2016 Annual Implementation Plan: for Improving Student Outcomes

Drouin Secondary College
2016

Based on Strategic Plan 2015 - 2018

Endorsements

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

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

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

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

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

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

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

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

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<thead>
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<td>Building communities</td>
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**Initiatives Rationale:**

Explain why the school, in consultation with the SEIL, has selected this initiative/s. Please make reference to the evaluation of school data, the progress against SSP targets, and the diagnosis of issues requiring particular attention.

The DSC Strategic Plan goals are targeted to address identified areas, which combined will ensure learning growth for all students.

- To maximise student growth across all areas of the curriculum.
- To continue to develop and implement whole school strategies for improving vocabulary and writing across the College linked to learning needs identified by the College data.
- To improve student engagement and attendance by continuing to develop and implement a stimulating and supportive learning culture.
- To improve student wellbeing by continuing to develop and implement a stimulating and supportive learning culture.
- Use multiple sources of evidence to make effective decisions and allocate resources that result in sustained improvement to student learning, engagement and wellbeing.

The priority of: ‘Excellence in teaching and learning’ is foremost in DSC’s 2016 AIP.

VCE & NAPLAN results indicate that we are being successful in achieving learning growth, but not for all students. Our data indicates there is a mismatch between teacher judgments on AUSVELS & NAPLAN data. There is also inconsistency between teachers in the same subject areas/year levels for judgments when assessing against AUSVELS. **The revised DSC Teaching & Learning Plan quadrant of “What we teach” requires a guaranteed and viable curriculum to ensure a high quality of curriculum content and assessment. This is a priority for work in 2016.**

The DSC Teaching & Learning Plan includes the DSC Instructional Model in the “How we teach” quadrant. The model focuses on developing high quality instructional practice by giving teachers a common language for our practice and a framework to build practice and improve our pedagogy. **2016 is an important foundation year in building teacher understanding of and capacity in the Instructional Model.**

Our SAS data indicates that student connectedness to school is relatively low. In follow-up focus groups students articulated that they feel they have very little control over their learning and they would like to participate more in decision making processes. Students also reported that they don’t feel they have a common purpose, but that they generally feel positive and safe at school. However, on the SAS student safety is lower than we would expect - the perception that students don’t feel safe at school is of concern.

“How we learn” is the third quadrant to be addressed in the Teaching & Learning Plan. **In 2016 a framework to implement strategies to empower students as learners will be developed with the aim of improving connectedness, engagement and thus student capacity for learning growth.**

With this work in place the College will be well positioned to address and achieve our Strategic Goals.

**Key Improvement Strategies (KIS)**

List the KIS that are linked to this initiative/s and will be scaled up. This could include existing KIS from your SSP or new ones identified through the evaluation of student outcomes against SSP targets and the diagnosis of issues requiring particular attention. KIS may be specific to one outcome area or applicable across several areas.

<table>
<thead>
<tr>
<th>Initiative</th>
<th>KIS</th>
</tr>
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<tbody>
<tr>
<td>Building practice excellence</td>
<td>• Begin implementation of the Drouin Secondary College Instructional Model.</td>
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<tr>
<td></td>
<td>• Build an Effective Learner Framework. When implemented (2017) the framework will support improvement in student learning behaviours, the language of learning and develop ‘Assessment Capable Learners’.</td>
</tr>
<tr>
<td>Curriculum planning and assessment</td>
<td>• In the context of the Victorian Curriculum establish a viable, fully documented, rigorous curriculum with a fully developed scope and sequence including essential learnings for each unit from Level 7 to 10.</td>
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</table>
**Annual Implementation Plan: for Improving Student Outcomes**

<table>
<thead>
<tr>
<th>ACHIEVEMENT</th>
<th>Targets</th>
<th>12 month targets</th>
</tr>
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<tbody>
<tr>
<td><strong>Goals</strong></td>
<td><strong>Targets</strong></td>
<td></td>
</tr>
<tr>
<td>To maximise student growth across all areas of the curriculum.</td>
<td><strong>Target 1</strong> - Teacher judgement for all AUSVELS strands from Year 7 to 10 to achieve a mean growth in learning (as measured by AusVELS) of .50 (6 months) for each semester.</td>
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<td><strong>Target 2</strong> - Increase the proportions of students making high or medium relative NAPLAN gain as students’ progress from Year 7 to Year 9 to 80% in reading, numeracy and writing.</td>
<td><strong>Target 2</strong> - High or medium relative NAPLAN gain for students’ progress from Year 7 to Year 9 to 75% in reading, numeracy and writing.</td>
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<td></td>
<td><strong>Target 3</strong> - Increase the VCE All Study mean to an average of 30 over the four years of the Strategic Plan.</td>
<td><strong>Target 3</strong> – ACHIEVE a VCE All Study mean of at least 29 in 2016.</td>
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<td><strong>Target 4</strong> - NAPLAN writing, reading and numeracy growth for the matched cohort from Year 5 to Year 9 to be equal or above the state mean over the four years of the School Strategic Plan.</td>
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<td><strong>Target 5</strong> - By 2017 the school mean for the following measures on the Student Attitude Survey will be:</td>
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<tr>
<td></td>
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<tr>
<td></td>
<td>Student Motivation - 4.26</td>
<td>Student Motivation - 4.15 (4.09 2015)</td>
</tr>
<tr>
<td></td>
<td>Learning Confidence - 3.72</td>
<td>Learning Confidence - 3.72 (3.70 2015)</td>
</tr>
<tr>
<td></td>
<td><strong>Target 1</strong> - NAPLAN writing growth for the matched cohort from Year 7 to Year 9 to average 10 points above the state mean over the four years of the School Strategic Plan.</td>
<td><strong>Target 1</strong> - NAPLAN writing growth for the matched cohort from Year 7 to Year 9 to average 5 points above the state mean in 2016.</td>
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<tr>
<td></td>
<td><strong>Target 2</strong> - Increase the VCE English subjects mean to an average of 29.0 over the four years of the Strategic Plan.</td>
<td><strong>Target 2</strong> - Increase the VCE English subjects mean to an average of 28.4 in 2016.</td>
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<td><strong>Target 3</strong> - Increase the VCE All Study mean to an average of 30 over the four years of the Strategic Plan.</td>
<td><strong>Target 3</strong> – ACHIEVE A VCE All Study mean of at least 29 in 2016.</td>
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**KIS**

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<tr>
<th>ACTIONS: what the school will do</th>
<th>HOW the school will do it (including financial and human resources)</th>
<th>WHO has responsibility</th>
<th>WHEN Time frame for completion</th>
<th>SUCCESS CRITERIA: Markers of success reflecting observable changes in practice, behaviour, and measures of progress</th>
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<tr>
<td>Complete all Curriculum Scope and Sequence documentation including the essential learnings, CATs and key vocab for year 7 to 10 in all KLDs.</td>
<td>Build capacity of leaders in each KLD as well as PLTs to have a consistent way of developing curriculum, including principles of backward planning. KLD Leaders develop and implement a plan to ensure their KLD members engage with VCAA information on Vic Curriculum, complete an audit and contribute to the completion of curriculum documentation. Plan and deliver professional development and meeting time via: Curriculum Team meetings, Strategic Sessions, whole college PD Day.</td>
<td>Curriculum Team KLD Leaders MW/RW/MO</td>
<td>Scope &amp; sequence for all 7 – 10 units finished by end Sem 1. Vic Curric prepared for implementation – end Term 3. Consult stakeholders on T &amp; L Plan during Sem 1. Complete</td>
<td>Full documentation of Scope and Sequence including:  Use of ICT for learning.  Essential Learnings.  Common Assessment Tasks  All Moodle courses have a clear scope and sequence.  Students are aware of the essential learnings and understand the CATs for each unit studied.  Teachers teaching in the same KLD have a consistent approach to curriculum and assessment.</td>
</tr>
<tr>
<td>Finalise the DSC Teaching &amp; Learning Plan and build teacher</td>
<td></td>
<td>DG &amp; Leadership Team.</td>
<td></td>
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</table>

In the context of the Victorian Curriculum, establish a viable fully documented rigorous curriculum with a fully developed scope and sequence including essential learnings for each unit. Curriculum reviewed regularly and uploaded onto Moodle.
| Develop an agreed Instructional Model as part of the revision of the College Teaching & Learning Plan | • Explore elements of the Instructional Model as a focus of teacher learning including the work within PLTs. | • Publish a time line, which identifies teacher learning and milestones. | Leadership Team Curriculum Team RW/AL | • Teachers are explicit about Learning Intent and Success Criteria as measured by student responses to the Effective Teacher Survey. • Students have a clear understanding of what they are learning and how to identify successful understanding – measured by Effective Teacher survey. • Students Motivation & Learning Confidence on SAS improved. • Feedback from teacher PD activities indicates a positive development of a common language to discuss teaching and learning best practice and in understanding of the Instructional Model. • The Instructional Model is understood in the context of the Teaching & Learning Plan and teacher Performance & Development. |
| Develop an Effective Learner Framework as part of the revision of the College Teaching & Learning Plan. | • Develop an agreed framework for effective learner behaviours, ensuring input from stakeholders. | Research the qualities of effective learning and apply these to the secondary student learning context. Conduit student, teacher, parent focus groups to provide input about effective learning behaviours. Complete a change management plan to guide future implementation. Teaching & Learning Plan Working Party – provide meeting time and PD including professional reading. Provide meeting time for focus groups. | Leadership Team DG | • An Effective Learner Framework has been developed which is well researched and has had input from students, parents and teachers. • Feedback from students indicates confidence in the framework and a belief that it will support improved student learning behaviours and improvement in student’s capacity to become ‘Assessment Capable Learners’ |
| Review the effectiveness of the year 10 program in preparing students for VCE and VCAL certificates at year 11 and 12. | • Complete review of year 10 curriculum structure, evaluate the rigor of units and plan changes. | • Collect relevant data eg learning growth from end of Yr 9 through to end of Yr 10; Engagement data, focus group data. • Research & develop ways to increase rigour in Year 10 and thereby reduce the gap in expectations between Years 10 & 11. • Investigate alternatives to the current structure/curriculum at year 10, including Pathways, VET & PreCAL. • Obtain student and other stakeholder perceptions as part of review and planning. • Make recommendations to improve unit rigour and pathways. Provide meeting time, PD including professional reading. Provide meeting time for focus groups. | Yr 8/9 & Yr 10 – 12 Team. Pathways & Curric Team. MW/TF/JB | • Agreement by teachers and College Council with regard to any curriculum and structure changes. • Change Management model & Implementation plan completed for any changes in 2017 and beyond. • Changes clearly communicated to all stakeholders. • Students will report an improvement in Learner Confidence and Motivation. • Student retention at Year 10 will improve. |
| Further personalise student learning through use of evidence to, differentiate within the classroom and implement the DSC Intervention Model. | • Improve teacher capacity to use evidence to make program changes and intervene for students in tier 2 and 3. | • PD staff to enable effective use of ILPs.  
- Develop teacher awareness and understanding of strategies to improve the learning of students with learning disabilities.  
- Use universal testing to identify students most at risk for literacy & numeracy at year 7 and 8.  
- Continue implementation of CARS & STARS and CAMS & STAMS at years 7 and 8.  
> Trained staff delivering targeted interventions: 1 Literacy Support ES, 2 x Literacy/Numeracy Trainees, Trained tutors.  
> Provide teachers with PD including Strategic Sessions and Twilight PD. | Curriculum Team Integration Team KW | All year | • The teachers of students with identified learning disabilities are using ILPs and evidence to modify learning activities to enable students to access learning at their identified level.  
- Assessment of students with identified learning disabilities indicate learning growth.  
- Students in targeted intervention (eg.CARS & STARS and CAMS & STAMS) have improved engagement and learning growth. |
| To continue to develop student use of ICT tools and online learning platforms and further build staff capability in these utilising ICT to enhance student learning. | • Ensure clear articulation of ICT within the Instructional Model and the relationship to student learning. | • PD specifically related to the development of Moodle use & ICT teaching & learning strategies with a strong focus on student learning.  
- ICT learning strategies are a focus for Coaching reflections and P & D PMI.  
- Teachers use Effective Teacher Survey and P&D Moodle data to identify specific areas requiring development.  
> Provide teachers with PD including Strategic Sessions and Twilight PD. | ICT Team, Curriculum Team TF | All year | • ICT tools are incorporated into and assessed as part of CATs in all subjects.  
- All teachers engaged in Peer Feedback conversations and moving up the Moodle /ICT Continuum.  
- Students report improved use of Moodle and ICT in feedback on Effective Teacher Surveys. |
| Strengthen use of evidence within PLTs to plan and develop curriculum delivery and interventions. | • Continue to build the use of student learning data & evidence to support PLTs and individual teachers to differentiate for student learning growth within the classroom. | • eWrite administered in term 1 to years 7 & 8.  
- Universal testing at years 7-10 (Reading and Numeracy).  
- Include use of Universal Screening, NAPLAN, PAT reading, PAT maths and eWrite data in PLT cycles  
- Develop college data schedule.  
> Provide PLT meeting time 2 out of every 3 weeks.  
> Provide coaching support for PLTs & PLT Leaders.  
> Provide PD to support teachers to use data from universal testing to inform & better differentiate for students. | Curriculum Team RW, MW | All year | • PLTs are developing teaching and learning strategies based on evidence from universal testing to address students individual learning needs.  
- PLTs can show evidence of growth in student learning resulting from differentiated learning strategies.  
- PLT developed curriculum and learning activities are recorded and can be accessed for the further development of the PLT and curriculum. |
| Further build teacher capacity through coaching, reflective conversations, peer observations, and feedback for teachers as part of the Performance and Development process. | • An effective Peer Observation/Coaching process is embedded in teacher practice. | • Peer Observation and/or Coaching is part of the P&D process for all teaching staff.  
- Differentiated Peer Observation Training is completed for all participating teachers.  
- Coaches working proactively with teachers and keeping evaluations as part of documentation.  
- Reflection/Planning Coaching conversations with year 12 VCE teachers (x 2/year).  
- Coaching cycles scheduled and documented with feedback.  
> Provide Twilight PD for Peer Observation.  
3 Peer Teaching & Learning Coaches with POR & time allowance.  
> Teachers given time through to complete Observation/Coaching as necessary.  
> New coaches trained to improve sustainability. | RW, AL, MO | All year | • All Level 2 teaching staff participating in the Peer Observation/Coaching process.  
- In the P & D process teachers are able to show evidence of Peer Observation and/or Coaching developing their teaching/learning practice and resulting in improved student outcomes. |
Develop a whole school writing plan to improve student’s knowledge and application of vocabulary and ability to write in genre styles in context.

- Identify and embed vocabulary and subject specific writing tools across the curriculum.
- Writing Toolbox PDs to continue the development of vocabulary teaching strategies using Marzano’s Six Steps of Academic Vocabulary.
- KLDs identify and develop strategies using the Six Traits of Writing to teach specific writing styles.
- Developing writing strategies is included as part of the DSC Instructional Model and P & D process.

Provide Twilight PD & whole school PD. Participation in UMNOS Network of schools. Provision of universal testing in e-write & PAT Reading.

Curriculum Team
KLD Leaders RW,KW

All year

- Teachers explicitly teaching using a range of tools to enhance vocabulary of students, shared as evidence in P&D Review.
- KLDs published vocabulary lists (as part of scope and sequence) for each unit taught from years 7 to 10.
- Improved student learning growth in all writing data sets including NAPLAN and e-write.
## Annual Implementation Plan: for Improving Student Outcomes

<table>
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<tr>
<th><strong>ENGAGEMENT</strong></th>
<th><strong>EN</strong></th>
<th><strong>GOALS</strong></th>
<th><strong>TARGETS</strong></th>
<th><strong>12 MONTH TARGETS</strong></th>
<th><strong>KIS</strong></th>
<th><strong>ACTIONS:</strong> what the school will do</th>
<th><strong>HOW the school will do it (including financial and human resources)</strong></th>
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<th><strong>SUCCESS CRITERIA:</strong> Markers of success reflecting observable changes in practice, behaviour, and measures of progress</th>
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| To improve student engagement and attendance by continuing to develop and implement a stimulating and supportive learning culture. | **Target 1** - By 2017 Real Retention from Year 7-12 will be equal to the State mean. **Target 2** - By 2017 Student Attendance will be a minimum mean of 95% at each year level. **Target 3** - By 2017 the school mean for the following measures on the Student Attitude Survey will be:  
  - Student Motivation - 4.26  
  - Learning Confidence - 3.72  
**Target 4** – On average over the four years of the strategic plan 36% of VCE students will obtain a University offer on completion of year 12. | **Target 1** – In 2016, Real Retention from Year 7-12 will be within 3% of the State mean. (48.2% 2014)  
**Target 2** – In 2016, Student Attendance will be a minimum mean of 95% at each year level. (92.5% 2015)  
**Target 3** – In 2016, the school mean on the Student Attitude Survey will be:  
  - Student Motivation - 4.15 (4.09 2015)  
  - Learning Confidence - 3.65 (3.70 2015)  
**Target 4** – In 2016, 35% of VCE students will obtain a University offer on completion of year 12. (38% 2014) | Review and further develop the Learning Group Program by explicitly teaching students the skills and knowledge required to enable them to take responsibility for their learning, learning profile, aspirations and pathway options. | • LG Leaders to explicitly teach & develop student’s understanding of good learning behaviours (that focus on learning growth) within LG sessions. | • With reference to Visible Learning & the Victorian Curriculum develop a continuum for Personal Learning.  
• SURFF and LG added into Progress & Semester reports. Homework is added to Year 10 & VCE Progress Reports.  
• Investigate a career pathway plan to be documented on Sentral, beginning at Year 7.  
Provision of PD to Level Leaders to build staff capacity. | Learning Culture Team  
Careers/Pathways  
Team MO/AW | End Sem 2 | • Documented Scope and Sequence published across all levels for Learning Group sessions.  
• Review of the effectiveness of reporting for LG/SURFF, indicate students can identify a link between learning behaviours and learning growth.  
• Improvement in student learning growth from term 1 to final 2016 assessments.  
• Improvement in student engagement in LG.  
• Improvement in Student Motivation and Learning Confidence.  
• Pathways Plan ready for implementation in 2017. |
### WELLBEING

#### Goals
To improve student wellbeing by continuing to develop and implement a stimulating and supportive learning culture.

#### Targets

**Target 1** - By 2017 the school mean on the Student Attitude Survey will be:
- Classroom Behaviour - 3.10
- School Connectedness - 3.60
- Student safety - 4.35

**Target 2** - By 2017 the school mean on the Parent Opinion Survey will be:
- Classroom Behaviour – 3.60
- School Connectedness - 5.20
- Student safety - 5.60

**Target 3** - By 2017 the school mean on the Staff Opinion Survey will be at the state mean or above for Academic Emphasis and Trust in Parents and Students

#### 12 month targets

**Target 1** - In 2016 the school mean on the Student Attitude Survey will be:
- Classroom Behaviour 3.10 (3.01 2015)
- School Connectedness - 3.50 (3.48 2015)
- Student safety - 4.30 (4.26 2015)

**Target 2** – In 2016 the school mean on the Parent Opinion Survey will be:
- Classroom Behaviour – 3.50
- School Connectedness - 5.15
- Student safety - 5.50

**Target 3** - In 2016 the school mean on the Staff Survey will be at the state mean for Academic Emphasis and Trust in Parents and Students (above in 2015)

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| Investigate and implement the school wide positive behaviour support program (SWPBS) as a part of the College Learning Culture Plan to further promote positive relationships and behaviours across all members of the College community. | • Implement agreed positive behaviour matrices for students and staff.  
• Begin matrix development for parents & community, reflecting agreed behaviours related to our values.  
• Ensure all staff and students are involved in the development and understanding of staff & student positive behaviour matrices.  
• Ensure the matrices are highly visible in all areas of the College.  
• Create visible & valued incentives to acknowledge and promote positive behaviours. Eg, a minimum of ARCC awards to be given teaching and ES staff per week.  
• Consult parent groups including P & F & College Council. Publicise via DSCN & website requesting feedback.  
LCT budget to provide resources to enhance staff & student capacity to use College values to create visible positive learning environments & positive expectations. | Learning Culture Teams. AM/CT/HDUB M/MW/RW | Begin Term 2, Student & staff matrix finalised and published  
Semester 2  
Shared areas & classrooms have visible displays to promote SWPBS  
Draft parent/community matrix. | • Matrices are prominently displayed and promoted.  
• ARCC awards targets are met.  
• A reduction in student misbehaviours and suspensions.  
• Dedicated displays celebrating student success will be visible across the College.  
• Target scores on SAS above will be met.  
• Staff will report improvement in relational trust on Staff Opinion Survey.  
• Draft parent/community Matrix has been developed.  
• Level of engagement from parents has improved. |
## Annual Implementation Plan: for Improving Student Outcomes

### PRODUCTIVITY

#### Goals

Use multiple sources of evidence to make effective decisions and allocate resources that result in sustained improvement to student learning, engagement and wellbeing.

#### Targets

- By 2017 the school mean on the Staff Opinion Survey will be at the state mean or above for ‘Collective efficacy and trust in Colleagues’.
- The school mean on the Staff Opinion Survey will be at the state mean for Collective Efficacy and Trust in Colleagues.

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<tr>
<td>Review all resources allocated presently to curriculum, wellbeing, and engagement leadership. Including: time allowances, coaching and professional support and meeting time. Determine allocations of such for next four years, making adjustments as required annually</td>
<td>• Review leadership structure and leadership roles and advertise roles for 2017 as required.</td>
<td>• Information is provided and stakeholders are consulted to ensure sustainable allocation of resources.</td>
<td>Prin Team</td>
<td>By end Term 3</td>
<td>• Leadership Model and team are in place for 2017.</td>
</tr>
<tr>
<td>Ensure human, physical and financial resourcing is based on student evidence</td>
<td>• Submissions for new programs or initiatives requiring resourcing put to Curriculum, Leadership and PAC, will need to present appropriate student data or evidence.</td>
<td>• Ensure Leadership Team have access to data and opportunity in meetings to analyse. • Submissions for new programs or initiatives using DSC Leading Effective Change Model, including data based reviews. • Track headline data &amp; school based data against Strategic Plan targets.</td>
<td>Leadership Team</td>
<td>On going</td>
<td>• Leadership Team are regularly engaging in data analysis and reflective &amp; planning conversations about evidence informing the progress of strategies. • Data indicates that programs are achieving improved outcomes for students.</td>
</tr>
<tr>
<td>Ensure Education Team Plans and Individual Performance Plans reflect the goals and key improvement strategies outlined in the Strategic Plan and the Annual Implementation Plan.</td>
<td>• Support the implementation of a coherent and effective P&amp;D process for Teaching and ES staff reflecting DET requirements.</td>
<td>• Publish updated P&amp;D template and shared goals to reflect the Teaching &amp; Learning Plan and the AIP. • Provide PD for ES staff to build confidence in completing the requirements of the P&amp;D process. Provide PD to ensure goals are aligned with AIP.</td>
<td>Leadership Team MW</td>
<td>On going</td>
<td>• P &amp; D goals for all staff align with the Annual Implementation Plan. • All staff completing a full P and D process.</td>
</tr>
<tr>
<td>Ensure transparent and clear communication of key initiatives.</td>
<td>• Provision of professional development days and Twilight PD to communicate planning and implementation of key initiatives.</td>
<td>• All staff are expected to engage in Professional Learning. • All planning documents and information relating to key initiatives are published to staff and feedback is sought. Provide PD to ensure goals are aligned with AIP.</td>
<td>Leadership Team</td>
<td>On going</td>
<td>• Improved Relational Trust on Staff Survey. • Teacher attendance at Strategic Sessions and PD is at 97%. • 80% of teacher have accessed the expected hours of Twilight PD.</td>
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Monitoring of Annual Implementation Plan: for Improving Student Outcomes

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<thead>
<tr>
<th>ACHIEVEMENT</th>
<th>Actions:</th>
<th>6 month progress against success criteria and /or targets</th>
<th>12 month progress against success criteria and /or targets</th>
<th>Budget Spending to date</th>
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<tbody>
<tr>
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<tr>
<td>Complete all Curriculum Scope and Sequence documentation including the essential learnings, CATs and key vocab for year 7 to 10 in all KLDs.</td>
<td>• Full documentation of Scope and Sequence including:</td>
<td>• Use of ICT for learning.</td>
<td>• Students are aware of the essential learnings and understand the CATs for each unit studied.</td>
<td>• Teachers have a clear understanding of Vic Curric. Make adjustments to units for 2017 as necessary.</td>
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<tr>
<td>Finalise Teaching &amp; Learning Plan and build teacher understanding of the plan.</td>
<td>• Teaching &amp; Learning Plan completed, approved by CC &amp; published.</td>
<td></td>
<td>• Teachers articulate a high level of understanding of T &amp; L Plan in P &amp; D meetings.</td>
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<tr>
<td>Explore elements of the Instructional Model as a focus of teacher learning including the work within PLTs.</td>
<td>• Teachers are explicit about Learning Intent and Success Criteria as measured by student responses to the Effective Teacher Survey.</td>
<td>• Feedback from teacher PD activities indicates a positive development of a common language to discuss teaching and learning best practice and in understanding of the Instructional Model.</td>
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<td>Develop an agreed framework for effective learner behaviours - ensure input from stakeholders.</td>
<td>• Effective Learner Framework has been researched and has had input from students, parents and teachers.</td>
<td></td>
<td>• An Effective Learner Framework has been developed which is well researched and has had input from students, parents and teachers.</td>
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<tr>
<td>Complete review of year 10 curriculum structure units, plan changes, including obtaining student and other stakeholder perceptions as part of review and planning.</td>
<td>• Data to be collected identified, eg learning growth from end of Yr 9 through to end of Yr 10; Engagement data, focus group data.</td>
<td>• Student and other stakeholder perceptions obtained as part of review.</td>
<td>• Change Management model &amp; Implementation plan completed for any changes in 2017 and beyond.</td>
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<tr>
<td>Improve teacher capacity to use evidence to make program changes and intervene for students in tier 2 and 3.</td>
<td>• The teachers of students with identified learning disabilities are using ILPs and evidence to modify learning activities to enable students to access learning at their identified level.</td>
<td></td>
<td>• Assessment of students with identified learning disabilities indicate learning growth.</td>
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<tr>
<td>Ensure clear articulation of ICT within the Instructional Model and the relationship to</td>
<td>• Students report improved use of Moodle and ICT in feedback on Effective Teacher Surveys.</td>
<td></td>
<td>• Students report improved use of Moodle and ICT in feedback on Effective Teacher Surveys.</td>
<td>• ICT tools are incorporated into and assessed as part of CATs in all subjects.</td>
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student learning.

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**ENGAGEMENT**

- **LG Leaders to explicitly teach & develop student's understanding of good learning behaviours (that focus on learning growth) within LG sessions.**
  - Documented Scope and Sequence published across all levels for Learning Group sessions.

**WELLBEING**

- **Implement agreed positive behaviour matrices for students and staff.**
  - Matrices are prominently displayed and promoted.
  - ARCC awards targets are met.
  - A reduction in misbehaviours and suspensions.
  - Dedicated displays celebrating student success will be visible across the College.

- **Begin matrix development for parents & community, reflecting agreed behaviours related to**
  - Consult parent groups including P & F & College Council. Publicise via DSCN & website requesting feedback.

- **All teachers engaged in Peer Feedback conversations and moving up the Moodle /ICT Continuum.**
  - PLTs are developing teaching and learning strategies based on evidence from universal testing to address students individual learning needs.

- **An effective Peer Observation/Coaching process is imbedded in teacher practice.**
  - Teachers participating in differentiated Peer Observation Training.
  - Coaches working proactively with teachers and keeping evaluations as part of documentation.

- **Continue to build the use of student learning data & evidence to support PLTs and individual teachers to differentiate for student learning growth within the classroom.**
  - Teachers explicitly teaching using a range of tools to enhance vocabulary of students, shared as evidence in P&D Review.
  - Improved student learning growth in all writing data sets including NAPLAN, e-write and PAT Reading

- **PLTs can show evidence of growth in student learning resulting from differentiated learning strategies.**
  - PLT developed curriculum and learning activities are recorded and can be accessed for the further development of the PLT.

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  - PLT developed curriculum and learning activities are recorded and can be accessed for the further development of the PLT.

- **Identify and embed vocabulary and subject specific writing tools across the curriculum.**
  - KLDs published vocab lists (as part of scope and sequence) for each unit taught from years 7 to 10.

- **Teachers explicitly teaching using a range of tools to enhance vocabulary of students, shared as evidence in P&D Review.**
  - Improved student learning growth in all writing data sets including NAPLAN, e-write and PAT Reading

- **ARCC awards targets are met.**
  - A reduction in student misbehaviours and suspensions.
  - Target scores on SAS above will be met.

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- **Staff will report improvement in relational trust on Staff Opinion Survey.**
  - Draft parent/community Matrix has been developed.
  - Level of engagement from parents is improved.
our values.

**PRODUCTIVITY**

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<td>Review leadership structure and leadership roles and advertise roles for 2017 as required.</td>
<td>• Information is provided and stakeholders are consulted to ensure sustainable allocation of resources.</td>
<td>• Leadership Model and team are in place for 2017.</td>
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<tr>
<td>Submissions for new programs or initiatives requiring resourcing put to Curriculum, Leadership and PAC, will need to present appropriate student data or evidence.</td>
<td>• Leadership Team are regularly engaging in data analysis and reflective &amp; planning conversations about evidence informing the progress of strategies.</td>
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<td>Support the implementation of a coherent and effective P&amp;D process for Teaching and ES staff reflecting DET requirements.</td>
<td>• P &amp; D goals for all staff align with the Annual Implementation Plan.</td>
<td>• All staff completing a full P and D process.</td>
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<td>Provision of professional development days and Twilight PD to communicate planning and implementation of key initiatives.</td>
<td>• Teacher attendance at Strategic Sessions and PD is at 97%. • 80% of teacher have accessed the expected hours of Twilight PD.</td>
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