2016 Annual Implementation Plan: for Improving Student Outcomes

8843

Corryong College
2016

Based on Strategic Plan 2015-2018

Endorsements

Endorsement by School Principal	Signed…………………………………………. Name: Tony Valente. 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	**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.
Building practice excellence: 1. Classroom teaching techniques need to be embedded; only 65% teachers are using them on a consistent basis during 2015, 2. We need to build a culture of collaboration' through greater inclusiveness in the offerings from professional learning teams (Staff Opinion Survey - 'Collective responsibility', Staff trust in colleagues' and 'Teacher collaboration' are below State mean), 3. Collaboration amongst staff can be reinforced through moderation and differentiation sessions (PLT – led by leading teacher) and peer observation (PLT – led by leading teacher). Building leadership teams: The College has elected to operate 5 professional learning teams for 2016; Peer observation & feedback, Teaching & Learning, Moderation & differentiation, Deeper thinking and VELS implementation; each of these will be led by a leading teacher and will involve commitment by staff to regular professional development through professional learning teams.

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	• Provide teachers with feedback on their capacity to improve student outcomes through professional learning teams, the Performance and Development process and through classroom observations by strategically selected personnel. • All teachers to embed the Classroom Teaching Techniques into their everyday practice, including the Protocols of Teaching. • Identify and produce a report on a research project developed during one of the professional learning teams attended during the year.
Building Leadership Teams	• New structure of professional learning teams that appeals to and is relevant to all staff professional growth – Teaching and Learning, Moderation and Differentiation, Deeper Learning, VELS Implementation and Peer Observation & Feedback. • Build staff collaboration and collective responsibility and trust through participation in professional learning teams. • Professional Learning teams that meet on a regular basis (weekly) to build teacher capacity to collect and use data to identify and teach to each student's point of learning.

Annual Implementation Plan: for Improving Student Outcomes

ACHIEVEMENT

Goals	Improve the school wide approach to learning and teaching by embedding exemplary teaching practice and build our capacity to take responsibility for individual cohort growth.	Targets	Data demonstrates growth each year in the number of Foundation to Year 10 students working at or above the expected levels in each subject on the AusVELS continuum as determined via teacher judgements, NAPLAN, On-demand tests and other sources of assessment.
			Data demonstrates growth each year in the number of VCE and VCAL students working at or above the expected level as predicted by their teacher through indicative grades and / or the GAT test.
			Year 3, 5, 7 and 9 NAPLAN scores in Reading. Writing and Number indicates cohort bi-annual growth.
			DET Year 5 to 12 Students Attitudes to School Survey shows annual improvement in the area of 'learning confidence'.
			DET Staff Opinion Survey shows annual improvement in 'renewal of knowledge and skills', 'applicability of professional learning', 'collective participation' and 'active participation'.
		12 month targets	Data demonstrates growth in the number of Foundation to Year 10 students working at or above the expected levels in each subject on the AusVELS continuum as determined via teacher judgements, NAPLAN, On-demand tests and other sources of assessment.
			Data demonstrates growth in the number of VCE and VCAL students working at or above the expected level as predicted by their teacher through indicative grades and / or the GAT test.
			Year 3, 5, 7 and 9 NAPLAN scores in Reading. Writing and Number indicates cohort bi-annual growth.
			DET Year 5 to 12 Students Attitudes to School Survey shows improvement in the area of 'learning confidence'.
			DET Staff Opinion Survey shows improvement in 'renewal of knowledge and skills', 'applicability of professional learning', 'collective participation' and 'active participation'.

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
Identify and support key leadership positions in the school which address teaching and learning practices, moderation of student work, literacy and numeracy practices. Professional learning teams that meet on a regular basis to build teacher capacity to collect and use data to identify and teach to each student's point of learning. Using a range of assessment practices to support improved student outcomes in each	Appoint suitable staff to undertake leadership positions in the area of teaching and learning, moderation, literacy and numeracy ('Peer Observation', 'Teaching & Learning', 'Moderation & Differentiation', 'Deeper Learning', 'Literacy & VELS Implementation'. Support team leaders by guiding them to suitable professional development and through data analysis and a suitable school response during leadership meetings. Develop each teacher's understanding and competency to implement the Victorian Curriculum, the Hume Placemats and Classroom Teaching Techniques. Focus on collecting data (Pre and Post Tests, On Demand, Fountas and Pinnell, VELS, Number Fluency, etc…) interpreting the data and identify individual student's point of need. Focus on differentiation to accommodate for individual student's point of need.	Appropriate time release for leaders. Purchase of resources such as Testing Kits, Mathletics, Fountas & Pinnell. Time dedicated to Professional Learning Teams (Teaching & Learning, Moderation & Differentiation, Deeper Learning, Literacy & VELS) IT to track triad of literacy data. Time release for Leaders to plan their PLTs, develop strategies and provide feedback to teachers and to carry out testing – Number Fluency, Maths Online Interview etc. Professional Development budget e.g. Bastow Observation of Literacy classes in F-	Principal: Choice of appropriate Literacy Leader as part of the Leadership Team. Mandate expectations to entire staff at beginning of academic school year including required attendance at PLT's, mandatory ILEP creation and implementation and literacy & numeracy assessment schedule. P&D reviews performed twice a year. School Leaders: (PLT Leaders and Domain Leaders): Delivery of 3 to 4 Literacy PLT's each term with a focus related to the AIP. Collection of a triad of Literacy Data using a systematic data collection system. This data will be used to identify student needs, provide differentiated instruction, analyse individual academic progress and moderate VELS progression points.	Mandate at beginning of each school year that the 2016 Corryong College Assessment Schedule is followed. PLT meetings assigned each Term on the meeting schedule. P&D Review twice a year: July and December. PLT's offered approximately 12 times per year. Ongoing collection of data. NAPLAN tested	Principal: Leadership meetings focus on data analysis and strategic planning. School Leaders: (PLT Leaders and Domain Leaders): Professional learning teams meeting on a regular basis to discuss student data and developing strategies for whole school improvement. PLT sessions with learning intentions and success criteria aligned to the AIP goals. Sessions will target moderation, differentiation, ILEP creation and implementation, Hume Placemat and Classroom Teaching Techniques, numeracy fluency training, data collection strategies, peer observation & feedback and deeper learning. Modelling and mentoring of best literacy practices and observation of literacy teacher's lessons followed by specific and explicit feedback. School Leaders: (PLT Leaders and Domain Leaders): Professional learning teams meeting on a regular basis to discuss student data and developing strategies for whole school improvement. PLT sessions with learning intentions and success criteria aligned to the AIP goals. Sessions will target moderation, differentiation, I.L.E.P creation and implementation, Hume Placemat and

area including formative, ongoing and summative measures that include peer and student self-assessment. Develop consistent approaches to the teaching of exemplary lessons through the use of the 'Classroom Teaching Techniques' and the 'Hume Placemats'. Provide teachers with feedback on their capacity to improve student outcomes through professional learning teams, the Performance and Development process and through classroom observations by strategically selected personnel. Implement professional learning teams to build teacher capacity to collect and use data to identify and teach to each student's point of learning. Enhance accountability practices that result in sustained improvement and foster personal and professional growth.	Develop teacher's understanding and competency to implement exemplary literacy and numeracy programs. Develop consistent approaches to the teaching of exemplary lessons through the use of the 'Classroom Teaching Techniques' and the 'Literacy and Numeracy Placemats'. Differentiation through Guided Reading, Literature Circles and Small Group Instruction F-8. Levelled Literacy Program to target at risk students from Year 1 to 6. Creating data driven transition documents using On-Demand, BAS, Writing Samples and anecdotal notes.	courses. Development of resources for staff to share. Online Assessment, Moderated Writing Tasks Bi-Annually, BAS Reading Tests, Online Assessment for Maths and Literacy, Number Fluency Testing, Essential Assessment (VELS) for Numeracy, NAPLAN.	10. Specific and explicit feedback offered regarding Classroom Teaching Techniques, implementation of Hume Placemat and quality assessment related to the VELS curriculum. Moderation of all Fountas and Pinnell and OnDemand Testing. Conduct Online assessment for classroom teachers ensuring consistency of results. Assign moderation tasks and provide learning opportunities for moderation of assessment. Ensure staff are trained in areas of assessment. Ensure that VELS Curriculum progression points are used for moderation tasks. Classroom Teachers: Attendance at PLT Meetings. Consistent use of 'Classroom Teaching Techniques' and implementation of the 'Hume Placemat' during daily instruction. Team planning during formal 'planning times' consistent with VELS curriculum providing opportunities to moderate the delivery of VELS curriculum. Moderation of assessment tasks and VELS progression points. Ongoing assessment including OnDemand Testing and NAPLAN. All data provided to the relevant Leader. Creation and implementation of ILEP's literacy & numeracy goals and strategies to differentiate instruction for high achievers and struggling learners. Ensure that VELS Curriculum progression points are used for moderation tasks.	in May. OnDemand (Week 7 of each Term). Fountas and Pinnell Testing (Week 6 of Term Two and Four). Moderation opportunities provided during PLT sessions. Ongoing observation & feedback of teacher's instruction. 'Classroom Teaching Techniques' and 'Hume Placemat' implemented during daily literacy instruction. Weekly 'Team Planning' sessions. Formal moderation of a literacy task once per term. ILEP goals assessed each term. ILEP goals and strategies created when necessary.	Classroom Teaching Techniques. Promote the collaboration of PLT leaders in the area of Literacy and Moderation to ensure dialogue and collaboration are part of the assessment process. Modelling and mentoring of best literacy practices and observation of literacy teacher's lessons followed by specific and explicit feedback. Classroom Teachers: VELS documents show evidence of exemplary assessment and teaching and learning practices being implemented across the school. Data from teacher judgments, OnDemand, Pre and Post Tests and other sources of assessment demonstrate growth equivalent to one year's progression. This will include VELS progression points, OnDemand, Fountas and Pinnell, NAPLAN and South Australian Spelling Test. Staff becoming more familiar with interpreting data and identifying a student's point of need. Measurement of individual student progress each term to track student's academic movement. Staff becoming more familiar with interpreting data and identifying and assessing a student's work. Staff differentiating activities for students to accommodate individual student's needs. Teachers participating in professional development on the 'Classroom Teaching Techniques' and consistently displaying learning intentions, success criteria and reflections during each lesson. Consolidate literacy and teacher's understanding and use of the strategies in the Placemats. Teachers show evidence of at least four topics covered in PLT. Examples: reflection on professional reading Implement an activity or resource Evidence of work that is shared at meeting (differentiated learning, hands on tasks). Examples of pre and post-test for topics that are linked to VELS. Introductory lessons that establishes VELS levels in class. Rubrics for self-assessment. 'Math Mate' homework program with self-assessment by students. On-Demand tests (Grade 3 -10): Number and Algebra in March and September, Measurement and geometry: once a year, Chance and Data: Once a year. Numeracy Fluency Assessment: Class profile developed: Twice a year to be given to numeracy leader. Maths Online Interview (F- 2). Twice a year. Profiles to be given to Numeracy leader.

					Pre-tests and post-tests, NFA, math online interview or other analysis is used as a guide to differentiate work and prepare topics.
					Lessons are structured as per Placemat.
					NFA activities put on LMS as a resource for all teachers
					ILEPs are constructed for students who are advanced or at risk.
					Maths after school help: provided for students requiring support or time to complete homework tasks or receive extra tutoring for topics which they are experiencing difficulty, promote through kit, parent teacher interview, and during class time, record success in math help, teachers report back to PLT any different strategies used and student areas of misunderstanding.
					Non-math teachers encouraged to identify Maths activities used in other class. Teachers are encouraged to provide information for their P & D review and how they promote numeracy across the curriculum.

Annual Implementation Plan: for Improving Student Outcomes

ENGAGEMENT

Goals	Improve student engagement and motivation in all learning activities in our school.	Targets	DET Year 5 to 12 Students Attitudes to School Survey shows annual improvement in the area of 'stimulating learning', 'student motivation', 'learning confidence' and 'teacher effectiveness'. Reduce the whole school student absence rate from 17.5 days to 15 days over the course of this plan. An annual school based survey demonstrates that teachers have increased their capacity to support students in their learning by differentiating the teaching and learning program and through providing work that addresses student's point of learning. DET Staff Opinion Survey shows annual improvement in 'collective responsibility', 'teacher collaboration', and 'collective focus on student learning'.
		12 month targets	DET Year 5 to 12 Students Attitudes to School Survey shows improvement in the area of 'stimulating learning', 'student motivation', 'learning confidence' and 'teacher effectiveness'. Reduce the whole school student absence rate from 17.5 days to 16.5 days. An annual school based survey demonstrates that teachers have increased their capacity to support students in their learning by differentiating the teaching and learning program and through providing work that addresses student's point of learning. DET Staff Opinion Survey shows annual improvement in 'collective responsibility', 'teacher collaboration', and 'collective focus on student learning'.

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
Provide opportunities for students to develop their leadership skills, team building opportunities and across campus interactions. Engage student participation with significant annual events by giving them a voice in their own learning and leadership development through regular student forums.	Appoint suitable staff to undertake leadership positions in the areas of student leadership and student voice. Support team leaders and student leaders by guiding them to suitable professional development and through data analysis and a suitable school response during various forums. Introduce programs that enable students to influence their environment in a positive way and which will increase their capacity to make better relationships with their peers. Consolidate and expand the current house based home group approach to student wellbeing and recognition of achievements. Promote opportunities for more interaction and cooperation between school captains and house captains and promote leadership opportunities at mid-school. Student leaders to take a more active role in school events such as Presentation Evening, school assemblies and other events throughout the year.	Appropriate time release for leaders. Budget through the SRP SRP Budget to support professional development for staff and students. Grip Leadership Conference – Later Years Funding. Stand Up And Be Counted – Funded. Coordination of perpetual events e.g. Lunchtime Activities, Trivia Day, Community Fete, Anzac Day, Presentation Day, Art Show.	Principal: Choice of appropriate Literacy Leader as part of the Leadership Team. School Leaders: (PLT Leaders and Domain Leaders): Organise the composition of the student leadership team and regular meetings to support student led and run activities.	Ongoing, 2016. October / November. May.	Appointed staff are working cooperatively in developing and expanding programs that promote student leadership and student voice. Staff and students have actively participated in appropriate professional development such as the GRIP conference. Cross age form groups and events expand in the daily cycle of events in the school day. School captains, house captains and the SRC working together in planning and delivering significant events to the student body. DET Year 5 to 12 Students Attitudes to School Survey 2016 shows improvement in the area of 'connectedness to peers', 'school connectedness', and 'student motivation'.

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	Organise cross age student groupings for a number of significant events and forums to encourage leadership opportunities at Years F to 4 and Years 5 – 12.				
Improve transition processes at key stages of development i.e. Kindergarten to Foundation, Year 4 to Year 5, Year 6 to Year 7, Year 8 to Year 9 and Year 12 to further study and careers.	Appoint suitable staff to undertake leadership positions in the area of Transition.

Review current transition programs and processes, identify areas for improvement and implement new or expanded programs.

Use moderation of student work during professional learning teams as an avenue to alleviate angst in students on moving across significant stages of schools i.e. F-4 to Years 5-8. | Allot appropriate time for transitioning students into their future placements.

Provide necessary information for parents, students and teachers with regards to Transition Programs.

Liaise with appropriate staff members in preparation for Transition Activities. | Principal: Mandate time allowance for staff to run quality transition programs.

Participate at transition meetings where parents are being introduced to Corryong College for the first time.

School Leaders: (PLT Leaders and Domain Leaders): Collect relevant student data from Kindergarten upon enrolment.

Develop digital student transition profiles for all students to follow them as they transition through Corryong College.

Co-ordinate appropriate transition times based on mandate from Principal and school calendar.

Organize and run information sessions for parents, in particular Prep Transition meetings.

Ensure that all necessary student data is collated and forwarded/received by appropriate teachers at the end of each year. | Ongoing throughout 2016. | Principal: Transition programs have been reviewed and updated.

School Leaders: (PLT Leaders and Domain Leaders): Improved transition processes at key stages of development i.e. Kindergarten to Foundation, Year 4 to Year 5, Year 6 to Year 7, and Year 8 to Year 9 and Year 12 to further study and careers. |
| Identify and support key leadership positions in the school which address teaching and learning practices that specifically address stimulating learning and teacher effectiveness.

Work in partnership with students and parents to better understand exemplary teaching practices and curriculum through targeted information sessions, the development of the Learning Management System and the introduction of the Bring Your Own | Appoint suitable staff to undertake leadership positions in the areas of stimulating learning and teacher effectiveness and peer observation and feedback and eLearning and network support.

Use the Classroom Teaching Techniques, to educate staff on best practise for visible learning

Develop staff capacity to consistently deliver stimulating lessons through – Effective classroom routines and responding to student feedback.

Provide feedback to staff on their teaching through classroom observations.

Support team leaders by guiding them to suitable professional development and through data analysis and a suitable school response during leadership meetings.

Provide PD (both in-house and away) on curriculum applications of available software to enable staff to broaden their | Leading teacher positions.

Leadership meetings.

Professional Learning Team (PLT) meetings.

Hume Region Classroom Teaching Techniques resource booklet.

Self-reflection / Success criteria.

Classroom observation / Success criteria.

Collection of evidence.

Response to feedback.

CRT coverage.

2016 SRP budget.

Funding for TSSP network technician.

Funding to support the | Principal: Appointment of leading teachers to Teaching & Learning and Peer Observation & Feedback positions.

School Leaders: (PLT Leaders and Domain Leaders): Delivery of 3 to 4 PLT's each term with a focus related to the AIP.

Classroom Teachers: Attendance at PLT Meetings.

Teachers incorporating new skills and practices in their day to day teaching and recording their progress through the P&D process. | Ongoing in 2016 | Professional learning teams meeting on a regular basis to discuss student data and developing strategies for whole school improvement.

Leadership meetings focus on data analysis and strategic planning.

Staff are using strategies from the Classroom Teaching Techniques. – Protocols of Teaching / Explicit Teaching / Feedback / Positive Relationships / How students learn / High Expectations.

Staff are collecting student feedback

- Student Surveys – Stimulating learning/ challenge

-Pre-test / post-tests

- Lesson Learning - reflection

- Individual Data / class Data – NAPLAN/On Demand / VELS levels reached – Evidence

- Micro teaching - VIDEO

Staff are producing scaffolded and differentiated learning activities and producing and implementing ILIPS for students at risk or requiring extension. |

Device program. Provide teachers with feedback on their capacity to improve student outcomes through the Performance and Development process and through classroom observations by strategically selected personnel. Using a range of assessment practices to support improved student outcomes in each area including formative, ongoing and summative measures that include peer and student self-assessment.	skill base in this area. Use the Classroom Teaching Techniques, the New Pedagogies for Deep Learning, the Learning Management System and the introduction of the netbooks at Years 5 to 12 as an avenue to address stimulating learning and teacher effectiveness. Develop staff capacity to consistently deliver stimulating lessons through mentoring, professional learning teams and peer feedback sessions. Develop staff capacity to produce differentiated learning activities that cater for the range of student abilities in their class. Provide opportunities for families to engage in information sessions on the introduction of the Learning Management System and the netbook program. Develop each teacher's understanding and competency in developing VELS aligned and VCE unit plans on the Learning Management System.	purchasing of suitable netbooks. Provide an appropriate device for all students in Years 5 to 12 to purchase. Time to provide network support. School leader membership of online communities e.g. Google+, Edutopia. Reliable network and internet access. Inclusion of eLearning in staff P&D plans. Time on the meeting schedule to run eLearning (Deeper Thinking) PD. Annual payment for the use and maintenance of the LMS. Provide opportunity and time for teachers to use the LMS on the meeting schedule. eLearning team and other relevant IT leaders in the school lead professional learning opportunities. Wodonga Senior Secondary College personnel. eLearning team and other relevant IT leaders in the school model best practice. Promotion of the LMS to parents and the school community during information sessions e.g. VCE information night or Foundation / Transition evening.		Staff supply evidence of teaching techniques in their PD review DET Year 5 to 12 Students Attitudes to School Survey 2016 shows improvement in the area of 'stimulated learning', 'positive relationships', 'teacher empathy', 'teacher effectiveness', 'connectedness to peers', 'school connectedness', and 'student motivation'. Staff are using strategies from the Classroom Teaching Techniques, New Pedagogies for Deep Learning and the use of the netbooks to make their classes more stimulating. Staff are collecting student feedback on stimulating learning and the effectiveness of their teaching to reflect on current practice. Staff are producing differentiated learning activities and producing and implementing ILIPS for students at risk or requiring extension. VELS documents show evidence of use of ICT to develop exemplary teaching and assessment and learning practices being implemented across the school. Increased use by staff of online communities to address ICT needs and questions. Regular attendance of in-house PD and sharing of ideas between staff. Evidence collected through the performance and development process, student surveys and classroom observation show attempts by teachers to make classes more stimulating. LMS records show that all teaching units F-12 documented on the Learning Management System including learning intentions and success criteria. Teachers have an outline of differentiated activities on the LMS. LMS records show that teachers are using special function in the LMS e.g. linking into another blog, using video/podcasts, generating student survey. Teachers participating in SIMS (student management) component of the Learning Management System. DET Parent Opinion Survey is continually improving in the areas of 'school improvement', 'stimulating learning ', 'learning focus' and 'student motivation'.

Annual Implementation Plan: for Improving Student Outcomes

WELLBEING			
Goals	Improve student relationships and their connectedness to their peers, teachers and school community.	**Targets**	DET Year 5 to 12 Students Attitudes to School Survey shows annual improvement in the area of 'classroom behaviour', 'student safety', 'student morale' and 'student distress'. DET Parent Opinion Survey, in the areas of 'connectedness to peers', 'social skills' and 'school connectedness' demonstrates annual improvement. DET Staff Opinion Survey shows annual improvement in 'collective efficacy 'and 'collective responsibility'. An annual school based survey demonstrates a decrease in the number of behavioural incidents and bullying incidents occurring across the school.
		12 month targets	DET Year 5 to 12 Students Attitudes to School Survey shows improvement in the area of 'classroom behaviour', 'student safety', 'student morale' and 'student distress'. DET Parent Opinion Survey, in the areas of 'connectedness to peers', 'social skills' and 'school connectedness' demonstrates annual improvement. DET Staff Opinion Survey shows improvement in 'collective efficacy 'and 'collective responsibility'. An annual school based survey demonstrates a decrease in the number of behavioural incidents and bullying incidents occurring across the school.

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
Identify and support key leadership positions in the school which address improving student relationships. Introduce programs that enable students to influence their environment in a positive way and which will increase their capacity to make better relationships with their peers. Consolidate and expand the current house based home group approach to student wellbeing and recognition of achievements.	Appoint suitable staff to undertake leadership positions in the areas of student relationships and general wellbeing. Appoint suitable staff to run appropriate programs and to address student needs in the wellbeing area. Support team leaders by guiding them to suitable professional development and through data analysis and a suitable school response during leadership meetings. Develop students' capacity to understand and reflect on their own personal and social capabilities through the Kids Matter and Blue Earth programs at Years Foundation to Year 6. Appoint suitable staff to plan and run appropriate programs that increase the capacity of students to lead significant events in the school calendar. Involve students in developing rewards	2016 SRP Budget. Timetable to accommodate form groups Years 5-8, 9-12. Appointment of SRC leader, Student Leadership position and student wellbeing counsellor. Leadership team meetings. Assistant Principal to assist with SIMs program.	<u>Principal</u>: Appointment of leading teacher or equivalent to Student Leadership / Student Voice position. Appointment of suitable staff to cater for student wellbeing needs. <u>School Leaders</u>: (PLT Leaders and Domain Leaders): Assistant Principal to contact SIMs developers to continue developing it to support documentation of ILEPs. <u>Classroom Teachers</u>: ILEPs developed and entered onto SIMS.	Throughout 2016	Leadership team meeting on a regular basis to discuss student data and developing strategies for whole school improvement. Strategies for addressing school concerns and data are developed. Staff are consistently implementing the Kids Matter and Blue Earth programs. Students' capacity to organise exemplary programs that recognise student achievements shows improvement over time. Feedback from families about the level of satisfaction with the opportunities made available to students for leadership shows improvement. DET Parent Opinion Survey 2016, in the areas of 'connectedness to peers', 'social skills' and 'school connectedness' demonstrates improvement. DET Year 5 to 12 Students Attitudes to School Survey 2016 shows improvement in the area of 'connectedness to peers', 'school connectedness', and 'student motivation'. Staff are producing differentiated learning activities and producing and implementing ILEPS for students at risk and/or requiring extension.

Identify and support key leadership positions in the school which address teaching and learning practices that specifically address stimulating learning and teacher effectiveness. Implement a comprehensive whole school approach to ILEPs. Implement a referral system for student disabilities and wellbeing. Attach area on SIMS where students individual needs are highlighted.	and celebrations for all positive behaviours and contributions to school life. Appoint staff to undertake leadership positions in the areas of stimulating learning and teacher effectiveness – Dissabilities and ILEPs. Support team leaders by guiding them to suitable professional development and through data analysis and a suitable school response during leadership meetings. Develop staff capacity to write, implement and reflect/report on ILEPs. Develop staff capacity to produce differentiated learning activities that cater for the range of student abilities in their class. Develop staff understanding of the referral process using newly developed forms. Encourage staff to use the SIMS program to attach ILEP information for others to access.				Staffs have a clear understanding of who an ILEP is written for; out of home care, Koori, Funded students and any student whose parents request an ILEP. Staff are meeting regularly with parents and students to reflect on goals and using these as part of the reporting system. Staff will use the new documentation to refer students from further assistance through disabilities and wellbeing leaders. All ILEPs to be placed up on SIMS in order for multiple teachers of one student to be consistent in their delivery of information. ILEPs updated regularly on SIMS.
Improve the effectiveness and consistency of the current approaches to behavior management through our Whole School Management plan Develop follow up surveys to the Student Attitudes to School Survey to further understand student concerns in wellbeing and implement corresponding programs that address these concerns.	Use existing processes to improve our Whole School Student Management Program and build upon the strengths of our current approaches and increase consistency of implementation across the school. Follow up with parents regarding their level of satisfaction with the treatment of behaviour management in the school. Follow up with students regarding their level of satisfaction with the way teachers respond to classroom behaviour and student safety. Timely communication with parents following the use of the Whole School Student Management Plan. Use SIMS to track and documents behaviour management. Appoint a wellbeing school person. Liaise with Towong Shire and other stakeholders to engage in student wellbeing programs; girls self-esteem program, footy day, Anzac day, Snowy hydro driver training, free2go, fir2drive etc.	Student Engagement policy. SIMS PD. Student Management Plan. SSG meetings.	Principal and Assistant Principal: Update Student Engagement policy as required. School Leaders: Assistant Principal, Wellbeing coordinator, Wellbeing person, Year Level Coordinator.	Throughout 2016.	Staff are consistently implementing the school endorsed whole school student management process. Staff are consistently documenting and tracking behaviour management on SIMS. DET Staff Opinion Survey 2016 shows improvement in 'collective efficacy 'and 'collective responsibility'. Teacher participation and implementation of SIMS – 100%. Feedback from parents and students about the level of satisfaction with the behaviour management process has been sought. DET Year 5 to 12 Students Attitudes to School Survey 2016 shows improvement in the area of 'classroom behaviour', and 'student safety'. An annual school based survey demonstrates a decrease in the number of behavioural incidents and bullying incidents occurring across the school – anti-bullying survey. Effective monitoring and follow up using SIMS. Student Management Plan published. Student attendance and participation in wellbeing programs and community based projects

Annual Implementation Plan: for Improving Student Outcomes

PRODUCTIVITY

Goals		Targets	A school based survey shows annual improvement in teachers' belief in the ability of the performance and development process to increase their capacity to support students in their learning.
	Improve the effective allocation of resources to continually support the improvement of staff capacity to improve student outcomes.		A school based survey shows annual improvement in teachers' belief in the ability of the performance and development process to increase their capacity to support students in their learning. A school based survey shows annual improvement in teachers' belief in the ability of the learning that takes place in the professional learning teams to increase their capacity to support students in their learning. DEECD Staff Opinion Survey shows annual improvement in 'collective efficacy ', 'staff trust in colleagues', 'teacher collaboration', 'collective focus on student learning', 'guaranteed and viable curriculum' and 'collective responsibility'. DEECD Staff Opinion Survey shows annual improvement in 'school level support', 'renewal of knowledge and skills', 'applicability of professional learning', 'collective participation', 'active participation', 'coherence' and 'feedback'.
		12 month targets	A school based survey shows improvement in teachers' belief in the ability of the performance and development process to increase their capacity to support students in their learning. A school based survey shows improvement in teachers' belief in the ability of the learning that takes place in the professional learning teams to increase their capacity to support students in their learning. DET Staff Opinion Survey shows improvement in 'collective efficacy ', 'staff trust in colleagues', 'teacher collaboration', 'collective focus on student learning', 'guaranteed and viable curriculum' and 'collective responsibility'. DET Staff Opinion Survey shows improvement in 'school level support', 'renewal of knowledge and skills', 'applicability of professional learning', 'collective participation', 'active participation', 'coherence' and 'feedback'.

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
Identify and support key leadership positions in the school which address improving student relationships and student learning. Implement professional learning teams to build teacher capacity to collect and use data to identify and teach to each student's point of learning.	Appoint suitable staff to undertake leadership positions in the areas of learning, student wellbeing and engagement. Develop the skills and understanding of our leading teachers in collecting, analysing and using data to improve learning opportunities during professional learning teams. Support team leaders by guiding them to suitable professional development and through data analysis and a suitable school response during leadership meetings. Review job descriptions, roles, processes and procedures that support quality planning, professional development, decision making and teaching and learning.	Professional Learning Team (PLT) meetings. Professional development e.g. Bastow 'Leaders in Instructional Practice' and Bastow 'Numeracy Leaders' course.	<u>Principal</u>: All statements in the 'Actions' column. <u>School Leaders</u>: (PLT Leaders and Domain Leaders): Further develop understanding in analysing and using data. Review their job description in line with changes involved in the role in 2016.	Throughout 2016	The focus of the professional learning teams is strongly centred on using and interpreting data and on developing strategies to improve student learning. DET Staff Opinion Survey in 'collective responsibility', 'collective focus on student learning', 'collective collaboration' and 'teacher collaboration' show improvement in 2016. School has clear job descriptions, roles, processes and procedures for all staff to access when applying for a position or carrying out a role.
Enhance accountability practices that result in sustained	Align our current annual performance and development review process with the DET performance and development guidelines (i.e. focus on continuous and sustained	Professional Learning Team (PLT) meetings. DET Performance and	<u>Principal</u>: Ensure staff are informed and provided with the correct templates in the P&D process.	February 2015 to December 2016.	Performance and development plans have a strong alignment with DET and school priorities. Staff capacity to set goals and identify and implement strategies

improvement and foster personal and professional growth. Provide teachers with feedback on their capacity to improve student outcomes through the Performance and Development process and through classroom observations by strategically selected personnel.	improvement supported by evidence) Develop the capacity of staff to align with school goals and consequently improve their professional practice, using a variety of evidence to measure their success. Build the capacity of staff to reflect on their effectiveness in implementing exemplary practices through mentoring, peer observations and during staff and professional learning team meetings.	Development process and templates.	Ensure an appropriate number of PLT meetings are devoted to supporting classroom teachers develop their P&D plans. Assess and provide feedback to staff at the End-of-Cycle Review. School Leaders: (PLT Leaders and Domain Leaders): Guide and provide feedback to staff regarding the development of their P&D plans and their professional development. Provide feedback to staff at the Mid-Cycle Review. Classroom Teachers: Complete a satisfactory P&D plan. Seek and respond positively to feedback on their P&D plan. Actively participate in their PLT team meetings and associated professional development.		has been enhanced through the support offered by their mentor and professional development team. Staff show greater responsibility for the provision of evidence, including the use of colleagues to provide feedback when demonstrating their success in reaching their goals. DET Staff Opinion Survey in 'collective responsibility', 'collective focus on student learning', 'collective collaboration' and 'teacher collaboration' show improvement in 2016.
Work in partnership with staff, students and parents to successfully implement the Learning Management System and the introduction of the Bring Your Own Device program.	Review the current netbook program and student access to computers across the school with the intention of all students at years 5 to 12 entering into a bring your own device program. Increase staff capacity to integrate the Learning Management System with day to day lesson delivery and planning. Support staff in the integration of the netbooks in the normal learning program through targeted professional development. Provide opportunities for families to engage in information sessions on the introduction of the Learning Management System and the netbook program.	Wodonga Senior Secondary College Learning Management System (LMS) including the Student Information Management System (SIMS). *Dell Inspiron Convertible-Hybrid* netbooks. Information evenings targeting Years 5 to 8. Appropriate PD regarding the features of the LMS and SIMS.	Principal: Review BYOD strategy in Years 5 to 12. In consultation with the eLearning Team select the most appropriate device for students. Conduct information session on BYOD netbook program. School Leaders: (PLT Leaders and Domain Leaders): Provide differentiated PD on the LMS to staff based on staff familiarisation and expertise. Classroom Teachers: Undertake PD on the LMS and netbooks relative to their confidence and expertise. Document curriculum on the LMS and begin using it as a learning tool.	Throughout 2016	Regular professional development is provided targeting effective use in the Learning Management System and netbooks. Staff show greater confidence in integrating the Learning Management System and netbooks into their lesson delivery. DET Staff Opinion Survey in 'renewal of knowledge and skills', 'applicability of professional learning', and 'collective focus on student learning' show improvement in 2016.

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	