

# Annual Implementation Plan: for Improving Student Outcomes

School name: Greensborough College

Year: 2017

School number: 8750

Based on strategic plan: 2015-2018

Endorsement:

Principal **Pauline Barker**

**April 12<sup>th</sup> 2017**

Senior Education Improvement Leader **Silvana Sena, April 12<sup>th</sup> 2017.**

School council **Ev Stone**

17 May 2017

## 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	✓
<ul style="list-style-type: none"> <li>To improve the learning growth of every student across all domains but particularly in writing and numeracy.</li> <li>To improve student achievement and completions in VCE, VET and VCAL program.</li> <li>To create a stimulating and vibrant learning environment where students are actively engaged in their learning, are aspirational, and are motivated to achieve their personal best.</li> <li>To develop and promote positive behaviours and attitudes and a sense of optimism across the whole College community so that the College climate, student teacher empathy wellbeing and relationships are enhanced.</li> </ul>	<b>Excellence in teaching and learning</b>	Building practice excellence	✓
		Curriculum planning and assessment	✓
	<b>Professional leadership</b>	Building leadership teams	
	<b>Positive climate for learning</b>	Empowering students and building school pride	✓
		Setting expectations and promoting inclusion	
	<b>Community engagement in learning</b>	Building communities	

### 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 initiatives selected for Greensborough College are Building practice excellence and Curriculum planning and assessment.

***'Building practice excellence: Teachers, principals, and schools will work together to exchange knowledge and ideas, develop and strengthen teaching and assessment approaches, build a culture of collaboration, master the use of learning interventions and student data, and to enhance feedback to students and staff.'***

***Curriculum planning and assessment: Schools will embed a culture of curriculum planning and assess the impact of learning programs, adjusting them to suit individual student needs so that students can reach their potential. Schools will strengthen their use of student assessment data and feedback to evaluate students' progress, monitor the impact of teaching and adjust learning programs and interventions.***

These initiatives have been selected because effective teaching is the biggest determinant of student improvement in schools. The evaluation of NAPLAN, AusVELS teacher assessments and VCE student achievement data shows a need to improve the outcomes of students in the areas of Literacy, Numeracy and VCE Study Scores. NAPLAN data also indicates a need to improve students' learning growth across the relative gain bands.

Greensborough College developed and launched the Greensborough College Instructional Model at the end of 2016. The implementation of this model is one of the key actions for 2017. Another key action is the development and implementation of Professional Learning Communities where teachers collaborate in learning teams around student data to develop sequences of learning and build pedagogical practice. A guaranteed and viable curriculum is essential so the documenting of curriculum will continue until it is completed at the end of 2017. This will include the auditing and documentation of VCE curriculum and teaching.

In 2016 the Mean Study Score was 27.83 so a continued focus will be on strategies and actions that aim to improve VCE outcomes.



In 2016 there was a slight improvement in the student opinion data around school connectedness, student morale, teacher effectiveness and teacher empathy. Connectedness to peers was above state benchmarks. Stimulating learning remains the lowest and males are well below females on all factors. We will continue to focus on these factors. Student safety and behaviour were rated highly supporting that we have been successful in developing a positive climate for learning.

The Parent Opinion data in 2016 showed increases in teacher morale and behaviour management however other factors decreased from the previous year. We aim to increase parent opinion around student engagement in 2017.

Research has shown that collaborative teaching approaches and building effective teaching teams are most effective in improving student and school outcomes. Building consistency of teaching practice across the school will lower the instances of variation in student performance. A focus on curriculum planning, creating common assessment tasks and enabling teacher moderation will also address student outcome variables. The 2016 School Climate report showed that there was positive endorsement of collective responsibility and safety and wellbeing. Our focus for this year will be on increasing endorsement in collective efficacy, teacher collaboration and academic emphasis.

**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)
<p><b>Building practice excellence</b></p>	<ul style="list-style-type: none"> <li>• Develop the instructional practice of every teacher, to ensure that a whole school and consistent approach to teaching and learning is implemented through the Greensborough College Instructional Model.</li> <li>• Implement and monitor the new leadership model that aligns with the school SSP and School Improvement Initiatives and build the capacity of staff to use data to drive improvement</li> <li>• Implement a rigorous approach to Performance and Development Process that incorporates stretch goals around numeracy, writing and VCE.</li> <li>• Develop a culture of high expectations of VCE teaching and learning and build teacher capacity in assessing consistently and accurately against VCE subject outcomes</li> <li>• Build a culture of shared learning and feedback to enhance teaching and learning practices</li> </ul>
<p><b>Curriculum planning and assessment</b></p>	<ul style="list-style-type: none"> <li>• Build teacher capacity to more effectively interpret and use a broad range of data and evidence to ensure the curriculum is stimulating and differentiated to better cater for each students point of learning.</li> <li>• Expand teachers' capacity and skills in planning for consistency and moderating student assessment.</li> <li>• Review assessment and reporting practices to determine the effectiveness of current practices and potential opportunities aligned with Compass.</li> <li>• Audit current curriculum and develop curriculum documentation in line with The Victorian Curriculum and VCE Study Designs</li> </ul>
<p><b>Empowering students and building school pride</b></p>	<ul style="list-style-type: none"> <li>• Increase students' cognitive engagement and their capacity to be more reflective, metacognitive, independent and active learners.</li> <li>• Create a stimulating learning program where students are engaged in their learning.</li> <li>• Opportunities created where school recognises good learning and student achievement.</li> <li>• Develop and promote positive behaviours and attitudes and a sense of optimism across the College.</li> <li>• Invest in leadership development for students.</li> </ul>



Framework for Improving Student Outcomes

Published: February 2016



## Section 2: 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.

<b>STRATEGIC PLAN GOALS</b>		<ul style="list-style-type: none"> <li>To improve the learning growth of every student across all domains but particularly in writing and numeracy.</li> <li>To improve student achievement and completions in VCE, VET and VCAL program.</li> </ul>						
<b>IMPROVEMENT INITIATIVE</b>		<b>Building Practice Excellence</b>						
<b>STRATEGIC PLAN TARGETS</b>		<ol style="list-style-type: none"> <li>The percentage of students in Year 9 achieving above the one year's growth in all NAPLAN areas to be maintained or improved when compared to their Year 7 data. This data will be sourced from SPA.</li> <li>To improve the correlation between teacher (AusVELS) and NAPLAN assessments.</li> <li>To achieve and maintain a VCE Median Study Score of 29 or above by 2018.</li> <li>To continue to grow the VCAL program.</li> <li>To increase the Teacher survey data factor Mean scores for Guaranteed and Viable Curriculum to the State benchmarks.</li> </ol>						
<b>12 MONTH TARGETS</b>		<p>Increase the percentage of students with high gain in NAPLAN writing 7-9 to at or above similar schools (at least 6%)            Increase the percentage of students with high gain in NAPLAN Reading 7-9 to at or above similar schools (at least 5%)            Increase the percentage of students with high gain in NAPLAN numeracy 7-9 to at or above similar schools (at least 8%)</p> <p>VCE All Study Score improves to 28.5.            Increase % of students with Study Scores of 37 or more to at or above similar schools (at least 6%)</p> <p>Increase staff endorsement in Collective Efficacy, Teacher Collaboration, Academic Emphasis and Guaranteed and Viable Curriculum.            Increase overall % endorsement by 10% (39.6-49.6%)</p> <p>Teachers self-report in PLC evaluation survey an increased belief in the value of PLCs in improving teaching practice and achievement outcomes for students.            Pivot survey data shows an increase in mean scores for the Teaching Standards as reported by the students.</p> <p>Greensborough Instructional Model is in use as evidenced through peer observations            Use of data, common assessment and evidence of moderation provided in all teaching staff PDPs.            Common assessment practices in English and Maths.            All staff engaged in moderation of assessment tasks.</p>						
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
[Drafting Note report here the KIS from the previous summary page]	[Drafting Note report here what the school will do and how - including financial and human resources]	[Drafting Note report here the person responsible]	[Drafting Note report here the timeframe for completion]	6 months: [Drafting Note report here the tangible markers or indicators of success reflecting observable changes in practice, behaviour, and measures of progress]	● ● ●	[Drafting Note report here the quantifiable school and student outcomes and/or qualitative information about the change in practice]		
				12 months:	● ● ●			
Continue to develop the instructional practice of every teacher, to ensure	<ul style="list-style-type: none"> <li>Provide professional development around the phases of the instructional model</li> </ul>	GIL, Leadership	Ongoing	6 months: <ul style="list-style-type: none"> <li>Each teacher will be observed at least once by an instructional leader</li> </ul>	● ● ●			



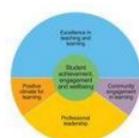
<p>that a whole school and consistent approach to teaching and learning is implemented through the Greensborough College Instructional Model.</p>	<ul style="list-style-type: none"> <li>Collect data from staff and students about the implementation of the GCIM (Pivot)</li> <li>Instructional leaders observe the teaching practice using the GC observation protocols to provide feedback on an instructional focus aligned with the GCIM</li> <li>Each teacher will develop a SMART goal aligned with the GCIM</li> </ul>	<p>GIL and coaches</p> <p>GIL and coaches</p> <p>Led by Reviewers</p>	<p>Ongoing</p> <p>Early Term 2</p>	<ul style="list-style-type: none"> <li>At the mid cycle reviews teachers will report on their progress towards attaining the SMART goal</li> <li>Data benchmarks will be created from the first round of surveys.</li> </ul> <p>12 months:</p> <ul style="list-style-type: none"> <li>At the end cycle reviews teachers will report on their progress towards attaining the SMART goal</li> <li>Higher levels of staff self-reporting their usage of the GCIM</li> <li>Higher levels of students reporting that teachers are using the GCIM</li> </ul>	<p>● ● ●</p>			
<p>Implement and monitor the new leadership model that aligns with the school SSP and School Improvement Initiatives and build the capacity of staff to use data to drive improvement.</p>	<ul style="list-style-type: none"> <li>Develop whole school data plan for collection, analysis and use of school level data</li> <li>Leadership to regularly review data sets against action plans, PDP's and AIP</li> <li>Develop and build capacity of the Leadership team to drive the school improvement agenda</li> <li>Teachers to use student profile data to plan and deliver differentiated program</li> <li>On Demand testing regularly conducted and teachers systematically use the achievement data in their PLCs to plan for teaching</li> <li>A presentation delivered to all Year 7 and 8 students about how to interpret and use their achievement data</li> <li>Inform parents how to interpret and use the achievement data made available through COMPASS</li> <li>A range of data collection tools will be used systematically to capture student data and feedback</li> <li>PD delivered to teachers on how to locate and analyse student data in large forums and in PLCs</li> <li>VCE teachers analyse VASS data</li> <li>All teachers use Item analysis from NAPLAN</li> </ul>	<p>ODO</p> <p>BAP &amp; Leadership</p> <p>BAP</p> <p>ODO</p> <p>ODO</p> <p>ODO</p> <p>ODO, Leadership</p> <p>ODO, RIN</p> <p>RIN, MEA</p> <p>RIN, MEA ODO, GIL</p>	<p>Term 2</p> <p>Ongoing</p> <p>Term 2,3,4</p> <p>Ongoing</p> <p>Term 1</p> <p>Term 1, 3</p> <p>Ongoing</p> <p>Term 1, 2, 3</p> <p>Term 1,2 and 4</p>	<p>6 months:</p> <ul style="list-style-type: none"> <li>All Year 7 and 8 students tested using On Demand</li> <li>Selected students tested through the PROBE program</li> <li>7 and 8 students will analyse their own data and design their own learning goals to be implemented between testing cycles</li> <li>Staff will have analysed class data</li> <li>Leadership team undertake leadership training together in Term 2 led by Greg Sperling.</li> </ul> <p>12 months:</p> <ul style="list-style-type: none"> <li>School data plan documented and communicated to staff</li> <li>Learning intervention programs evaluated using student achievement data – Program evaluation reports</li> <li>Meeting minutes</li> <li>PDP plan annotations</li> <li>Every teacher has analysed class data sets as demonstrated in their PDP end of cycle review</li> <li>Teacher PDP show evidence of student growth (class average) against the baseline data collected at the beginning of the year and evidence of differentiated teaching</li> <li>Leadership team has a clear sense of vision, purpose and action for the next 3 years</li> </ul>	<p>● ● ●</p>		<p>Equity funding 129,229.00 0.5 Acting Leading Teacher – Data and Student Outcomes Leader</p> <p>Half day as part of PLC grant</p>	
<p>Implement a rigorous approach to the Performance and Development Process that incorporates stretch goals</p>	<ul style="list-style-type: none"> <li>PDP Presentations delivered to teachers and Education Support Staff that link the process to the State Targets and FISO</li> <li>All PDP's documented online in EDUpay</li> </ul>	<p>BAP, GIL</p> <p>All GIL, ODO, MEA, BAP,</p>	<p>Term 1</p> <p>Term 1 and 2</p>	<p>6 months:</p> <ul style="list-style-type: none"> <li><b>All Maths teachers create a Numeracy SMART goal in their PDP</b></li> <li><b>All teachers create a SMART goal around the GCIM</b></li> <li><b>All VCE teachers create a SMART goal around VCE teaching</b></li> </ul>	<p>● ● ●</p>			



around numeracy, writing and VCE.	<ul style="list-style-type: none"> <li>Goal Writing workshops conducted to develop explicit examples of SMART goals for instructions, VCE, literacy and numeracy</li> <li>Leading teachers will review teachers and will participate in a training program to establish protocols for understanding and consistency.</li> </ul>	NIC, CAS, RIN BAP, RIN /LTs	Term 1	<ul style="list-style-type: none"> <li>Teachers have as an option to create a Literacy SMART goal.</li> <li>All Education Support Staff create SMART goals and use the on-line process for performance and development</li> </ul>				
			Ongoing	12 months: <ul style="list-style-type: none"> <li>All teachers have SMART goals documented in their PDP and reported against in the end of cycle review</li> </ul>	● ● ●			
Build the consistency and quality of teaching practice across the school to lower instances of school variation in student performance	<ul style="list-style-type: none"> <li>Resource time for Instructional Leaders through SRP equity funding and PLC grant (27 periods x 50 minutes)</li> <li>Instructional Leaders to develop protocols for peer observation and feedback</li> <li>Instructional Leaders to conduct peer observations and collect data for benchmarking and action planning</li> <li>Resource time in meeting schedule for PLCs to meet weekly to collaborate around pedagogy</li> <li>Training for Leaders of PLCs with time set out in the meeting schedule</li> <li>Structured whole school professional learning on initiatives</li> <li>Evaluate PLC program in term 4 for implementation in 2018</li> <li>Investigate evidence based Mathematics programs with a view to implementing in 2018</li> </ul>	GIL, QUA, OSB GIL, QUA, OSB GIL, QUA, OSB BAP GIL GIL & Leadership OSB COR	Ongoing	6 months: <ul style="list-style-type: none"> <li>Instructional coaches have a documented plan for implementation in 2017</li> <li>Instructional coaches keep notes and documents on peer observations conducted</li> <li>Protocols and Action plan for observations developed in consultation with staff and reflected in staff meeting minutes</li> <li>Training sessions for LPLCs are scheduled and conducted with minutes reflecting the program</li> <li>All teachers attend PLC meetings</li> </ul>	● ● ●		Equity Funding – 0.8 Instructional Coaches PLC grant – 0.4 Instructional coaches	
			Term 1					
			Term 1					
			Ongoing	12 months: <ul style="list-style-type: none"> <li>Professional Learning conducted throughout the year with feedback from teachers about effectiveness</li> <li>2018 PLC program launched at end of Term 4</li> </ul>	● ● ●			
Build a culture of shared learning and feedback to enhance teaching and learning practices	<ul style="list-style-type: none"> <li>All teachers to conduct peer observations of colleagues at least twice a year, using the protocols template for feedback</li> <li>Principals to join a Community of Practice in network to research and evaluate a range of classroom Observation practices</li> <li>Leadership team to develop an observation model (learning walks) to implement in 2018.</li> </ul>	All BAP, RIN and LTs Leadership	Ongoing	6 months: <ul style="list-style-type: none"> <li>All teachers complete one peer observation by the end of term 2</li> <li>Teachers PDP plans reflect goals and evidence</li> <li>Principals share with Leadership CoP actions and findings</li> </ul>	● ● ●			
			Term 1, 2, 3					
			Term 3	12 months: <ul style="list-style-type: none"> <li>Leadership team develops an observation model in consultation staff to be implemented in 2018</li> </ul>	● ● ●			



<b>STRATEGIC PLAN GOALS</b>		<ul style="list-style-type: none"> <li>To improve the learning growth of every student across all domains but particularly in writing and numeracy.</li> <li>To improve student achievement and completions in VCE, VET and VCAL program.</li> </ul>						
<b>IMPROVEMENT INITIATIVE</b>		<b>Curriculum planning and assessment</b>						
<b>STRATEGIC PLAN TARGETS</b>		<ol style="list-style-type: none"> <li>The percentage of students in Year 9 achieving above the one year's growth in all NAPLAN areas to be maintained or improved when compared to their Year 7 data. This data will be sourced from SPA.</li> <li>To improve the correlation between teacher (AusVELS) and NAPLAN assessments.</li> <li>To achieve and maintain a VCE Median Study Score of 29 or above by 2018.</li> <li>To continue to grow the VCAL program</li> <li>To increase the Teacher survey data factor Mean scores for Guaranteed and Viable Curriculum to the State benchmarks.</li> </ol>						
<b>12 MONTH TARGETS</b>		<p>Increase the percentage of students with high gain in NAPLAN writing 7-9 to at or above similar schools (at least 6%)                  Increase the percentage of students with high gain in NAPLAN Reading 7-9 to at or above similar schools (at least 5%)                  Increase the percentage of students with high gain in NAPLAN numeracy 7-9 to at or above similar schools (at least 8%)</p> <p>VCE All Study Score improves to 28.5.                  Increase % of students with Study Scores of 37 or more to at or above similar schools (at least 6%)</p> <p>Increase staff endorsement in Collective Efficacy, Teacher Collaboration, Academic Emphasis and Guaranteed and Viable Curriculum                  Increase overall % endorsement by 10% (39.6-49.6%)</p> <p>Teachers self-report in PLC evaluation survey an increased belief in the value of PLCs in improving teaching practice and achievement outcomes for students.                  Pivot survey data shows an increase in mean scores for the Teaching Standards as reported by the students.</p> <p>Greensborough Instructional Model is in use as evidenced through peer observations                  Use of data, common assessment and evidence of moderation provided in all teaching staff PDPs.                  Common assessment practices in English and Maths.                  All staff engaged in moderation of assessment tasks.</p>						
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
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[Drafting Note report here the KIS from the previous summary page]	[Drafting Note report here <u>what</u> the school will do and <u>how</u> - including financial and human resources]	[Drafting Note report here the person responsible]	[Drafting Note report here the timeframe for completion]	6 months: [Drafting Note report here the tangible markers or indicators of success reflecting observable changes in practice, behaviour, and measures of progress]	● ● ●	[Drafting Note report here the quantifiable school and student outcomes and/or qualitative information about the change in practice]		
				12 months:	● ● ●			
Build teacher capacity to more effectively interpret and use a broad range of data and evidence to ensure the curriculum is stimulating and	<ul style="list-style-type: none"> <li>Data analysis sessions planned and delivered to teachers on how to use different data sets</li> <li>COMPASS analytics available to all staff with professional development sessions offered to unpack the analytics</li> <li>PLCs use student achievement data regularly and strategically to plan learning programs</li> </ul>	RIN ODO ODO	Term 1 Ongoing	6 months: <ul style="list-style-type: none"> <li>Record of data sessions and staff who attended is documented</li> <li>Staff use of COMPASS analytics increases as self-reported by staff</li> <li>ILPS documented on Student's COMPASS and distributed to teachers and support staff</li> </ul>	● ● ●			
		LPLCs	Ongoing					



differentiated to better cater for each students point of learning.	<ul style="list-style-type: none"> <li>Professional Learning provided on Inclusion and Equity and writing ILPs.</li> <li>Every student on the PSD program, ATSI students and all students 2 levels below expected or two levels above expected have ILPs.</li> </ul>	GIL Leadership All teachers who teach students in the PSD	Term 1 and ongoing	<ul style="list-style-type: none"> <li>Student Support Group meetings use ILPs for discussion and future goal setting</li> <li>Teachers will provide evidence in their PDP of how they have used student achievement data</li> <li>PLC leaders show evidence in their PDP of how their teams have used student achievement data</li> </ul>					
				12 months: <ul style="list-style-type: none"> <li>Staff self-report increased sense of self-efficacy around the use of data sets available to them.</li> <li>Evaluation of ILPs and planning for 2018 ILPs drafted.</li> </ul>	● ● ●				
Expand teachers' capacity and skills in planning for consistency and moderating student assessment.	<ul style="list-style-type: none"> <li>Assessment moderation built into the PLC program each semester</li> <li>Teaching teams to moderate common assessment tasks</li> <li>Learning areas (PLCs) create assessment exemplars for each major assessment piece to show students what good work looks like</li> <li>Learning areas (PLCs) create and routinely use rubrics for common and major assessment tasks</li> </ul>	GIL, NIC, ODO  PLCs  PLCs  PLCs	Ongoing	6 months: <ul style="list-style-type: none"> <li>PLCs lead teachers through assessment moderation in semester one</li> <li>Moderation strategies and practices documented in the mid cycle review for all teachers</li> <li>Learning areas audit current assessment exemplars documented and develop a plan</li> <li>Learning areas audit current assessment rubrics documented and develop a plan</li> <li>Curriculum team meet with NWWVR EIL to develop a curriculum map (Kaylene Kubeil)</li> </ul>	● ● ●				
			Ongoing	12 months: <ul style="list-style-type: none"> <li>Teachers document assessment moderation undertaken in end of cycle reviews of PDP.</li> <li>Assessment exemplars uploaded with documented curriculum and assessment tasks</li> <li>Rubrics uploaded</li> <li>Curriculum Team has developed a curriculum map</li> </ul>	● ● ●				
			Term 3						
			Ongoing						
Audit current curriculum and develop curriculum documentation in line with The Victorian Curriculum	<ul style="list-style-type: none"> <li>Develop a curriculum map of the school</li> <li>All curriculum 7-10 to be documented and uploaded on COMPASS in the form of course outlines, unit planners, coursework and common assessments.</li> <li>All teachers to deliver the set curriculum and common assessment tasks as determined by Learning Areas and the Leadership.</li> </ul>	LPLCs and all teachers NIC has oversight  Reviewers - Leadership	Ongoing	6 months: <ul style="list-style-type: none"> <li>Checklist of documented and uploaded 7-10 curriculum prepared</li> <li>Action Plan developed for incomplete documentation</li> <li>LPLCs and report that teachers in their learning areas are delivering the set curriculum and common assessment tasks</li> <li>Reviewers report that teachers are delivering the set/documented curriculum and assessment tasks</li> </ul>	● ● ●				
			Mid cycle and end of cycle reviews	12 months: <ul style="list-style-type: none"> <li>Final checklist of documented curriculum with action plan developed for completion.</li> </ul>	● ● ●				
Develop a VCE Improvement Plan which includes professional learning opportunities, VCAA data analysis and mentoring to develop positive pathways for all senior students	<ul style="list-style-type: none"> <li>VCE teachers provided with data sets and interviews with Leadership</li> <li>Carmel Richardson employed to deliver sessions on understanding VCE data</li> <li>All VCE teachers sent information and invited to apply to be VCAA assessors</li> <li>Audit and document curriculum, unit planners, timelines and assessment</li> <li>Resource careers with ES1-3 support in term 2,3 and 4</li> </ul>	RIN MEA NIC  BAP  BAP  NIC  BAP	Term 1 ongoing	6 months: <ul style="list-style-type: none"> <li>VCE data interviews completed in first semester</li> <li>Book Carmel Richardson for a curriculum day</li> <li>List of teachers who apply and then accepted to assess</li> <li>Time release for VCE EAL moderation</li> <li>Develop common template for VCE documents for teacher and student use</li> <li>Employ ES1-3 local payroll for Careers counselling</li> </ul>	● ● ●		\$2500 – cash budget		
			Term 3						
			Term 1						
			Ongoing						\$6000 MIPS
			Term 2	12 months:	● ● ●				



	<ul style="list-style-type: none"> <li>Form Assessment Partnership with St Helena for VCE EAL</li> </ul>	BAP	Term 1	<ul style="list-style-type: none"> <li>VCE teachers compare 2017 VCE results to 2016 and set goals for future teaching practice and development</li> <li>VCE curriculum and key documents uploaded on COMPASS and timeline set for final completion</li> <li>VTAC applications show increase in % of total students applying for tertiary courses.</li> <li>VCE teachers present documented curriculum outlines in PDP review meetings.</li> </ul>				
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## Section 3: Other Improvement Model Dimensions

<b>STRATEGIC PLAN GOALS</b>		<ul style="list-style-type: none"> <li>To create a stimulating and vibrant learning environment where students are actively engaged in their learning, are aspirational, and are motivated to achieve their personal best.</li> <li>To develop and promote positive behaviours and attitudes and a sense of optimism across the whole College community so that the College climate, student teacher empathy wellbeing and relationships are enhanced</li> </ul>						
<b>OTHER IMPROVEMENT MODEL DIMENSIONS</b>		<b>Empowering students and building school pride</b>						
<b>STRATEGIC PLAN TARGETS</b>		<ol style="list-style-type: none"> <li>Increase the Student Attitudes to School Survey data factor mean scores for Motivation, School Connectedness, Connectedness to Peers and Teacher Effectiveness and Empathy to the State benchmarks.</li> <li>Increase the percentage of endorsement for Teacher Collaboration to the state benchmark.</li> <li>To increase the Parent Survey data factor mean scores for Student Motivation and School Connectedness to the State benchmarks.</li> </ol>						
<b>12 MONTH TARGETS</b>		<p>Learning intentions used by all teachers in all classes.</p> <p>Improvements in student opinion data for motivation, school connectedness stimulating learning and learning confidence towards State benchmarks Improvements in parent data for student motivation and school connectedness.</p> <p>Decrease the percentage of students with 20 or more absence days to at or below similar schools (decreased by at least 4% to 27%) Increase attendance of students in Year 9 Decrease average days of absence by at least 10% at Senior levels (15 days absent at Year 11; 12 days at Year 12)</p> <p>Increase Year 7 enrolment for 2018 by 10% (approx. 93 students)</p> <p>Increase in parent satisfaction survey key data measures of student engagement towards State benchmarks.</p> <p>Improved student leadership program. Positive psychology practices embedded into student engagement program.</p>						
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
[Drafting Notes report here the KIS from the previous summary page]	[Drafting Notes report here <u>what</u> the school will do and <u>how</u> - including financial and human resources]	[Drafting Notes report here the person responsible]	[Drafting Notes report here the timeframe for completion]	6 months: [Drafting Notes report here the tangible markers or indicators of success reflecting observable changes in practice, behaviour, and measures of progress] 12 months:	● ● ● ● ● ●	[Drafting Notes report here the quantifiable school and student outcomes and/or qualitative information about the change in practice]		
Increase students' cognitive engagement and their capacity to be more reflective, metacognitive, independent and active learners.	<ul style="list-style-type: none"> <li>Map the Victorian curriculum capabilities against current school curriculum and practices</li> <li>Develop a GC learner profile engaging student voice</li> <li>Identify and develop explicit teaching strategies that develop the capabilities and learner profile</li> </ul>	NIC GIL ODO  Leadership  Leadership LPLCs	Term 2 and 3  Term 3  Term 4	6 months: <ul style="list-style-type: none"> <li>Curriculum team map the capabilities and identify gaps and develop an action plan</li> <li>Student focus groups to construct a GC Learner Profile</li> <li>Teaching team identifies the explicit teaching required to develop the capabilities</li> </ul>	● ● ● ● ● ●			



				12 months:	● ● ●			
				<ul style="list-style-type: none"> <li>Explicit teaching of capabilities identified and professional learning for staff planned for 2018</li> <li>GC Learner Profile launched</li> </ul>				
Create a stimulating learning program where students are engaged in their learning.	<ul style="list-style-type: none"> <li>Review of Year 9 curriculum program and structure (attendance, stimulating learning)</li> <li>Investigate Hands on Learning Program for 2018</li> <li>Break down the Attitudes to School Survey results in student focus groups to develop a profile of what good teaching looks like at GC</li> </ul>	CAS, NIC, ODO GIL	By end Term 3	6 months:	● ● ●			
		GIA, BAP	By end Term 3	<ul style="list-style-type: none"> <li>Junior School Team and Curriculum Team evaluate status quo and investigate evidence based practices for Year 9</li> <li>Meet with HOL organisers to scope out possibilities</li> </ul>				
		BAP, ODO	By end term 3	12 months:	● ● ●			
				<ul style="list-style-type: none"> <li>Proposal to go to Leadership, Staff and Education Committee for Year 9 program</li> <li>Proposal for HOL developed</li> <li>Focus groups conducted and student feedback documented and presented to staff.</li> </ul>				
Opportunities created where school recognises good learning and student achievement.	<ul style="list-style-type: none"> <li>Introduce an Awards ceremony for semester 1 achievement</li> <li>Use COMPASS, Facebook and e-newsletter to acknowledge and celebrate student achievement</li> <li>Identify opportunities for parents to celebrate student learning at school</li> <li>Promotions Team to display and advertise within and beyond the College</li> <li>Principal Awards and meet the Principal strategy – Weekly and by Year Level</li> <li>Introduce postcards acknowledging student achievement – sent to families</li> </ul>	BAP and MEA CAS	Term 2 and 3	6 months:	● ● ●			
		DAL BEL SHE LAW DOK	Ongoing	<ul style="list-style-type: none"> <li>Semester 1 Awards for each sub school in Week 2 Term 3</li> <li>More students recognised across the platforms</li> <li>Sub School leaders to identify and document an opportunity to celebrate learning in each year level.</li> </ul>				
		MEA CAS	Term 2	<ul style="list-style-type: none"> <li>Promotions continues as a POR</li> <li>Promotions team introduces <i>Learner of the Week</i> concept. Start with Year 7 in Week 5 Term 2.</li> <li>Investigate postcards – design and organise printing</li> </ul>				
		BAP	Ongoing					
		DAL BEL	Term 2 and 3 ongoing					
				12 months:	● ● ●			
				<ul style="list-style-type: none"> <li>List number of students recognised</li> <li>Celebrations of learning held in all year levels at least once in the year</li> <li>Learner of the Week introduced and established</li> <li>Postcards and process established</li> </ul>				
Develop and promote positive behaviours and attitudes and a sense of optimism across the College.	<ul style="list-style-type: none"> <li>Parents and Friends Association to purchase new lockers for all students</li> <li>Restructure of sub schools and reallocation of ES staff into sub schools</li> <li>Re-branding of Student Code of Conduct</li> <li>Investigate the Resilience Survey (Andrew Fuller)</li> <li>Join other network schools (Charles Latrobe College) to undertake professional learning in the Berry Street Framework so that a whole school approach can be adopted.</li> <li>Introduce sub-committees of school council</li> <li>-Uniform</li> <li>-Education</li> <li>-Buildings and Grounds</li> <li>-Canteen</li> <li>Enhance Staff connectedness by providing GC name badges for all staff</li> </ul>	BAP, BEL, FRA BAP RIN Leadership	Term 2 and 3	6 months:	● ● ●			
		GIA, MEA, CAS	Term 2	<ul style="list-style-type: none"> <li>Quote for new lockers. Seek student feedback from leaders and SRC.</li> <li>ES sub school staff identified and role descriptions created.</li> <li>Location and work space created</li> <li>Roll out of rebranded Student Code of Conduct to align with restructure</li> <li>Source Resilience survey and put together proposal</li> <li>Sub Committees start meeting and develop protocols and a brief for their work</li> <li>All staff have new name badges and wear these when representing the school in network, for formal school occasions, parent teacher interviews, when visitors are in the school</li> <li>Commit to Berry Street PL program</li> </ul>				
		BAP, Leadership	Term 3					
		BAP	Term 2					
		BAP	Term 1	12 months:	● ● ●			
				<ul style="list-style-type: none"> <li>New lockers purchased and installed for beginning of 2018</li> </ul>				



				<ul style="list-style-type: none"> <li>• Sub school structure set and running</li> <li>• Evaluation of new student behaviour management procedures</li> <li>• Sub committees develop 3 year action plans</li> <li>• Curriculum days and PL days planned around Berry Street Program</li> <li>• Resilience survey proposal for 2018</li> </ul>				
Invest in leadership development for students.	<ul style="list-style-type: none"> <li>• Students represent on School Council and sub-committees</li> <li>• Principal lunches with Student leaders to seek student opinion</li> <li>• Establish SRC</li> <li>• Provide training for SRC and student leaders</li> <li>• Introduce Peer Support Program</li> </ul>	FRA BAP FRA BAP TBC GIA	Term 1 Term 2 and ongoing Term 3 Term 2, 3	6 months: <ul style="list-style-type: none"> <li>• Students attend school council and sub-committee meetings</li> <li>• Student Leaders luncheon with Principal after Athletics in Term 2</li> <li>• Establish SRC</li> <li>• Investigate Peer Support Program</li> </ul> 12 months: <ul style="list-style-type: none"> <li>• Seek feedback from students about engagement in committees</li> <li>• Allocate POR to SRC – Category T2 teacher/s</li> <li>• Train SRC</li> <li>• Train Peer Support Leaders and develop action plan for 2018</li> </ul>				



# Section 4: 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 Continua 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	<b>Building practice excellence</b>	Select	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.]
	<b>Curriculum planning and assessment</b>	Select	Select status	
	Evidence-based high impact teaching strategies	Select	Select status	
	Evaluating impact on learning	Select	Select status	
Professional leadership	<b>Building leadership teams</b>	Select	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	<b>Empowering students and building school pride</b>	Select	Select status	
	<b>Setting expectations and promoting inclusion</b>	Select	Select status	
	Health and wellbeing	Select	Select status	
	Intellectual engagement and self-awareness	Select	Select status	
Community engagement in learning	<b>Building communities</b>	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	
<b>Reflective comments:</b> [Drafting Note Please use this section to summarise your learnings from the self-evaluation process, including professional growth and key findings]				
<b>Confidential cohorts analysis:</b> [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]				
<b>Considerations for 2018:</b>				

