

Annual Implementation Plan: for Improving Student Outcomes

School name: St Albans Secondary College

Year: 2017

School number: 8330

Based on strategic plan: 2017 - 2020

Endorsement:

Principal Kerrie Dowsley 14 December 2016

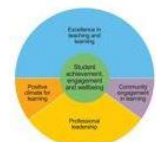
Senior Education Improvement Leader: Jason Smallwood 14 December 2016

School Council President: Tracy Nero 14 December 2016

Section 1: The school's Improvement Priorities and Initiatives

Report here the goals identified in the current School Strategic Plan and tick the Improvement Initiative/s that your school will address in this Annual Implementation Plan: for Improving Student Outcomes.

School Strategic Plan goals	Improvement Priorities	Improvement Initiatives	✓
<p>St Albans Secondary College is a 7-12 co-educational school located 18 km to the northwest of central Melbourne. The school is proud of its history as the original secondary school in the area, and of its continuing role as an educational focal point within the community of St Albans and surrounding suburbs.</p> <p>The student enrolment is currently 1,226 and is projected to increase over the period of the Strategic Plan. Consistently strong enrolment figures allow the school to maintain flexibility in both staffing and curriculum, and thus to effectively address the educational directions valued by the whole school community. However, the increasing demand for enrolment at our school will pose challenges for us over the next Strategic Plan period. The school has 123 equivalent full-time staff: 4 Principal class, 87 teachers, and 34 Education Support staff.</p> <p>The St Albans community has welcomed new arrivals to Australia since World War II, and this is reflected in the culturally and linguistically diverse backgrounds of our students, as well as in the multicultural vitality of our community. The vast majority of our students come from non-English speaking backgrounds, covering 57 different nationalities. The school has a Student Family Occupation (SFO) index of .7428.</p> <p>St Albans Secondary College's vision, values and guiding principles combine to create a safe, supportive and well-disciplined environment, where every student is guided and inspired to achieve to the best of their ability. Respect, integrity, leadership, and the pursuit of excellence are highly valued by our school community.</p> <p>We are proud of our achievements, and this is supported by successive School Performance summaries that show that our results in all areas are within, or higher than, the expected range for all schools. St Albans Secondary College has been recognised as a high performing school in studies undertaken by the Department of Education and the University of Melbourne. In 2014, the growth achieved by our students in literacy and numeracy, and the school's Victorian Certificate of Education (VCE), Victorian Certificate of Applied Learning (VCAL) and pathways outcomes continued to be at or above state benchmarks.</p> <p>Our commitment to foster the academic, social, and personal development of each student, to provide a high quality education, and to guarantee a broad range of programs to challenge and enrich all students, is a significant factor in these achievements. Our Attendance Policy of 90%, close monitoring of student absences, and effective communication with parents ensure that the importance of regular attendance for successful student learning is well embedded in the school culture. The vast majority of graduating Year 12 students transition to further education and training; mainly to university. These results are an endorsement of our strong focus on a Managed Individual Pathway for each student from Year 9 to Year 12, and on the induction and support programs we provide to assist students as they transition through the school.</p>	Excellence in teaching and learning	Building practice excellence	✓
	Curriculum planning and assessment	✓	
	Professional leadership	Building leadership teams	
	Positive climate for learning	Empowering students and building school pride	
		Setting expectations and promoting inclusion	
	Community engagement in learning	Building communities	



A focus on positive, respectful relationships as an essential part of a safe, enjoyable learning environment has also contributed to the school's excellent results, as has our strategy of enhancing student voice and leadership across the school, and providing a rich extracurricular program. Activities include a comprehensive instrumental music program, drama and music production, public speaking and debating, writers' workshops, a camps program, sports teams and carnivals, a House system, and a range of student clubs.

'Community' is an important part of the school's strength. We actively seek the contributions and participation of families, as well as business and university partners, to create the best possible surroundings for our students to learn and grow. Parent and student satisfaction with the school is at, or close to, the state average for both areas. Parent participation in the life of the school has increased significantly over the last four years, and elections have been required twice in the last three years for parent representatives on School Council. Our Council is dedicated to improving student learning, diligent in its governance responsibilities, and committed to providing quality government school education for the local community.

St Albans Secondary College is proud to be an accredited provider of education for international students. Our reputation for academic excellence has attracted consistently high numbers of students from overseas who complete their secondary education with us. This program enriches our school community and has led to the development of a strong, vibrant parent community in Vietnam, and locally.

The school has committed to a sustained program of facilities upgrading in order to improve the learning and work environment for students and staff. Over recent years the school has constructed a Learning Centre and, a 21st Century Science Centre, resurfaced ball courts and created a synthetic soccer pitch, commenced a program of extensive landscaping, renovated classrooms, senior science laboratories and the student toilets, completed a major upgrade to the staff work area and to the school's library. A \$1.7m Commonwealth funded Trade Training Centre will open to the first intake for VET Certificate III in Hospitality in 2016.

No less significant is the determined work that has been done to build a strong, positive school culture where learning, effort and achievement are valued and recognised. Visitors often comment on the friendly, supportive, caring atmosphere of our school. Students are able to articulate the high expectations that the staff and parents hold for them and they appreciate this. The introduction into the school calendar of rituals that promote a sense of welcome, belonging, and pride in achievements, and the valuing of student voice and leadership, have been important elements in developing this culture.

The Strategic Plan 2016 – 2019 will see the college focussing on:

- deepening instructional practice
- implementing challenging, guaranteed and viable curriculum and assessment
- developing in our students the capabilities for lifelong learning
- accelerating learning growth in all areas with a particular focus on literacy, numeracy and VCE & VCAL
- promoting positive transitions for our students, including into high quality post school pathways
- promoting positive relationships and enhancing student wellbeing
- strengthening our culture of student voice and leadership
- enhancing parent & community partnerships
- developing our staff, including their leadership capacity
- planning for enrolment growth.

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Framework for Improving Student Outcomes



Improvement Initiatives rationale:

Explain why the school, in consultation with the Senior Education Improvement Leader (SEIL), has selected the above Improvement Initiative/s as a focus for this year. Please make reference to the evaluation of school data, the progress against School Strategic Plan (SSP) goals and targets, and the diagnosis of issues requiring particular attention.

The work we are doing to guarantee precise, highly effective teaching practice in every classroom requires a sustained focus over the period of the Strategic Plan. Data collected from teachers, students & parents indicates significant improvement in relation to teaching practice. We need to build consistency; particularly as new staff join the school.

The work on assessment, to be undertaken with Michael Francis over the next 2 years, will centre on developmental rubrics as a way of promoting differentiation, rigour & reliability in assessment & curriculum planning.

Key improvement strategies (KIS)

List the Key improvement strategies that enable the implementation of each Improvement Initiative. This could include existing strategies already being implemented as well as new ones identified through analysis of data, evaluation of impact of prior efforts, measurement of progress against targets and the diagnosis of issues requiring particular attention. KIS may be specific to one outcome area or applicable across several areas.

Improvement initiative:	Key improvement strategies (KIS)
Building practice excellence	<ul style="list-style-type: none"> 1.1 Guarantee teachers consistently and effectively implement the non negotiable elements of whole-school Teaching & Learning Framework. 1.2 Strengthen the quality and incidence of feedback as part of the lesson so that: <ul style="list-style-type: none"> - teachers have a clear understanding of each student's progress and next steps in relation to the learning intention - each student receives feedback on their learning each lesson. 1.3 Systematically use feedback from students and colleagues to improve teaching practice. 1.4 Enhance the use of digital technologies to deepen and enrich learning. 1.5 Ensure that intellectually rigorous, standards based curriculum and assessments are fully developed, consistently implemented, and appropriately sequenced to VCE. 1.6 Enhance the quality and breadth of the SEAL program. 2.1 Strengthen staff skill level and consistency in the use of multiple data sources to inform teaching and learning. 2.2 Strengthen the whole school approach to the explicit teaching of reading and writing in all subject areas. 2.3 Implement a whole school approach to teaching academic vocabulary. 2.4 Implement a strategy to address areas for improvement in the teaching of Mathematics. 2.5 Develop the capacity of VCE staff to maximise the level of value adding in all VCE subjects. 3.1 Develop and implement a whole school approach to teaching students the capabilities for lifelong learning.
Curriculum planning and assessment	<ul style="list-style-type: none"> • Ensure that intellectually rigorous, standards based curriculum and assessments are fully developed, consistently implemented, and appropriately sequenced to VCE.



Framework for Improving Student Outcomes

Published: February 2016



Section 2: Achievement Improvement Initiatives

Each table below is designed to plan for and monitor each Improvement Initiative. Add or delete tables – one for each Improvement Initiative from Section 1 on the previous page. You can also add or delete rows so that there is alignment and line of sight between the key improvement strategies, actions, success criteria and monitoring. The goals come directly from your School Strategic Plan (SSP) – you will find it helpful to keep them in the same order. Please note that, in the progress status section, ● ● ● respectively indicate: ● not commenced or severely behind schedule, ● slightly behind schedule but remediation strategies are in place to get back on schedule and ● on schedule and/or completed.

STRATEGIC PLAN GOALS	<ul style="list-style-type: none"> ● To significantly improve student achievement in all areas of learning. ● To maximise learning growth in writing, reading, numeracy & VCE. ● To develop in our students the capabilities required for lifelong learning.
IMPROVEMENT INITIATIVE	<ul style="list-style-type: none"> ● Building practice excellence ● Curriculum planning and assessment
STRATEGIC PLAN TARGETS	<p>By 2019</p> <ul style="list-style-type: none"> ● Two year mean cohort growth in NAPLAN Numeracy at Year 9 to go from 59 points to at/above 65 points. ● Two year mean cohort growth in NAPLAN Reading at Year 9 to go from 46 points to at/above 65 points. ● Two year mean cohort growth in NAPLAN Writing at Year 9 to go from 39 points to at/above 65 points. ● % of students assessed at/above expected level in Year 9 English Semester 1 to be similar to % of students assessed at above expected level in NAPLAN Reading and Writing. ● Reduce the number of students with low growth to: Reading- from 26.5% to 10%; Writing- from 23.8% to 10%; Numeracy- from 14.0% to 5%. ● % ATAR Scores below 50 to go from 28% to at/below 20%. ● VCE All Study mean to go from 30.24 to at/above 32. ● % of 40 plus ATAR Scores to go from 6.3% to at/above 8%. ● VCE English mean to go from 30 to at/above 31. ● Learning Confidence in the Student Survey to go from 3.67 to at/above 4.40. ● Stimulating Learning in the Student Survey to go from 3.19 to at /above 4.40. ● Student Motivation in the Student Survey to go from 4.29 to at or above 4.90. ● Teacher Effectiveness in the Student Survey to go from 3.63 to at/above 4.70. ● Teacher Collaboration in the Staff Survey to go from 53.8 to at/above 65% endorsement.
12 MONTH TARGETS	<ul style="list-style-type: none"> ● Two year mean cohort growth in NAPLAN Numeracy at Year 9 to be at/above 60 points. ● Two year mean cohort growth in NAPLAN Reading at Year 9 to be at/above 55 points. ● Two year mean cohort growth in NAPLAN Writing to be at/above 50 points. ● % of students assessed at/above expected level in Year 9 English Semester 1 to be similar to % of students assessed at above expected level in NAPLAN Reading and Writing. ● Reduce the number of students with low growth to: Reading- 18%; Writing- 20%; Numeracy- 15%. ● % ATAR Scores below 50 to be at/below 17%. ● VCE All Study mean to be at/above 30. ● % of 40 plus ATAR Scores to be at/above 7%. ● VCE English mean to be at/above 29. ● Learning Confidence in the Student Survey to be at/above 4.10. ● Stimulating Learning in the Student Survey to be at /above 4.10 ● Student Motivation in the Student Survey to be at or above 4.60. ● Teacher Effectiveness in the Student Survey to be at/above 4.40. ● Teacher Collaboration in the Staff Survey to be at/above 56% endorsement.



KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
Goal 1: Teaching Practice								
1.1 Guarantee teachers consistently and effectively implement the non negotiable elements of whole-school Teaching & Learning Framework.	• Support consistent and effective implementation of the LATAR lesson structure.							
	- Make LATAR more visible in all classrooms with student designed posters. - Include "Learning Intention" stencils on classroom whiteboards.	• Teaching & Learning Coordinator	• Term 1	6 months: • An increase in staff confidence in their self-assessment of the non-negotiable elements of teaching practice. • The non-negotiable elements associated with high quality teaching practice are increasingly observable in all classrooms. • Identified elements of high quality teaching practice are evident in students' workbooks. • Learning intentions are visible and students interact with them each lesson.	● ● ●		5,000	
	- Further activate student voice to support improvement in teaching and learning (see 1.3 below).							
	- Provide professional learning for new teachers with Jane Pollock on the whole-school teaching model and LATAR.	• Teaching & Learning Coordinator	• 2016 Induction sessions. • Friday 24 February 2017	12 months: • An increase in staff confidence in their self-assessment of the non-negotiable elements of teaching practice. • The non-negotiable elements associated with high quality teaching practice are increasingly observable in all classrooms. • Identified elements of high quality teaching practice are evident in students' workbooks. • Learning intentions are visible and students interact with them each lesson.	● ● ●			
	- Provide professional learning for staff on end of lesson review.	• Teaching & Learning Coordinator	• Staff Meeting Time					
	• Make visible in student work the use of the high yield instructional strategies.							
	- Develop an agreed school & KLA approach to summarising and note making.	• Literacy Coordinator	• Staff Meeting 2, Term 1	6 months: • The use of high yield instructional strategies is evident in student engagement in their learning and in their workbooks. • Teachers explicitly teach and assess summarising and note making. • Students' workbooks show unit/topic summaries, and regular note making is evident as part of their work.	● ● ●			
	- Provide professional learning for staff on teaching & assessing summarising & note making.	• Literacy Coordinator	• PL Module, Term 1					
	- Develop a series of resources to be available on Compass to support the use of the high yield instructional strategies.	• Teaching & Learning Coordinator	• Term 1	12 months: • The use of high yield instructional strategies is evident in student engagement in their learning and in their workbooks. • Teachers explicitly teach and assess summarising and note making. • Students' workbooks show unit/topic summaries, and regular note making is evident as part of their work.	● ● ●			
	- Showcase examples of student workbooks which include use of high yield instructional strategies.	• Teaching & Learning Coordinator	• Staff Meeting • PL Module, Term 2					



KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING				
					Progress Status	Evidence of impact	Budget		
							Estimate	YTD	
	<ul style="list-style-type: none"> • Extend staff participation in open classrooms using the agreed protocols. 								
	<ul style="list-style-type: none"> - Develop & publish a yearly plan and appropriate resources to support open classrooms. - Develop ways to broker classroom observations to focus on staff need. - Trial various ways for teachers to plan ongoing classroom observations eg. blog, whiteboard. 	<ul style="list-style-type: none"> • Teaching and Learning Coordinator • Staff Development Coordinator 	<ul style="list-style-type: none"> • Term 1 • Ongoing from Term 1 • Ongoing from Term 1 	<p>6 months:</p> <ul style="list-style-type: none"> • Increased teacher participation in and learning from open classrooms. • Effective use of the agreed protocols for classroom observations. <p>12 months:</p> <ul style="list-style-type: none"> • Increased teacher participation in and learning from open classrooms. • Effective use of the agreed protocols for classroom observations. 	<p>● ● ●</p> <p>● ● ●</p>				
1.2 Strengthen the quality and incidence of feedback as part of the lesson so that:	<ul style="list-style-type: none"> • Consolidate the implementation of a range of selected strategies that enable teachers to gain and give feedback on student learning during the lesson. 								
<ul style="list-style-type: none"> - teachers have a clear understanding of each student's progress and next steps in relation to the learning intention - each student receives feedback on their learning each lesson. 	<ul style="list-style-type: none"> - Identify the most effective strategies. - Provide professional learning on specific strategies. 	<ul style="list-style-type: none"> • Teaching & Learning Coordinator • Staff Development Coordinator • Teaching & Learning Coordinator 	<ul style="list-style-type: none"> • Term 4 2016, Term 1 2017 • Staff Meeting time 	<p>6 months:</p> <ul style="list-style-type: none"> • Teachers gain feedback each lesson on students' progress against the learning intention and use this to inform their practice. • Students are increasingly able to articulate their progress against the Learning Intention each lesson. <p>12 months:</p> <ul style="list-style-type: none"> • Teachers gain feedback each lesson on students' progress against the learning intention and use this to inform their practice. • Students are increasingly able to articulate their progress against the Learning Intention each lesson. 	<p>● ● ●</p> <p>● ● ●</p>				
1.3 Systematically use feedback from students and colleagues to improve teaching practice.	<ul style="list-style-type: none"> • Support staff to systematically collect, analyse & respond to feedback from students on teaching practice. 								
	<ul style="list-style-type: none"> - Review with staff the options for collecting feedback from students on teaching practice. - Teachers conduct three student feedback surveys, and identify one other method of collecting feedback from students. - Provide professional learning on how to analyse and respond to the feedback. - Use Student survey feedback to inform 2017 PDP goals & strategies. 	<ul style="list-style-type: none"> • Staff Development Coordinator 	<ul style="list-style-type: none"> • Term 1 • Terms 1, 3, 4 • Staff Meeting 3, Term 1 • Ongoing 	<p>6 months:</p> <ul style="list-style-type: none"> • Each teacher collects 2 forms (survey and one other) of feedback directly from their students. • Feedback from students and colleagues informs reflection and goal setting about practice through PLT and PDP conversations. <p>12 months:</p> <ul style="list-style-type: none"> • Each teacher collects 2 forms (survey and one other) of feedback directly from their students. • Feedback from students and colleagues informs reflection and goal setting about practice through PLT and PDP conversations. 	<p>● ● ●</p> <p>● ● ●</p>				



KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
	<ul style="list-style-type: none"> Establish a sustained program of extra-curricular digital activities. 							
	<ul style="list-style-type: none"> Develop & publicise a program for the Makers Club with rotating supervision from Digital Learning Leader and Coaches. Develop & publicise a calendar of other opportunities for extra-curricular activities including 'the hour of code'. 	<ul style="list-style-type: none"> Digital learning Coordinator E-Learning coaches 	<ul style="list-style-type: none"> Term 1, then ongoing 	<p>6 months:</p> <ul style="list-style-type: none"> Students participate in a sustainable program of extra-curricular digital activities. <p>12 months:</p> <ul style="list-style-type: none"> Students participate in a sustainable program of extra-curricular digital activities. 	<p>● ● ●</p> <p>● ● ●</p>			

Curriculum & assessment

<p>1.5 Ensure that intellectually rigorous, standards based curriculum and assessments are fully developed, consistently implemented, and appropriately sequenced to VCE.</p>	<ul style="list-style-type: none"> Complete the development of the curriculum in line with the Victorian Curriculum and revised VCE study designs. 							
	<ul style="list-style-type: none"> Use of PLT time. 	<ul style="list-style-type: none"> Curriculum Coordinator LACs PLT leaders 	<ul style="list-style-type: none"> Ongoing from Term 1 	<p>6 months:</p> <ul style="list-style-type: none"> The curriculum content & structure reflects the Victorian Curriculum, & revised VCE study designs. Curriculum documentation meets the schools' requirements and is available to all staff on T Drive and Compass. 	<p>● ● ●</p>			
	<ul style="list-style-type: none"> Implement the recommendations developed by Victorian Curriculum working parties. (Digital Technologies, Capabilities). 							
	<ul style="list-style-type: none"> Transfer all curriculum files to Compass. 							
	<ul style="list-style-type: none"> Provide ES support to complete task. 	<ul style="list-style-type: none"> Curriculum Coordinator 	<ul style="list-style-type: none"> Week 5, Term 1 	<p>12 months:</p> <ul style="list-style-type: none"> The curriculum content & structure reflects the Victorian Curriculum, & revised VCE study designs. Curriculum documentation meets the schools' requirements and is available to all staff on T Drive and Compass. 	<p>● ● ●</p>			
	<ul style="list-style-type: none"> Develop assessments that are rigorous, reliable, differentiated and based on the standards. 							
<ul style="list-style-type: none"> Develop and implement the 'Assessment for Teaching' action plan. (Work with Michael Francis). 	<ul style="list-style-type: none"> PCO, Student Learning Curriculum Coordinator 	<ul style="list-style-type: none"> Ongoing from Term 1 (refer to the PL Plan) 	<p>6 months:</p> <ul style="list-style-type: none"> Assessment tasks are rigorous, reliable, differentiated and based on the standards. Teachers are increasingly able to assess against the standards. Teachers engage in regular and increasingly robust moderation within and across year levels in each subject area. <p>12 months:</p> <ul style="list-style-type: none"> Assessment tasks are rigorous, reliable, differentiated and based on the standards. Teachers are increasingly able to assess against the standards. Teachers engage in regular and increasingly robust moderation within and across year levels in each subject area. 	<p>● ● ●</p> <p>● ● ●</p>		14.000		



KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING				
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							Estimate	YTD	
	<ul style="list-style-type: none"> • Increase opportunities in Science for STEM pedagogy and thinking. <ul style="list-style-type: none"> - Design and implement a STEM based research project for Year 7-9 Science. - Use the partnerships with Melbourne University and RMIT to increase opportunities for students to engage in STEM related learning. 	<ul style="list-style-type: none"> • STEM catalysts • Science LAC 	<ul style="list-style-type: none"> • Ongoing from Term 1 	<ul style="list-style-type: none"> • 6 months: <ul style="list-style-type: none"> • Students in Year 7-10 Science have completed a STEM based project. • 12 months: <ul style="list-style-type: none"> • Students in Year 7-10 Science have completed a STEM based project. 	<ul style="list-style-type: none"> • ● ● ● • ● ● ● 				
	<ul style="list-style-type: none"> • Increase opportunities across faculties for STEM related learning. <ul style="list-style-type: none"> - Raise staff awareness of what STEM learning and pedagogy is. - Conduct an audit of current STEM practice across the school. - Map opportunities for further development of STEM related learning. 	<ul style="list-style-type: none"> • STEM catalysts 	<ul style="list-style-type: none"> • Term 1 	<ul style="list-style-type: none"> • 6 months: <ul style="list-style-type: none"> • Opportunities for increasing STEM related learning have been identified and an implementation plan developed. • 12 months: <ul style="list-style-type: none"> • Opportunities for increasing STEM related learning have been identified and an implementation plan developed. 	<ul style="list-style-type: none"> • ● ● ● • ● ● ● 				
	<ul style="list-style-type: none"> • Support the extension of STEM activities for students. <ul style="list-style-type: none"> - Work with the Digital Learning Leader to offer STEM focused activities. 	<ul style="list-style-type: none"> • STEM catalysts • Digital Learning leader 	<ul style="list-style-type: none"> • Ongoing from Term 1 	<ul style="list-style-type: none"> • 6 months: <ul style="list-style-type: none"> • Increased numbers of students participate in extracurricular STEM activities. • 12 months: <ul style="list-style-type: none"> • Increased numbers of students participate in extracurricular STEM activities. 	<ul style="list-style-type: none"> • ● ● ● • ● ● ● 				
1.6 Enhance the quality and breadth of the SEAL program.	<ul style="list-style-type: none"> • Implement a guaranteed and viable SEAL curriculum. • Continue to strengthen the knowledge and skills of staff in teaching high ability students. <ul style="list-style-type: none"> - Provide quality professional learning and planning time by raising staff awareness of internal resources and external PD. 	<ul style="list-style-type: none"> • SEAL Program Coordinator 	<ul style="list-style-type: none"> • SEAL Teacher meetings • Planning time • Ongoing 	<ul style="list-style-type: none"> • 6 months: <ul style="list-style-type: none"> • SEAL curriculum is documented and implemented in all SEAL classrooms. • Staff skills in teaching high ability students are increasingly evident in practice. • 12 months: <ul style="list-style-type: none"> • SEAL curriculum is documented and implemented in all SEAL classrooms. • Staff skills in teaching high ability students are increasingly evident in practice. 	<ul style="list-style-type: none"> • ● ● ● • ● ● ● 				



KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
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							Estimate	YTD
	<ul style="list-style-type: none"> Continue to implement extracurricular activities and opportunities to enrich the SEAL Program and develop students in a holistic manner. 							
	<ul style="list-style-type: none"> Develop & publicise an activities calendar for each year level across the year. 	<ul style="list-style-type: none"> SEAL Program Coordinator 	<ul style="list-style-type: none"> Term 1 	<p>6 months:</p> <ul style="list-style-type: none"> Implementation of extracurricular activities such as participation in internal and external competitions, enrichment excursions, lunchtime activities for stress management, and mentoring program. Feedback from students in the SEAL program is positive. <p>12 months:</p> <ul style="list-style-type: none"> Implementation of extracurricular activities such as participation in internal and external competitions, enrichment excursions, lunchtime activities for stress management, and mentoring program. Feedback from students in the SEAL program is positive. 	<p>● ● ●</p>			
				<p>12 months:</p> <ul style="list-style-type: none"> Implementation of extracurricular activities such as participation in internal and external competitions, enrichment excursions, lunchtime activities for stress management, and mentoring program. Feedback from students in the SEAL program is positive. 	<p>● ● ●</p>			

Goal 2: Learning growth

2.1 Strengthen staff skill level and consistency in the use of multiple data sources to inform teaching and learning.	<ul style="list-style-type: none"> Monitor and strengthen the concept and process of 'targeted teaching' (Peter Goss) in the work of the Year 7 to 9 Literacy & Numeracy teams. 							
	<ul style="list-style-type: none"> Focus Literacy and Numeracy team meetings on moderation of student work and learning growth. Teams report back to KLA meetings. 	<ul style="list-style-type: none"> English, EAL and Maths LACs Team leaders 	<ul style="list-style-type: none"> Ongoing from Term 1 	<p>6 months:</p> <ul style="list-style-type: none"> Relevant data sets are identified and used to monitor and analyse student growth. Teachers are increasingly skilled in tracking student progress against the standards, and in knowing when & how to adjust their teaching to improve each student's learning. Students are more aware of and better able to articulate their own progress. 	<p>● ● ●</p>		120,000	
	<ul style="list-style-type: none"> A support team is developed in English, EAL and Maths to work with and support the Literacy and Numeracy teams. 	<ul style="list-style-type: none"> PCO, Student Learning 	<ul style="list-style-type: none"> Ongoing from Term 1 	<p>12 months:</p> <ul style="list-style-type: none"> Relevant data sets are identified and used to monitor and analyse student growth. Teachers are increasingly skilled in tracking student progress against the standards, and in knowing when & how to adjust their teaching to improve each student's learning. Students are more aware of and better able to articulate their own progress. 	<p>● ● ●</p>			



KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING				
					Progress Status	Evidence of impact	Budget		
							Estimate	YTD	
2.2 Strengthen the whole school approach to the explicit teaching of reading and writing in all subject areas.	<ul style="list-style-type: none"> Develop and implement a targeted approach to improving the teaching of writing & reading in English. 								
	<ul style="list-style-type: none"> Develop a sequence of writing and reading skills from Year 7-10. Provide professional learning for staff with James Pinnuck on writing. Implement the use of writers' notebooks (7-9). 	<ul style="list-style-type: none"> PCO, Student Learning English & EAL LAC's 	<ul style="list-style-type: none"> Ongoing from Term 1 	<p>6 months:</p> <ul style="list-style-type: none"> A sequenced and scaffolded approach to teaching reading and writing is documented and implemented in all English/EAL classes. Students' notebooks show evidence of frequent, sustained & increasingly sophisticated writing. Improved growth in reading and writing Years 7 to 9. <p>12 months:</p> <ul style="list-style-type: none"> A sequenced and scaffolded approach to teaching reading and writing is documented and implemented in all English/EAL classes. Students' notebooks show evidence of frequent, sustained & increasingly sophisticated writing. Improved growth in reading and writing Years 7 to 9. 	● ● ●		5,500		
	<ul style="list-style-type: none"> Provide professional learning for staff with Diane Snowball to: <ul style="list-style-type: none"> implement a revised approach to independent reading strengthen the delivery and resources of Literate Practices and LSP. 	<ul style="list-style-type: none"> Literacy Coordinator PCO, Student Learning 	<ul style="list-style-type: none"> Ongoing from Term 4, 2016 	<p>6 months:</p> <ul style="list-style-type: none"> There is evidence of a more structured, targeted approach to teaching reading in Literate Practices, LSP and English. <p>12 months:</p> <ul style="list-style-type: none"> There is evidence of a more structured, targeted approach to teaching reading in Literate Practices, LSP and English. 	● ● ●		16,000		
	<ul style="list-style-type: none"> Develop and implement a targeted approach to improve the capacity of all staff to teach writing and reading of non-fiction texts. 								
	<ul style="list-style-type: none"> Provide professional learning for all staff on teaching writing and reading of subject texts. 	<ul style="list-style-type: none"> Literacy Coordinator 	<ul style="list-style-type: none"> PL Module Term 1 	<p>6 months:</p> <ul style="list-style-type: none"> Teachers explicitly teach the writing genres identified within each KLA. Students' work shows increasing evidence of regular writing practice. Students are more able to explicitly and independently use a range of comprehension strategies to read non-fiction texts. 	● ● ●				
	<ul style="list-style-type: none"> Each KLA implements a consistent approach to the structure and teaching of text types. Each KLA implements a consistent approach to summarising and note making. (refer to 1.1 above). 	<ul style="list-style-type: none"> Literacy Coordinator LAC's 	<ul style="list-style-type: none"> Ongoing from Term 1 	<p>12 months:</p> <ul style="list-style-type: none"> Teachers explicitly teach the writing genres identified within each KLA. Students' work shows increasing evidence of regular writing practice. Students are more able to explicitly and independently use a range of comprehension strategies to read non-fiction texts. 	● ● ●				
	<ul style="list-style-type: none"> Each teacher has a literacy goal in their PDP. 	<ul style="list-style-type: none"> Staff Development Coordinator 	<ul style="list-style-type: none"> Term 1 						



KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
2.3 Implement a whole school approach to teaching academic vocabulary.	<ul style="list-style-type: none"> • Extend the whole school focus on teaching academic vocabulary. 							
	<ul style="list-style-type: none"> - Provide professional learning for staff. - Formal assessments are designed to recognise knowledge and use of academic vocabulary. 	<ul style="list-style-type: none"> • Literacy Coordinator • LACs 	<ul style="list-style-type: none"> • PL Module Term 1 • KLA sessions 	<p>6 months:</p> <ul style="list-style-type: none"> • Explicit teaching of academic vocabulary is increasingly evident in all classrooms and curriculum documents. • Students are more able to understand and use academic vocabulary appropriately. <p>12 months:</p> <ul style="list-style-type: none"> • Explicit teaching of academic vocabulary is increasingly evident in all classrooms and curriculum documents. • Students are more able to understand and use academic vocabulary appropriately. 	<p>● ● ●</p> <p>● ● ●</p>			
2.4 Implement a strategy to address areas for improvement in the teaching of Mathematics.	<ul style="list-style-type: none"> • Continue to strengthen the explicit teaching and regular practice of worded style questions in Maths. 							
	<ul style="list-style-type: none"> - Sharing of good practice on the explicit teaching of worded style questions in Maths is regularly agendaed at KLA meetings. - Teachers provide regular practice of worded style questions in Maths. - Review SWPs to ensure this practice is prioritised. 	<ul style="list-style-type: none"> • Maths LAC 	<ul style="list-style-type: none"> • Ongoing from Term 1 	<p>6 months:</p> <ul style="list-style-type: none"> • Teachers explicitly teach the skills required to interpret worded questions. • High quality worded questions are included in all assessments for all students. <p>12 months:</p> <ul style="list-style-type: none"> • Teachers explicitly teach the skills required to interpret worded questions. • High quality worded questions are included in all assessments for all students. 	<p>● ● ●</p> <p>● ● ●</p>	4,000		
	<ul style="list-style-type: none"> • Ensure consistent implementation of the faculty approach to the explicit teaching and effective use of calculators. 							
	<ul style="list-style-type: none"> - Ensure that all Maths staff have TI-Nspire CAS teacher software installed on their notebook computers. - Provide Professional learning for Maths staff to develop skills in using this software and the scientific calculator with their classes. 	<ul style="list-style-type: none"> • Maths LAC 	<ul style="list-style-type: none"> • Ongoing from Term 1, Maths meetings • KLA 	<p>6 months:</p> <ul style="list-style-type: none"> • Teachers explicitly teach students to effectively use CAS & scientific calculators. • Students routinely bring calculators to class & know how to use them. <p>12 months:</p> <ul style="list-style-type: none"> • Teachers explicitly teach students to effectively use CAS & scientific calculators. • Students routinely bring calculators to class & know how to use them. 	<p>● ● ●</p> <p>● ● ●</p>			
	<ul style="list-style-type: none"> • Ensure consistent implementation of the faculty approach to explicit teaching of correct Mathematical processes. 							
	<ul style="list-style-type: none"> - Maths PLTs and Numeracy teams regularly share best practice in teaching correct Mathematical processes. - Moderation of student work occurs in PLTs and Numeracy teams with a focus on correct working out. 	<ul style="list-style-type: none"> • Maths LAC • PLT Leaders 	<ul style="list-style-type: none"> • Ongoing from Term 1 	<p>6 months:</p> <ul style="list-style-type: none"> • Assessment scales recognise correctly worked solutions. • Students' workbooks reflect a consistent approach to working through solutions. <p>12 months:</p> <ul style="list-style-type: none"> • Assessment scales recognise correctly worked solutions. • Students' workbooks reflect a consistent approach to working through solutions. 	<p>● ● ●</p> <p>● ● ●</p>			



KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
2.5 Develop the capacity of VCE staff to maximise the level of value adding in all VCE subjects.	• Strengthen the skills of VCE staff and LACs to refine and enhance teaching practice.							
	- Provide professional learning at an individual and whole group level.	• VCE Learning Coordinator	• Ongoing from Term 1	6 months: • Increasing positive feedback from students on their learning experiences, as evidenced by a statistically significant improvement in the Stimulating learning and Teacher variables in the Student Attitudes to School survey. • An improving value add in all VCE subjects.	● ● ●			
	- Continue to support VCE staff and LACs to reflect and act on VCE data.	• PCO, Student Learning	• VCE teacher meetings, • Individual teacher meetings					
	- Provide mentoring for all staff new to VCE.	• VCE Learning	• Term 1	12 months: • Increasing positive feedback from students on their learning experiences, as evidenced by a statistically significant improvement in the Stimulating learning and Teacher variables in the Student Attitudes to School survey. • An improving value add in all VCE subjects.	● ● ●			
	- Extend participation in the VCE network.	• PCO, Student Learning	• Ongoing					
	- Support staff to register as VCE assessors.	• VCE Learning Coordinator	• Ongoing					
	- Create and extend opportunities for VCE staff to share and model a variety of effective teaching and learning strategies.	• VCE Learning Coordinator	• VCE teacher meetings • Classroom observations					
• Support and extend student learning in VCE.								
- Develop and implement a sustainable, targeted plan for extra VCE classes and programs.	• VCE Learning Coordinator	• Ongoing from Term 1	6 months: • Well sequenced, well attended support and enrichment programs that target the learning needs of all students are implemented.	● ● ●			6,000	
			12 months: • Well sequenced, well attended support and enrichment programs that target the learning needs of all students are implemented.	● ● ●				

Goal 3: Assessment capable learners

3.1 Develop and implement a whole school approach to teaching students the capabilities for lifelong learning.	• Develop an agreed set of capabilities to be explicitly taught and assessed across the curriculum.							
	- Use the NPDL 6C's and the ACARA capabilities as models.	• Curriculum Coordinator	• By end of Term 2, for trialling in Semester 2	6 months: • There is evidence of agreed capabilities in curriculum documentation. • A curriculum plan that includes the teaching & assessment of the capabilities has been developed and trialled.	● ● ●			
	- KLA's audit existing curriculum and teaching practices against the agreed model.	• Teaching and Learning Coordinator						
- Develop an implementation plan for 2017 and beyond for teaching and assessing the capabilities.			12 months: • There is evidence of agreed capabilities in curriculum documentation. • A curriculum plan that includes the teaching & assessment of the capabilities has been developed and trialled.	● ● ●				



Section 3: Engagement Improvement Initiatives

STRATEGIC PLAN GOALS	<ul style="list-style-type: none"> To ensure all students are supported in their transitions into, within and beyond the college, and into appropriate high quality post school pathways.
IMPROVEMENT INITIATIVE	<ul style="list-style-type: none"> Setting expectations and promoting inclusion Building communities
STRATEGIC PLAN TARGETS	<p>By 2019</p> <ul style="list-style-type: none"> Average number of days absent to go from 13.51 to be at/below 10. Transitions variable in Parent Survey to go from 51st percentile to be between 75th and 90th percentile as measured against other secondary schools. % of students in education/training after Year 12 to go from 90% to be at/above 93%.
12 MONTH TARGETS	<ul style="list-style-type: none"> Average number of days absent to be at/below 10.5. Transitions variable in Parent Survey to be above the 80th percentile as measured against other secondary schools. % of students in education/training after Year 12 to be at/above 89%.

KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD

Goal 1: Pathways & transitions

1.1 Enhance pathways opportunities for students within and beyond the school, including by leveraging business and community partnerships.	<ul style="list-style-type: none"> Refine pathways planning for PSD and academically at risk students, especially beyond Year 10, and implement changes as needed. 								
	<ul style="list-style-type: none"> Processes in place to support an individual pathways plan for each PSD student, beginning with a Term 1 case management meeting. 	<ul style="list-style-type: none"> PCO, Engagement IN Coordinator Middle Sub School Leader 	<ul style="list-style-type: none"> Term 1 to 4 	6 months: <ul style="list-style-type: none"> Identified Year 10 students on PSD program successfully transition to an agreed, quality pathway either within or outside the school. 	<ul style="list-style-type: none"> ● ● ● 				
	<ul style="list-style-type: none"> PSG's for each student as needed to ensure the correct pathway. 			12 months: <ul style="list-style-type: none"> Identified Year 10 students on PSD program successfully transition to an agreed, quality pathway either within or outside the school.. 	<ul style="list-style-type: none"> ● ● ● 				
	<ul style="list-style-type: none"> VCAL team to monitor the progress of students at Foundation level, and adjust program as needed. 	<ul style="list-style-type: none"> VCAL Coordinator 	<ul style="list-style-type: none"> Ongoing 	6 months: <ul style="list-style-type: none"> Identified Year 11 VCAL students have successfully completed VCAL Foundation level. 	<ul style="list-style-type: none"> ● ● ● 				
				12 months: <ul style="list-style-type: none"> Identified Year 11 VCAL students have successfully completed VCAL Foundation level. 	<ul style="list-style-type: none"> ● ● ● 				
	<ul style="list-style-type: none"> Investigate the need for assistive technologies for individual students, and purchase software as needed. 	<ul style="list-style-type: none"> IN Coordinator 	<ul style="list-style-type: none"> Term 1 	6 months: <ul style="list-style-type: none"> Assistive technologies used to support identified PSD students. 	<ul style="list-style-type: none"> ● ● ● 				
				12 months: <ul style="list-style-type: none"> Assistive technologies used to support identified PSD students. 	<ul style="list-style-type: none"> ● ● ● 				



KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING				
					Progress Status	Evidence of impact	Budget		
							Estimate	YTD	
	<ul style="list-style-type: none"> Identify groups of students at risk and implement programs designed to support their wellbeing and engagement. 								
	<ul style="list-style-type: none"> Middle and Senior sub school teams to identify any groups of students at risk, and implement suitable programs. 	<ul style="list-style-type: none"> Middle and Senior Sub School Leaders 	<ul style="list-style-type: none"> Term 1 	6 months: <ul style="list-style-type: none"> Identified groups of students at risk have participated in appropriate support programs and have improved outcomes including reduced suspensions and behaviour issues. 12 months: <ul style="list-style-type: none"> Identified groups of students at risk have participated in appropriate support programs and have improved outcomes including reduced suspensions and behaviour issues. 	<ul style="list-style-type: none"> ● ● ● ● ● ● 				
	<ul style="list-style-type: none"> Increase the number of regular attendees at the Business and Community Partnerships Committee meetings. 								
	<ul style="list-style-type: none"> Send out an email invitation/call previous members to re-engage them in the program. 	<ul style="list-style-type: none"> Beacon Coordinator 	<ul style="list-style-type: none"> Term 1 	6 months: <ul style="list-style-type: none"> The number of regular attendees at the Business and Community Partnership meetings has increased, leading to higher quality programs and events to support students' pathway choices. 12 months: <ul style="list-style-type: none"> The number of regular attendees at the Business and Community Partnership meetings has increased, leading to higher quality programs and events to support students' pathway choices. 	<ul style="list-style-type: none"> ● ● ● ● ● ● 				
	<ul style="list-style-type: none"> Promote the Business & Community Partnerships meetings at the Beacon Breakfast, and have an 'expression of interest' form for guests. 	<ul style="list-style-type: none"> Beacon Coordinator 	<ul style="list-style-type: none"> May 						
	<ul style="list-style-type: none"> Invite all speed careering guests from previous years to become involved in the meetings. 	<ul style="list-style-type: none"> Beacon Coordinator 	<ul style="list-style-type: none"> Term 1 						
	<ul style="list-style-type: none"> Visit local businesses to promote and invite them to become involved. 	<ul style="list-style-type: none"> Beacon Coordinator Beacon Coordinator with Beacon Ambassadors 	<ul style="list-style-type: none"> Term 1 						
	<ul style="list-style-type: none"> Create a brochure to distribute to prospective members (outlining Beacon events and Business & Community Partnerships committee). 	<ul style="list-style-type: none"> Beacon Coordinator 	<ul style="list-style-type: none"> Term 1 						
	<ul style="list-style-type: none"> Further develop existing partnerships with Chase and Sunshine Hospital as part of the VCAL program. 								
	<ul style="list-style-type: none"> Regular meetings with key contact person, PCO and VCAL Coordinator. 	<ul style="list-style-type: none"> VCAL Coordinator PCO, Engagement 	<ul style="list-style-type: none"> One meeting per term with each partner 	6 months: <ul style="list-style-type: none"> Higher quality projects implemented in the Chase and Sunshine Hospital partnership programs. 12 months: <ul style="list-style-type: none"> Higher quality projects implemented in the Chase and Sunshine Hospital partnership programs. 	<ul style="list-style-type: none"> ● ● ● ● ● ● 				



KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING					
					Progress Status	Evidence of impact	Budget			
							Estimate	YTD		
1.3 Enhance student transitions into and through the school.	<ul style="list-style-type: none"> • Ensure all students new to the College participate in an induction program, with a particular emphasis on MIPS referrals for students enrolling after year 9. 									
	<ul style="list-style-type: none"> - Communicate with each sub school leader in Term 1 to ensure Induction Program is implemented. 	<ul style="list-style-type: none"> • PCO, Engagement • Sub School Leaders 	<ul style="list-style-type: none"> • Ongoing 	6 months: <ul style="list-style-type: none"> • All students new to the College participate in a quality Induction program and are positive about their induction and transition. 	● ● ●					
	<ul style="list-style-type: none"> - Develop a list of students new to the College who need MIPS referrals. 				12 months: <ul style="list-style-type: none"> • All students new to the College participate in a quality Induction program and are positive about their induction and transition. 	● ● ●				
	<ul style="list-style-type: none"> • Implement a more effective hand over processes between sub schools. 									
	<ul style="list-style-type: none"> - Sub school leaders develop an improve handover process based on the evaluation of 2016 Handover. 	<ul style="list-style-type: none"> • Sub School Leaders 	<ul style="list-style-type: none"> • Term 1 	6 months: <ul style="list-style-type: none"> • Learning, engagement and wellbeing needs of students are well known to the new sub school teams. 	● ● ●					
					12 months: <ul style="list-style-type: none"> • Learning, engagement and wellbeing needs of students are well known to the new sub school teams. 	● ● ●				
	<ul style="list-style-type: none"> • Evaluate the 'Step Up' program in terms of improved transitions between Junior and Middle sub schools. 									
	<ul style="list-style-type: none"> - Survey of Year 8 9 and 10 students early in Term 1 and improvements suggested. 	<ul style="list-style-type: none"> • PCO, Engagement 	<ul style="list-style-type: none"> • Term 1 	6 months: <ul style="list-style-type: none"> • Students participate in an improved Step Up program. 	● ● ●					
	<ul style="list-style-type: none"> - Survey of KLAs in Term 1 and improvements suggested. 				<ul style="list-style-type: none"> • Term 4 	12 months: <ul style="list-style-type: none"> • Students participate in an improved Step Up program. 	● ● ●			
	<ul style="list-style-type: none"> - Improved Step Up program developed and implemented. 									
	<ul style="list-style-type: none"> • Implement a modified transition program taking into account evaluations and feedback from students. 									
	<ul style="list-style-type: none"> - Continue to review transition program in consultation with primary school transition coordinators and through student forums with further changes implemented. 	<ul style="list-style-type: none"> • Transition Coordinator/s • PCO, Transition 	<ul style="list-style-type: none"> • By end of Term 2 	6 months: <ul style="list-style-type: none"> • An improved transition program is implemented and evaluated. • Positive feedback in student forums. • A statistically significant improvement in the transition variable of the Parent Opinion Survey. 	● ● ●					
	<ul style="list-style-type: none"> - Review administration and leadership roles and responsibilities (accountability) within the program. 		<ul style="list-style-type: none"> • Term 1 		12 months: <ul style="list-style-type: none"> • An improved transition program is implemented and evaluated. • Positive feedback in student forums. • A statistically significant improvement in the transition variable of the Parent Opinion Survey. 					
	<ul style="list-style-type: none"> - Review purpose, structure and content of the parent information evening, welcome evening and accreditation day to improve parent transition to the school community. 		<ul style="list-style-type: none"> • Term 4 			● ● ●				
<ul style="list-style-type: none"> - Review revised Year 7 Induction program through meeting with Learning Managers and student leaders. Make further changes as needed. 	<ul style="list-style-type: none"> • By end of Term 2 									



KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING				
					Progress Status	Evidence of impact	Budget		
							Estimate	YTD	
1.4 Further improve the quality and challenge of the VCAL/VET program.	• Develop supports to improve retention of students in Certificate III Hospitality from Year 11 into Year 12.								
	- Meet with the class prior to Course Counselling to discuss pathways and options in relation to VET Hospitality.	• Careers/MIPs Coordinator	• Term 3	6 months: • Enough students select Certificate III Hospitality to run a Year 12 class in 2018.	● ● ●				
				12 months: • Enough students select Certificate III Hospitality to run a Year 12 class in 2018.	● ● ●				
	• Investigate the implementation of selected internal VET programs for VCAL students eg VET Music.								
	- Discuss options once subject selections are made.	• Careers/MIPs Coordinator	• Term 3	6 months: • VET Music to run as part of the cluster in 2018 if appropriate.	● ● ●				
				12 months: • VET Music to run as part of the cluster in 2018 if appropriate.	● ● ●				
	• Improve the selection process for students to undertake a school based new apprenticeship. (SBNA)								
	- Monitor progress of students involved in the program.	• Careers/MIPs Coordinator	• Ongoing	6 months: • Students successfully complete SBNA. • Suitable students are selected for SBNA for 2018.	● ● ●				
	- Clearly outline entry requirements to ensure suitable students are selected for 2018.		• Term 2						12 months: • Students successfully complete SBNA. • Suitable students are selected for SBNA for 2018.
	• Ensure all staff new to teaching VCAL are fully supported.								
	- Ensure all new staff are teamed with a mentor.	• VCAL Coordinator	• Ongoing	6 months: • All staff new to teaching VCAL have been supported in their first year of teaching the program.	● ● ●				
	- Ensure curriculum documentation is available on T Drive.								12 months: • All staff new to teaching VCAL have been supported in their first year of teaching the program.
- Provide professional learning as required.									



KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
1.5 Strengthen the Managed Individual Pathways program.	<ul style="list-style-type: none"> Continue to refine and improve the processes for documenting at risk factors identified through the Course Counselling process. 							
	<ul style="list-style-type: none"> Ensure that student at risk information collected through the course counselling process is identified, documented and available to Sub Schools to support students. 	<ul style="list-style-type: none"> Careers/MIPs Coordinator 	<ul style="list-style-type: none"> Term 3 	6 months: <ul style="list-style-type: none"> Students identified as at risk through the course counselling process have had appropriate support and follow up to ensure they have the correct pathway. 	● ● ●			
				12 months: <ul style="list-style-type: none"> Students identified as at risk through the course counselling process have had appropriate support and follow up to ensure they have the correct pathway. 	● ● ●			
	<ul style="list-style-type: none"> Investigate and implement electronic MIPs plans to improve access for both students and parents. 							
	<ul style="list-style-type: none"> Research possible options for providing electronic MIPs plans. Select appropriate system. 	<ul style="list-style-type: none"> Careers/MIPs Coordinator 	<ul style="list-style-type: none"> By end of Term 3 	6 months: <ul style="list-style-type: none"> Year 9 students have an electronic MIPs plan available for them and their parents to access to improve the quality of discussions about pathways. 	● ● ●			
	<ul style="list-style-type: none"> Implement an electronic MIPs plan for all Year 9 students. 			12 months: <ul style="list-style-type: none"> Year 9 students have an electronic MIPs plan available for them and their parents to access to improve the quality of discussions about pathways. 	● ● ●			
	<ul style="list-style-type: none"> Implement and evaluate guidelines developed for VCE students about desirable subject combinations. 							
	<ul style="list-style-type: none"> Desirable subject selection document ratified by Curriculum Committee. 	<ul style="list-style-type: none"> Careers/MIPs Coordinator Senior Sub School 	<ul style="list-style-type: none"> Term 3 	6 months: <ul style="list-style-type: none"> Students use the desirable subject combination document from Course Selection Handbook to improve VCE outcomes and post school pathways. 	● ● ●			
	<ul style="list-style-type: none"> Document is published in the appropriate course selection handbook. 			12 months: <ul style="list-style-type: none"> Students use the desirable subject combination document from Course Selection Handbook to improve VCE outcomes and post school pathways. 	● ● ●			



Section 4: Wellbeing Improvement Initiatives

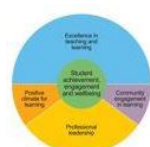
STRATEGIC PLAN GOALS		● To significantly improve student relationships & wellbeing.						
IMPROVEMENT INITIATIVE		<ul style="list-style-type: none"> ● Setting expectations and promoting inclusion ● Empowering students and building school pride 						
STRATEGIC PLAN TARGETS		<p>By 2019</p> <ul style="list-style-type: none"> ● Connectedness to Peers in the Student Survey to go from 3.98 to be at/above 4.2. ● Connectedness to School in the Student Survey to go from 3.57 to be at/above 3.9. ● Student Safety in the Student Survey to go from 4.33 to be at/above 4.6. ● Teacher Empathy in the Student Survey to go from 3.66 to be at/above 3.9. ● Classroom Behaviour in the Student Survey to go from 3.22 to be at/above 3.5. ● Student Morale in the Student Survey to go from 4.71 to be at/above 4.9. ● Parent Input in the Parent Survey to go from 63.1% to be at/above 66%. ● Social Skills in the Parent Survey to go from 25.0% to be at/above 45%. 						
12 MONTH TARGETS		<ul style="list-style-type: none"> ● Connectedness to Peers in the Student Survey to be at/above 4.0 ● Connectedness to School in the Student Survey to be at/above 3.7. ● Student Safety in the Student Survey to be at/above 4.4. ● Teacher Empathy in the Student Survey to be at/above 3.8. ● Classroom Behaviour in the Student Survey to be at/above 3.3. ● Student Morale in the Student Survey to be at/above 4.8. ● Parent and Community Involvement in the Parent Survey to be at/above 79% endorsement. 						
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
Goal 1: Positive relationships & wellbeing								
1.1 Strengthen the provision of a safe, orderly and supportive environment that is proactive in responding to student learning and wellbeing needs.	<ul style="list-style-type: none"> ● Implement revised elements of the Proactive Programs suite to reflect areas of need identified by 2016 data analysis. 							
	<ul style="list-style-type: none"> - Monitor impact of the programs on Student Wellbeing. 	<ul style="list-style-type: none"> ● PCO, Student Engagement & Wellbeing ● Sub School Leaders ● Wellbeing Team 	<ul style="list-style-type: none"> ● Student Engagement & Wellbeing agenda, once per term 	<p>6 months:</p> <ul style="list-style-type: none"> ● Student Attitudes to School Survey shows a statistically significant improvement in the variables of Safety, School Connectedness and Peer Connectedness. <p>12 months:</p> <ul style="list-style-type: none"> ● Student Attitudes to School Survey shows a statistically significant improvement in the variables of Safety, School Connectedness and Peer Connectedness. 	<p>● ● ●</p> <p>● ● ●</p>			
	<ul style="list-style-type: none"> ● Implement the Child Safety measures as detailed in the Child Safety Action Plan. 							
	<ul style="list-style-type: none"> - Develop an implementation timeline for the action plan. 	<ul style="list-style-type: none"> ● Working Party ● PCO, Student Engagement & Wellbeing 	<ul style="list-style-type: none"> ● Term 1 Week 4 	<p>6 months:</p> <ul style="list-style-type: none"> ● The school is fully compliant with the Child Safety policy. 	<p>● ● ●</p>			
	<ul style="list-style-type: none"> - Oversee the implementation of the action plan. 	<ul style="list-style-type: none"> ● PCO, Student Engagement & Wellbeing 	<ul style="list-style-type: none"> ● Terms 1- 4 	<p>12 months:</p> <ul style="list-style-type: none"> ● The school is fully compliant with the Child Safety policy. 	<p>● ● ●</p>			
	<ul style="list-style-type: none"> - Review the risk management register and appropriate strategies annually. 	<ul style="list-style-type: none"> ● PCO, Student Engagement & Wellbeing 	<ul style="list-style-type: none"> ● Student Engagement & Wellbeing, Committee, Meeting 1, Term 4 	<p>● ● ●</p>				



KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
	<ul style="list-style-type: none"> • Strengthen the whole school approach to recognising positive student behaviours and contributions to the school and community. 							
	<ul style="list-style-type: none"> - Acknowledge positive student behaviours at every year level assembly. - Increase public recognition of students through photos on noticeboards of: <ul style="list-style-type: none"> o Student of the Month o Citizenship & Leadership Scholarship recipients o INTERACT Club members. 	<ul style="list-style-type: none"> • Sub School Leaders • Sub School Leaders • Student Leadership Coordinator • PCO, Student Engagement & Wellbeing 	<ul style="list-style-type: none"> • Each assembly • Following each Year Level Assembly • Term 1 • Term 1 	<p>6 months:</p> <ul style="list-style-type: none"> • Recognition of the positive student behaviours & contributions is increasingly visible around the school. • The photo recognition base has been expanded to include students in significant year level & whole school programs. • Student Connectedness to School and Peers to increase to 3.7 & 4.0 respectively. <p>12 months:</p> <ul style="list-style-type: none"> • Recognition of the positive student behaviours & contributions is increasingly visible around the school. • The photo recognition base has been expanded to include students in significant year level & whole school programs. • Student Connectedness to School and Peers to increase to 3.7 & 4.0 respectively. 	<p>● ● ●</p>			
	<ul style="list-style-type: none"> - Develop & implement a coordinated approach to the recognition of positive behaviours, including links to House points. 	<ul style="list-style-type: none"> • PCO, Student Engagement & Wellbeing • House Coordinators • Sub School representatives • Student Leadership Coordinator 	<ul style="list-style-type: none"> • Term 4, 2016 • Present to first Student Engagement & Wellbeing meeting, Term 1 • Whole School Assembly, Term 1 	<p>6 months:</p> <ul style="list-style-type: none"> • Recognition of the positive student behaviours & contributions is increasingly visible around the school. • The photo recognition base has been expanded to include students in significant year level & whole school programs. • Student Connectedness to School and Peers to increase to 3.7 & 4.0 respectively. 	<p>● ● ●</p>			
	<ul style="list-style-type: none"> • Promote safe and ethical use of digital technologies in the school community. 							
	<ul style="list-style-type: none"> - Place E-smart resources for safe & ethical use of digital technologies on the school website. 	<ul style="list-style-type: none"> • PCO, Student Engagement & Wellbeing 	<ul style="list-style-type: none"> • Term 1, Week 4 	<p>6 months:</p> <ul style="list-style-type: none"> • Staff, students & parents are informed about safe digital technology use. • The school satisfies the criteria for the sustaining its E-smart status. • Key resources from the E-smart website are published on the school website and Compass. • Improvement in the Student Safety variable in the Student Attitudes to School Survey to 4.4 or above. 	<p>● ● ●</p>			
	<ul style="list-style-type: none"> - Increase awareness amongst staff, students & parents of the ethical & safe use of digital technologies through implementation of the Proactive Programs, increased information to parents, & PL for staff. 	<ul style="list-style-type: none"> • PCO, Student Engagement & Wellbeing • Wellbeing Coordinator 	<ul style="list-style-type: none"> • Term 1, Week 7, Anti-Bullying Week 	<p>12 months:</p> <ul style="list-style-type: none"> • Staff, students & parents are informed about safe digital technology use. • The school satisfies the criteria for the sustaining its E-smart status. • Key resources from the E-smart website are published on the school website and Compass. • Improvement in the Student Safety variable in the Student Attitudes to School Survey to 4.4 or above. 	<p>● ● ●</p>			



KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING				
					Progress Status	Evidence of impact	Budget		
							Estimate	YTD	
	<ul style="list-style-type: none"> • Implement a targeted, sustainable program to improve the mental health of students, with a focus on anxiety & depression. 								
	<ul style="list-style-type: none"> - Further educate staff, students & parents on mental health matters, through: <ul style="list-style-type: none"> o professional learning on the signs of mental health & processes for referral to Wellbeing o targeted training for YLCs on recognising mental health issues o use by staff of the Protective Factors document to develop classroom management plans and positive relationships with students. o mental health information is included in packs provided to all parents who attend Information Nights, newsletter o Proactive Programs. 	<ul style="list-style-type: none"> • Wellbeing Coordinator • Safe Minds / Travancore • Wellbeing Coordinator • PCO, Student Engagement & Wellbeing • Wellbeing Coordinator • PCO • Sub School Leaders 	<ul style="list-style-type: none"> • Needs a minimum of 1 hour - to be scheduled • Term 1 • New Staff Induction - 20 June, 2017 • Staff meeting, 2017 • Yr7 Expo • Year 8 - 12 parent nights • ongoing 	<p>6 months:</p> <ul style="list-style-type: none"> • Staff are increasingly well informed to identify students at risk of mental illness and refer them for support. • Staff use the Protective Factors document when developing their hierarchy of consequences for student management. • Support will improve Students' mental health outcomes are better supported through earlier identification & referral to external services. • Students are better equipped with help seeking behaviours through this program. <p>12 months:</p> <ul style="list-style-type: none"> • Staff are increasingly well informed to identify students at risk of mental illness and refer them for support. • Staff use the Protective Factors document when developing their hierarchy of consequences for student management. • Support will improve Students' mental health outcomes are better supported through earlier identification & referral to external services. • Students are better equipped with help seeking behaviours through this program. 	<p>● ● ●</p> <p>● ● ●</p>				
1.2 Optimise the potential of the House System to advance student wellbeing through opportunities for students to connect, be valued, experience achievement and lead others.	<ul style="list-style-type: none"> • Introduce a range of viable and sustainable activities that enable greater involvement in the House program for senior students and staff. 								
	<ul style="list-style-type: none"> - Promote House events in 2017 that encourage the participation of a greater range of staff. 	<ul style="list-style-type: none"> • House Coordinators • House Captains 	<ul style="list-style-type: none"> • Term 2 & Term 3 	<p>6 months:</p> <ul style="list-style-type: none"> • Increased numbers of staff & students participate in House events. 	<p>● ● ●</p>				
	<ul style="list-style-type: none"> - Develop a plan to engage students from all levels in the Athletics program in consultation with staff. 	<ul style="list-style-type: none"> • House Coordinators • Student Engagement & Wellbeing Committee 	<ul style="list-style-type: none"> • Term 1, Week 4 	<p>12 months:</p> <ul style="list-style-type: none"> • Increased numbers of staff & students participate in House events. 	<p>● ● ●</p>				
	<ul style="list-style-type: none"> • Provide an authentic, on-going leadership role for the House Captains. 								
	<ul style="list-style-type: none"> - Provide structured opportunities for House Captains to present at a range of school events. 	<ul style="list-style-type: none"> • House Coordinators 	<ul style="list-style-type: none"> • Ongoing 	<p>6 months:</p> <ul style="list-style-type: none"> • House Captains engage in organisational and/or presentation responsibilities at key school community events, resulting in increased visibility of House Captains. 	<p>● ● ●</p>				
	<ul style="list-style-type: none"> - Define the roles of House Captains in House projects and those shared with the SRC. 	<ul style="list-style-type: none"> • House Coordinators 	<ul style="list-style-type: none"> • Term 1 						
	<ul style="list-style-type: none"> - Maintain current & relevant House information noticeboards. 	<ul style="list-style-type: none"> • House Coordinators 	<ul style="list-style-type: none"> • Ongoing 	<p>12 months:</p> <ul style="list-style-type: none"> • House Captains engage in organisational and/or presentation responsibilities at key school community events, resulting in increased visibility of House Captains. 	<p>● ● ●</p>				



KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
Goal 2: Student voice & leadership								
2.1 Extend opportunities for student leadership and voice in the school.	• Raise awareness and the profile of the INTERACT Club in the school & broader community.							
	- Align club with selected activities of the Brimbank Central Rotary Club. - Promote club activities on noticeboard & TV monitors.	• PCO, Student Engagement & Wellbeing	• Term 1 & Ongoing	6 months: • INTERACT Club numbers are increasingly active in a range of community & school events, including through Rotary meetings & a sister INTERACT Club. • There is evidence of improved leadership & community engagement through the INTERACT Club.	● ● ●			
	- Members speak on club activities at one year level assembly each term.	• PCO, Student Engagement & Wellbeing	• One assembly per term					
	- Publish INTERACT articles in school newsletter & local newspaper.	• PCO, Student Engagement & Wellbeing	• Once a term in the Newsletter • Twice a year in local papers					
	- Selected members attend Rotary Club meetings up to 3 times a year.	• PCO, Student Engagement & Wellbeing	• Term 1 • Term 3 • Term 4	12 months: • INTERACT Club numbers are increasingly active in a range of community & school events, including through Rotary meetings & a sister INTERACT Club. • There is evidence of improved leadership & community engagement through the INTERACT Club.	● ● ●			
	- Engage in a Joint activity with another INTERACT Club.	• PCO, Student Engagement & Wellbeing	• Term 2					
	• Restructure the Junior SRC to create a differentiation between the roles of the Class Captains and SRC representatives.							
	- Develop & implement the revised Class Captain/SRC structure.	• Student Leadership Coordinator	• Ongoing from Term 1	6 months: • The revised Junior SRC structure and process enhances the management of the portfolio. • Student voice from Class Captains across Years 7 to 9 more effectively informs decisions taken by the SRC. • Senior SRC students show evidence of their leadership skills by running Year 7 to 9 Class Captain meetings. • Student leaders have clearly defined roles in leading community events, including year level assemblies.	● ● ●			
- Provide ongoing leadership training for members of the SRC through various leadership activities.	• Student Leadership Coordinator	• Ongoing at SRC meetings						
			12 months: • The revised Junior SRC structure and process enhances the management of the portfolio. • Student voice from Class Captains across Years 7 to 9 more effectively informs decisions taken by the SRC. • Senior SRC students show evidence of their leadership skills by running Year 7 to 9 Class Captain meetings. • Student leaders have clearly defined roles in leading community events, including year level assemblies.	● ● ●				



KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING				
					Progress Status	Evidence of impact	Budget		
							Estimate	YTD	
	<ul style="list-style-type: none"> • Implement an effective Alpine School Program that enables students to complete their Community Learning Project in a timely manner. 								
	<ul style="list-style-type: none"> - Timeline of key actions is developed and implemented. - Calendar of activities developed and published. 	<ul style="list-style-type: none"> • Alpine School Coordinator 	<ul style="list-style-type: none"> • Term 1 	<p>6 months:</p> <ul style="list-style-type: none"> • Community Learning Project is delivered in a timely manner. • An effective process to identify and select students for Alpine School is in place. • Students demonstrate leadership and community engagement through the delivery of their community project. <p>12 months:</p> <ul style="list-style-type: none"> • Community Learning Project is delivered in a timely manner. • An effective process to identify and select students for Alpine School is in place. • Students demonstrate leadership and community engagement through the delivery of their community project. 	<ul style="list-style-type: none"> • Red • Yellow • Green 				
	<ul style="list-style-type: none"> - Provide regular updates in newsletters. 		<ul style="list-style-type: none"> • Ongoing 			<ul style="list-style-type: none"> • Red • Yellow • Green 			
Goal 3: Community engagement									
	<ul style="list-style-type: none"> • Implement the Respectful Relationships Program in accordance with Victorian Curriculum requirements. 								
3.1 Leverage partnerships with external agencies to enhance service provision for students and relationships with parents & families.	<ul style="list-style-type: none"> - Provide in-house training for Learning Managers. 	<ul style="list-style-type: none"> • Wellbeing Coordinator • Learning Managers 	<ul style="list-style-type: none"> • Completed Term 1 	<p>6 months:</p> <ul style="list-style-type: none"> • Respectful Relationships is delivered in accordance with the Victorian Curriculum requirements guidelines. • Students demonstrate an increased awareness of gender based violence. <p>12 months:</p> <ul style="list-style-type: none"> • Respectful Relationships is delivered in accordance with the Victorian Curriculum requirements guidelines. • Students demonstrate an increased awareness of gender based violence. 	<ul style="list-style-type: none"> • Red • Yellow • Green 				
	<ul style="list-style-type: none"> - Learning Managers to deliver program over 9 periods. 		<ul style="list-style-type: none"> • Health & PE staff 		<ul style="list-style-type: none"> • End of Term 4 		<ul style="list-style-type: none"> • Red • Yellow • Green 		
	<ul style="list-style-type: none"> - Health & PE staff to provide additional instruction. 								



KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING				
					Progress Status	Evidence of impact	Budget		
							Estimate	YTD	
	<ul style="list-style-type: none"> Partner with the Migrant Resource Centre and WELs to deliver the Empower Youth Program. 								
	<ul style="list-style-type: none"> Planning meetings between all stakeholders to document the program. Program is tabled at Curriculum and Student Engagement & Wellbeing Committees. Induct student mentors and commence implementation. Evaluate the program and adjust for 2018. 	<ul style="list-style-type: none"> Wellbeing Team 	<ul style="list-style-type: none"> Term 1 Term 1 TBC Term 4 	<p>6 months:</p> <ul style="list-style-type: none"> Each student that transitions from WELs has support from a mentor before, during and after transition. Students experience a more supportive transition process with personalised support in class. Mentors provide feedback to teachers and coordinators on student transition & assimilation progress. <p>12 months:</p> <ul style="list-style-type: none"> Each student that transitions from WELs has support from a mentor before, during and after transition. Students experience a more supportive transition process with personalised support in class. Mentors provide feedback to teachers and coordinators on student transition & assimilation progress. 	<p>● ● ●</p> <p>● ● ●</p>				
	<ul style="list-style-type: none"> Develop a memorandum of understanding between WELs and St Albans Secondary College. 								
	<ul style="list-style-type: none"> Facilitate meetings between WELs and SASC Wellbeing teams to formalise agreement between parties to facilitate sharing of confidential information. 	<ul style="list-style-type: none"> Wellbeing Teams from WELs & SASC PCO, Student Engagement & Wellbeing 	<ul style="list-style-type: none"> Term 1 (Early) 	<p>6 months:</p> <ul style="list-style-type: none"> Wellbeing Team has more timely access to confidential information on all students from WELs. There is evidence of reduced intervention timelines for WELs students at risk. <p>12 months:</p> <ul style="list-style-type: none"> Wellbeing Team has more timely access to confidential information on all students from WELs. There is evidence of reduced intervention timelines for WELs students at risk. 	<p>● ● ●</p> <p>● ● ●</p>				
	<ul style="list-style-type: none"> Prepare for the implementation of the GP in Schools Program. 								
	<ul style="list-style-type: none"> Establish a steering committee to plan for & oversee the implementation of the program. Policies, procedures & guidelines are developed to support the program. 	<ul style="list-style-type: none"> Wellbeing Team PCO, Student Engagement & Wellbeing 	<ul style="list-style-type: none"> Term 3 (start) Term 3 (MDI) 	<p>6 months:</p> <ul style="list-style-type: none"> Students have access to professional health support up to one day a week on-site at school. <p>12 months:</p> <ul style="list-style-type: none"> Students have access to professional health support up to one day a week on-site at school. 	<p>● ● ●</p> <p>● ● ●</p>				



Section 5: Productivity Improvement Initiatives

STRATEGIC PLAN GOALS		• To establish a school culture which values and supports growth in staff capacity.							
IMPROVEMENT INITIATIVE		• Building leadership teams							
STRATEGIC PLAN TARGETS		By 2019 <ul style="list-style-type: none"> • Shielding and Buffering in the Staff Survey to go from 39.8% to be at/above 60% endorsement. • Staff trust in Colleagues in the Staff Survey to go from 69.1% to be at/above 75% endorsement. • Professional Learning Feedback in the Staff Survey to go from 52.0% to be at/above 60 % endorsement. • Renewal of Knowledge and Skills in the Staff Survey to go from 66/7% to be at/above 75% endorsement. • Applicability of PD in the Staff Survey to go from 55.8% to be at/above 65% endorsement. 							
12 MONTH TARGETS		<ul style="list-style-type: none"> • Shielding and Buffering in the Staff Survey to be at/above 45% endorsement. • Staff trust in Colleagues in the Staff Survey to be at/above 71% endorsement. • Staff Professional Safety in the Staff Survey to be at/above 45 % endorsement. • Staff Safety and Wellbeing Consultation and Participation to be at/above 50% endorsement. 							
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING				
					Progress Status	Evidence of impact	Budget		
							Estimate	YTD	
Goal 1: Growth in staff capacity									
1.1 Develop a strong culture of feedback amongst staff.	<ul style="list-style-type: none"> • Implement the revised processes for staff to receive feedback on professional practice. <ul style="list-style-type: none"> - Develop & publish timeline for the structured giving of feedback. 	<ul style="list-style-type: none"> • Staff Development Team 	<ul style="list-style-type: none"> • Term 1 	<p>6 months:</p> <ul style="list-style-type: none"> • All staff have an increased knowledge of the benefits of feedback and of formal structures for feedback. • Increased numbers of staff are involved in a program of formalised feedback, and use the feedback to improve professional practice. <p>12 months:</p> <ul style="list-style-type: none"> • All staff have an increased knowledge of the benefits of feedback and of formal structures for feedback. • Increased numbers of staff are involved in a program of formalised feedback, and use the feedback to improve professional practice. 	<p>● ● ●</p>				
	<ul style="list-style-type: none"> • Strengthen the skills of LTs, mentors, LACs and YLCs in giving specific feedback, both written and verbal. <ul style="list-style-type: none"> - Provide guidelines in how to provide effective written and verbal feedback. 	<ul style="list-style-type: none"> • Staff Development Team 	<ul style="list-style-type: none"> • Term 2 	<p>6 months:</p> <ul style="list-style-type: none"> • All staff have an increased knowledge of the benefits of feedback and of formal structures for feedback. • Increased numbers of staff are involved in a program of formalised feedback, and use the feedback to improve professional practice. <p>12 months:</p> <ul style="list-style-type: none"> • All staff have an increased knowledge of the benefits of feedback and of formal structures for feedback. • Increased numbers of staff are involved in a program of formalised feedback, and use the feedback to improve professional practice. 	<p>● ● ●</p>				



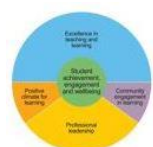
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
1.2 Develop and implement a professional learning program which is aligned to school directions and focused on staff needs and improving their capacity in relation to core roles.	<ul style="list-style-type: none"> • Improve the process for gaining feedback from staff in relation to their professional learning needs. 							
	<ul style="list-style-type: none"> - Strengthen the process for staff to identify their professional learning needs, including through a presentation at a staff meeting Term 1 and as part of PDP conversation 1. 	<ul style="list-style-type: none"> • Staff Development Coordinator 	<ul style="list-style-type: none"> • Staff meeting 3, Term 1 • PDP Conversation 1 	6 months: <ul style="list-style-type: none"> • Staff are better supported to identify professional learning needs. 	● ● ●			
				12 months: <ul style="list-style-type: none"> • Staff are better supported to identify professional learning needs. 	● ● ●			
	<ul style="list-style-type: none"> • Increase staff knowledge of available professional learning opportunities. 							
	<ul style="list-style-type: none"> - Implement ways to streamline information about professional learning opportunities available for staff, e.g. online, email, Compass etc. 	<ul style="list-style-type: none"> • Staff Development Coordinator 	<ul style="list-style-type: none"> • Ongoing 	6 months: <ul style="list-style-type: none"> • All staff, teaching and ES, have an increased awareness about professional learning opportunities, leading to an increase in up take. 	● ● ●			
				12 months: <ul style="list-style-type: none"> • All staff, teaching and ES, have an increased awareness about professional learning opportunities, leading to an increase in up take. 	● ● ●			
	<ul style="list-style-type: none"> • Fully implement the new Education Support Staff PDP process, ensuring professional learning needs are identified. 							
	<ul style="list-style-type: none"> - Support ES team leaders to implement the ES PDP process with their staff, focussing on identification of professional learning needs. 	<ul style="list-style-type: none"> • Staff Development Coordinator • Business Manager 	<ul style="list-style-type: none"> • Ongoing- meet with leaders prior to each conversation as per the timeline. 	6 months: <ul style="list-style-type: none"> • All ES staff have completed the new PDP process, and have identified their professional learning needs, which have been responded to. 	● ● ●			
				12 months: <ul style="list-style-type: none"> • All ES staff have completed the new PDP process, and have identified their professional learning needs, which have been responded to. 	● ● ●			



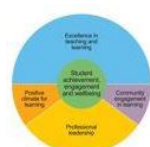
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
1.3 Enhance the induction and mentoring processes.	• Increase the effectiveness of the induction and mentoring of new staff.							
	- Survey new staff to the College early in the year to identify areas for improvement in the induction program.	• Staff Development Coordinator	• Term 1	6 months: • Improvements to induction program have been identified and implemented.	● ● ●			
				12 months: • Improvements to induction program have been identified and implemented.	● ● ●			
	- Meet once per term with mentors to ensure process are followed, and to identify early any issues.	• Staff Development Coordinator	• Ongoing	6 months: • Mentors are better supported to mentor new staff to the College.	● ● ●			
				12 months: • Mentors are better supported to mentor new staff to the College.	● ● ●			
	- Pair each new staff member with a Leading Teacher, who will lead them through the GROWTH conversation process, based on the feedback received.	• Staff Development Coordinator	• Terms 3 & 4	6 months: • New staff have participated in a GROWTH conversation, leading to an identified improvement.	● ● ●			
				12 months: • New staff have participated in a GROWTH conversation, leading to an identified improvement.	● ● ●			
	- Develop & implement a documented process for the induction of new staff who begin after the formal induction program.	• Staff Development Coordinator	• Term 1	6 months: • Staff new to the College after the beginning of the year have received a guaranteed induction program.	● ● ●			
				12 months: • Staff new to the College after the beginning of the year have received a guaranteed induction program.	● ● ●			
	1.4 Respond to areas for improvement identified through the Staff Opinion Survey.	• Implement strategies to improve 'Staff Professional Safety' and 'Staff Safety and Wellbeing Consultation and Participation.'						
- Implement recommendations from the staff working party.		• Staff Development Coordinator	• Semester 1	6 months: • Improved staff perceptions as measured by percentage endorsement in the Staff Opinion Survey.	● ● ●			
				12 months: • Improved staff perceptions as measured by percentage endorsement in the Staff Opinion Survey.	● ● ●			



KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
Goal 2: Building Leadership								
2.1 Develop structures and processes to build the leadership capacity of current and aspiring leaders, within the teaching and ES staff.	• Implement Year 2 of the invitational leadership development program for aspiring leaders.							
	- Conduct one meeting per term focussing on identified activities.	• Staff Development Coordinator	• One meeting each term	6 months: • Aspiring leaders have participated in Year 2 of the program and have identified a leadership action plan.	● ● ●			
				12 months: • Aspiring leaders have participated in Year 2 of the program and have identified a leadership action plan.	● ● ●			
	• Implement Year 2 of the leadership development program for existing leaders.							
	- Continue to support the leadership of Leading Teachers, through GROWTH coaching and other identified programs.	• Staff Development Coordinator	• Ongoing	6 months: • Leading Teachers have participated a number of GROWTH coaching conversations.	● ● ●			
	- Provide opportunities for Leading Teachers to practice GROWTH Coaching with new staff and Aspiring Leaders.			12 months: • Leading Teachers have participated a number of GROWTH coaching conversations.	● ● ●			
	• Implement a leadership development program for ES leaders.							
	- Identify the leadership needs of ES team leaders.	• Staff Development Coordinator	• Term 1	6 months: • ES leaders have had their leadership needs responded to. Positive evaluation by ES leaders of leadership programs offered.	● ● ●			
	- Run leadership sessions with ES leaders on Curriculum days.		• Ongoing	12 months: • ES leaders have had their leadership needs responded to. Positive evaluation by ES leaders of leadership programs offered.	● ● ●			
	• Support leadership development for middle level leaders.							
	- Scope the leadership requirements of middle level leaders.	• Staff Development Coordinator	• Term1	6 months: • Middle level leaders have had an opportunity to participate in leadership development opportunities.	● ● ●			
	- Develop and implement a leadership professional development plan.		• Semester 2	12 months: Middle level leaders have had an opportunity to participate in leadership development opportunities.	● ● ●			



KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
Goal 3: Organisation & communication to support learning.								
3.1 Develop the culture, processes and structures which consolidate the protection of teaching time.	<ul style="list-style-type: none"> Continue to monitor the impact of disruptions on the teaching program, and implement changes as needed. 							
	<ul style="list-style-type: none"> Twice a term meetings to monitor calendar and determine impact on teaching program. 	<ul style="list-style-type: none"> School Coordinator 	<ul style="list-style-type: none"> Twice per Term 	6 months: <ul style="list-style-type: none"> Improved awareness and monitoring of disruptions to teaching program. Continued improvement in Shielding and Buffering measure on the Staff Opinion Survey. 12 months: <ul style="list-style-type: none"> Improved awareness and monitoring of disruptions to teaching program. Continued improvement in Shielding and Buffering measure on the Staff Opinion Survey. 	<ul style="list-style-type: none"> ● ● ● 			
3.2 Continue to implement the school's electronic management system	<ul style="list-style-type: none"> Implement Learning Tasks, Parent Teacher Interviews, Program Budgets and Parent Payments on Compass. 							
	<ul style="list-style-type: none"> Provide staff learning as needed, and communicate with parents. 	<ul style="list-style-type: none"> PCO, School Operations 	<ul style="list-style-type: none"> Ongoing 	6 months: <ul style="list-style-type: none"> Identified modules on Compass have been implemented, resulting in improved access to curriculum documentation for staff, greater awareness of student achievement for parents, and increased engagement and work submission by students. 12 months: <ul style="list-style-type: none"> Identified modules on Compass have been implemented, resulting in improved access to curriculum documentation for staff, greater awareness of student achievement for parents, and increased engagement and work submission by students. 	<ul style="list-style-type: none"> ● ● ● 			
Goal 4: School planning for growth								
4.1 Ensure College processes, structures, facilities and infrastructure provision accommodate the expanding student and staff population, while maintaining the positive school culture.	<ul style="list-style-type: none"> Continue to monitor implement a medium term strategy for human and physical resources. 							
	<ul style="list-style-type: none"> Maintain a close watch on student numbers, and plan for interventions where needed. 	<ul style="list-style-type: none"> PCO team 	<ul style="list-style-type: none"> Ongoing 	6 months: <ul style="list-style-type: none"> Staffing, financial and physical resources planning is proactive and addresses the changing needs of the school. 12 months: <ul style="list-style-type: none"> Staffing, financial and physical resources planning is proactive and addresses the changing needs of the school. 	<ul style="list-style-type: none"> ● ● ● 			



Section 6: Annual Self-Evaluation

[Drafting Note Annual self-evaluation section enables schools to continuously collect, monitor and analyse school data about all aspects of school performance. This ensures that all aspects of school performance are considered throughout the year and that any risks, issues and opportunities are identified as they emerge. The Annual self-evaluation against the Continuum of Practice should be completed as data becomes available]

Priority	Improvement model dimensions – note state-wide Improvement Initiatives are bolded	Is this an identified initiative or dimension in the AIP?	Continuum status	Evidence and analysis
Excellence in teaching and learning	Building practice excellence	Yes	Select status	[Drafting note For current AIP improvement initiatives and/or dimensions, please provide a succinct and conclusive statement referring to the monitoring section of this plan. This statement can refer to the progress status and/or make reference to the achievement of the appropriate goals, targets and success criteria.]
	Curriculum planning and assessment	Yes	Select status	
	Evidence-based high impact teaching strategies	No	Select status	
	Evaluating impact on learning	No	Select status	
Professional leadership	Building leadership teams	No	Select status	
	Instructional and shared leadership	Select	Select status	
	Strategic resource management	Select	Select status	
	Vision, values and culture	Select	Select status	
Positive climate for learning	Empowering students and building school pride	Select	Select status	
	Setting expectations and promoting inclusion	Select	Select status	
	Health and wellbeing	Select	Select status	
	Intellectual engagement and self-awareness	Select	Select status	
Community engagement in learning	Building communities	Select	Select status	
	Global citizenship	Select	Select status	
	Networks with schools, services and agencies	Select	Select status	
	Parents and carers as partners	Select	Select status	
Reflective comments: [Drafting Note Please use this section to summarise your learnings from the self-evaluation process, including professional growth and key findings]				
Confidential cohorts analysis: [Drafting note This section is not for public distribution. Report here the extent to which cohorts of students within the school (including Koorie, high ability, refugee, EAL, PSD, out of home care students, etc.) are being supported and challenged, leading to an inclusive and stimulating environment for all students]				
Considerations for 2018:				

