

# 2016 Annual Implementation Plan: for Improving Student Outcomes

7255

## Bentleigh Secondary College 2016

Based on Strategic Plan 2016 - 2019

### Endorsements

Endorsement by School Principal	Signed..... Name Helene Hiotis Date 2016
Endorsement by School Council	Signed..... Name Joanne Antcliff Date 2016
Endorsement by Senior Advisor	Signed..... Name Stuart Andrews Date 2016

### 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
Excellence in teaching and learning	<b>Building practice excellence:</b> Teachers, principals and schools will work together
	<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
Professional leadership	<b>Building leadership teams:</b> Schools will strengthen their succession planning, develop the capabilities of their leadership teams in using evidence
Positive climate for learning	<b>Empowering students and building school pride:</b> Schools will develop approaches that give students a greater say
	<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
Community engagement in learning	<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	

Initiatives Rationale:
<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>The school has selected these initiatives in response to the Peer Review 2015. The school Self-Evaluation and Peer Review identified the following key areas that needed to be considered:</p> <ul style="list-style-type: none"> <li>• Consistent approach to curriculum planning and assessment</li> <li>• Evaluation and analysis of data</li> <li>• Building the leadership team and capacity of teachers to implement change and initiatives to improve students' outcomes</li> </ul> <p>The school currently has leading teacher positions that are role based. The school is developing a new leadership profile that will build leadership capacity of staff, embed a culture of improvement and enable the college to work towards achieving the goals of the new strategic plan. This will create a collective responsibility for developing a clear understanding of the school's vision, values and priorities for school improvement. The leadership model will match school priorities and enable the school to focus on future leaders</p> <p>An evaluation of school data and practice indicates a need to focus on developing a differentiated curriculum that is documented within a scope and sequence to enable students to demonstrate learning growth. Particular attention will be given to Maths, Science and Reading/Writing. The NAPLAN school mean for Year 7 and Year 9 Numeracy has been steadily improving and resources will be allocated to support a numeracy program. NAPLAN writing data shows the school is below at Year 7 and at Year 9. Resources allocated in Literacy/Numeracy (Equity Funding) and REAP. A STEAM approach to learning will be considered via UMNOS.</p>

## Key Improvement Strategies (KIS)

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.

Initiative:	KIS
<p><b>Victorian Curriculum</b></p> <p>Curriculum documentation which includes a developmental continuum that identifies students' learning as they move through each year level.</p>	<ul style="list-style-type: none"><li>• Develop and embed a shared 21st century pedagogy that underpins school improvement through the development and use of a curriculum design tool by topic which will be loaded onto the intranet</li><li>• Regularly monitor and adjust programs based on analysis of data and provide intervention strategies to support learning growth</li><li>• Development of a pedagogical framework that guides teaching and learning at BSC</li><li>• Promote greater opportunities for students to give and receive feedback, to set individual goals, to reflect, to evaluate and take ownership of their learning</li><li>• Refine and implement transition and pathway programs</li><li>• Develop an interdisciplinary STEAM (science, technology, engineering, the arts and mathematics) approach and documentation that supports it.</li></ul>
<p><b>Building leadership Teams</b></p> <p>Develop and embed school values that reflect community expectations and provide a framework for relationships and actions within the school community</p>	<ul style="list-style-type: none"><li>• Develop and embed a shared school vision.</li><li>• Grow instructional leadership and teacher capacity within a professional learning community</li><li>• Implement improved communication processes and build partnerships with parents and the wider community</li><li>• Develop a leadership model that creates a strong leadership team and builds leadership capacity that reflects the intent of the strategic plan for the next four years</li></ul>

# Annual Implementation Plan: for Improving Student Outcomes

ACHIEVEMENT					
Goals	To improve individual student learning outcomes for every student.	Targets	<ul style="list-style-type: none"> <li>Each student to show medium or high level of growth between Year 7 and Year 9 in NAPLAN Reading, Writing and Numeracy.</li> <li>NAPLAN Year 9 Writing to show less than 10% of students achieving at or below the NMS.</li> <li>VCE mean Study Score to be at or above 32 by 2019 with at least 8% of scores 40+</li> </ul>		
		12 month targets	<ul style="list-style-type: none"> <li>Increase the percentage achieving high growth by 3% and decrease the percentage achieving low growth by 3% on NAPLAN relative growth assessments year 7 to 9 from 2015 to:                      Reading – 12% (L): 55% (M): 33% (H)                      Writing – 19% (L): 51% (M): 30% (H)                      Numeracy - 14% (L): 53% (M): 33% (H)</li> <li>Continue to improve VCE study scores across all areas particularly English at or above the predicted score against the GAT.</li> </ul>		
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>Curriculum documentation which includes a developmental continuum that identifies students' learning as they move through each year level.</b>	Use the Victorian Curriculum achievement standards to design programs and monitor student progression	<ul style="list-style-type: none"> <li>Develop a whole school scope and sequence curriculum document 7 – 10 at T &amp; L Team and LA Teams</li> <li>Agreed approach to curriculum design tool for 7 – 10 to be developed and implemented at T &amp; L Team and LA Teams</li> <li>Feedback sought from staff and recommended changes made and then presented to staff early Term 1</li> <li>LA Heads establish teams to write up topics using agreed Curriculum Design Tool</li> <li>Meeting times increased to three per fortnight to allow teams to work on Yr 7 – 10 curriculum</li> <li>Use of Office 365 student site to build collaborative documentation</li> </ul>	Principal Team T & L Team LA Team Teachers	Week 2 Term 1 2016 For Scope & Sequence  Week 4 Term 1 2016 For Design Tool  Week 10 Term 3 2016 For Topics to be uploaded and ready for 2017	<ul style="list-style-type: none"> <li>Scope &amp; Sequence collated and displayed on College intranet</li> <li>A2 poster in all staffrooms</li> <li>LA Teams identified and everyone is aware of expectations and timelines for implementation</li> <li>Curriculum Design Tool is used and topics are developed and loaded to intranet</li> <li>Audit where are we at? Where next?</li> </ul>
	Develop an interdisciplinary approach to 21 century skills within a STEAM approach.	<ul style="list-style-type: none"> <li>Appointment of an UMNOS Co-ordinator and Assistant</li> <li>Participation in UMNOS (University of Melbourne Team - John Hattie/Katherine Henderson/Christine Redman)</li> </ul>	Principal UMNOS Co-ordinator (TYA) UMNOS Assistant (BLO) UMNOS Team BLO, HIO, BCH, TYA	Term 1 2016 Ongoing (3 years)	<ul style="list-style-type: none"> <li>Regular reports at Professional Learning Meetings and/or at Learning Area Times on UMNOS and staff bulletins</li> <li>The school and its community observe greater linkages between teaching and learning with more clear purpose for what students undertake in class\ based on research findings</li> <li>A team is formed to begin research work on STEAM Approach in Term 4 2016</li> </ul>
<b>More effective use of data to identify student strengths and weaknesses to inform teaching and learning.</b>	Use student assessment data and other feedback – including feedback from students, other teachers and other leaders – to evaluate student progress and the impact of teaching	<ul style="list-style-type: none"> <li>Data presentations at PL sessions (NAPLAN, ODT, SATSS, VCAA)</li> <li>Use of data by all staff in LA meeting time.</li> <li>Set up clear moderation teams and timelines particularly in VCE</li> <li>Student surveys within classes</li> </ul>	Principal Team Leadership Team AP (KOE) Data Team (KOE, BCH, HIO, TYA, JHS, CHR, KEE,) Teachers Students/Parents	ongoing	<ul style="list-style-type: none"> <li>Moderation strategies linked into curriculum design tool e.g. cross marking with worked samples with modelled answers</li> <li>Moderation occurs with LA meeting time</li> <li>Teachers undertake a regular assessment regime that is consistent across the school and that strengthens teaching and learning</li> <li>Use of data within PDP evidence</li> </ul>
	Analyse data in Mathematics and complete modules on different teaching strategies.	<ul style="list-style-type: none"> <li>Participation in REAP (with Professor Patrick Griffin) to identify strategies to inform teaching and learning</li> <li>PDP process clarified and strengthened for REAP team members to develop smart goals that demonstrate relative growth in student outcomes</li> </ul>	Principal Team REAP Members KOE, CHA, PUR, CMG, CTY, LAN	2016	<ul style="list-style-type: none"> <li>Regular reports at Professional Learning Meetings and/or at Learning Area Times on REAP and staff bulletins</li> <li>PDPs demonstrate student growth based on data</li> <li>Post testing analysis to demonstrate outcomes.</li> </ul>
	VCE team analyses VCAA data, and implements strategies to improve VCE outcomes	<ul style="list-style-type: none"> <li>VCE team uses data to identify areas of strength and weakness</li> <li>PD activities in VCE Data analysis</li> <li>T &amp; L meetings incorporate data discussions</li> </ul>	Principal Team KOE, MCL, BRO, KEE) T&L VCE teachers	Term 2 2016	<ul style="list-style-type: none"> <li>Team meetings to include a focus on students' data</li> <li>Faculty moderation additional time can be negotiated as required</li> <li>PDP's reflect demonstrate data use and analysis to improve</li> </ul>

		<ul style="list-style-type: none"> <li>• Development of bank of strategies that result in improved outcomes.</li> <li>• Staff amend their curriculum documentation and teaching strategies.</li> </ul>			VCE student outcomes.
<b>The development of a pedagogical framework that guides teaching and learning at Bentleigh SC</b>	Activities to develop a Pedagogical Framework to link in what is an effective teacher, an effective student, the professional learning at Bentleigh with the Instructional Model.	<ul style="list-style-type: none"> <li>• Planning Day in Term 1 for Leadership Team</li> <li>• Staff work on the framework through PL time in their Collegiate Teams. What is an effective teacher? What is an effective student? How can technology support pedagogical framework?</li> </ul>	Principal Team Leadership Team Teachers Students/Parents	Draft by end of T4 2016	<ul style="list-style-type: none"> <li>• A Pedagogical Framework to link in what is an effective teacher, an effective student, the professional learning at Bentleigh with the Instructional Model will be incorporated into the Staff Handbook.</li> </ul>

# Annual Implementation Plan: for Improving Student Outcomes

ENGAGEMENT					
Goals	To improve student connectedness and confidence.	Targets	<ul style="list-style-type: none"> <li>Student Attitude to School survey data to indicate <i>Learning Confidence (3.92)</i>, <i>Stimulating Learning (3.40)</i> and <i>Connectedness to School (4.20)</i> to consistently trend up at each year level by 2019.</li> <li>Year 7-10 Real retention to be at or above 75% by 2019.</li> <li>Maintain student absences below the state mean.</li> </ul>		
		12 month targets	<ul style="list-style-type: none"> <li>Improve student survey data in relation to <i>Learning Confidence from 3.88 (2014) and 3.80 (2015) back to 3.88</i>, <i>Stimulating Learning from 3.33 (2014) and 3.19 (2015) back to 3.33</i> and <i>Connectedness to School 4.19 (2014) and 4.11 (2015) back to 4.19</i>.</li> <li>Improve transitions into, through and from the college with a real retention of 72% in 2016.</li> <li>The percentage of student absences to decrease by 10% (7 – 12) from 14.55 days to 13 days.</li> </ul>		
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>Build student capacity to become more independent learners.</b>	Improve student goal setting process – efficacy in Middle School (esp.) & Senior School	<ul style="list-style-type: none"> <li>Heads of Year Levels and Sub School Leaders/AP will lead the process of development and information to students on Goal setting</li> <li>Year 12 Mentors and HG teachers Years 7-11 will assist the students to develop smart goals and strategies</li> <li>Teachers refer to the learning goals as part of feedback and assessment</li> </ul>	Aps SSLs HOYLS Mentors H/G teachers Teachers	Term 1 2016  Each semester  Throughout year	<ul style="list-style-type: none"> <li>All students set goals collaboratively with staff, and these are documented on Compass.</li> <li>Evident that student have used feedback to set goals for Semester 1 based on comments from 2015 reports. In Semester 2 goals will be set on the basis of Semester 1 outcomes.</li> <li>HG Teachers will have read and counselled on Goals. Conference through year in home group.</li> </ul>
	Empower parents to support students' learning and increase student accountability to their learning, focussing on Years 10,11,12.	<ul style="list-style-type: none"> <li>Parent information evening (Years 11 and 12) and student sessions (Years 10,11,12) with Darren Pereira</li> <li>HOYL weekly newsletters</li> <li>College Newsletter</li> <li>Course Information evenings</li> <li>Assemblies</li> <li>Structure of Parent teacher meetings adapted with time extension and student involvement</li> <li>CONNECT education tutorials in September holidays</li> <li>EDROLO tutorials to assist with independent learning</li> </ul>	APs HOYLS Sub School Leaders BSC Staff Parents Students	2016	<ul style="list-style-type: none"> <li>Positive parent feedback – Parent Opinion Survey – Learning Focus</li> <li>Attendance at Information evening successful</li> <li>Increased bookings for Parent Teacher interviews</li> <li>Improved VCE results</li> <li>Attendance at tutorials</li> <li>SATS outcomes improved – Student Motivation and Learning Confidence and Stimulating Learning (Years 10 to 12)</li> </ul>
	Using ILPs to support independent student learning.	<ul style="list-style-type: none"> <li>Develop ILP Wellbeing procedures</li> <li>Set of protocols around groups of students requiring ILPs (Koorie, PSD, Gifted )</li> <li>Identify students at risk for future learning support</li> <li>Student input into the goals</li> <li>Teachers aware of who has ILP and reading ILP goals</li> </ul>	WOC HOYLS BSC Staff Students	2016	<ul style="list-style-type: none"> <li>Set of ILP protocols</li> <li>ILPs completed in a timely manner</li> <li>Teachers using ILP goals to feedback and assess against.</li> </ul>
<b>Continue to build school connectedness and student voice.</b>	Expansion of House System with House meetings, increased House based activities.  Leadership training and participation in external leadership activities.	<ul style="list-style-type: none"> <li>Development of House Hand book and distribute to all House Liaison Teachers</li> <li>Student &amp; staff leadership structures in place incl. 8-11 House Captains</li> <li>Introduction of house stripes based on participation in activities across the school</li> <li>Trialling new house events including House Chorals &amp; House Debating</li> </ul>	House Director House Carnivals Heads of Sport House Liaison Leaders (PSN, ARH, REA NOB) Teachers Students	Full implementation by Term 4 2016	<ul style="list-style-type: none"> <li>Documentation &amp; review of student leadership applications, handbook, House productions, new programs</li> <li>Improved engagement &amp; participation in House events</li> <li>House Cup</li> </ul>

	<p>Develop the successful Sustainability program and document the practices that make the school unique.</p>	<ul style="list-style-type: none"> <li>• Green Machine handbook to be developed to document procedures and practices involved in the program</li> <li>• Green Machine reflects the student leadership practices throughout the school</li> <li>• Participation by students in developing a New island, QR coding, nesting box &amp; bug hotel (working bees)</li> <li>• Investigation of ways to incorporate a sustainability focus within units (eg IBL/LJ/Science)</li> </ul>	<p>Leading Teacher LAHs Teachers Green Machine Team</p>	<p>Term 4 2016</p>	<ul style="list-style-type: none"> <li>• Documentation &amp; review of leadership applications, Green Machine Handbook</li> <li>• Improved engagement &amp; participation in Sustainability events</li> <li>• Evidence of a New island, QR coding, nesting box &amp; bug hotel (working bees)</li> <li>• Student presentation at external conferences across all Las</li> <li>• Report on strategies for incorporation of Sustainability within other subject areas.</li> </ul>
	<p>Year 10 students provided an option to increase their study to 2 VCE Units 1&amp; 2</p> <p>Uni. extension program expanded.</p>	<ul style="list-style-type: none"> <li>• Year 10 participants' Unit 1 and 2 data collected and analysed.</li> <li>• Extend Year 7-9 G &amp; T program to Year 10</li> <li>• Students undertaking university extension programs are well counselled into an appropriate course.</li> <li>• Restructure of Year 10 to 12 timetable.</li> <li>• Adjust the Year 10 curriculum offerings.</li> </ul>	<p>Heads of Sub Schools Careers and Pathways Coord.</p>	<p>2016 and beyond</p>	<ul style="list-style-type: none"> <li>• Better processing in determination of eligibility – 2 x VCE subjects – Year 10.</li> <li>• Improved retention rates (less leaving to attend select entry schools)</li> <li>• Increasing number of students taking up university enhancement</li> <li>• SATS outcomes at Student distress levels remain at acceptable levels</li> <li>• Indication of success through VCE data outcomes of current Year 10 students.</li> </ul>

# Annual Implementation Plan: for Improving Student Outcomes

WELLBEING					
Goals	To build resilience in all students and to encourage the development of a growth mindset as students' health, safety and wellbeing are essential to learning and development.	Targets	<ul style="list-style-type: none"> <li>Student Attitude to School survey data to indicate student relationship variables (<i>Classroom Behaviour</i> to 3.5 and <i>Student Safety</i> 4.5) and Wellbeing (<i>Student Distress</i> 5.20 and <i>Student Morale</i> 5.0) to consistently trend up at each year level by 2019.</li> <li>School Staff Survey – school climate variables (e.g. trust in students &amp; parents).</li> <li>Parent Opinion Survey – parent input, student behaviour, student safety.</li> </ul>		
		12 month targets	<ul style="list-style-type: none"> <li>Improve student survey data in relation to <i>Classroom Behaviour</i> from 2.96 (2015) to 3.00 and <i>Student Safety</i> from 4.37 (2015) to 4.40 and Wellbeing data: <i>Student Distress</i> from 5.17 (2014) to 5.18 and <i>Student Morale</i> 4.80 (2015) 4.90.</li> </ul>		
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>Give students strategies that enable them to understand themselves, manage their emotions and accept responsibility for their behaviours.</b>	Establish a WOC team in the school to ensure students' needs are met.	<ul style="list-style-type: none"> <li>Review the structure of the Wellbeing Team for 2017 via SWOT Analysis</li> <li>Develop the protocols and procedures for referrals and development of the ILPs for PSD, Koorie, 'At Risk' and other (gifted and talented)</li> <li>ES staff working with identified students in classes</li> <li>Numeracy and Literacy support teachers in classes at Years 7 and 8,</li> </ul>	Principal Team Wellbeing Operations Committee (WOC) Wellbeing Co-ordinators (Junior & Senior)	Term 4 2016	<ul style="list-style-type: none"> <li>Activities embedded in school calendar</li> <li>Documentation outlining purpose, practices of WOC team</li> <li>Newsletter reports/articles on events/Council</li> </ul>
	Provide support in the classroom for students who have behavioral issues.	<ul style="list-style-type: none"> <li>Respect group coordinates targeted events: Harmony Day, Purple Day, Whole School Assembly that recognise &amp; celebrate diversity</li> <li>Develop an Respect Group Handbook for Respect Captain and team to use and implement</li> </ul>	Wellbeing Team Respect Captain Students	Term 4 2016	<ul style="list-style-type: none"> <li>Activities embedded in school calendar</li> <li>Documentation outlining purpose, practices of group</li> <li>Newsletter reports/articles on events/Council</li> </ul>
	Respect group operates in the school as a student voice program.	<ul style="list-style-type: none"> <li>A working party established to develop and document the practices and implementation of the mindfulness and meditation program</li> <li>Audit current practices and evaluate their suitability</li> <li>Liaise with the HG Activities Coordinator to develop Mindfulness Bites to be forwarded to all Homegroup teachers to use in their classrooms regularly.</li> </ul>	Wellbeing Team Mindfulness Co-ordinator (CHE)  HG Activities Coordinator (LAK)  Homegroup Teachers  BSC Staff	Term 4 2016	<ul style="list-style-type: none"> <li>Activities embedded in school calendar</li> <li>Documentation outlining purpose, practices of the program and how they relate to the Victorian Curriculum</li> <li>Regular Mindfulness Bites activities used in HG classes</li> </ul>
<b>Implement a consistent structure around mindfulness programs offered to students from Years 7-12.</b>	Implement a consistent structure around mindfulness programs offered to students from Years 7-12.	<ul style="list-style-type: none"> <li>A working party established to develop and document the practices and implementation of the mindfulness and meditation program</li> <li>Audit current practices and evaluate their suitability</li> <li>Liaise with the HG Activities Coordinator to develop Mindfulness Bites to be forwarded to all Homegroup teachers to use in their classrooms regularly.</li> </ul>	Wellbeing Team Mindfulness Co-ordinator (CHE)  HG Activities Coordinator (LAK)  Homegroup Teachers  BSC Staff	Term 4 2016	<ul style="list-style-type: none"> <li>Activities embedded in school calendar</li> <li>Documentation outlining purpose, practices of the program and how they relate to the Victorian Curriculum</li> <li>Regular Mindfulness Bites activities used in HG classes</li> </ul>
<b>Build capacity of students to reflect on their learning and they may not be there 'yet' but through perseverance and hard work they can overcome obstacles.</b>	A working party to develop a strategy for implementation of a growth mindset program	<ul style="list-style-type: none"> <li>Professional Learning for interested staff</li> <li>Implement a pilot program at Year 7.</li> <li>ES staff to produce Growth Mindset posters for classrooms</li> <li>Professional readings provided for staff through Staff Bulletins.</li> </ul>	Working Party  ES staff  Principal	Term 4 2016	<ul style="list-style-type: none"> <li>Regular reports at Professional Learning Meetings and/or at Learning Area Times on Growth Mindset program</li> <li>A strategy to develop a growth mindset program</li> <li>Language to support student learning being used in classrooms</li> <li>Pilot students identify where they have barriers to their learning and identify strategies to overcome these.</li> </ul>




# Annual Implementation Plan: for Improving Student Outcomes



PRODUCTIVITY					
Goals	Effective allocation of resources to support improved student learning, engagement and wellbeing.	Targets	<ul style="list-style-type: none"> <li>Improved Staff opinion of professional learning</li> <li>Improved Parent opinion of school improvement</li> <li>Improvement in Student achievement data linked to resourcing priorities</li> </ul>		
		12 month targets	<ul style="list-style-type: none"> <li>Development of a leadership model to build leadership capacity and achieve strategic plan goals</li> <li>Improvement in Staff opinion of parent and community involvement</li> </ul>		
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>Identify, appoint and develop appropriate leaders in the school.</b>	Consult with staff on appropriate leadership positions. Develop leadership profile that reflects the SSP Advertise and appoint positions of leadership. Provide PL opportunities for leaders.	<ul style="list-style-type: none"> <li>Consultation with staff, Consultative Committee and Regional personnel on leadership profile</li> <li>Undertake advertising and appointment process for leadership positions</li> <li>Leaders work with their teams on SSP goals</li> <li>Staff PDP + goal setting reflect teacher capacity to lead (incorporating POR)</li> <li>Coaching with Carolyn Woodhouse</li> </ul>	Staff Leadership Team Consultative committee Regional SEIL Coach	Term 4 2016	<ul style="list-style-type: none"> <li>Leadership Profile identified for 2017 and beyond</li> <li>PDP reflects staff strategies to develop their goals for school improvement</li> <li>Evidence of leaders conducting their staff mid and end cycle reviews</li> <li>Leaders confident in using initiative, solving issues, conducting difficult conversations with staff</li> <li>Leaders exhibiting leadership characteristics as well as management characteristics</li> </ul>
<b>Ensure financial resources including equity funding are targeted to support student learning.</b>	Implement a literacy and numeracy program at Year 7 to target students who are more than twelve months behind.	<ul style="list-style-type: none"> <li>PAT testing undertaken</li> <li>Students identified and teachers allocated in Year 7 English and Maths Classes to improve student outcomes</li> <li>Literacy and Numeracy Leaders meet with PSD/Wellbeing Team to identify other students 'at risk'</li> <li>Develop a program to improve students literacy and numeracy outcomes</li> </ul>	Principal Team Literacy Numeracy Wellbeing	Ongoing	<ul style="list-style-type: none"> <li>Improved PAT and other testing at the end of 2016</li> <li>Regular meetings of Literacy/Numeracy and WOC team</li> <li>Literacy and Numeracy Timetable published to all staff</li> <li>Improved literacy and numeracy outcomes</li> </ul>
	Explore the effective use of open learning spaces  Enable staff to observe and discuss how they can best support student learning  Provide professional learning opportunities to enable teachers to make the best use of new teaching spaces.	<ul style="list-style-type: none"> <li>Visit schools with these environments</li> <li>Identify leaders to model how to effectively use the spaces</li> <li>External PD – Steam UMNOS</li> <li>Explore timetable opportunities for team teaching</li> <li>Effectively use open learning rooms</li> </ul>	UMNOS Team	Term 1/2  Term 4 2016 (early commencement)	<ul style="list-style-type: none"> <li>Observation notes → feedback to school in PL &amp; T+L team</li> <li>Lesson sequence planned for team teaching</li> <li>Teachers' confidence in open learning spaces increased.</li> <li>Strategies for teaching documented.</li> </ul>
	Implement the 1:1 device program	<ul style="list-style-type: none"> <li>Embed use of One Note &amp; ICT in new curriculum documents for 7, 8, 10</li> <li>Mentor coach to work in classes to build teacher capacity in Year 7 and 10.</li> <li>Office 365 set up with students &amp; staff.</li> </ul>	ICT Coach One Note Leaders AP	T2 onwards	<ul style="list-style-type: none"> <li>Curriculum documents contain reference to specific ICT skills + programs</li> <li>Teachers &amp; students regularly use One Note workbooks for all 1:1 users.</li> <li>Student One Note / 1:1 Experts</li> </ul>
<b>Implement structures and programs that inform, invite participation and embrace feedback from the</b>	Provide resources to support the building of collaborative teams.	<ul style="list-style-type: none"> <li>2016 Meeting Schedule and organisation of LA time</li> <li>Leading Team input (PD)</li> <li>Collegiate teams established</li> </ul>	All staff teams T+L Leadership LA UMNOS etc.	T1 + through year	<ul style="list-style-type: none"> <li>College based protocols, with option for extra protocols as agreed by teams</li> <li>Teams set own behaviours &amp; hold each other to account</li> <li>Trust in colleagues &amp; collaboration improved</li> <li>Staff Survey Results improvement</li> <li>Curriculum documentation through year level teams</li> </ul>

<b>community to enable collaboration about student learning.</b>	Implement timetabling structures to allow student choice in electives and align grid lines in Senior School.	<ul style="list-style-type: none"> <li>• Explore how other schools retain numbers and variety of course options available</li> <li>• Options for students to opt into VET</li> <li>• Research VET Cluster</li> <li>• Review of accelerated / G&amp;T program</li> </ul>	Principal Team Leadership Team T & L Timetabling Committee	Starts in Term 1 Changes made by end T3	<ul style="list-style-type: none"> <li>• Extra VET subjects as options for student selection</li> <li>• Increased retention rates at Years 10,11,12.</li> <li>• Revised timetable</li> </ul>
	Implement process of accurate identification and recording of absences	<ul style="list-style-type: none"> <li>• Student Engagement Team refining process to record absences and writing policy for 2017.</li> <li>• Compass used to record absences</li> <li>• ES Support provided to make contact with parents re absences</li> <li>• Consistent code of reason for absence developed and used by all staff.</li> </ul>	APs HOYLS Sub School Leaders BSC Staff ES member	2016	<ul style="list-style-type: none"> <li>• Unexplained absences at a minimum</li> <li>• Consistent approach by all staff to coding of absence</li> <li>• All staff using Compass for absence</li> </ul>

# 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		