2025 Annual Implementation Plan

for improving student outcomes

Charles La Trobe P-12 College (8890)

Awaiting for review by School Principal
Awaiting endorsement by Senior Education Improvement Leader
Awaiting endorsement by School Council President

Self-evaluation summary

	FISO 2.0 outcomes	Self-evaluation level
Learning	Learning is the ongoing acquisition by students of knowledge, skills and capabilities, including those defined by the Victorian Curriculum and senior secondary pathways.	

		Self-evaluation level
Wellbeing	Wellbeing is the development of the capabilities necessary to thrive, contribute and respond positively to challenges and opportunities of life.	

	FISO 2.0 Dimensions	Self-evaluation level
Leadership	The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	
	Shared development of a culture of respect and collaboration with positive and supportive relationships between students and staff at the core	

		Self-evaluation level
Teaching and learning	Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	

	Use of common and subject-specific high impact teaching and learning strategies as part of a shared and responsive teaching and learning model implemented through positive and supportive student-staff relationships	

Assessment	Systematic use of data and evidence to drive the prioritisation, development, and implementation of actions in schools and classrooms.	
	Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	

Engagement	Strong relationships and active partnerships between schools and families/carers, communities, and organisations to strengthen students' participation and engagement in school	
	Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	

Support and resources	Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	

	Effective use of resources and active partnerships with families/carers, specialist providers and community organisations to provide responsive support to students	

Future planning	
Documents that support this plan	

Select annual goals and KIS

Four-year strategic goals	Is this selected for focus this year?	Four-year strategic targets	12-month target The 12-month target is an incremental step towards meeting the 4-year target, using the same data set.
Improve the learning outcomes for every student.	Yes	By 2028 improve the percentage of students to have completed Phase 7.4 (grapheme/phoneme) in LLARS by the end of Year 2 for: • Olympic Village primary from 35% in 2024 to 70% • La Trobe primary from 42% in 2024 to 70%	By 2026 completion of LLARS to beOlympic Village Primary above 45% La Trobe Primary above 50%
		By Semester 2, 2028 improve the percentage of students at and above expected level according to teacher judgements, based on 2023, Semester 2 data, for: Reading and viewing • Prep to Year 6 from 64% to 75% • Year 7 to 10 from 71% to 75% Writing • Prep to Year 6 from 51% to 75% • Year 7 to 10 from 68% to 75% Number and algebra • Prep to Year 6 from 66% to 75% • Year 7 to 10 from 54% to 70%	By 2026 improve the percentage of students at and above expected level in valid teacher judgments for:Reading and ViewingPrep to Yr 6 at or above 67% (OV<)Year 7 to 10 at or above 72%WritingPrep to Yr 6 at or above 57% (OV<)Year 7 to 10 at or above 68% Number and algebraPrep to Year 6 at or above 68% (OV<)Year 7 to 10 at or above 58% Note: A separate goal to reduce the number of 'needs additional support' students in each of reading and numeracy in Year 3 and 5 / Year 7 and 9 compared to the number of 'needs additional support' students in 2025 should be below.

		By 2028, increase the percentage of positive endorsement in the Attitudes to School Survey, based on 2023 figures, for the following factors: Effective teaching time • Years 4 to 6 from 81% to 82% • Years 7 to 9 from 51% to 65% • Years 10 to 12 from 61% to 70% Stimulated learning • Years 4 to 6 from 72% to 80% • Years 7 to 9 from 41% to 65% • Years 10 to 12 from 52% to 70% Student voice and agency • Years 4 to 6 from 57% to 70% • Years 7 to 9 from 33% to 55% • Years 10 to 12 from 48% to 65%	By 2026, improve ATSS data for, Effective teaching timeYears 4 to 6 at or above 82% (OV<)Years 7 to 9 at or above 55% Years 10 to 12 at or above 60% Stimulated learningYears 4 to 6 at or above 75% (OV<)Years 7 to 9 at or above 50% Years 10 to 12 at or above 60% Student voice and agencyYears 4 to 6 at or above 60% (OV<)Years 7 to 9 from at or above 45%Years 10 to 12 at or above 60%
		By 2028, increase the percentage of positive endorsement in the School Staff Survey factors, based on 2023 figures, from: • 69% to 75% for Guaranteed and viable curriculum • 59% to 70% for Collective efficacy • 35% to 65% for Academic emphasis • 36% to 65% for Understand how to analyse data	By 2026, achieve the following SSS figures in all settings:Above 70% for Guaranteed and viable curriculumAbove 63% for Collective efficacyAbove 50% for Academic emphasisAbove 50% for Understand how to analyse data
		By 2028, based on 2023 figures, improve the percentage of students with: • VCE completions from 97% to 100% • VCE VM awards at La Trobe campus from 58% to 80% • VCE VM awards at Pavilion East Preston campus from 75% to 80% • VCE VM awards at Pavilion Epping campus from 50% to 70%	By 2026 improve the percentage of students for:LT VCE completion above 98% LT VCE VM completion above 85%VCE VM completion at PAV Preston above 78% VCE VM completion at PAV Epping above 60%

Improve connectedness and engagement for every student.	Yes	By 2028 the percentage of positive endorsement in the Attitudes to School Survey, based on 2023 figures, to increase for: • Years 4 to 6 from 68% to 75% for Managing bullying • Years 7 to 9 from 38% to 60% for Managing bullying • Years 10 to 12 from 51% to 75% for Managing bullying • Years 4 to 6 from 82% to 83% for Advocate at school • Years 7 to 9 from 52% to 65% for Advocate at school • Years 10 to 12 from 58% to 70% for Advocate at school • Years 4 to 6 from 66% to 75% for Teacher concern • Years 7 to 9 from 35% to 51% for Teacher concern • Years 10 to 12 from 48% to 65% for Teacher concern • Years 4 to 6 from 68% to 75% for Sense of confidence • Years 7 to 9 from 43% to 65% for Sense of confidence • Years 10 to 12 from 46% to 70% for Sense of confidence	By 2026 increase ATSS for:Years 4 to 6 above 70% for Managing bullying (OV<)Years 7 to 9 above 50% for Managing bullying (LT)Years 10 to 12 above 60% for Managing bullying (LT)Years 4 to 6 above 82% for Advocate at school (OV<)Years 7 to 9 above 60% for Advocate at school (LT) Years 10 to 12 above 65% for Advocate at school (LT)Years 4 to 6 above 70% for Teacher concern (OV<)Years 7 to 9 above 40% for Teacher concern (LT)Years 10 to 12 above 55% for Teacher concern (LT)Years 4 to 6 from 68% to 75% for Sense of confidenceYears 7 to 9 from 43% to 65% for Sense of confidenceYears 10 to 12 from 46% to 70% for Sense of confidence
		By 2028 the percentage of positive endorsement in the Parent Opinion Survey, based on 2023 figures, to increase from: • 73% to 75% for Student agency and voice • 72% to 75% for Confidence and resiliency skills • 70% to 75% for Student motivation and support • 75% to 80% for Positive transitions	By 2026 Parent Opinion Survey data to increase:above 75% for Student agency and voiceabove 75% for Confidence and resiliency skillsabove 75% for Student motivation and supportabove 75% for Positive transitions

		By 2028 increase the percentage of completed student support group meetings from 65% in 2023 to 90%.	By 2026 complete 75% of SSG meetings (All)
		By 2028, reduce the percentage of students with 30+ absence days: • La Trobe primary from 52.3% in 2023 to 45% • La Trobe secondary from 85.1% in 2023 to 75% • Olympic Village primary from 69.0% in 2023 to 48% • Pavilion from 87.1% in 2023 to 80%	By 2026 reduce the percentage of students with 30+ absence days:LT primary to 47% LT Secondary to 75% OV Primary to 55% PAV to 80%
Strengthen transitions and pathways for every student.	No	By 2028 the percentage of positive endorsement in the Attitudes to School Survey, based on 2023 figures, to increase from: • 56% to 70% for Stage transitions (Yr7 and new) • 52% to 68% for Stage transitions (Yr10 to 12) • 69% to 75% for High expectations for success	
		By 2028, improve the Year 10 to 12 retention rate from xx% in 2023 to yy% (To be confirmed)	
		By 2028, maintain the percentage of the Tertiary Application Rate at 85% or above.	

Goal 1	Improve the learning outcomes for every student.
12-month target 1.1	By 2026 completion of LLARS to be

	Olympic Village Primary above 45% La Trobe Primary above 50%
12-month target 1.2	By 2026 improve the percentage of students at and above expected level in valid teacher judgments for: Reading and Viewing Prep to Yr 6 at or above 67% (OV&LT) Year 7 to 10 at or above 72% Writing Prep to Yr 6 at or above 57% (OV&LT) Year 7 to 10 at or above 68% Number and algebra Prep to Year 6 at or above 68% (OV&LT) Year 7 to 10 at or above 58% Note: A separate goal to reduce the number of 'needs additional support' students in each of reading and numeracy in Year 3 and 5 / Year 7 and 9 compared to the number of 'needs additional support' students in 2025 should be below.
12-month target 1.3	By 2026, improve ATSS data for, Effective teaching time Years 4 to 6 at or above 82% (OV&LT) Years 7 to 9 at or above 55% Years 10 to 12 at or above 60% Stimulated learning Years 4 to 6 at or above 75% (OV&LT) Years 7 to 9 at or above 50% Years 10 to 12 at or above 60% Student voice and agency Years 4 to 6 at or above 60% (OV&LT)

	Years 7 to 9 from at or above 45% Years 10 to 12 at or above 60%

12-month target 1.4	By 2026, achieve the following SSS figures in all settings: Above 70% for Guaranteed and viable curriculum Above 63% for Collective efficacy Above 50% for Academic emphasis Above 50% for Understand how to analyse data

12-month target 1.5	By 2026 improve the percentage of students for: LT VCE completion above 98% LT VCE VM completion above 85% VCE VM completion at PAV Preston above 78% VCE VM completion at PAV Epping above 60%

Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 1.a Leadership	Strengthen a whole school approach to high-quality instruction and assessment	Yes
KIS 1.b Leadership	Embed agreed processes for feedback, coaching and observations that challenge staff to reflect upon and improve their practice	Yes
KIS 1.c Teaching and learning	Provide authentic opportunities for students to influence teaching and learning through increased voice and agency.	No

Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Teaching and learning is the core business of the school and we want to become a school of choice within the local neighbourhood, and recognise large areas of improvement within student acheivement. This has also been identified in previous school reviews to build upong a strong writing across the curriculum program but beginning to incorporate reading and math objectives, as well as ensuring targeted support for students with additional needs.
Goal 2	**Improve connectedness and engagement for every student.**
12-month target 2.1	By 2026 increase ATSS for: Years 4 to 6 above 70% for Managing bullying (OV&LT) Years 7 to 9 above 50% for Managing bullying (LT) Years 10 to 12 above 60% for Managing bullying (LT) Years 4 to 6 above 82% for Advocate at school (OV&LT) Years 7 to 9 above 60% for Advocate at school (LT) Years 10 to 12 above 65% for Advocate at school (LT) Years 4 to 6 above 70% for Teacher concern (OV&LT) Years 7 to 9 above 40% for Teacher concern (LT) Years 10 to 12 above 55% for Teacher concern (LT) Years 4 to 6 from 68% to 75% for Sense of confidence Years 7 to 9 from 43% to 65% for Sense of confidence Years 10 to 12 from 46% to 70% for Sense of confidence
12-month target 2.2	By 2026 Parent Opinion Survey data to increase: above 75% for Student agency and voice above 75% for Confidence and resiliency skills above 75% for Student motivation and support above 75% for Positive transitions
12-month target 2.3	By 2026 complete 75% of SSG meetings (All)

12-month target 2.4	By 2026 reduce the percentage of students with 30+ absence days: LT primary to 47% LT Secondary to 75% OV Primary to 55% PAV to 80%	
Key Improvement Strategies		Is this KIS selected for focus this year?
KIS 2.a Teaching and learning	Strengthen tiered and inclusion processes and practices for identifying and supporting student learning and wellbeing.	Yes
KIS 2.b Leadership	Strengthen partnerships within the school community and beyond	No
Explain why the school has selected this KIS as a focus for this year. Please make reference to the self-evaluation, relevant school data, the progress against School Strategic Plan (SSP) goals, targets, and the diagnosis of issues requiring particular attention.	Our strategic plan goals include improving in wellbeing, student voice and agency and enhancing community partnerships. We recognise that a critical element to improving student achievement is first engagement, and ensuring a vibrancy and connectedness to school and our community. Therefore this will be a central key improvement area.	

Define actions, outcomes, success indicators and activities

Goal 1	Improve the learning outcomes for every student.
12-month target 1.1	By 2026 completion of LLARS to be Olympic Village Primary above 45% La Trobe Primary above 50%
12-month target 1.2	By 2026 improve the percentage of students at and above expected level in valid teacher judgments for: Reading and Viewing Prep to Yr 6 at or above 67% (OV&LT) Year 7 to 10 at or above 72% Writing Prep to Yr 6 at or above 57% (OV&LT) Year 7 to 10 at or above 68% Number and algebra Prep to Year 6 at or above 68% (OV&LT) Year 7 to 10 at or above 58% Note: A separate goal to reduce the number of 'needs additional support' students in each of reading and numeracy in Year 3 and 5 / Year 7 and 9 compared to the number of 'needs additional support' students in 2025 should be below.
12-month target 1.3	By 2026, improve ATSS data for, Effective teaching time Years 4 to 6 at or above 82% (OV&LT) Years 7 to 9 at or above 55% Years 10 to 12 at or above 60% Stimulated learning Years 4 to 6 at or above 75% (OV&LT)

	Years 7 to 9 at or above 50% Years 10 to 12 at or above 60% Student voice and agency Years 4 to 6 at or above 60% (OV&LT) Years 7 to 9 from at or above 45% Years 10 to 12 at or above 60%
12-month target 1.4	By 2026, achieve the following SSS figures in all settings: Above 70% for Guaranteed and viable curriculum Above 63% for Collective efficacy Above 50% for Academic emphasis Above 50% for Understand how to analyse data
12-month target 1.5	By 2026 improve the percentage of students for: LT VCE completion above 98% LT VCE VM completion above 85% VCE VM completion at PAV Preston above 78% VCE VM completion at PAV Epping above 60%
KIS 1.a The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Strengthen a whole school approach to high-quality instruction and assessment
Actions	Build staff capacity in assessment, differentiation and quality instruction in order to identify and meet students' individual learning needs, with a focus on supporting students below expected level.

Outcomes	Revision and update of the CLTC Teaching and Learning Charter Students in need of targeted support or intervention are identified and supported Students will know what the next steps are to progress their learning in reading, writing and mathematics Teachers will have a stronger understanding of the learning needs of their students, including learning difficulties Teachers will plan for differentiation based on student learning data Leaders will support all teaching staff to build assessment, differentiation and inclusive practices through consistent, clear processes and professional learning
Success Indicators	Early Indicators Curriculum documentation will show plans for differentiation in writing, reading, mathematics and all secondary subjects Formative and summative assessment rubrics will show student learning growth Pre unit and post unit assessment results will be documented and regularly analysed to inform future planning IEPs will describe specific goals, teaching strategies, adjustments and supports Late indicators: Victorian Curriculum teacher judgements will show increased learning growth in all reading, writing and mathematics and all secondary subejcts Student IEPs will demonstrate short term goals and progress achieved through adjustments and interventions implemented. SSS factors guaranteed and viable curriculum, academic emphasis and understanding how to analyse data will increase AtoSS factors effective teaching time and stimulated learning and student voice and agency will increase

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Develop and implement a professional learning plan that supports staff to identify and meet students' individual learning needs, including professional learning in supporting diverse learners, learning difficulties and students with additional needs.	☑ Leadership team	☑ PLP Priority	from: Term 1 to: Term 4	

Build a team to review the College Teaching and Learning Chater P-12 and Instructional models at Primary and Secondary.	☑ Assistant principal	☐ PLP Priority	from: Term 1 to: Term 4	
Undertake an audit of the College Curriculum map ensuring all units and lessons are scoped and sequenced, guaranteed and viable and documented on Compass.	☑ Assistant principal	☐ PLP Priority	from: Term 1 to: Term 4	
Professional learning scheduled in terms 1 and 3 to review all students levels and allow teachers to group students below, at and above and focus on targeted needs and develop IEP's.	☑ Disability inclusion coordinator	☐ PLP Priority	from: Term 1 to: Term 4	

KIS 1.b The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Embed agreed processes for feedback, coaching and observations that challenge staff to reflect upon and improve their practice
Actions	Participate in a community of practice with a leading PLC implementation school Review the College approach to PLC's Review the College Performance Review process tied to obersations and instrucional practice
Outcomes	Develop a remedial support program for Year 7-11 and Grades 4, 5 and 6. Audit undertaken of the curriculum to ensure a systematic synthetic phonics approach within reading for Prep to Grade 6 Completion of the self-assessment to assess CLTC implementation status of the VTLM 2.0. Leaders will support teaching staff to revise specific units of learning identified through student outcomes data
Success Indicators	

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Review PLC inquiry cycle approach and schedule first PLC inquiry cycle to begin Week 4 Term 1 with a focus on adjustments for targeted areas in reading, writing or numeracy	☑ All staff	☐ PLP Priority	from: Term 1 to: Term 4	
Implement effective PLC approacj to review instructional practice and skills tied to successful student outcomes data	☑ All staff	☐ PLP Priority	from: Term 1 to: Term 4	
Integrate peer observations in the performance review process and have all staff participate in classroom mastery program professional learning	☑ All staff	☐ PLP Priority	from: Term 1 to: Term 4	$15,000.00 ☑ Equity funding will be used

Goal 2	Improve connectedness and engagement for every student.
12-month target 2.1	By 2026 increase ATSS for: Years 4 to 6 above 70% for Managing bullying (OV&LT) Years 7 to 9 above 50% for Managing bullying (LT) Years 10 to 12 above 60% for Managing bullying (LT) Years 4 to 6 above 82% for Advocate at school (OV&LT) Years 7 to 9 above 60% for Advocate at school (LT) Years 10 to 12 above 65% for Advocate at school (LT) Years 4 to 6 above 70% for Teacher concern (OV&LT) Years 7 to 9 above 40% for Teacher concern (LT) Years 10 to 12 above 55% for Teacher concern (LT)

	Years 4 to 6 from 68% to 75% for Sense of confidence Years 7 to 9 from 43% to 65% for Sense of confidence Years 10 to 12 from 46% to 70% for Sense of confidence
12-month target 2.2	By 2026 Parent Opinion Survey data to increase: above 75% for Student agency and voice above 75% for Confidence and resiliency skills above 75% for Student motivation and support above 75% for Positive transitions
12-month target 2.3	By 2026 complete 75% of SSG meetings (All)
12-month target 2.4	By 2026 reduce the percentage of students with 30+ absence days: LT primary to 47% LT Secondary to 75% OV Primary to 55% PAV to 80%
KIS 2.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Strengthen tiered and inclusion processes and practices for identifying and supporting student learning and wellbeing.
Actions	Strengthen the whole school approach towards student engagement and social and emotional learning
Outcomes	A clear process for the management of bullying, as well as prevention, will be evident in all settings. Students will be able to explain what positive mental health means and where they can seek support at school Student attendance data will improve in all settings

	Colle student activity planner will be developed in conjunction with student representative councils Teachers will plan for and implement social and emotional learning within their curriculum areas Teachers will be expert in both the Berry Street Educaiton Model and also Restorative Practice approaches Teachers will be able to recognise, respond to and refer students' mental health needs Leaders will develop and document a whole school wellbeing and engagment framework Wellbeing team will directly support students' mental health and/or provide referrals
Success Indicators	Early indicators: Curriculum documentation will show plans for social and emotional learning, wellbeing. Notes from peer observation will show how staff are embedding social and emotional learning Draft will be developed of the whole school wellbeing and engagement framework Student support resources displayed around the school and on Compass will show how students can seek support Late indicators: Victorian Curriculum: Personal and Social Capability and Wellbeing Scope and Sequence Map SSS factors: instructional leadership, collective efficacy, trust in colleagues AtoSS factors: management of bullying, sense of connectedness, advocate at school and teacher care all improve

Activities	People responsible	Is this a PL priority	When	Activity cost and funding streams
Review current practices using the Schools Mental Health Fund Menu and Planning tool to explore current understandings of social emotional learning and student mental health	☑ Wellbeing team	☐ PLP Priority	from: Term 1 to: Term 2	
Plan for whole College wellbeing professoinal learning to build additional capacity and streamline the referral process	☑ Leadership team	☐ PLP Priority	from: Term 2 to: Term 4	

Develop and document policies and processes that show how regular student wellbeing data will be collected, managed and used for informative practice. Potentially this could include Compass Pulse for behavioural data.	☑ Leadership team	☐ PLP Priority	from: Term 1 to: Term 4
Audit current curriculum documents to identify gaps and overlaps in the teaching of the Personal and Social General Capabilities and review the Curriculum Map for Wellbeing	☑ Wellbeing team	☐ PLP Priority	from: Term 1 to: Term 4
Develop and document a scope and sequence for the teaching of the Personal and Social Capabilities and Wellbeing	☑ Wellbeing team	☐ PLP Priority	from: Term 1 to: Term 4
Develop a component of peer observations to focus on the social emotional elements of the Personal and Social General Capability	☑ Leadership team	☐ PLP Priority	from: Term 2 to: Term 3
Schedule student peer support and leadership training for student leaders (e.g. Live4Life in the Schools Mental Health Menu)	☑ Student leadership coordinator	☐ PLP Priority	from: Term 1 to: Term 4

Funding planner

Summary of budget and allocated funding

Summary of budget	School's total funding ($)	Funding allocated in activities ($)	Still available/shortfall
Equity Funding	$1,416,756.17	$0.00	$1,416,756.17
Disability Inclusion Tier 2 Funding	$327,181.29	$0.00	$327,181.29
Schools Mental Health Fund and Menu	$82,657.34	$0.00	$82,657.34
Total	**$1,826,594.80**	**$0.00**	**$1,826,594.80**

Activities and milestones – Total Budget

Activities and milestones	Budget
Integrate peer observations in the performance review process and have all staff participate in classroom mastery program professional learning	$15,000.00
Totals	**$15,000.00**

Activities and milestones - Equity Funding

Activities and milestones	When	Funding allocated ($)	Category
Integrate peer observations in the performance review process and have all staff participate in classroom mastery program professional learning	from: Term 1 to: Term 4		

Totals		$0.00	

Activities and milestones - Disability Inclusion Funding

Activities and milestones	When	Funding allocated ($)	Category
Totals		$0.00	

Activities and milestones - Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated ($)	Category
Totals		$0.00	

Additional funding planner – Total Budget

Activities and milestones	Budget
Totals	$0.00

Additional funding planner – Equity Funding

Activities and milestones	When	Funding allocated ($)	Category
Totals		$0.00	

Additional funding planner – Disability Inclusion Funding

Activities and milestones	When	Funding allocated ($)	Category
Totals		$0.00	

Additional funding planner – Schools Mental Health Fund and Menu

Activities and milestones	When	Funding allocated ($)	Category
Totals		$0.00	

Professional learning plan

Professional learning priority	Who	When	Key professional learning strategies	Organisational structure	Expertise accessed	Where
Develop and implement a professional learning plan that supports staff to identify and meet students' individual learning needs, including professional learning in supporting diverse learners, learning difficulties and students with additional needs.	☑ Leadership team	from: Term 1 to: Term 4				