-style-type: none"> <li>▪ co-contribution model to ensure 24/7 access to digital learning enhancement in line with Gen Alpha research and 3 E model</li> <li>▪ Whole of college use of QLearn as the delivery mechanism for content and collaboration</li> </ul> </li> </ul> </li> <li>🌱 Planning and observational rounds reflect the development of assessment literate learners through: <ul style="list-style-type: none"> <li>○ metacognition</li> <li>○ learning intentions and success criteria</li> <li>○ feedback</li> </ul> </li> </ul>	<p>QEW Survey:</p> <ul style="list-style-type: none"> <li>• Student responses inform Connect processes and individual learning guarantees</li> </ul> <p>Moral:</p> <ul style="list-style-type: none"> <li>• SOS Staff response &gt;99%</li> </ul> <p>Attendance:</p> <ul style="list-style-type: none"> <li>• Student Average: &gt;95%</li> <li>• No attendance gap for targeted students</li> <li>• Staff: &gt;95 %</li> </ul> <p>Student Disciplinary Absence:</p> <ul style="list-style-type: none"> <li>• All support avenues explored and enacted to minimise days lost to learning</li> </ul>				
Learning Cooperative	<ul style="list-style-type: none"> <li>🌱 embedding a cooperative model for supporting ALL learners with an emphasis on parent partnerships to support adjustments for individuals and resourcing for target groups (SSS, PPT) <ul style="list-style-type: none"> <li>▪ support avenues engaged in “partnership first” approach to interventions and responses</li> <li>▪ “request for support” processes developed and enacted to ensure all stakeholders active in interventions and responses</li> <li>▪ Feedback loops to review, reflect and refine adjustments, interventions, support.</li> </ul> </li> <li>🌱 capturing all learners through differentiated practice (WCATDTL) (207000) <ul style="list-style-type: none"> <li>▪ Informs moderation processes</li> <li>▪ SSS, PLUS processes capturing individual adjustment recommendations in PLRs (students with NCCD records) or Student Notes (all other students)</li> <li>▪ Learning Cooperative supporting co-planning, co-teaching cycle across college (205400)</li> </ul> </li> <li>🌱 Mechanisms for “voice” (consultation) to inform effective governance, decision making and management of a safe, supportive learning environment. (Student Council, LCC, WH&amp;S, P&amp;C, Pathways Reference Group, Institute partners, PLC Board) <ul style="list-style-type: none"> <li>▪ Conversations minuted as per PPR, actions communicated as appropriate across college community</li> <li>▪ Exec review of governance processes</li> </ul> </li> <li>🌱 apply systematic cyclic approaches to allocate resource through data driven decision making <ul style="list-style-type: none"> <li>▪ Student performance and wellbeing data informs adjustment of investment across each term of school year</li> <li>▪ Line management - reviews investment of budgets (Institute and learning area budgets)</li> <li>▪ Finance committee endorses adjustments</li> <li>▪ Community voice reflects impact of astute investment.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>ALL students reflecting connection with college, known and accepted within the learning community *</b></li> <li>• Curriculum access for all learners captured through SSS processes and reflected in NCCD response</li> <li>• “Voice” (consultation) mechanisms established and feeding back to Executive to inform decision making</li> </ul> <p>SOS: (Satisfaction):</p> <ul style="list-style-type: none"> <li>• Positive response from all stake holders: &gt;95% satisfaction</li> <li>• High Correlation across Student, Parent and Staff responses to reflect shared vision and culture</li> </ul>				