2016 Annual Implementation Plan: for Improving Student Outcomes

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Dimboola Memorial Secondary College 2016

Based on Strategic Plan 2013 – 2016

Endorsements

Endorsement by School Principal	Signed……………………………………. Name Anne Gawith Date………………………………………
Endorsement by School Council	Signed……………………………………. Name: Robin Kuhne Date………………………………………
Endorsement by Senior Advisor	Signed……………………………………. Name: Joanna Day 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	**Building practice excellence:** Teachers, principals and schools will work together
	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
Professional leadership	**Building leadership teams:** Schools will strengthen their succession planning, develop the capabilities of their leadership teams in using evidence
Positive climate for learning	**Empowering students and building school pride:** Schools will develop approaches that give students a greater say
	Setting expectations and promoting inclusion: Schools will work across their communities to implement support to health, wellbeing, inclusion and engagement of all students
Community engagement in learning	**Building communities:** 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	
Excellence in teaching and learning	Building practice excellence	✓
	Curriculum planning and assessment	✓
Professional leadership	Building leadership teams	
Positive climate for learning	Empowering students and building school pride	✓
	Setting expectations and promoting inclusion	✓
Community engagement in learning	Building communities	

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.
Improvements in literacy, numeracy and VCE results have been at the core of the current Strategic Plan. (2013-2016) School level data indicates that while significant growth has been achieved in literacy and numeracy outcomes – as measured by the Year 9 NAPLAN – students continue to lag behind the state in most NAPLAN strands. The same high growth has not been achieved in VCE results. (GAT versus actual) A focus on "excellence in teaching and learning" is the key to achieving improved student outcomes. Curriculum development and whole school curriculum mapping is underway – however more refinement is necessary and the new elements of the Victorian Curriculum need to be inculcated into the teaching and learning program.
A culture of low expectations has permeated the school during the Strategic Plan period – evidenced by Student and Parent Surveys and anecdotal evidence gathered in-school. Students, staff and parents have fed into this culture – however significant inroads have been made in redressing this situation. A focus on empowering students, building school pride and setting high expectations will lead to improved outcomes for all students.

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 **Curriculum planning and assessment**	• Strengthen whole school approaches to teaching and learning with a particular focus on Literacy and Numeracy by aligning curriculum, pedagogy and assessment, ensuring all programs and initiatives are integrated into the overall strategic intent of the school. • Targeted Professional development through the continued implementation of the Visible Learning, Powerful Learning and High Reliability Schools strategies with the aim of improving and developing teaching and learning practices to support improved student outcomes in English and Mathematics • To build teacher capacity regarding ZPD and teaching at point of need • Restructuring of the VCAL program so that students only undertake the program in Years 11 and 12.
Empowering students and building school pride **Setting expectations and promoting inclusion**	• Increased level of expectation in all areas in both VCE and VCAL for both students and staff. • To improve student Engagement across all year levels. • To improve the wellbeing of all students across every year level and build student resilience. • To focus on transitions between every year level. • Year Level Initiatives to engage parents and student with the school. • Continue to provide a range of options to respond to student needs • Further develop community partnerships • To embed the school wide approach to behaviour management including the use of the SMT.

Annual Implementation Plan: for Improving Student Outcomes

ACHIEVEMENT				
Goals	To improve Literacy and Numeracy for all students in Years 7-10. To improve student outcomes in VCE & VCAL	**Targets**	As measured by AusVELS the proportion of Years 7-10 student achieving above the expected level for Reading, Writing, Speaking and Listening, Measurement, and Structure to be 20% or above of 2012 VELS level by 2016. As measured by NAPLAN by 2016 the proportion of students achieving below the minimum standard to be: Year 7: Reading and Writing 20%, and Numeracy 15%. Year 9: Reading 25%, Writing 30% and Numeracy 20%. The VCE All-study score to be of 31 or above by 2016. Study scores of 40 + to average 6% over the review period 2013 –2016.		
		12 month targets	**Refer to success critera**		

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
Strengthen whole school approaches to teaching and learning with a particular focus on Literacy and Numeracy by aligning curriculum, pedagogy and assessment, ensuring all programs and initiatives are integrated into the overall strategic intent of the school.	• All teachers continue to use learning intentions and success criteria in all classes • Teachers embed the teaching of academic vocabulary in all subject areas • Teachers incorporate a shared numeracy focus into all subject areas. • DMSC Visible Instructional Model is further developed and evaluated within the college. • All teachers use a shared grade system when assessing student outcomes. • Review and maintain Assessment Schedule • Specific focus on literacy and numeracy at whole school PD day • Learning Intentions and Success Criteria boards in every learning space. • Survey templates provided which include reference to whole-school goals and also allow for staff determined questions. • Continuation of Triads with a focus on classroom observations. (At least four visits per term.) • Audit tools provided to guide peer observations. • Align assessment schedule to reflect the new Vic Curriculum and pre and post testing	▪ Appoint a Leading Teacher - Teaching and Learning focus. **(EQUITY FUNDING - $10K salary difference)** ▪ Purchase of online PAT testing suite – including the AGAT **(EQUITY FUNDING - $1.8K)** ▪ Meeting schedule to provide regular time for in-school staff PD. Every fortnight – a resident guest presenter. "Experts Within" Program ▪ Allocate financial resources for Professional Development in the area of curriculum development **(EQUITY FUNDING - $5K)** ▪ Enable time release for VCE teachers to visit other schools in order to refine their teaching practice within their specific subject areas. **(EQUITY FUNDING - $10K)** ▪ Allow time for peer observations and meeting time to reflect on observations. **(EQUITY FUNDING – 1 period per week for 20 staff = $60K)** ▪ Provide time and financial resources for staff to be trained re the new Vic Curric.	LT – Teaching and Learning QS Coordinator Principal Principal and Time-tabler Principal Principal and LT – Teaching and Learning Principal	January 2016 onwards	All teachers will be habitually using Learning Intention and Success Criteria Boards in every class. All unit plans reflect the explicit teaching of academic vocabulary – improvement in students outcomes visible through Victorian Curriculum teacher judgements, PAT Testing results, NAPLAN data. All unit plans reflect the explicit teaching of a shared numeracy strategy – improvement in students outcomes visible through Victorian Curriculum teacher judgements, PAT Testing results, NAPLAN data. All staff including feedback from students in their Performance and Development evidence. All student reports have a consistency in grading
Targeted Professional development through the continued implementation of the Visible Learning, Powerful Learning and High Reliability Schools strategies with the aim of improving and developing teaching and learning practices to support improved student outcomes in English and Mathematics	▪ All teachers undertake professional learning on literacy and numeracy – delivered by "local" experts ▪ Classroom observations in TRIADS enabling staff to give and receive feedback on focus areas of teaching practice. ▪ Teachers conduct at least three written student feedback survey per semester ▪ Triads to focus on whole school literacy and numeracy strategies. ▪ VCE teachers undertake professional development in the area of exam preparation. ▪ VCAL teachers undertake professional development relevant to the program. ▪ Continue to utilise the TRIAD Peer Observation model – link to staff Performance and Development Plans. ▪ All teachers of VCE will attend at least one targeted professional development activity that aims to improve their classroom practice and therefore improves student outcome. ▪ All teachers of VCAL will attend at least one targeted professional development activity that aims to improve their classroom practice and therefore improves student outcome.	▪ Provide time and financial resources for VCE staff to undertake relevant PD. **(EQUITY FUNDING - $10K)** ▪ Meeting Schedule ▪ Four targeted PD sessions – one per term – with a specific focus on developing and improving classroom practice. ▪ Whole day PD with a Teaching and Learning Focus. (Exact topic TBC) **(EQUITY FUNDING - $5K)**	Principal LT – Teaching and Learning All teaching staff	January 2016 onwards	Year 12 Exam results and Study Scores 100% pass rate of VCAL – Year 11s with Foundation, Year 12s with Intermediate Observable change in teaching practice, measured by student/class survey results. (Teachers will survey in Term One and Term Four) TRIADS will share best practice and good ideas on a regular basis – evidenced by contributions to whole staff discussions on peer observations that occur twice a term. "Experts Within" Program evidence of the sharing of high impact strategies A minimum of 12 peer observations for the year will be undertaken by all teaching staff. – evidenced in their P & D plan.

Increased level of expectation in all areas in both VCE and VCAL for both students and staff.	■ Continue professional development around Marzano's High Reliability Schools to ensure the learning environment and curriculum is conducive to achieving high student outcomes. ■ Promotion of both pathways as viable and respected options.	■ LT responsible for VCE and pathways ■ LT responsible for VCAL/VET and pathways ■ Formal practice exam periods for VCE and compulsory exams for VCAL ■ Exam schedule to be designed and implemented	Principal Senior School Coordinator All teaching staff	January 2016 onwards	Reduction in absenteeism - target of an average of 90% across all students. All students will have a CAP / MIPS plan that accurately reflects their desired pathway Improvement in VCE and VCAL results. :Median study score of 29 – all studies 100% pass rate in Foundation and Intermediate VCAL
Restructuring of the VCAL program so that students only undertake the program in Years 11 and 12.	■ All students to undertake a well-rounded Year 10 program. (MESH , PE and electives) ■ Foundation VCAL offered for Yr 11 students – with the possibility of intermediate or Senior when students are in Year 12.	■ New timetable and staff allocation to cater for the new Year 10 Program. ■ Experienced VCAL teachers delivering the program and support for new teachers to the program.	Principal Senior School Coordinator Teaching and Learning LT All teachers	January 2016 onwards	Improvement in student outcomes – students will be in the appropriate pathway and all Year 10s will have a well-rounded foundation before embarking the final two years of secondary schooling. Reduction in student management issues – as evidenced by SMT data

Annual Implementation Plan: for Improving Student Outcomes

ENGAGEMENT					
Goals	To improve student Engagement and Wellbeing.	**Targets**		As measured by the ATS Survey, Peer Connectedness to be 4.05 or above by 2016 (2011 benchmark =3.89). The average student attendance rate at each year level 7-12 to be 95% or above by 2016. (2011 benchmark: Year 7=93%, Year 8=92%, Year 9=88%, Year 10=88%, Year 11= 93%, Year 12= 89%).	
		12 month targets			

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
To improve student Engagement across all year levels.	▪ Continue to utilise and develop current ILP document and personal data profile documents ▪ Continue with Mentor Group model ▪ Absence data closely monitored and responded to in a timely manner by YLCs.	▪ Appointment of an experienced teacher as Student Wellbeing Coordinator with 10 period time release (**EQUITY FUNDING – $35K**) ▪ Appointment of a VCAL Coordinator to monitor senior students' attendance. ▪ Monetary resources to finance transition documents/magnets/ etc. ▪ Time allocated in timetable for Mentor Group meetings twice a week – factored in to staff allotments – half period a week allowance. **(EQUITY FUNDING - $30K)**	Principal Student Wellbeing Coordinator / VCAL Coord. Teaching and Learning Coord. All teaching staff	January 2016 onwards	**All students to have a "living" fluid Individual Learning Plan and Data Profile – disseminated to all staff.** **The average student absence rate at each year level 7-12 to be less than the state mean – with a focus on all students having a minimum 90% attendance rate.** **As measured by the Parent Opinion Survey, Transitions to be 5.25 or better by 2016. (2014 5.00)**
To build teacher capacity regarding ZPD and teaching at point of need	▪ Specific professional development regarding Zone of Proximal Development and the importance of teaching at the student's point of need.	▪ Purchase and use of the Student Performance Analyser (SPA) to accurately gauge where each student is at. Information informs the ILP. (**EQUITY FUNDING - $2K**) ▪ One session per term of PD on this area.	All teaching staff Teaching and Learning coordinator.	January 2016 onwards	**All students will show a higher level of growth because they are being taught at their point of need. Triangulation of student achievement data will show more accuracy and consistency in teacher judgements.** **Teachers will show an awareness of ZPD in their unit plans and the structure of their tasks and lessons.**
To focus on transitions between every year level.	▪ Transition documents to be mailed to every family in January. ▪ Step Up Orientation Program for all year levels	▪ Principal will coordinate distribution of key information to ALL families ▪ Teaching and Learning coordinator ▪ Step Up Program timetabled	Principal and YLCs Teaching and Learning Coordinator All teaching staff	January 2016. November/December 2016	All families will receive a "Transition Pack" which will contain all of the essential start of school year information. Measured by less enquiries to office in first weeks. All students will participate in a "Step Up" or orientation program at the end of the year – preparing them for their next school year.
Year Level Initiatives to engage parents and student with the school.	▪ Hold relevant information nights and social occasions for each year level. ▪ Mentors to ring each family once a term to extend an invitation to a school event	▪ Year Level Coordinators will have a budget to enable initiatives to take place. ▪ Mentor Groups factored into staff allotments **(EQUITY FUNDING – see above)**	YLCs Mentors	February 2016 onwards	Increase in parent attendance at information evenings. Increase in parent and student connectedness with school – as evidenced on the Parent Survey,.
Continue to provide a range of options to respond to student needs	▪ Students offered VCE, VCAL, VETiS, ASBA, Work Exp, SWPL ▪ Information evenings – VCE / VCAL/ Year 7/ Middle School ▪ Targeted communication with parents and students around the various programs ▪ Regular newsletter items	▪ Appropriately qualified staff to deliver the relevant programs. ▪ Funding for Year Level Wellbeing Coordinator roles **(EQUITY FUNDING - $50K)** ▪ Partnerships with external stakeholders	Principal Teaching and Learning coordinator. VCAL / VET Coord Teaching Staff	January 2016 onwards	90% of students will successfully complete their chosen pathway. On track data. VCAL students will transition into the workforce or further training. On track data to measure this. Parent survey data will improve in relevant areas. 　Transitions to move from (2015) 4.91 → 5.20 　General Satisfaction from (2015) 5.08 → 5.50
Further develop community partnerships	▪ All VCAL projects will have a mandated community focus ▪ VCAL Coordinator to sign off on all projects, prior to commencement ▪ Continue to work with the many organisations who DMSC has an established relationship. ▪ Investigate the notion of a "community service" unit for all Year 9 students, with the aim of implementing in 2017.	▪ Provide time release for staff to participate in the Dimboola CAN meetings every term ▪ Provide time and money for the Yr 9 Coord and Teaching and Learning Coord to investigate community service unit. **(EQUITY FUNDING - $2K)**	VCAL Coord Principal Yr 9 Coord Teaching and Learning Coord	January 2016 onwards	VCAL students having a strong community presence and members of the community being present at DMSC.. Reciprocal arrangement Evidenced by the approved VCAL Project PlansS Dimboola CAN grows and is involved in a range of community based programs connected with the school. Record of meeting attendees. Record and reports of projects involving the CAN and the LLEN. Model for Year 9 Community Service Unit designed and potentially trialled – evaluated – ready for 2017 implementation.

Annual Implementation Plan: for Improving Student Outcomes

WELLBEING				
Goals		**Targets**	As measured by the ATS Survey, Peer Connectedness to be 4.05 or above by 2016 (2011 benchmark =3.89).	
	To improve student Engagement and Wellbeing.		The average student attendance rate at each year level 7-12 to be 95% or above by 2016. (2011 benchmark: Year 7=93%, Year 8=92%, Year 9=88%, Year 10=88%, Year 11= 93%, Year 12= 89%).	
		12 month targets		

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

To improve the wellbeing of all students across every year level and build student resilience.	• Review, update and implement policies around student bullying, including cyberbullying. Review current engagement policy to ensure contemporary issues are address and included.
	
	• Formation of a E-Smart Committee – parents, students, staff
	• Research established programs and visit other schools to see their models in place.
	
	• Promote physical wellbeing by offering a range of lunchtime activities
	
	• Investigate resilience building programs to be delivered in Mentor Groups
		• Provide time for all stake holders, students, parents and staff to be involved in these discussions.
		• Resources provided to allow interested staff to undertake the Youth Mental Health Training
		• Time allowance for SRC Coordinator and the positon of Student Activity/SRC Coordinator to plan and implement lunchtime activity program to complement the existing ones.
		• Time allowance for Student Wellbeing Coord to drive resilience program. Purchase Resilience Survey. **(EQUITY FUNDING - $1K)**
		• Provision of time for staff PD regarding teaching resilience.
		• Provision of resources to be used in Mentor Groups Purchase VIA Character Traits survey **(EQUITY FUNDING - $3K)**
			Wellbeing Team – AP, Student Wellbeing Coord, YLCs
			Staff
			Principal
			Wellbeing Team – AP, Student Wellbeing Coord, YLCs
			
			SRC Coord
			Student Activity Coord
				2016 onwards
				
				Semester One
				
				2016 onwards
					Policies produced and published.
					Reduction in reported incidents involving cyber-bullying as documented on SMT and in Wellbeing Coord's records.
					Operational E-Smart committee – agendas and minutes published.
					
					Resilience Program to be delivered via Mentor Groups in Semester Two.
					  • Explicit teaching of "Resilience" at all levels in Mentor groups.
					  • Baseline data gathered via Resilience Survey – post tested at the end of the year.
					Reduction in student incidents and improvement in SASS data and Parent Survey data
					  • Parent Survey – Student Safety to be 5.80 or better
					  • SASS – Student Safety to be 4.50 or better
					
					Increase in students participating in a wide range of lunchtime activities – many with a physical element attached → reduction in behaviour incidents in the yard and an increase in peer connectedness as evidenced in the SASS. 4.14 (2015) → 4.25 (2016)

To embed the school wide approach to behaviour management including the use of the SMT.	• Staff professional development update regarding hierarchy of behaviours and the reaffirmation of school policy and protocols regarding student management.	• PD - student management – DMSC policy and protocols
		• Time allowance for YLC to enable proactive monitoring of student wellbeing.
		• Provision of time in the Meeting Schedule to allow for regular Student Wellbeing Meetings – monitor students at risk
			Principal
			
			Assistant Principal
			
			YLCs
				Day One PD Day January 2016
				
				2016 onwards
					All staff consistently monitoring and recording student management issues
					    Entries on XUNO consistent with YLC/AP records.
					
					Calmer classrooms – as measured by Student and Parent surveys
					Classroom Behaviour SASS 3.17 (2015) → 3.25 (2016)
					    Parent Survey 3.74 (2015) → 3.85 (2016)

Annual Implementation Plan: for Improving Student Outcomes

PRODUCTIVITY			
Goals	No goal related to productivity in SSP	**Targets**	To finish 2016 school year in surplus. To complete the school review and write a new Strategic Plan
		12 month targets	• Plan for a surplus ≥ $40,000 in school credit line of budget and $80K cash reserve

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
Successful completion of PEER REVIEW	▪ Complete all aspects of the Self Evaluation ▪ Complete all VRQA requirements	▪ Analysis of ALL data sets relevant to school performance over the last four years. ▪ Focus groups to analyse specific data sets – students/staff/parents/community members	Principal & Leadership team	Review will be Week three or four of Term Three. Strategic Plan written by December 2016	▪ In 2016 – year of Review – DMSC will have a clear understanding of its relative strengths and weaknesses across the four High Reliability Schools levels. Will feed into the next **Strategic Plan**
To reduce the amount of interruptions to the school program.	▪ Cessation of PA announcements during class time. ▪ Audit routine activities against the AIP to prioritise workload. ▪ Review whole school activities. (Aths, Swimming, etc.) ▪ AP to monitor excursions to minimise disruptions to the school program. ▪ Year wall-planner for AP's office to provide visual overview of planned excursions, sporting events and other key dates ▪ Use of SMT Calendar so all staff have real time access to school planner	▪ Review current school practices regarding known interruptions to the school program. ▪ Prioritise Literacy and Numeracy blocks on the timetable. (Mornings) ▪ Monitor and manage staff leave. (Prin) ▪ Prepare year planner which schedules meetings and all known interruptions ▪ Oversee all camps and excursions to ensure disruptions are kept to a minimum. ▪ Prioritise classroom teaching and learning. ▪ Excursions to be curriculum based and planned at least three weeks in advance.	Principal & Leadership Team Assistant Principal LT – Teaching and Learning All teachers	December 2015 January 2016 onwards	▪ Improvement in Staff Opinion Survey regarding Shielding and Buffering (2015 – Prin/Teach – 66.7%) Target 2016 – 70% ▪ Improvement in student outcomes because of fewer interruptions to the core teaching and learning program. Evident in Vic Curric/NAPLAN and a reduction in behaviour management issues. ▪ All staff cognisant of the impact student absences have on learning outcomes – evident in adequate planning taking place and excursions kept to curriculum based activities.

Ensure consistency and alignment of all aspects of school operations and resource allocations to achieve the school vision.	• Develop staff plan to ensure optimal human resources for student programs and student needs.
	• Special payments to be advertised for higher duties positions
	• Develop meeting schedule to prioritise professional collaboration and professional learning in TRIADS to continue to develop Dimboola's Professional Learning Community
	• Leadership Team to continue focus on DMSC being a High Reliability School
		• Plan for a surplus ≥ $100,000 in school budget (Credit /Cash)
		• Annual School Plan will prioritise time and professional development around peer observations and learning communities.
		  • Aim to reach Marzano level three – ongoing evaluation of school practices regarding environment and teaching and learning.
		  • Utilisation of the Marzano audit tools
		  • Targeted implementation of key Marzano strategies
			Principal
			
			LAC
			
			Principal and all teachers
			
			Leadership Team
				January 2016
				
				Ongoing
					Staffing plan documented with emphasis on succession planning.
					One Leading Teacher to undertake Aspiring Leaders program.
					
					ALL staff regularly observing classes and reflecting on best practice – student outcomes improve.
					
					DMSC working at least at Marzano level tw0 and focusing on the implementation of many elements of level three and into four.

Equity funding to be targeted at specific programs to improve literacy and numeracy outcomes	• Continuation of the QuickSmart program – literacy and numeracy intervention • Ensure ILPs are created and monitored for all students in Years 7-10 and CAPs plans for Years 11-12	• 0.5 ES Staff member to coordinate and run the QuickSmart program – focussing on students in Years 7 & 8. **(EQUITY FUNDING - $35K)** • Student Mentors will write ILPs • Pathways Coord will develop CAPs plans	Principal Quick Smart Coordinator Mentors Pathways Coordinator	January 2016 onwards	All students with current ILPs and CAPs plans. QuickSmart program operating – data showing improvement over the year
Equity funding to be targeted at specific programs to improve student wellbeing	• Continuation of higher duties position for Student Wellbeing Coordinator to improve peer and school connectedness • ILPs (including goal setting) and Individual Data Files for all students	• 0.5 time fraction – Student Wellbeing (higher duties position) **(EQUITY FUNDING – see above)** • Time allocated for Mentors to review/write ILPs – with a specific focus on SMART goals for every student • Time allocation for Pathways Coordinator to meet with every senior student to formulate a CAPs plan.	Principal Wellbeing Coordinator Mentors – al teaching staff	January 2016 onwards	Increase in peer connectedness and school connectedness – as measured by the SASS All students 7-10 have an ILP and a Personal Data Profile - a living document that is regularly monitored and updated All students 11-12 – have a CAPs plan
Equity funding to be allocated to specific standardised testing programs	• Purchase of online PAT Testing suite – Literacy, Numeracy, Science and AGAT • Annual subscription of SPA platform	• PAT testing – pre and post testing • Allocate funds to purchase PAT products and SPA **(EQUITY FUNDING – see above)**	Relevant KLA leaders and staff members Teaching and Learning Coordinator Principal	December 2015 – Year 6s during Orientation Program January 2016 onwards	PAT testing undertaken - Pre and Post-tests in Literacy, Numeracy and Science – growth measured SPA Platform being used by KLA leaders for data analysis – information conveyed to all staff Data used to inform ILPs
Catch Up funding allocated to specific Reading programs	• Identify students who are eligible for Catch Up funding • Match students with the appropriate intervention	• Use of SPA to triangulate and monitor data and inform all teachers of students' growth • Provision of ES/teaching staff to support and assist the implementation these programs	Literacy & Numeracy Coordinators Classroom teachers	January 2016 onwards	Students eligible for Catch Up funding will receive individualised programs. (Jack Kalms)

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	