

# 2016 Annual Implementation Plan: for Improving Student Outcomes

School Number: 7763

# Mount Alexander College

**2016** Based on Strategic Plan 2015-2019

## Endorsements

Endorsement by School Principal	Signed..... Name..... . Date..... ...
Endorsement by School Council	Signed..... Name..... . Date..... ...
Endorsement by Senior Advisor	Signed..... Name..... . Date..... ...

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

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

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

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

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

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

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

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

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

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

Initiatives Rationale:
<p>Explain why the school, in consultation with the SEIL, has selected this initiative/s. Please make reference to the evaluation of school data, the progress against SSP targets, and the diagnosis of issues requiring particular attention.</p> <p>As a result of a peer review in 2014 and also a review by the current leadership team, significant structural changes are being introduced to support and to enhance college student engagement, learning and college operations. In 2015, the whole staff and some students visited Templestowe Secondary College with a number of focused questions to help further drive the development of our SIP and AIP</p> <p>Mount Alexander College is currently undergoing a significant transformation, moving to become a student centred school with a focus on authentic student empowerment. From 2016, students will be able to select subjects that they are passionate about regardless of their year level. That is, with a vertical curriculum structure, students will be able to select subjects above their chronological age level. The traditional year levels will be removed. Effective induction programs facilitate a welcoming transition into a caring school environment. At MAC, students are known by a name and not by a number. Every student will have their own individual learning plan, catering for their own passions, needs and interests. It may be possible for a student in Year 8 to undertake a Pre VCE or VCE subject. 'Readiness' for such learning opportunities will be determined with course counselling and guidance provided.</p> <p>In 2016, a new Wellbeing structure has been implemented to support students. The introduction of the vertical House structure is used to complement and support our vertical curriculum structure. Our House system aim to enhance a sense of belonging and connectedness amongst students. It encourages engagement through an increased level of participation and provides lots of student leadership opportunities.</p> <p>Through the use of Professional Learning Communities (PLC) the college is implementing and embedding of a common instructional model GANAG across all curriculum areas. In order to continue to raise results, staff are using data to inform their teaching practise. Data sets such as On-demand, PAT Testing, Edu- test data assists teachers to determine student learning needs to monitor progress and to evaluate programs. Student surveys along with staff and parent feedback are used to obtain feedback in order to evaluate and monitor progress.</p> <p>The introduction and eventual embedding of a whole school wide Positive Behaviour Program is another goal this year. This program will be used in conjunction with "Are you ready to learn?" using the framework of Ask, Warn and Act.</p> <p>Whole school changes are further supported through extensive professional learning. The P &amp; D process for all staff is aligned to the Colleges' AIP and SIP. 'Instructional rounds' and peer observations enables teachers to gain timely and precise feedback on their classroom instructional practise. Increased rigor and expectations for staff aims to lift standards and educational opportunities for students.</p> <p>Mount Alexander College is working hard to connect more strongly with the local community. The recent advertisement of a number of positions aims to lift the schools profile in the local community. These position have included; Marketing/Promotions; Multi –Cultural (Community Liaison) Monthly Parent Morning Teas have been introduced to strengthen communication with our Non- English speaking parent community. The creation and strengthening of a Community Hub is another priority. This includes, free legal advice and support, to computer literacy.</p>

Mount Alexander College is working towards becoming a secondary school of first choice for local families.

**Key Improvement Strategies (KIS)**

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

Initiative:	KIS
Building practice excellence	<ul style="list-style-type: none"> <li>• Promote a culture where a student-centred focus, negotiated curriculum and differentiated teaching and learning practices are the highest priority and is shared by all staff and students.</li> <li>• Build a culture of collaborative learning that is valued by all staff and students and supported by <b>curriculum focused PLTs</b> where opportunities to improve practice are supported by time, structures and programs.</li> <li>• Further develop a culture of professional learning and professional learning team practices that improve student engagement and connectedness.</li> <li>• Build capacity of staff to implement a focused, cohesive and effective approach to teaching and learning that leads to improved student learning.</li> <li>• Work with Zabar Consultancy and ACER on an ongoing basis to promote a research based approach to improving student outcomes that is measured using multiple data sets.</li> </ul>
Empowering students and building school pride	<ul style="list-style-type: none"> <li>• Empower students in being active participants in their learning.</li> <li>• Enhance engagement and school spirit through the introduction of a House system and a robust and varied house activities program to enhance student engagement and connectedness as well as improve student wellbeing.</li> <li>• Change community perceptions of the college through active engagement with student leaders and student-led events within and outside the school with the aim of improving engagement and thereby school attendance.</li> </ul>

# Annual Implementation Plan: for Improving Student Outcomes

ACHIEVEMENT					
Goals	<ul style="list-style-type: none"> <li>Introduce a consistent instructional learning model across the school.</li> <li>Provide increased opportunities for student leadership.</li> <li>Promote student centred learning in all subjects.</li> </ul>	Targets	<ul style="list-style-type: none"> <li>100% successful completion of VCE and VCAL and/or placement in TAFE or work post-secondary school.</li> <li>To reduce the absence rates across the school to 10 days per student.</li> <li>100% successful completion of VCE and VCAL and/or placement in TAFE or work post-secondary school.</li> <li>To improve School Connectedness, Teacher Empathy and Teacher Effectiveness from second to mid/high quartile.</li> <li>To improve Teacher Effectiveness and Connectedness to School from third to fourth quartile.</li> <li>Curriculum development based on the Victorian Curriculum is a high priority and is documented and up to date and prepared by and agreed on by all staff in a consistent manner.</li> <li>Close gap between State Mean and MAC results for NAPLAN.</li> <li>Increase VCE mean study scores and increase the percentage of study scores meeting or exceeding their GAT predicted scores.</li> <li>Common Assessment Practices are aligned with the Victorian Curriculum and VCAA standards across the college in all subjects to improve teaching and learning ensure accurate reporting.</li> <li>Implementation of a professional development framework that supports the needs of all staff and is driving improvement in student learning.</li> <li>Classroom observation framework is developed and demonstrates Instructional Framework is embedded in the planning and teaching practice</li> <li>Implement and evaluate the use of GANAG as our Instructional model and continue to build teacher capacity to ensure that that pedagogical principles are incorporated into planning, assessment and reporting and apparent in all teacher PDP's</li> <li>Embed accurate and consistent approaches to assessment of individual students and groups against expected standards across learning areas and year levels</li> <li>Student feedback is being used effectively across the school by students and staff and is included in the reporting process.</li> <li>Compass is being used to support student learning and teaching</li> </ul>		
		12 month targets	<ul style="list-style-type: none"> <li>As Above</li> <li><b>Clearly documented curriculum across the whole school, inclusive of Victorian Curriculum and all Senior Programs.</b></li> <li><b>Common assessment practices within domains clearly aligned with DEECD expectations.</b></li> <li><b>To further embed the GANAG as an Instructional Model.</b></li> </ul>		
KIS	ACTIONS: what the school will do	HOW the school will do it (including financial and human resources)	WHO has responsibility	WHEN timeframe for completion	SUCCESS CRITERIA: Markers of success reflecting observable changes in practice, behaviour, and measures of progress
<p>1. Implementation of a vertical curriculum structure with Individual Learning Plans for all students.</p> <p>2. Introduction of student centred subject choice and content delivery.</p>	<ul style="list-style-type: none"> <li>Conduct student, staff and parent forums</li> <li>Build and strengthen connections with Templestowe College to consider structures and programs</li> <li>Course Confirmation</li> </ul>	<ul style="list-style-type: none"> <li>Forums during and afterschool</li> <li>PL days for planning and implementation</li> <li>KLA to propose cost of electives- Prin Team and Business Manager to prepare subject levies</li> <li>Parent/students to attend Course Confirmation- important Admin &amp; payments made to support curriculum</li> </ul>	<ul style="list-style-type: none"> <li>Principal</li> <li>Assistant Principal</li> <li>LT- Curriculum</li> <li>KLA Team leaders</li> <li>Whole staff</li> </ul>	<ul style="list-style-type: none"> <li>On going</li> <li>Course Confirmation Term 3</li> </ul>	<ul style="list-style-type: none"> <li>100% successful completion of VCE and VCAL and/or placement in TAFE or work post-secondary school.</li> <li>To reduce the absence rates across the school to a median of 10 days per student.</li> <li>100% successful completion of VCE and VCAL and/or placement in TAFE or work post-secondary school.</li> </ul>
<p>3. Professional learning program delivered for all staff on consistent delivery of GANAG model of classroom instruction.</p>	<ul style="list-style-type: none"> <li>PL focus (GANAG team facilitates)</li> <li>Embed as part of the P &amp; D process for all teaching staff</li> <li>GANAG Team- PL</li> <li>Whole school PL - two half days with Jane Pollock as facilitator</li> </ul>	<ul style="list-style-type: none"> <li>PL meeting times</li> <li>PLC meeting</li> <li>Provide PL opportunities for GANAG implementation Team and whole staff</li> </ul>	<ul style="list-style-type: none"> <li>Principal</li> <li>Assistant Principal</li> <li>LT- Curriculum</li> <li>KLA Team leaders</li> <li>Whole staff</li> </ul>	<ul style="list-style-type: none"> <li>On going</li> </ul>	<ul style="list-style-type: none"> <li>Consistent instructional approach (GANAG) across all KLAs as evidenced in the use of Skills Grids in Student-Led electives and collation of materials on Google Drive KLA folders.</li> <li>Evidence of consistent practice in Professional learning Teams.</li> </ul>

# Annual Implementation Plan: for Improving Student Outcomes

ENGAGEMENT					
Goals	Improve students' connectedness to their learning and student and parent connectedness to the school community	Targets	<ul style="list-style-type: none"> <li>All student learning data is complete and accessible as per the assessment schedule</li> <li>High expectations are set for every student using learning data</li> <li>Build the capacity of staff and students to give and receive effective evidence based feedback</li> <li>Build learning confidence through quality feedback</li> <li>Data is used to develop flexible learning groups to optimize learning time</li> <li>Tracked individual learning growth for each student, evidenced in reports</li> <li>All community members demonstrate increasing levels of resilience</li> <li>Ensure consistent teaching practices and common assessment takes place in all subjects</li> </ul>		
		12 month targets	<ul style="list-style-type: none"> <li>Introduce a Mentoring Program providing pastoral support program across all year levels</li> <li>Introduce House system and build capacity of House Leadership teams to support all members of the college community, particularly students as they transition through the school</li> <li>Further embed the use of the Compass Program to increase communication and engagement of the school community</li> <li>Ensure the college Pathways program is embedded in every year level across the school</li> <li>Develop high quality Industry Partnerships to support our student pathways program and work</li> <li>Expand our student leadership program to ensure student voice is recognised in our curriculum programs</li> <li>Develop Extras Curricular programs based on school community feedback</li> <li>Develop intervention and support programs to ensure students are at or above required standard for each year level</li> </ul>		
KIS	ACTIONS: what the school will do	HOW the school will do it (including financial and human resources)	WHO has responsibility	WHEN timeframe for completion	SUCCESS CRITERIA: Markers of success reflecting observable changes in practice, behaviour, and measures of progress
<p><b>1. Introduction of the House System.</b></p> <p><b>2. Development of the Clubs and Societies, House Mentors and Student Leadership Programs.</b></p> <p><b>3. Identification of leadership opportunities for students including supporting the Student Representative Council.</b></p>	<ul style="list-style-type: none"> <li>Appoint LT- Student Wellbeing &amp; Leadership</li> <li>Advertise POR House Leaders</li> <li>Create structure to support consistent and supportive approaches across all Houses.</li> <li>House Naming &amp; Logo Competition for students</li> <li>Create inclusive activities to enhance student engagement and build House/Team spirit</li> <li>Purchase House – Cup and activity trophies</li> <li>Develop a standardised point system placing consistent weighting on all major whole school House Events.</li> <li>Develop a student empowered program for House, Clubs and Societies</li> <li>Develop a new student leadership structure- supporting and enabling increased student voice.</li> </ul>	<ul style="list-style-type: none"> <li>Workforce Planning LT- Student Wellbeing &amp; Leadership, Time release for House leaders</li> <li>Create weekly meeting time for House Leaders for planning and to ensure consistency</li> <li>Purchase House Cup /trophies</li> </ul>	<ul style="list-style-type: none"> <li>Principal</li> <li>LT- Student Wellbeing Leadership</li> <li>House Leaders</li> <li>Student Leaders</li> </ul>	<ul style="list-style-type: none"> <li>Advertise /appoint positions later in 2015.</li> <li>Planning – late 2015</li> <li>House naming and logo early 2016</li> <li>Program development on-going.</li> </ul>	<ul style="list-style-type: none"> <li>To improve School Connectedness, Teacher Empathy and Teacher Effectiveness from second to mid/high quartile.</li> <li>To improve Teacher Effectiveness and Connectedness to School from third to fourth quartile.</li> </ul>

<b>3. Careers and Pathways</b>	<ul style="list-style-type: none"> <li>• Appoint a Careers and Pathways Practitioner ES 1-3</li> <li>• Develop a program that encourage a school based apprenticeship</li> </ul>	<ul style="list-style-type: none"> <li>• Workforce planning- consideration commence with one day per week.</li> <li>• Creation of a Careers and resources space within the Resource Centre.</li> </ul>	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Careers Practitioner</li> </ul>	<ul style="list-style-type: none"> <li>• Early in Term 1</li> <li>• On going</li> </ul>	<ul style="list-style-type: none"> <li>• Enhanced levels of connectedness with students to school</li> <li>• Higher levels of focus for students with their learning and their pathway direction (survey)</li> </ul>
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WELLBEING					
Goals	<p><b>Build an enhanced environment of learning and resilience for all members of the Mount Alexander Community</b></p> <ul style="list-style-type: none"> <li>• <b>Improve student engagement through a consistent and proactive approach.</b></li> <li>• <b>Increase student identify and connectedness to school</b></li> <li>• <b>Investigate and implement approaches to enhance student feedback to inform teacher practices</b></li> <li>• <b>Investigate a consistent system for staff feedback on instructional practices</b></li> <li>• <b>Expand the range of support services available to students</b></li> </ul>	Targets	<ul style="list-style-type: none"> <li>• Develop the capacity of teachers to address the individual emotional and academic needs of each child within a simulating, empathetic, secure learning environment.</li> <li>• Improve students' sense of well-being and engagement at all year levels.</li> <li>• All community members increasing levels of resilience and social skills</li> <li>• School family partnerships are value adding to the learning outcomes of students</li> <li>• Improve levels of student motivation and learning confidence for males from third to fourth quartile.</li> <li>• Improve levels of student safety for girls from first to upper second quartile and for boys from second to third quartile.</li> <li>• Continuous reporting model embedded across the school.</li> </ul>		
		12 month targets	<ul style="list-style-type: none"> <li>• Embed whole wide positive behaviour program</li> <li>• Build the capacity of staff to deliver the Pastoral Care / House program</li> <li>• Development of targeted programs to build resilience of students</li> <li>• Continue to develop links with outside agencies to support our school community</li> </ul>		
KIS	ACTIONS: what the school will do	HOW the school will do it (including financial and human resources)	WHO has responsibility	WHEN timeframe for completion	SUCCESS CRITERIA: Markers of success reflecting observable changes in practice, behaviour, and measures of progress
<p><b>Deliver a program to improve social skill, personal development skills and pathways and transition through the college</b></p>	<ul style="list-style-type: none"> <li>• Develop a clear vision statement for House Clubs and Societies (HCS) and build understanding across the college community of what HCS is trying to achieve and how it is supporting students</li> <li>• Build the capacity and understanding of staff to deliver HCS to their students</li> <li>• Fully document the HCS program across every year level in the college</li> <li>• Embed House system across the school</li> <li>• Formalised transition programs across the school</li> </ul>	<ul style="list-style-type: none"> <li>• Develop the Pastoral Care Program within HCS</li> <li>• Re develop the timetable to provide a time for PC at the school</li> <li>• Introduce House system to provide further pastoral care and support student wellbeing</li> <li>• Formalised transition program across the school</li> <li>• Develop through Compass a data base of student extra-curricular activity</li> </ul>	<ul style="list-style-type: none"> <li>• Principal Class</li> <li>• LT Student Wellbeing &amp; Leadership</li> <li>• House Leaders</li> <li>• Mentoring Teachers</li> </ul>	2016	<ul style="list-style-type: none"> <li>• Improvement in attendance and lateness of all students across all year levels</li> <li>• Vision statement for student wellbeing and engagement developed and embedded across the college</li> <li>• HCS calendar published</li> <li>• Formalised and documented transition program into, across and out of the school is in place</li> <li>• Student Data on transition and connectedness to school improving</li> <li>• Development and introduction of extra-curricular programs across the college</li> <li>• Transition surveys demonstrating successful movement into, through and out of the college</li> </ul>

<p><b>Targeted Programs to improve resilience and social skills</b></p>	<ul style="list-style-type: none"> <li>• Formalise the roles of staff in relation to wellbeing matters</li> <li>• Introduce extra-curricular programs across the school to further support student participation and connectedness</li> <li>• Further engage and build the capacity of parents to enhance the wellbeing and learning of their children</li> </ul>	<ul style="list-style-type: none"> <li>• Investigate and introduce programs that build positive behaviours across the college</li> <li>• Documented formalise roles</li> <li>• PD for students needs of their students</li> <li>• Parent training programs introduced</li> <li>• Increased communication and opportunity for parents to engage with the school</li> <li>• Survey school community and identify extra-curricular programs to further engage students in the school</li> </ul>			<ul style="list-style-type: none"> <li>• Improve levels of student motivation and learning confidence for males from third to fourth quartile.</li> <li>• Improve levels of student safety for girls from first to upper second quartile and for boys from second to third quartile.</li> <li>• Continuous reporting model embedded across the school.</li> <li>• Wellbeing program mapped to pro-social and PC Curriculum.</li> <li>• Parent training programs and sessions established to support families with student wellbeing.</li> <li>• ATSS data improving in wellbeing areas.</li> </ul>

PRODUCTIVITY	
<b>Goals</b>  <b>Effectively using the school and community resources to build a culture of opportunity, high expectation and purpose throughout the school community</b> <ul style="list-style-type: none"> <li>• <b>Develop and implement a college wide staff and student leadership structure</b></li> <li>• <b>Support leadership development through strategically planned, shared and targeted professional learning within and outside the school</b></li> <li>• <b>Upgrade facilities and actively apply for funding grants</b></li> <li>• <b>Innovative use of technologies throughout the school to enhance learning</b></li> <li>• <b>Improve collaborative learning spaces both physical and digital to promote collaborative teaching and learning.</b></li> <li>• <b>Promote student directed learning through student choices and Individual Learning Plans (ILP)</b></li> </ul>	<b>Targets</b>  Staff and student leadership restructure and workforce plan developed to support the implementation of the strategic plan, particularly the move towards student-led electives. <ul style="list-style-type: none"> <li>•</li> <li>• Review leadership structures and redevelop roles and functions to ensure they support the goals and strategies of the college</li> <li>• Continue to invest and build in leadership and staff professional development and learning</li> <li>• Continue to invest in and maintain the physical structures and environment of the school</li> <li>• Develop and implement an E-learning plan for the college</li> <li>• Implement sound financial management approaches to maintain optimum levels in staffing, curriculum programs, facilities and resources. and opportunities for School Council approved building upgrades</li> <li>• Continue to investigate school-community partnerships for mutual benefit</li> <li>• Embed sustainability processes across all areas of the school</li> <li>• Develop and implement an agreed approach to continuous professional learning</li> </ul>
	<b>12 month targets</b>  <u>Learning Technologies</u> <ul style="list-style-type: none"> <li>• 90% of students with personal devices</li> <li>• 100% teachers utilising student devices for teaching and learning.</li> <li>• 100% of students accessing Compass on a weekly basis to access events, updates, grades and feedback.</li> <li>• 90% of families access Compass for PT interviews etc.</li> </ul> <u>Physical Learning Spaces</u>  Creation of specific physical learning spaces across the college that promote collaboration and team teaching. <ul style="list-style-type: none"> <li>• Embed the use of Compass across the school community</li> <li>• Redevelop the Timetable/Day Structure</li> <li>• Redevelop the school Leadership structure and role descriptions to support the implementation and delivery of key school goals</li> <li>• Role descriptions-redevelop all positions of responsibility across the school in line with the Strategic plan</li> <li>• Continue to invest in leadership development and staff professional learning</li> <li>• Focus professional learning for staff to maximise the development of curriculum and common assessment tasks across all learning areas</li> <li>• Identify leadership potential in staff and build the capacity of all school leaders</li> </ul> <b>Physical Environment</b> <ul style="list-style-type: none"> <li>• Projectors/Walls/Paint/Fencing/Laptops/Resource Hub-reading/chairs/study area/desk/Relocation of Wellbeing/Lockers/Four House structure/SAC/Exam Centre/ES restructure/allocation</li> <li>• Ensure the systematic approaches to maintenance of facilities and projects through recurrent expenditure</li> </ul> <u>Equity Funding</u> <ol style="list-style-type: none"> <li>1.                             <ul style="list-style-type: none"> <li>• Support literacy and numeracy to improve academic achievement across the school.</li> <li>• Establishing robust data sets across the school using ACER as a consultancy support</li> </ul> </li> </ol> = \$ 20,000  <ol style="list-style-type: none"> <li>1. Professional development to build capacity of teachers in developing instructional practice in numeracy ,spelling and reading</li> </ol> = \$26,400

			<p>2. Coaching of teachers to embed long term sustainable school improvement</p> <p>= \$22,000</p> <p>Purchase of Resource material to support and build our Numeracy and Literacy Resource Libraries</p> <p>= \$27,983</p> <p>Professional Development for teachers in GANAG to further embed effective teaching and learning</p> <p>= \$ 27,983</p> <p>Expansion of Speech Therapy Intervention/Phonics/Literacy Intervention</p> <p>= \$ 55,965</p>		
KIS	ACTIONS: what the school will do	HOW the school will do it (including financial and human resources)	WHO has responsibility	WHEN timeframe for completion	SUCCESS CRITERIA: Markers of success reflecting observable changes in practice, behaviour, and measures of progress
<b>School Leadership is driving a clear framework for school improvement</b>	<ul style="list-style-type: none"> <li>Embed the agreed vision, purpose and values statement</li> <li>Distributed leadership model further embedded across the school</li> <li>School leadership is communicating a clear framework for school improvement</li> </ul>	<ul style="list-style-type: none"> <li>Collaborate with the school community in embedding school vision</li> <li>Investigate current Leadership Structure and redevelop to drive school priorities</li> <li>Implement a distributed leadership structure in the school that is driving the school improvement framework across the college community</li> <li>New leadership team structure in place in 2016.</li> <li>Redevelop Positions of Responsibility and Level 2 Teacher positions</li> <li>Move from a horizontal level co-ordinator model to a vertical 4 House structure</li> <li>Implement 4 House Structure-create House Leadership Teams and allocated staff to each Houses</li> <li>Redevelop all leadership positions across the school so that they are supporting key school priorities</li> <li>Create further student leadership opportunities across the school and ensure student voice is built in to curriculum development and teaching and learning</li> <li>BYOD promotion by: <ul style="list-style-type: none"> <li>Increasing teacher capacity e.g. <ul style="list-style-type: none"> <li>PLF – Term 1: Google Apps</li> <li>PLF – Term 1: Digital assessment tools</li> </ul> </li> </ul> </li> </ul>	Principal Class, Leadership Team and Design team	2016	<ul style="list-style-type: none"> <li>Collective and collaborative participation of all staff in leadership programs</li> <li>Leadership role descriptions re-developed, understood by staff and ensuring school priorities are being implemented</li> <li>Increased participation by staff in leadership positions</li> <li>House structure supporting students in their engagement, connectedness and learning and increasing parent participation in student learning</li> <li>Consistent implementation of the GANAG principles as part of our whole school instructional model.</li> <li>PLT's supporting the implementation of high quality teaching practices</li> </ul>

		<ul style="list-style-type: none"> <li>- IT student mentors</li> <li>- IT staff/student committee</li> <li>- parent forums re: Compass</li> <li>• Increasing Bandwidth</li> <li>• Digital content – e.g. EBooks/Read cloud</li> <li>• Term 1 – collection of data and action on this data</li> <li>• Surveys</li> <li>• Ease of IT support <ul style="list-style-type: none"> <li>- Password reset</li> <li>- Network accessibility</li> </ul> </li> </ul> <p><b><u>Infrastructure, Staffing and Facilities to support learning</u></b></p> <ul style="list-style-type: none"> <li>• Facilities upgrade, 4 period day, no bells, Mentoring groups, Clubs and Societies, induction program for Entry students. New Wellbeing structure, including employment of: Youth Worker, Student Wellbeing Coordinator, Community Engagement and Promotions staff.</li> </ul>			
<p><b>Further develop a culture of professional learning and professional learning team practices to result in higher student learning growth</b></p> <p><b>Build capacity of staff to implement a focused, cohesive and effective approach to teaching and learning that leads to improved student learning</b></p>	<ul style="list-style-type: none"> <li>• Develop a comprehensive PL framework linked to the schools vision to ensure continuous learning</li> </ul>	<ul style="list-style-type: none"> <li>• Provision of professional learning for staff, students and parents to support improved management and leadership as part of the college's documented professional learning plan.</li> <li>• Formal documentation of PL through P and D to ensure VIT requirements are met</li> <li>• Further embed PLT's across the college that ensure continuous collaborative staff professional learning is occurring</li> <li>• Further develop our Instructional model GANAG and develop a whole school framework for teaching and learning</li> </ul>	Principal Class/Leadership Team/all staff	2016	<ul style="list-style-type: none"> <li>• PLT's are articulating achievement intentions and success measures</li> <li>• Teaching performance is improving as a result of Professional Learning</li> <li>• To increase amount of professional learning delivered by KLA Leaders and different areas within the school to all staff.</li> </ul>

# Monitoring of Annual Implementation Plan: for Improving Student Outcomes

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