



2025 OPERATIONS & 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

FILTERS

EQUITY & EXCELLENCE PRIORITIES

MEASURES - 2025

LEGACY OF LEARNING - Strategic Plan 2024 -2027

Personal best through . . .

Inclusive learning culture*

Engaging curriculum*

Digital citizens

Informed by Equity & Excellence priorities.



Educational achievement



Wellbeing and engagement



Culture and inclusion

Learning Guarantee (Educational achievement):

- Priority – Learning is our Work cycle informs curriculum refinement, evidence informed instruction and inclusive practices (PLUS, Institute Meetings, Engagement Symposium, IAS) *
- refine and enact a common rigorous language and practice
 - Digital Student Learning Guarantee Cycle
 - Collaborative curriculum design and delivery (WCATDTL)
 - Tower of Power Planning including QA processes
 - Routine monitoring of learning informs instruction (CASW)
 - Unit Development for Navigating and Mastering phases
- explicit embedding of the College's four deliberate actions
 1. Connect with each learner by knowing them to develop trust
 2. Deliver equitable, engaging curriculum aligned to the syllabi achievement standards (who informs how)
 3. Develop assessment literacy across our community
 4. Communicate what excellence looks like for each learner and their next steps (Marking guides, A-level thinking, Learning walls)
- enhance instructional leadership density across college through line-of-sight protocols (Collegial engagement agreement – LWT / Observational rounds) and targeted profiling. (APR / APDP)

Learning Engagement (Wellbeing & engagement):

- empower a shared visible ownership of our vision, values and pledge (Induction, Communication, Connect, Classroom Resources, Celebrations)
- investment in collaborative capacity to refine deliberate practice:
 - Attendance strategy (Connect, HOY, PPT, Exec)
 - PBL and Restorative Practice
 - QA processes to inform 7 – 12 L2/L3 planning
 - Staff wellbeing committee informing wellbeing action plan
 - Learning networks (ARC Research, A2E Network, PLC Pl.Cs)
- stage 2 facilities delivered in line with college priorities
- assessment literate learners through:
 - metacognition (CASW Q's inform instructional approach)
 - learning intentions and success criteria (A-level thinking)
 - feedback (against marking guides, student and teacher)
 - staff capability development - collegial engagement agreement processes (LWT, Profiling, Symposium, PLUS, Twilight)
 - Parent engagement (Parent workshops, online, conferences)

Learning Cooperative (Culture & inclusion):

- embedding the cooperative model for supporting ALL learners (emphasis on parent partnerships) - informs differentiated instruction, adjustments for individuals and resourcing for target groups (SSS, PPT)
- continue mechanisms for "voice" (consultation) to inform effective governance, decision making and management of a safe, supportive learning environment. (SAC, LCC, WH&S, P&C, PBL, PLC Board)
- investment in Student Support staff (HOSES, HOD, ILO, GO, Chaplain)

Utilising evidence of learning to further enhance the visibility of A level thinking in every classroom

Educational achievement (GROW):

- Behavioural success criteria of Implementation Plan observable during LWT
- LOA: 95% C or better and 50% A or B
- Engagement with the Curriculum is reflected in >95% C or Better (Behaviour / Effort) and SOS responses *
- Minimise performance gap for targeted student groups (First Nations, EALD, NCCD)
- NAPLAN performance reflects high correlation with LOA.
- Equitable, engaging curriculum reflected in three levels of planning for all units 7-10 and 11/12 plan *
- 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: >90%
 - No attendance gap for targeted students (First Nations, EALD, NCCD)
 - Staff: >95 %
- Student Disciplinary Absence:**
 - All support avenues explored and enacted to minimise days lost to learning
- Staff Wellbeing and Moral:**
 - SOS Staff response >99%
 - Wellbeing Action Plan developed and enacted
 - Staff confidence in enacting pedagogical approach

Culture and inclusion (TRUST):

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

SOS: (Satisfaction):

- Positive response from all stake holders: >90% satisfaction
- High correlation across Student, Parent and Staff responses to reflect shared vision and culture

Barry Dittman
(Principal)

Fiona Rothwell
(P&C President)

Leasa Smith
(NCR)

Professional Focus Through Purposeful Curiosity, Collaboration, Creativity and Commitment

Implementation Plan – <i>Engaging (with the) Curriculum</i> through an <i>Inclusive Learning Culture</i> lens – In line with the Palmview Learning Community priority of <i>Engaged learners in engaging classrooms</i>											
School priority 1		Engaging Curriculum: <i>evidence of learning informs the enactment of intended curriculum to improve A/B outcomes</i> <ul style="list-style-type: none">Deliver equitable, engaging curriculum aligned to the AC achievement standardsDevelop assessment literacy across our community		Phase Developing (Y10) ↓ Implementing	School priority 2		Inclusive Learning Culture: <i>knowing the learner enables inclusive and responsive curriculum enactment to support meeting Learning Guarantee targets</i> <ul style="list-style-type: none">Deliver equitable, engaging curriculum aligned to the AC achievement standardsCommunicate what excellence looks like for each learner and their next steps		Phase Developing ↓ Implementing		
Drawn from Strategic Plan – Deliberate Actions					Drawn from Strategic Plan – Deliberate Actions						
Link to school review improvement strategy:		<i>D1: Strengthen lines of sight, including a continuing focus on instructional leadership, to drive the improvement agenda.</i> <i>D6: Develop processes to quality assure the precise alignment of curriculum documentation, including high-quality assessment tasks, to support implementation of the AC across Years 7 to 10.</i>			Link to school review improvement strategy:		<i>D7: Strengthen teachers’ capability in providing evidence-based and effective differentiated teaching and learning to engage, challenge and extend the full range of students</i> <i>D8: Sharpen teachers’ understanding of and confidence in using high-impact teaching strategies (HITS) to engage and support all students</i>				
Strategy/ies		<input type="checkbox"/> Enhance student agency of learning through visible A level thinking in all classrooms <input type="checkbox"/> Deepen teacher understanding of the intended curriculum, cognitions and the enactment - “ <i>Learning is our work</i> ” cycle. <input type="checkbox"/> Enhance assessment variety, accessibility, reliability and validity - <i>Quality Assurance process</i> . <input type="checkbox"/> Enhance PPT instructional leadership and evidence informed strategic resource responses. <input type="checkbox"/> Deepen parent understanding of curriculum, in particular marking guides and how to help their children unpack them.			Strategy/ies		<input type="checkbox"/> Enhance student agency of learning through co-constructed Learning Guarantees, supported by <i>PLPs</i> where appropriate <input type="checkbox"/> Deepen understanding of differentiated practice and adjustments - <i>WCATDTL</i> <input type="checkbox"/> Instructional leadership capability development of PPT focussed on leading data analysis, planning for and enactment of differentiation and individual adjustments. (Differentiation Wheel – <i>WCATDTL</i> , <i>UDL</i> professional learning) <input type="checkbox"/> Build the capability of teachers in the use of the principles of pedagogy to identify approaches, practices and strategies that are most effective in improving student learning. Evidence informed use of the Differentiation Wheel – <i>WCATDTL</i> . <input type="checkbox"/> Targeted case management to engage families in authentic PLP partnerships and monitoring learning progress				
Actions including Responsible officer(s)				Resources		Actions including Responsible officer(s)				Resources	
<ul style="list-style-type: none">Unpacking college curriculum processes through Staff induction - “<i>Learning is our work</i>” cycle.Leaders routinely co-planning / discussing curriculum, teaching and learning with teachers, informed by LWT, responsive line of sight over enacted curriculum.Institute HODs focus on use of monitoring information, Collaborative Assessment of Student Work (CASW) to inform unit refinement, agility in delivery, targeted descriptive feedbackProfessional Learning Communities model informs collaborative professional learning at Twilight / PLC Triads – PPT led and informed by LWT observations and reflectionsPACE - Parent communications and targeted afterschool workshops - PPT				Collaboration calendar –captures planned investment: PLUS – <i>Institute enactment “Learning is our work” cycle</i> I4S - M1 / QA unit planning (1Day/Teacher/Term) PD Plan captures: Twilight – <i>focussed Professional Learning</i> I4S - Observational rounds / Learning Walks and Talks (LWT) PLC Triads Parent Workshop Calendar		<ul style="list-style-type: none">Unpacking college wide processes for capturing adjustments through Staff induction - PLPs, WCATDTLInstitute HODs focus on use of monitoring information, Track-Ed placemats (inc. Differentiation Wheel) to shape adjustments / pedagogical responsesProfessional Learning Communities model informs collaborative professional learning at Engagement Symposiums / PLC Triads – PPT led and informed by LWT observations and reflectionsLeadership professional learning – NCCD, UDL, ACV9PACE - Parent communication and engagement –Learning Guarantee Conferences and student led progress conferences				PD Plan captures: Twilight – <i>focussed Professional Learning Engagement Symposium – Professional collaboration</i> PLC Triads <i>UDL Workshops</i> I4S - Observational rounds / profiling / NCCD observations Parent Workshop Calendar	
End Term 4	Measurable outcomes	LOA: <i>High levels of collective achievement maintained - ≥ 95% A-C, 50% A-B; Engagement: 95% A-C Behaviour & Effort</i> SOS: <i>↑ Student – useful feedback/understand assessed, ↑Parents - understand how students are assessed</i> SOS: <i>↑ Staff – useful feedback, coaching/mentoring</i> Staff Feedback: <i>confidence in enacting college wide moderation and QA processes - “Learning is our work” cycle</i>				End Term 4	Measurable outcomes	LOA: <i>Students meeting their Learning Guarantee targets – monitored at each reporting juncture (2025 Data Plan)</i> LOA: <i>↓ performance gaps (2024 AC gaps ENG/MATHS: FN: 16%/-6.9%; NCCD: 8.1%/13.7%; EALD: -4.3%/-7.2%)</i> Staff Feedback: <i>confidence in differentiating to meet student needs in pedagogical approach</i> Parent feedback – <i>PLP/ICP monitoring - parents are satisfied their child’s learning needs are being met</i>			
	Success criteria	Behaviourally: <input type="checkbox"/> Students utilise evidence of learning / feedback to inform their next steps in learning (marking guides). <input type="checkbox"/> Teachers are routinely utilising evidence of learning to inform and refine level 3 planning, enactment of college wide pedagogical approaches (including learning walls) and accessible assessment <input type="checkbox"/> Leaders and teachers are routinely utilising evidence of learning from monitoring strategies (CASW, LWT) to collaboratively plan and refine curriculum enactment, shape descriptive feedback and target resourcing. <input type="checkbox"/> Parents recognise how marking guides can be used to inform and support their child’s learning progression.					Success criteria	Behaviourally: <input type="checkbox"/> Students utilise evidence of learning / feedback to refine their next steps in learning (Learning Guarantee). <input type="checkbox"/> Teachers are identifying student learning needs to enact responsive / tailored supports to meet the needs of learners <input type="checkbox"/> Learning Team are showcasing and collaboratively planning for effective differentiation and individualised adjustments <input type="checkbox"/> Leaders are analysing disaggregated data to collaboratively identify and respond to student needs <input type="checkbox"/> Parents are engaged in partnership conversations with staff to enhance Learning Guarantees, PLPs and the impact on their child’s learning progression.			
	Artefacts	Student Feedback and Classroom learning walls (deconstructed marking guides, cognitions, student work samples) Level Two and Three Planning, College Template and Quality Assurance process documentation Feedback to staff via collegial engagement processes (LWT, Twilights) and APDP					Artefacts	Differentiation strategies and adjustments captured within planning and Learning Cooperative support documents Feedback to staff via collegial engagement processes (CE) and APDP Track-Ed placemats inc. Differentiation wheel			
	Measurable outcomes	Success criteria	Artefacts	Monitoring		Measurable outcomes	Success criteria		Artefacts	Monitoring	
End Term 1	Term One Progress Reporting reflects high levels of student success / engagement (overall): <div><input type="checkbox"/> ≥ 95% A-C, 50% A-B</div> Learning Areas: ↑ in cohort performance V T1 24	Behaviourally: <ul style="list-style-type: none">Students can use teacher feedback to understand their next step in learningTeachers are providing descriptive feedback to support students next steps in learning.Teachers and leaders are collaboratively developing college wide learning wall expectations (marking guides, work samples, A Level examples, cognitions, glossaries)Leaders are monitoring learning (CASW and LWT)	<input type="checkbox"/> Annotated Term One L3 Plans <input type="checkbox"/> PLUS meeting feedback <input type="checkbox"/> Twilight Professional Learning resources <input type="checkbox"/> Classroom feedback and Learning Walls <input type="checkbox"/> LWT Collective Feedback <input type="checkbox"/> Week 5 monitoring information <input type="checkbox"/> APDP reflections and feedback		End Term 1	Term One Progress Reporting reflects high levels of overall student success: <div><input type="checkbox"/> ≥ 95% A-C, 50% A-B <input type="checkbox"/> ≥ Gap analysis ↓</div>	Behaviourally: <ul style="list-style-type: none">Students can identity aspirational targets and an improvement strategy for their learning guaranteeTeachers utilise data placemats to “know the learners” in their classrooms, informing targeted differentiation.Leaders engage in UDL professional learning to support the enactment of differentiation wheel and identification of strategies.		<input type="checkbox"/> Student Learning Guarantees <input type="checkbox"/> Class placemats / College Data wall <input type="checkbox"/> Week 5 monitoring information <input type="checkbox"/> Engagement Symposium Professional Learning resources <input type="checkbox"/> APDP reflections		
End Term 2	Sem One Formal Reporting reflects high levels of overall student success / engagement: <div><input type="checkbox"/> ≥95% A-C, 50% A-B</div> Learning Areas: ↑ in cohort performance V S1 24	Behaviourally: <ul style="list-style-type: none">Students can use learning walls / teacher feedback to plan their next step in learning.Teachers are reflecting on monitoring information collaboratively to shape targeted student feedback and learning wall resources.Institute teams are utilising CASW to shape refinements in and enactment of L3 planning.Leadership team are leveraging LWT for staff capability development and collective feedback.	<input type="checkbox"/> Annotated Term Two L3 Plans <input type="checkbox"/> PLUS meeting feedback <input type="checkbox"/> Twilight Professional Learning resources <input type="checkbox"/> PLC Triad feedback <input type="checkbox"/> Classroom Learning Walls / student feedback <input type="checkbox"/> Week 5 monitoring information <input type="checkbox"/> APDP reflections and feedback		End Term 2	Sem One Formal Reporting reflects high levels of overall student success: <div><input type="checkbox"/> ≥95% A-C, 50% A-B <input type="checkbox"/> ≥ Gap analysis ↓</div>	Behaviourally: <ul style="list-style-type: none">Students can use teacher feedback to refine their LGA improvement strategy for learningTeachers are shaping learning episodes that support identified students next steps in learning, PLPs.Institute teams are utilising evidence of learning with the differentiation wheel to inform M1 Level 3 planning.Leadership team leveraging evidence of learning to inform targeted resource allocation.		<input type="checkbox"/> Student Learning Guarantees <input type="checkbox"/> Class placemats / College Data wall <input type="checkbox"/> Week 5 monitoring information <input type="checkbox"/> Twilight / Engagement Symposium Professional Learning resources <input type="checkbox"/> APDP reflections		
End Term 3	Term Three Progress Reporting reflects high levels of overall student success / engagement: <div><input type="checkbox"/> ≥95% A-C, 50% A-B</div> Learning Areas: ↑ in cohort performance V T3 24, S1 25 SOS: indicators noted above	Behaviourally: <ul style="list-style-type: none">Students are using learning walls, teacher and peer feedback to demonstrate their learning.Teachers are collaboratively planning and quality assuring units to ensure validity of evidenceLeaders are correlating evidence of learning with college wide observations informing collective feedback - high impact practices meeting the learning needs of students (LWT).	<input type="checkbox"/> Annotated Term Three L3 Plans <input type="checkbox"/> Twilight Professional Learning resources <input type="checkbox"/> PLC Triad feedback <input type="checkbox"/> Classroom Learning Walls / student feedback <input type="checkbox"/> LWT Collective Feedback <input type="checkbox"/> Week 5 monitoring information <input type="checkbox"/> APDP reflections and feedback		End Term 3	Term 3 Progress Reporting reflects high levels of overall student success: <div><input type="checkbox"/> ≥95% A-C, 50% A-B <input type="checkbox"/> Gap analysis ↓</div> Evidence of practice reflected in NCCD collection SOS: indicators noted above	Behaviourally: <ul style="list-style-type: none">Students are using learning walls, teacher and peer feedback to action their learning guarantee.Teachers use student data and PLPs to identify, capture and enact tailored support to meet student needsLeaders and teachers correlate evidence of learning and classroom practices that are most impactful on meeting the learning needs of students (LWT / NCCD).		<input type="checkbox"/> Student Learning Guarantees <input type="checkbox"/> Term Three – Annotated L3 Plans <input type="checkbox"/> Class placemats / College Data wall <input type="checkbox"/> Week 5 monitoring information <input type="checkbox"/> Engagement Symposium Professional Learning resources <input type="checkbox"/> APDP reflections <input type="checkbox"/> NCCD evidence / moderation		
Key for Monitoring: <i>Green –on track, Yellow – underway, Magenta – yet to commence</i>											