

# 2016 Annual Implementation Plan: for Improving Student Outcomes

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## North Geelong Secondary College 2016

Based on Strategic Plan 2013-2016

### Endorsements

Endorsement by School Principal	Signed: Nick Adamou Name..... Date.....
Endorsement by School Council	Signed..... Name..... Date.....
Endorsement by Senior Advisor	Signed..... Name..... Date.....

### Guide to developing the Annual Implementation Plan: for Improving Student Outcomes

To focus effort where it is most needed, four priorities have been identified for the entire Victorian government school system. The four priorities are:

- Excellence in teaching and learning
- Professional leadership
- Positive climate for learning
- Community engagement in learning.

Six evidence-based initiatives assist schools to identify and utilise the most effective, relevant and evidence-based strategies that when implemented with consistency and depth help drive improved student outcomes. The initiatives are associated with the four state-wide priorities, in the following way (please refer to the *Framework for Improving Student Outcomes: Guidelines for schools*):

Priority	Initiatives
<b>Excellence in teaching and learning</b>	<p><b>Building practice excellence:</b> Teachers, principals and schools will work together</p> <p><b>Curriculum planning and assessment:</b> School will embed a culture of curriculum planning, and assess the impact of learning programs, adjusting them to suit individual student needs</p>
<b>Professional leadership</b>	<b>Building leadership teams:</b> Schools will strengthen their succession planning, develop the capabilities of their leadership teams in using evidence
<b>Positive climate for learning</b>	<p><b>Empowering students and building school pride:</b> Schools will develop approaches that give students a greater say</p> <p><b>Setting expectations and promoting inclusion:</b> Schools will work across their communities to implement support to health, wellbeing, inclusion and engagement of all students</p>
<b>Community engagement in learning</b>	<b>Building communities:</b> Schools will strengthen their capacity to build relationships with the broader community by partnering

To guide the development of the 2016 Annual Implementation Plan: for Improving Student Outcomes (AIP) schools will work with support from Senior Education Improvement Leaders (SEIL) to conduct an annual evaluation of student outcomes data against the targets set in their School Strategic Plan. Schools then diagnose the issues requiring particular attention and select one or more initiative.

Principal and teacher performance and development plans include explicit links with the AIP and the School Strategic Plan. This ensures a line of sight from school improvement priorities and initiatives to each individual's plan. The *Guidelines* provide further context and detailed information to support this work.

## Summary page: the school's priorities and initiatives

Tick the initiative/s that the school will address in its Annual Implementation Plan: for Improving Student Outcomes.

Priorities	Initiatives	
<b>Excellence in teaching and learning</b>	Building practice excellence	✓
	Curriculum planning and assessment	✓
<b>Professional leadership</b>	Building leadership teams	✓
<b>Positive climate for learning</b>	Empowering students and building school pride	✓
	Setting expectations and promoting inclusion	
<b>Community engagement in learning</b>	Building communities	

<b>Initiatives Rationale:</b>	
<p>Explain why the school, in consultation with the SEIL, has selected this initiative/s. Please make reference to the evaluation of school data, the progress against SSP targets, and the diagnosis of issues requiring particular attention.</p> <p>Based on the 2015 school year reflections and taking into account the SSP 2013 - 2016, the following areas were identified as focus for the 2016 AIP. Please note that the school will be in a review year for a new School Strategic Plan in 2016:</p> <ol style="list-style-type: none"> <li>1. Building on the whole school consistent teaching and learning instructional model (Hattie's Visible Learning or Big Four).</li> <li>2. Developing a culture of feedback.</li> <li>3. Professional collaboration.</li> <li>4. Student voice &amp; leadership.</li> <li>5. Staff development.</li> </ol> <p>These areas are seen as critical next level of work in building on a strong learning culture for both staff and students that is supported by high quality feedback, relevant professional learning and collaboration, and the development of leadership capacity for staff as well as students.</p>	
<b>Key Improvement Strategies (KIS)</b>	
<p>List the KIS that are linked to this initiative/s and will be scaled up. This could include existing KIS from your SSP or new ones identified through the evaluation of student outcomes against SSP targets and the diagnosis of issues requiring particular attention. KIS may be specific to one outcome area or applicable across several areas.</p>	
Initiative:	KIS
<b>Building practice excellence</b>	<ul style="list-style-type: none"> <li>• Ensure teachers consistently and effectively implement the whole-school teaching model (Hattie's Visible Learning – The Big Four)</li> <li>• Strengthen the quality and frequency of feedback as part of every lesson in every classroom so that:               <ul style="list-style-type: none"> <li>- teachers have a clear understanding of every student's progress and where to in relation to the learning intention</li> <li>- each student receives feedback on their individual learning each lesson</li> </ul> </li> <li>• Use student feedback on a regular basis to improve teaching and learning practice</li> <li>• Use of ICT in every opportunity to deepen and enrich student learning</li> </ul>
<b>Curriculum planning and assessment</b>	<ul style="list-style-type: none"> <li>• Documented, constantly updated and published standards based curriculum consistently implemented, and appropriately sequenced to VCE (Scope and Sequence, documented curriculum)</li> <li>• Ensure KLA meetings on a regular basis (every fortnight) where curriculum is discussed updated and lead by KLA and Team Leaders</li> <li>• Ensure all consistent assessments are linked directly to the standards or outcomes, are challenging, and explicitly require critical thinking skills</li> <li>• Improve and strengthen the reliability of teacher judgements in relation to student achievement and the standards</li> </ul>

<b>Building leadership teams</b>	<ul style="list-style-type: none"> <li>• Develop a strong culture of feedback within the leadership and within all other staff teams, (PLT, KLA, Student Management and Curriculum Teams)</li> <li>• Develop a strong culture of feedback amongst staff (Peer Observations) and with students (within the classes)</li> <li>• Strengthen structures and processes to develop the capabilities of the leadership teams and build on the capacity of current and aspiring leaders, within the teaching and ES staff</li> </ul>
<b>Empowering students &amp; building school pride</b>	<ul style="list-style-type: none"> <li>• Optimise the potential of the horizontal and vertical student leadership teams (SRC and School Captains) to advance student wellbeing through opportunities for students to connect, be valued, experience achievement and lead others</li> <li>• Continue to co-opt a student captain on the school council to ensure student voice at the school's highest authority</li> </ul>

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## Annual Implementation Plan: for Improving Student Outcomes

ACHIEVEMENT					
Goals	1. To improve student learning and achievement in English and Mathematics, with a focus on Years 7 – 10	Targets	<p><b>NAPLAN</b></p> <ul style="list-style-type: none"> <li>• 75% of Year 9 students deemed capable to be at or above Band 7 in Reading and Writing</li> <li>• 80% of Year 9 students deemed capable to be at or above Band 7 in Mathematics</li> <li>• <b>Teacher Judgments</b></li> <li>• 90% of students deemed capable advance by at least one National Curriculum level each year</li> </ul> <p><b>VCE</b></p> <ul style="list-style-type: none"> <li>• VCE all-study score to be 27</li> <li>• English study score to be at or above 28</li> <li>• Further Maths study score to be at or above 27</li> <li>• Maths Methods study score to be at or above 25</li> <li>• Specialist Maths study score to be at or above 25</li> <li>• Positive achievement trends noted in most VCE studies</li> <li>• At least 4% of VCE study Scores above 40+</li> </ul> <p><b>VET</b></p> <ul style="list-style-type: none"> <li>• Satisfactory completion rates to be at or above 80%</li> </ul> <p><b>VCAL</b></p> <ul style="list-style-type: none"> <li>• Satisfactory completion rate to be at or above 80%</li> </ul>		
	2. To improve student achievement in the senior secondary programs (VCE/VET/VCAL)				
		12 month targets			
KIS	ACTIONS: what the school will do	HOW the school will do it (including financial and human resources)	WHO has responsibility	WHEN timeframe for completion	SUCCESS CRITERIA: Markers of success reflecting observable changes in practice, behaviour, and measures of progress
Goal 1: Teaching Practice					

<p>1.1 Focus as a whole-school on defining and documenting curriculum, assessment and instructional practices that lead to differentiated teaching and learning and improved student outcomes</p>	<ul style="list-style-type: none"> <li>• Continue the work of PLTs to include :- <ul style="list-style-type: none"> <li>• “the Big 4” instructional framework</li> <li>• Peer observations</li> <li>• Consistency and quality of the non-negotiable elements associated with high quality teaching and learning practice at this school (Learning Intention, Success Criteria, Quality Task and Feedback)</li> <li>• Gradual release model</li> <li>• Differentiated instruction</li> </ul> </li> <li>• Identify areas staff need to focus on in terms of high quality teaching and learning practice and respond with planning and resourcing, including differentiation in professional learning, to support consistently high quality practice</li> <li>• Strengthen a whole school understanding of the purpose and protocols of open classrooms for the purpose of peer observations</li> <li>• Refine/formalise the approach to open classrooms.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide professional learning for staff utilising effective PLTs and increased time in KLA meetings</li> <li>• Focus on the Teaching and Learning Framework(Big 4) and the NGSC Learning Cycle(Gradual Release model)</li> <li>• Staff undertake a self-reflection in relation to their delivery of high quality teaching practice</li> <li>• Self-reflections are discussed with the PDP reviewer and inform smart goal setting and evidence</li> <li>• Self-reflections are provided to Curriculum and Teaching &amp; Learning Leaders to inform KLA action plans and professional learning.</li> <li>• Conduct student forums to gain feedback on students’ experiences in relation to high quality teaching and learning practice</li> <li>• Consultation with staff on the guidelines and protocols (build on existing protocols) for classroom observations</li> <li>• Clearly articulate guidelines and protocols to define good teaching and learning practice and to support an environment of trust in relation to classroom observation</li> <li>• Build on current practice in relation to classroom observations by:- <ul style="list-style-type: none"> <li>• promoting opportunities and benefits of engaging in classroom observations</li> <li>• Developing and implementing an annual program for classroom observations.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Teaching &amp; Learning Leader</li> <li>• KLA Leaders</li> <li>• PDP-Reviewers</li> <li>• Teaching and Learning Leader</li> <li>• KLA and Teaching &amp; Learning Leaders</li> <li>• Sub-School Managers</li> <li>• Curriculum Leader</li> </ul>	<ul style="list-style-type: none"> <li>• First PLT Meeting, Term 1</li> <li>• Term 1</li> <li>• Curriculum Day</li> <li>• Term 1</li> <li>• Term 1 &amp; 3</li> <li>• 1</li> </ul>	<ul style="list-style-type: none"> <li>• The Teaching &amp; Learning Framework(Big 4) and NGSC Learning Cycle(Gradual Release model) reflect high quality teaching practice, and provide clear advice on the non-negotiable elements</li> <li>• Non-negotiable elements of high quality teaching practice are consistently observable (Consistent implementation of Hattie’s Visible learning framework)</li> <li>• Students are able to provide feedback in relation to the non-negotiable elements (using the language of success criteria)</li> <li>• Peer Observations - Teachers visit each other’s classrooms systematically and with a clear understanding of the purpose of open classrooms</li> <li>• Curriculum documentation reflects the work on differentiated instruction, including flipped classrooms and Whole School writing program</li> </ul>
<p>1.2 Strengthen the use of data for managing whole-school performance identifying individual student learning needs, enhancing the tracking of students and improving assessments in Literacy and Numeracy as students move through the school</p>	<ul style="list-style-type: none"> <li>• Regularly and systematically collect diagnostic, formative and summative data</li> <li>• Develop an assessment schedule for the whole school (includes exams, Pat testing, NAPLAN)</li> <li>• Store data appropriately</li> <li>• Share data with school community</li> </ul>	<p>Refine the use of student data for improved student outcomes including the feedback to students of exam results</p>	<ul style="list-style-type: none"> <li>• School Operations Leader</li> <li>• Maths and English KLA Leaders</li> <li>• Curriculum Leader</li> <li>• School Operations Leader</li> </ul>		<ul style="list-style-type: none"> <li>• Literacy and numeracy assessment is published across the College</li> <li>• The process of whole-school exams is planned to maximise the opportunities for planning and feedback</li> <li>• The purpose of assessment is identified, including strategies to monitor growth</li> <li>• Teachers are capable of moderating assessment tasks and providing accurate judgments of student performance, including AUSVELS ability.</li> </ul>

1.3 Create a learning environment characterised by high expectations for all students	<ul style="list-style-type: none"> <li>Revisit the school values</li> <li>New sub-school structure</li> <li>Clear and consistent Student Management rules</li> </ul>	<ul style="list-style-type: none"> <li>School visual displays of the values</li> <li>Restorative Practice</li> <li>Clear parent communication</li> </ul>	<ul style="list-style-type: none"> <li>PCO</li> <li>Sub school Leaders</li> <li>YLCs</li> <li>Classroom Teachers</li> <li>Wellbeing Team</li> </ul>		<ul style="list-style-type: none"> <li>Success is modelled and visible to students through high-quality work samples across learning areas</li> <li>Classroom environments feature elements of 'visible learning', to support students' development of subject-specific discourse</li> </ul>
<b>Curriculum planning and assessment</b>					
2.1 Documented, constantly updated and published standards based curriculum consistently implemented, and appropriately sequenced to VCE (Scope and Sequence, documented curriculum)	<ul style="list-style-type: none"> <li>Revise the 7-10 curriculum in line with the Victorian Curriculum</li> <li>Complete the revision of VCE and Year 10 curriculum in line with study design changes.</li> <li>Improve sequencing, and the level of challenge and rigour in the curriculum, especially Years 7 to 10.</li> <li>Continue to audit curriculum documentation.</li> </ul>	<ul style="list-style-type: none"> <li>Brief Curriculum Committee on the changes required by the Victorian Curriculum</li> <li>Brief KLA staff on the changes.</li> <li>Each KLA scopes the changes and develop a strategy for updating the curriculum</li> <li>Year level teams adjust courses and assessment.</li> </ul>	<ul style="list-style-type: none"> <li>Curriculum Coordinator</li> <li>PLT's</li> <li>Curriculum Leader</li> <li>KLA Leaders</li> <li>PCO Team</li> <li>PCO Team</li> <li>KLA Leaders</li> </ul>	<ul style="list-style-type: none"> <li>Curriculum PD Day Term 3, 2016</li> <li>Term 4, 2016</li> <li>End of 2016</li> <li>End of 2016</li> </ul>	<ul style="list-style-type: none"> <li>Each KLA has identified the issues related to sequence, challenge and rigour in the curriculum 7-10 and through to VCE, and begun to implement a plan to address them</li> <li>Curriculum documents reflect the Victorian Curriculum content &amp; structure</li> <li>Curriculum documentation is of a consistently high quality and easily accessible to all staff on the intranet</li> <li></li> </ul>
2.2 Ensure KLA meetings on a regular basis (every fortnight) curriculum review and updated, led by KLA and Team Leaders	<ul style="list-style-type: none"> <li>Review and update of assessment tasks to ensure explicit assessment against the standards and the incorporation of critical thinking skills.</li> <li>Provide professional development within KLAs to support staff to understand the standards and use them accurately for assessment.</li> <li>Strengthen the robustness of moderation and increase the opportunities for regular moderation within all KLAs, both horizontally and vertically.</li> </ul>	<ul style="list-style-type: none"> <li>Provide staff with models of successful Scope and Sequence documents / templates and unit plans to guide development of new documentation</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Curriculum Leader</li> <li>PCO Team</li> <li>KLA Leaders</li> </ul>	<ul style="list-style-type: none"> <li>Throughout the year</li> </ul>	<ul style="list-style-type: none"> <li>All assessment tasks are linked, through rubrics, to the standards/outcomes and incorporate critical thinking.</li> <li>Teachers are more able to accurately assess against the standards.</li> <li>Staff engage in regular and robust moderation within and across year levels in each subject area.</li> </ul>
Ensure all consistent assessments are linked directly to the standards or outcomes, are challenging, and explicitly require critical thinking skills	<ul style="list-style-type: none"> <li></li> </ul>				<ul style="list-style-type: none"> <li>A high quality SEAL curriculum is developed and documented.</li> <li>Staff skills in teaching high ability students are evident in classroom practice.</li> </ul>

<p>Improve and strengthen the reliability of teacher judgements in relation to student achievement and the standards Ensure that a challenging, standards based curriculum is fully developed, consistently implemented, and appropriately sequenced to VCE.</p>	<ul style="list-style-type: none"> <li>•</li> </ul>			<ul style="list-style-type: none"> <li>•</li> </ul>
<p>Enhance the quality and breadth of the SEAL program</p>	<ul style="list-style-type: none"> <li>• Develop and document the SEAL curriculum. Provide professional learning to enhance the knowledge and skills of staff in teaching high ability students</li> </ul>		<p>SEAL Coordinator</p>	

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# Annual Implementation Plan: for Improving Student Outcomes

ENGAGEMENT						
Goals	<ol style="list-style-type: none"> <li>To provide a student-centred stimulating learning environment</li> <li>To improve the transition process for students and their families into, through and out of the school</li> </ol>	Targets	<p><b>Parent Opinion Survey</b></p> <ul style="list-style-type: none"> <li>Stimulating Learning at above 5.0</li> <li>Student Safety at or above 5.6</li> <li>Transitions at or above 5.5</li> <li>General Satisfaction at or above 5.5</li> </ul> <p><b>Attitudes to School Survey</b></p> <ul style="list-style-type: none"> <li>Student Morale at or above 5.0</li> <li>Student Distress at or above 5.3</li> <li>Learning Confidence at or above 3.75</li> <li>Classroom behaviour at or above 2.90</li> <li>Teacher Effectiveness at or 3.7</li> <li>School Connectedness at or 3.7</li> </ul> <p><b>Staff Opinion Survey</b></p> <ul style="list-style-type: none"> <li>Student Motivation at or above 45.0</li> <li>Respect for Students at or above 75.0</li> <li>Quality Teaching at or above 70.0</li> <li>Student behaviour at or above 78.5</li> <li>Curriculum Processes at or above 60.0</li> <li>Professional Interaction at or above 70.0</li> </ul>			
		<b>12 month targets</b>				
KIS	ACTIONS: what the school will do	HOW the school will do it (including financial and human resources)	WHO has responsibility	WHEN timeframe for completion	SUCCESS CRITERIA: Markers of success reflecting observable changes in practice, behaviour, and measures of progress	
<b>Goal 1: Student Engagement and Wellbeing</b>						
Improve attendance	<p>All absences to require parental approval. Text messages continued to be sent home by SSAs Sub-School Assistant (SSA) to ring home for absent students LC and SSMs to organise SSGs for students who has 5-10 day absence. Wellbeing included in the SSG. If there are Mental Health issues then the SSG will be organised by Wellbeing</p>	<p>How</p> <ul style="list-style-type: none"> <li>Students are to bring note when they are absent or ring the sub school assistant</li> <li>Home group teachers will give the notes to the sub school assistant.</li> <li>Home group teachers are given a list of students with outstanding absent notes</li> <li>Notes with days absent are given to the students to take home</li> <li>Home group teachers are to chase absent notes</li> <li>Role marking of ISPs are completed by a classroom teacher</li> <li>Ensuring approved VETS and SBATS are received and marked.</li> </ul> <p>Who</p> <ul style="list-style-type: none"> <li>Parents</li> <li>Home group teachers</li> <li>YLCs &amp; Assistant YLCs</li> <li>SSM</li> <li>Sub school Assistants</li> <li>Assistant Principals</li> </ul> <p>When</p> <ul style="list-style-type: none"> <li>All absence notes are to be returned the day after absence</li> <li>SSA to prepare absence lists for home group teachers weekly</li> <li>SSA to approve all absent notes upon receiving them</li> </ul>			7 – 12 Mean absent days per student, to be reduced to 19 days down from 24 by December 2016	



Term Excursions			Excursions occurring each term for each year level.
Late arrivals	<p>Students will now sign in with the sub school assistants. Year 7, 8 and 9 in the Year 8 office Year 10, 11 and 12 in the Senior school office.</p> <p>Students must arrive in time for the start of Home Group.</p>	<p>How</p> <ul style="list-style-type: none"> <li>• All late arrivals will receive a lunchtime detention if they do not have a note.</li> <li>• All students who do not sign in will receive an after-school detention (YLCs to issue these).</li> <li>• SSAs to check for students who do not sign in.</li> <li>• YLCs will follow up with SSGs for chronic late attendees.</li> <li>• Teachers must send students to sign in if they do not receive a note.</li> </ul> <p>Who</p> <ul style="list-style-type: none"> <li>• SSAs</li> <li>• YLCs &amp; Assistant YLCs</li> <li>• SSMs</li> </ul> <p>When</p> <ul style="list-style-type: none"> <li>• Daily</li> </ul>	Unapproved lateness to be reduced to zero
1. Enhance the awareness of the SEAL program in the local community	<p>Rebrand the program Promote and market the program as a singular entity to the community Create an Advanced Science Program</p>	<p>How</p> <ul style="list-style-type: none"> <li>• Create a flyer for the SEAL program</li> <li>• Hold a separate open night for the SEAL program</li> <li>• Create an advanced Science Program at NGSC for talented grade 5/6 students from the local PS</li> </ul> <p>Who MZA, KAS, ORE</p> <p>When January -May</p>	The number of students applying for the SEAL program to increase.
2. Continue to build on successful pathways with a focus on strengthening and embedding them within the curriculum	<p>Continue and build on the established programs from 7-12. Have a significant focus on understanding industry across the College.</p>	<p>How</p> <ul style="list-style-type: none"> <li>• Build programs into the year 7 and 8 curriculum</li> <li>• Work in with the year 9 team to imbed careers into project week</li> <li>• Create Industry links</li> </ul> <p>Who NRA, CMA, MZA</p> <p>When Over the year</p>	All students in the College to have a CAPS plan

## Annual Implementation Plan: for Improving Student Outcomes

<b>WELLBEING</b>					
<b>Goals</b>	<ul style="list-style-type: none"> <li>To provide a student-centered stimulating learning that builds student morale</li> </ul>	<b>Targets</b>	<ul style="list-style-type: none"> <li>Connectedness to Peers in the Student Survey to be at/above 4.0</li> <li>Connectedness to School in the Student Survey to be at/above 3.6</li> <li>Student Safety in the Student Survey to be at/above 4.0</li> <li>Teacher Empathy in the Student Survey to be at/above 3.8</li> <li>Classroom Behaviour in the Student Survey to be at/above 3.2</li> <li>Student Morale in the Student Survey to be at/above 4.7</li> </ul>		
		<b>12 month targets</b>			
<b>KIS</b>	<b>ACTIONS: what the school will do</b>	<b>HOW the school will do it (including financial and human resources)</b>	<b>WHO has responsibility</b>	<b>WHEN timeframe for completion</b>	<b>SUCCESS CRITERIA: Markers of success reflecting observable changes in practice, behaviour, and measures of progress</b>
<b>Goal 1: Positive relationships &amp; wellbeing</b>					
1.0 Maintain and deepen a focus on personal growth and development through promoting student ownership of learning	<ul style="list-style-type: none"> <li>Employ a sub school assistant to administer all paperwork and allow the Student Management Team to focus on building student relationships</li> <li>Case Management process ensures the comprehensive monitoring of 'at risk' students</li> <li>Implement and evaluate a revised suite of programs which addresses and promotes key protective factors for student wellbeing</li> <li>Ensure that Sub School teams are supported to implement processes to know each student well in the context of growing enrolments</li> <li>Case Management process ensures the comprehensive monitoring of 'at risk' students</li> <li>Develop and implement a whole school approach to recognising positive student behaviours and contributions to the school and community.</li> </ul>	<ul style="list-style-type: none"> <li>Employ sub school assistants at the Junior and Senior schools to allow the Student Management team to focus on the task of working with the students to develop their relationships</li> <li>This relationship building will help as a preventative strategy for at risk students.</li> <li>This will also allow time for the Student Management Team to focus on contacting parents and staff when students are deemed to be at risk.</li> </ul>	Sub- School Assistants	Term 1, 2016	No of student management incident reduced

<p>1.1 Strengthen the provision of a safe, orderly and supportive environment that is proactive in responding to student learning and wellbeing needs.</p>	<ul style="list-style-type: none"> <li>• Year Level Excursions to occur once a term (terms 1, 2 and 3) with the YLCs, students and also key teachers</li> <li>• Excursions will generally occur for periods 5 and 6</li> <li>• They are designed to enhance the relationships between all attending and overcome some issues that can occur b/w YLCs, teachers and staff.</li> <li>• Provide professional learning for staff on factors that negatively impact on student learning, with a focus on mental health</li> <li>• Develop and implement strategies to assist staff in building positive &amp; constructive relationships with students</li> <li>• Improve consistency in the implementation of the Student Management Policy, with a n emphasis on teachers' efficacy in managing challenging behaviours</li> <li>• Extend the delivery of Respectful Relationships within the school.</li> <li>• Build on the school culture with the values Respect, Excellence, Achievement and Diversity</li> </ul>	<p>How</p> <ul style="list-style-type: none"> <li>• The excursions will be designed to limit costs. Coordination budgets will also be accessed.</li> <li>• All excursions for the three terms to be planned and added to the calendar by the end of the first week for planning purposes.</li> <li>• A list of excursion possibilities to be generated by the STM team.</li> </ul>	<p>Who</p> <p>YLCs, attending staff and SSAs will assist with the organisation of the excursions</p>	<p>When</p> <p>Once a term</p>	
<p><b>Goal 2: Student voice &amp; leadership</b></p>					
<p>2.1 Extend opportunities for student leadership and voice in the school.</p>	<p>Align the <b>SRC</b> areas to work on programs that are <b>House</b> aligned. Sustainable SRC program – longevity of the four terms Combine the SRC with the house system Music and singing comps Cooking comps Science comps Spelling comps Cross Country Art comps</p>	<ul style="list-style-type: none"> <li>• Consistent understanding of how the SRC is selected</li> <li>• Select specific activities and target the particular area teacher to work with the area in their development. Attach house points to this system.</li> </ul>	<p>Who</p> <p>YLC and Assistant YLCs Teachers attached to the specific area Assistant Principal</p>	<p>Throughout the year</p>	<p>Increase opportunities for student leadership and voice in the school.</p>

	<ul style="list-style-type: none"><li>• Attendance awards</li><li>• Continue to co-opt student captain on the school council</li><li>• Establish VCAL representation on the senior SRC</li><li>• Investigate and implement community partnership projects our SRC and other student leadership groups could engage</li><li>•</li></ul>				
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## Annual Implementation Plan: for Improving Student Outcomes

PRODUCTIVITY					
Goals	<ul style="list-style-type: none"> <li>To strengthen a school culture which values and supports growth in staff capacity</li> <li>To develop the leadership capabilities of existing and aspiring leaders</li> <li>To improve school organisational and communication practices in order to optimise student learning</li> <li>To ensure the integrity, quality and continuity of school culture, planning and provision in the context of population growth</li> </ul>	Targets			
		12 month targets			
KIS	ACTIONS: what the school will do	HOW the school will do it (including financial and human resources)	WHO has responsibility	WHEN timeframe for completion	SUCCESS CRITERIA: Markers of success reflecting observable changes in practice, behaviour, and measures of progress
<b>Goal 1: Growth in staff capacity</b>					
1.1 Develop a strong culture of feedback amongst staff	<ul style="list-style-type: none"> <li>Involve the whole staff in discussions about what it means to have a culture of feedback and why it is beneficial</li> <li>Investigate structures for providing formal feedback</li> <li>Provide Leading Teachers with training in how to give and receive feedback</li> </ul>	<ul style="list-style-type: none"> <li>Curriculum Day discussion session</li> <li>Research staff current experiences of feedback and investigate other school processes</li> <li>Run relevant training sessions</li> </ul>	<ul style="list-style-type: none"> <li>PCO</li> <li>Staff Development Team, PCO team</li> <li>Staff Development Coordinator</li> <li>Staff Development Coordinator</li> </ul>	<ul style="list-style-type: none"> <li>Term 1</li> <li>Ongoing</li> </ul>	<ul style="list-style-type: none"> <li>All staff members have an increased knowledge of the benefits of feedback and of formal structures for feedback</li> <li>All Staff are involved in a program of formalised feedback</li> <li>Peer Observations feedback</li> <li>Learning Walks feedback to the whole school community</li> </ul>
1.2 Develop and implement a staff professional learning program which is aligned to the school's vision and it is tailored to improving staff capacity	<ul style="list-style-type: none"> <li>Seek feedback from staff about their professional learning needs and develop a coherent PL program</li> <li>Incorporate a development goal as part of the PDP process</li> <li>ePotential staff survey</li> </ul>	<ul style="list-style-type: none"> <li>Curriculum Day</li> <li>Review current professional learning to ensure staff learning needs.</li> <li>Strengthen the P&amp;D Review culture of the school, by consistently setting evidence based SMART goals</li> <li>Implement mentoring/coaching program to build teacher and leadership capacity</li> <li>All staff to undertake the ePotential survey</li> </ul>	<ul style="list-style-type: none"> <li>PCO</li> <li>Staff Development Coordinator</li> <li>ICT Coordinator</li> <li>ICT Manager</li> </ul>	<ul style="list-style-type: none"> <li>Term 1 and Term 2</li> </ul>	<ul style="list-style-type: none"> <li>Improved staff perception of the suitability of the professional learning program</li> <li>The P&amp;D Review process is used to support staff with career aspirations and professional learning needs</li> <li>ePotential reports</li> <li>P&amp;D Reviews/Reviewers =(Building ICT capacity)</li> <li>P&amp;D analysis and staff succession planning</li> </ul>

1.3 Enhance the induction and mentoring processes	<ul style="list-style-type: none"> <li>• Implement a refined induction program for new and returning staff</li> <li>• Develop and implement an agreed set of draft guidelines and protocols for mentoring</li> <li>• Systematic approach and timeline implemented to provide formal feedback to new and returning staff</li> </ul>	<ul style="list-style-type: none"> <li>• Induction booklet (including EduGate, EduPay, OH&amp;S Modules, StaffPD, Activities/Camps/excursions process(ACE))</li> <li>• Induction meetings</li> <li>• Introductory training sessions held for mentors and mentees</li> <li>• Guidelines and timeline developed and communicated</li> </ul>	<ul style="list-style-type: none"> <li>• Staff Development Coordinator</li> <li>• PCO</li> <li>• ICT Manager &amp; ICT Coordinator</li> <li>• Business Manager</li> </ul>	<ul style="list-style-type: none"> <li>• Term 1</li> <li>• Induction Day 2016 (new and returning staff)</li> <li>• Throughout the year</li> </ul>	<ul style="list-style-type: none"> <li>• Induction program is positively evaluated by new and returning staff and their mentors and other key stakeholders</li> <li>• Improved mentoring is provided for new staff as well as staff returning and new to leadership positions</li> <li>• Formal feedback is provided to all new and returning staff and staff new to leadership positions in a timely and supportive and productive manner</li> <li>• Updated staff handbook</li> </ul>
<b>Goal 2: Building Leadership</b>					
2.1 Develop structures and processes to build the leadership capacity of current and aspiring leaders, within the teaching and ES staff	<ul style="list-style-type: none"> <li>• Identify aspiring leaders within the College and develop a targeted leadership program</li> <li>• Design and implement a leadership development program for Positions of Responsibility aspirants</li> <li>• LT customised PD mentoring program (Point of need)</li> </ul>	<ul style="list-style-type: none"> <li>• Scope a 12 to 24 month program</li> <li>• Implement aspects of the program including coaching</li> <li>• Implement aspects of the leadership program for Leading Teachers</li> <li>• Leadership needs of all leaders identified and incorporated as a goal in their PDP plans</li> </ul>	<ul style="list-style-type: none"> <li>• PCO</li> <li>• Staff Development Coordinator</li> <li>• Teaching and Learning Leader</li> </ul>	<ul style="list-style-type: none"> <li>• Semester 1</li> <li>• Term 3</li> </ul>	<ul style="list-style-type: none"> <li>• Identified aspiring leaders have participated in leadership development activities.</li> <li>• All Leading Teachers and ES1.3 Leaders to participate in a leadership development program.</li> <li>• All existing leading teachers have identified their leadership development needs and a plan is in place to address these</li> <li>• 5 year plan for all leaders</li> </ul>
<b>Goal 3: Organisation &amp; communication to support teaching and learning</b>					
3.1 Develop the culture, processes and structures to ensure the protection of classroom teaching time	<ul style="list-style-type: none"> <li>• Create and clearly communicate protocols and guidelines in relation to school Operations</li> <li>• Implement, monitor and evaluate the recommendations from the Daily Organisation Team (DOT)</li> </ul>	<ul style="list-style-type: none"> <li>• PCO meeting with School Operations Leader on a regular basis (as deemed necessary)</li> <li>• DOT meetings once a week</li> <li>• Published protocols and clear communication avenues</li> </ul>	<ul style="list-style-type: none"> <li>• PCO</li> <li>• School Operations Leader</li> <li>• Daily Organiser</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing</li> </ul>	<ul style="list-style-type: none"> <li>• Protection of classroom learning time is improved</li> <li>• Clear communication and guidelines published in the staff handbook</li> <li>• Staff are familiar with College protocols</li> </ul>
3.2 Continue to monitor and evaluate the school digital management systems	<ul style="list-style-type: none"> <li>• Review and evaluate the effectiveness of the College's digital management systems</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to work with Xuno and other management system providers to ensure the systems meet the needs of the College</li> <li>• Seek feedback from key departments and stakeholders on the school's systems efficiency</li> </ul>	<ul style="list-style-type: none"> <li>• PCO</li> <li>• School Operations Leader</li> <li>• ICT Manager</li> <li>• Curriculum Leader</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing</li> </ul>	<ul style="list-style-type: none"> <li>• Students, parents and staff are using an increased range of digital options</li> <li>• Parent Portal</li> <li>• On line reporting system</li> <li>• Student Management system</li> <li>• Office Administration system</li> </ul>

Goal 4: School planning for growth					
4.1 Ensure College processes, structures, facilities and infrastructure provision accommodate the increasing number of students and staff and at the same time, maintaining the positive school culture	<ul style="list-style-type: none"> <li>• Develop strategies for human and physical resources</li> <li>• Team Building PD</li> <li>• Strengthen and build on existing Student Leadership programs</li> </ul>	<ul style="list-style-type: none"> <li>• Review and update all positions of responsibility,(PORs) including time allowances</li> <li>• Review staffing provision in all ES teams</li> <li>• Review physical resource provision</li> <li>• Monitor the commitment &amp; expenditure of Equity Funding</li> </ul>	<ul style="list-style-type: none"> <li>• Principal, Consultative Committee (PCC)</li> <li>• School Leadership Team</li> <li>• Business Manager &amp; Facilities coordinator</li> <li>• Finance Committee</li> <li>• School Council</li> <li>• SRC and school Captains</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing</li> </ul>	<ul style="list-style-type: none"> <li>• Effective and efficient resource allocations to physical and human resources to ensure improved student outcomes</li> <li>• Staffing, financial and physical resources planning is proactive and addresses the changing needs of the school</li> </ul>

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## Monitoring of Annual Implementation Plan: for Improving Student Outcomes

ACHIEVEMENT					
Actions:	6 month progress against success criteria and /or targets		12 month progress against success criteria and /or targets		Budget Spending to date
	Status	Evidence	Status	Evidence	
ENGAGEMENT					
Actions:	6 month progress against success criteria and /or targets		12 month progress against success criteria and /or targets		Budget Spending to date
	Status	Evidence	Status	Evidence	
WELLBEING					
Actions:	6 month progress against success criteria and /or targets		12 month progress against success criteria and /or targets		Budget Spending to date
	Status	Evidence	Status	Evidence	
PRODUCTIVITY					
Actions:	6 month progress against success criteria and /or targets		12 month progress against success criteria and /or targets		Budget Spending to date
	Status	Evidence	Status	Evidence	

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