

# Annual Implementation Plan: for Improving Student Outcomes

School name: Williamstown High School

Year: 2017

School number: 8475

Based on strategic plan: 2014-2017

Endorsement:

Principal Gino Catalano [21/2/17]

Senior Education Improvement Leader Judy Maguire [6/2/17]

School council Andrew Egan [21/2/17]

## Section 1: The school's Improvement Priorities and Initiatives

Report here the goals identified in the current School Strategic Plan and tick the Improvement Initiative/s that your school will address in this Annual Implementation Plan: for Improving Student Outcomes.

School Strategic Plan goals	Improvement Priorities	Improvement Initiatives	✓
<ul style="list-style-type: none"> <li>To improve individual student growth.</li> <li>To increase opportunities for effective student voice and choice across the school.</li> <li>To create and maintain a positive and safe learning environment.</li> <li>To develop cohesive and coordinated structures and understandings across both campuses to enhance learning and develop teachers and learners effectiveness in a 21<sup>st</sup> century environment.</li> </ul>	<b>Excellence in teaching and learning</b>	Building practice excellence	✓
		Curriculum planning and assessment	✓
	<b>Professional leadership</b>	Building leadership teams	✓
	<b>Positive climate for learning</b>	Empowering students and building school pride	✓
		Setting expectations and promoting inclusion	
	<b>Community engagement in learning</b>	Building communities	

**Improvement Initiatives rationale:**  
 Explain why the school, in consultation with the Senior Education Improvement Leader (SEIL), has selected the above Improvement Initiative/s as a focus for this year. Please make reference to the evaluation of school data, the progress against School Strategic Plan (SSP) goals and targets, and the diagnosis of issues requiring particular attention.

WHS will focus on the above selected initiatives in 2017. At WHS, leadership members each have a predetermined portfolio of key responsibility areas that links directly to the performance targets in the SSP. These initiatives allow an alignment of work across portfolios to ensure there is a clear line of sight for the school's direction. Collaboration across the portfolios ensures a shared vision for school improvement and a clear focus for 2017 direction. Significant planning, investment and resource allocation primarily in staff development, have been made to build teacher capacity across the school. This improved capacity will be the driver in achieving excellence in teaching and learning, professional leadership and positive climate for learning.

**Key improvement strategies (KIS)**  
 List the Key improvement strategies that enable the implementation of each Improvement Initiative. This could include existing strategies already being implemented as well as new ones identified through analysis of data, evaluation of impact of prior efforts, measurement of progress against targets and the diagnosis of issues requiring particular attention. KIS may be specific to one outcome area or applicable across several areas.

Improvement initiative:	Key improvement strategies (KIS)
Building practice excellence	<ul style="list-style-type: none"> <li><b>Evidence-based practice – staff using data to inform practice and select appropriate strategies for teaching &amp; learning.</b></li> <li><b>The UMNOS program moves into its second year. Explore a Professional Learning Team, on mathematical and numeracy development at Year 8 and Year 10.</b></li> <li><b>Year 9 Immersion Program – a year of review and consolidation. Develop staff capacity to work within this environment.</b></li> <li><b>Peer Observation and Co-coaching model refined and articulated to staff. Staff undertaking coaching conversations to build classroom practice.</b></li> </ul>
Curriculum planning &	<ul style="list-style-type: none"> <li><b>Victorian Curriculum – implementation and review of all programs for both learning areas and capabilities leading to courses satisfying the Course Accreditation process.</b></li> </ul>

assessment	<ul style="list-style-type: none"> <li>• Curriculum Initiatives Team to build staff capacity to deliver and accredit all programs.</li> <li>• Adopt AVID teaching and learning strategies across whole school.</li> </ul>
Building leadership teams	<ul style="list-style-type: none"> <li>• Create a culture of leadership development across the college. All leaders supported in their role through effective support and mentoring.</li> <li>• Provide opportunities for all staff to build their leadership capacity.</li> </ul>
Empowering students and building school pride	<ul style="list-style-type: none"> <li>• Refine and promote the SWPBS matrix (Student, Parent and Staff consultation).</li> <li>• School leadership and ambassador roles to include aspects of SWPBS framework.</li> </ul>



Framework for Improving Student Outcomes

Published: February 2016



## Section 2: Improvement Initiatives


Each table below is designed to plan for and monitor each Improvement Initiative. Add or delete tables – one for each Improvement Initiative from Section 1 on the previous page. You can also add or delete rows so that there is alignment and line of sight between the key improvement strategies, actions, success criteria and monitoring. The goals come directly from your School Strategic Plan (SSP) – you will find it helpful to keep them in the same order. Please note that, in the progress status section, ● ● ● respectively indicate: ● not commenced or severely behind schedule, ● slightly behind schedule but remediation strategies are in place to get back on schedule and ● on schedule and/or completed.

<b>STRATEGIC PLAN GOALS</b>		<ul style="list-style-type: none"> <li>To develop cohesive and coordinated structures and understandings across both campuses to enhance learning and develop teachers and learners effectiveness in a 21<sup>st</sup> century environment.</li> <li>To improve individual student growth.</li> </ul>						
<b>IMPROVEMENT INITIATIVE</b>		Building practice excellence						
<b>STRATEGIC PLAN TARGETS</b>		<ol style="list-style-type: none"> <li>Maintain a median VCE study score of 30 to 32.</li> <li>The percentage of 40+ study scores for VCE to be in the range 8-12%.</li> <li>Less than 20% of cohort to achieve an ATAR less than 60.</li> <li>Relative growth NAPLAN - More than 25% of students in the high growth area for reading and less than 22% of students in the low growth area.</li> <li>Relative growth NAPLAN - More than 25% of students in the high growth area for numeracy and less than 22% of students in the low growth area.</li> <li>80% of staff reporting increase in knowledge of cyberbullying as according to eSmart ICT Audit.</li> <li>Immersion WHS Student Feedback tool data shows higher student engagement levels than the Year 9 Attitudes to School Survey.</li> <li>Higher than average attendance data for students in the immersion program than across the year level.</li> </ol>						
<b>12 MONTH TARGETS</b>		As above as we are in the final year of the SSP cycle.						
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
[Drafting Note report here the KIS from the previous summary page]	[Drafting Note report here what the school will do and how - including financial and human resources]	[Drafting Note report here the person responsible]	[Drafting Note report here the timeframe for completion]	6 months: [Drafting Note report here the tangible markers or indicators of success reflecting observable changes in practice, behaviour, and measures of progress] 12 months:	● ● ●	[Drafting Note report here the quantifiable school and student outcomes and/or qualitative information about the change in practice]		
1.1 UMNOS program moves into its second year. PLT focus group on numeracy development and co-coaching.	a) Establish Year 8 & Year 10 PLT's with a clear focus on numeracy. b) UMNOS leadership team work with the PLT's using PL from the network.	UMNOS L/ship team  UMNOS L/ship team	Term 1	6 months: a) Regular PLT meetings in place.	● ● ●			
			ongoing	a) Analysis of student data driving PLT discussions. b) High yield strategies identified and implementation discussion and trialling. 12 months:	● ● ●			
1.2 Year 9 program – a year of review and consolidation. Develop staff capacity to work within this environment.	a) Review changes to the Year 9 program by analysing the current engagement data and using information gathered in focus groups. b) Ongoing support & training for staff involved in the program.	LO & Yr9 immersion team  LO	Term 1 / 4	6 months: a) Fully Accredited Year 9 Program – in line with the Victorian Curriculum and capabilities.	● ● ●			
			Begin Term 1 / Ongoing	a) Build further community connections – where possible . a) Investigate a student media centre. b) Investigate other team teaching practices.	● ● ●			



				<b>12 months:</b> a) Development of the media centre(LO).	● ● ●			
<b>1.3 Evidence-based practice – staff using data to inform practice and select appropriate strategies for teaching &amp; learning.</b>	<p>a) Embed use of data when planning for student growth and differentiation across the school.</p> <ul style="list-style-type: none"> <li>- Triangulation process</li> <li>- VASS data analysis</li> <li>- ILP's inform teacher practice</li> </ul> <p>a) Review progress made by different cohorts in response to differentiated learning.</p> <p>b) Establish a WHS Triangulation of Data Handbook/Electronic Google Drive folder for staff reference.</p> <p>c) Allocate specific meeting time in Campus &amp; CAT meeting agendas for staff to engage in professional discussions relating to their data. Staff to set a goal and reflect/review.</p> <p>d) ILP writing process established with Literacy &amp; Numeracy Leaders. Staff informed of the process and can access ILPs to inform their teaching of relevant students.</p> <p>e) Staff use information from data collected to investigate specific strategies to improve student learning i.e. Feedback (Hattie), self-reporting, rubrics, etc.</p> <p>f) VASS to be used by staff to analyse exam questions and criteria.</p>	DE,AQ AP,SP	Term 1 / Ongoing	<b>6 months:</b> a) All staff regularly collect and examine their data for all classes to inform teaching. Staff participate in professional discussions in meetings.	● ● ●	a) Student data shows improvement from beginning of the year.		
		AQ/DE	Ongoing	a) Evaluation and review by all staff (new and existing) – survey and feedback data. New staff using the resource as part of their induction.		a) Growth in student outcomes from the start to middle of the year in reading and numeracy is evident.		
		AQ/DE	Term 1	a) & c) Meeting agendas have set time for discussion of data. Staff set goal at the beginning of the term, and review/reflect on the progress of the goal at the end of term.		d) Staff review ILPs and see student progress.		
		AQ/DE	Each Term	b) Handbook developed and accessible online.		e) Staff data shows improvement in student outcomes.		
		AQ/DE	Term 1	d) Staff able to show improvement in student growth in reading and numeracy.		f) Feedback from staff in relation to the impact VASS booklet (that has been developed and shared) to be collected and an analysis as the effectiveness of the booklet conducted		
		AQ/DE (RF/BD)	Term 1	e) Relevant staff establishing ILPs for relevant students. All staff can access ILPs. Staff making necessary adjustments to goals as necessary.				
		AQ/DE	Term 2 / Ongoing	e) Staff identify a strategy to assist a student/group/class to improve student learning. Staff begin trialling with a small focus group.				
		AQ/DE	Ongoing	f) All Year 12 teachers are accessing VASS and have an understanding of how to use data to inform practice.				
		DE	Ongoing	<b>12 months:</b> a) All staff regularly engage with relevant data to inform teaching to improve student learning. Staff have regular professional discussions in relation to student data and strategies selected to improve student learning.	● ● ●	a) Student data shows growth throughout the year.		
				b) Updated version of handbook/folder for 2018.		b) All staff have access to and can reference the resource/s.		
				d) Relevant staff updating student ILPs when goals have been met.		ai & c) Staff compare student outcomes from the beginning of the year to the end of the year to examine growth over the year.		
				e) Staff regularly set goals and reflect on student growth throughout the year. Staff examine student data to see improvement in NAPLAN/ PAT-testing results.		d) Student ILPs are updated and most student goals have been achieved.		
				e) Staff refer to the SIMPLE-VARK Matrix for strategies and share new strategies. Staff reflect and share their findings on how strategies helped them improve student learning.		e) Strategies 'audit' to examine the various types of strategies staff are using for specific purposes. Strategies added to the WHS SIMPLE-VARK Strategies Matrix.		



<b>1.4 Peer Observation Co-coaching and model refined and articulated to staff. Staff undertaking coaching conversations to build classroom practice.</b>	a) Co-coaching model refined and articulated to staff at a college meeting in term two.	WR	Term 2	<b>6 months:</b> a) Co-coaching model refined and College meeting held.				
	b) UMNOS PLTs undertake professional learning using the co-coaching model.	WR/DE	Term 2	a), d), e) Co-coaching model articulated at a College meeting before the end of Semester one and available online in School Documentation via compass.				
	c) Deliver professional learning on co-coaching model to Year 9 immersion team.	WR	Term 2	b) Professional learning delivered to UMNOS PLTs and Year 9 immersion staff before the end of Semester one.				
	d) The significance of coaching conversations as an approach to building classroom practice is discussed with the staff in campus meetings.	WR	Term 2 / Ongoing	12 months				
	e) PL Week in Term 2-4 includes coaching conversation sessions.	WR/BW	Terms 2-4	a) Co-Coaching model process documented and used by UMNOS and <i>Immersion</i> team (This to include using the strategy of peer observation).  b) UMNOS PLTs utilise co-coaching model to implement the professional learning from the network.  c) Year 9 Immersion staff utilise co-coaching model to build professional capacity when working in the program.				



## Section 2: Improvement Initiatives

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<b>IMPROVEMENT INITIATIVE</b>		Curriculum planning and assessment						
<b>STRATEGIC PLAN TARGETS</b>		<ol style="list-style-type: none"> <li>The percentage of students going on to future study or full time future employment is above the predicted percentage on the performance summary data.</li> <li>The student opinion data in stimulating learning, teacher empathy and teacher effectiveness to be at, or above, the respective state mean at all levels.</li> </ol>						
<b>12 MONTH TARGETS</b>		<ol style="list-style-type: none"> <li>The percentage of students offered future study options to go from 94 to 95.5%.</li> <li>100% of students in Years 9 -12 to be provided with access to pathways counselling.</li> <li>Student Feedback survey utilised by 60% of staff in their P &amp; D plans.</li> <li>Stimulating Learning at Years 7 - 9 to go from a mean of 3.16 to 3.18/at Year 10 to go from a mean of 3.05 to 3.08.</li> <li>Teacher Empathy at Years 7 - 9 to go from a mean of 3.67 to 3.69/at Year 10 to go from a mean of 3.54 to 3.57.</li> <li>Teacher Effectiveness at Years 7 - 9 to go from a mean of 3.65 to 3.69/at Year 10 to go from a mean of 3.49 to 3.52.</li> </ol>						
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
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				12 months:	● ● ●			
<b>2.1 Victorian Curriculum – implementation and review of all programs for both learning areas and capabilities leading to courses satisfying the Course Accreditation process.</b>	<ol style="list-style-type: none"> <li>Accreditation planning begins for all 7-10 courses for 2017 implementation. <ul style="list-style-type: none"> <li>alignment with the Victorian Curriculum</li> <li>differentiation</li> <li>capabilities audited and embedded</li> </ul> </li> <li>Review assessment and reporting processes – develop timeline and processes to move to alternative or improved model ready for 2018 – Reporting process to be moved to Compass – Investigate Compass features such as Learning Tasks and continuous reporting options for 2018</li> <li>Whole school curriculum repository on Google Drive / Compass.</li> </ol>	LO/JR/AM/TY	Early Term 1	<b>6 months:</b> <ol style="list-style-type: none"> <li>Accreditation timetable published.</li> <li>Staff PD on using Compass reporting interface.</li> <li>Comment banks updated.</li> </ol>	● ● ●			
		LO/JR						
				LO/JR (TY/AM)	Term 1	<b>12 months:</b> <ol style="list-style-type: none"> <li>Staff regularly imputing student results into the report program.</li> <li>Curriculum team to provide recommendations for assessment and reporting model for 2018.</li> <li>All coursework on Google Drive.</li> </ol>	● ● ●	



<b>2.2 Curriculum Initiatives Team to build staff capacity to deliver and assess all programs.</b>	<p>a) Undertake an evaluation of the PL strategies being utilised by staff and ensure P &amp; D plan identifies appropriate PL opportunities.</p> <p>b) Implement AVID plans (build staff capacity to use AVID strategies).</p> <p>c) WHS student feedback tool used across the college by individuals and in teams. (WR)</p> <ul style="list-style-type: none"> <li>- At a term 1 College meeting 2017 P&amp;D Plans launched</li> <li>- Professional learning with the leadership team to develop understanding of the use of the Student Feedback Tool to reflect on professional practice.</li> <li>- Professional learning regarding the Student Feedback Tool to be included in a Term 2 campus meeting and in the PL week programs.</li> </ul> <p>d) Build staff capacity in eLearning applications for curriculum, instruction and assessment</p> <ul style="list-style-type: none"> <li>- Create team of interested ICT staff</li> <li>- Meet to design eLearning PL around selected app and involve ICT team</li> <li>- Deliver eLearning PL in Campus Meeting time</li> <li>- Survey staff on progress</li> </ul> <p>e) Build staff capacity to access eLearning applications</p> <ul style="list-style-type: none"> <li>- Meet to design eLearning PL</li> <li>- Deliver eLearning PL</li> <li>- Survey staff on progress</li> </ul> <p>f) All accredited courses to be uploaded to google drive and at the end of the year uploaded to school documentation on compass.</p>	<p>WR</p> <p>WR/ON (LO/JR)</p> <p>WR</p> <p>GN</p> <p>GN</p> <p>GN</p>	<p>Term 2</p> <p>Term 1 / Ongoing</p> <p>Term 1, 2 / Ongoing</p> <p>Terms 1/2</p> <p>Terms 3/4</p> <p>Terms 3/4</p>	<p><b>6 months:</b></p> <p>a) Professional learning strategies are articulated to staff. An evaluation process is designed.</p> <p>b) AVID strategies in the Learning Section of the Curriculum Meetings.</p> <p>c) 2017 P&amp;D Plan structured to include Student Feedback Tool.</p> <p>c) Professional learning delivered to staff regarding use of student feedback to reflect on professional practice in their P&amp;D Plan.</p> <p>c) Year 9 Immersion team used the Student Feedback Tool mid-term with each Yr 9 Homegroup.</p> <p>c) The UMNOS PLTs at Year 8 &amp; 10 used the Student Feedback Tool.</p> <p>d) - Team created - App selected - Campus learning sessions delivered</p> <p>e) - Campus learning session designed</p> <p>f) Courses accredited are uploaded to google drive.</p> <p><b>12 months:</b></p> <p>a) Evaluation of professional learning strategies being utilised by staff is undertaken during Term 4.</p> <p>b) Cornell Notes regularly used by all staff.</p> <p>c) The ten Year 9 classes have provided feedback using the Student Feedback Tool to the Year 9 Immersion team.</p> <p>c) 60% + of staff discussed the feedback provided from the Student Feedback Tool at the end-cycle P&amp;D meeting.</p> <p>d) Staff are using app for Teaching and Learning.</p> <p>e) - Campus learning session delivered - Staff have selected and installed an App via their Willi High account and use for Teaching and Learning</p> <p>f) All accredited courses are uploaded to school documentation.</p>	<p>● ● ●</p> <p>● ● ●</p>	<p>d) 95% of staff have successfully installed designated app.</p> <p>f) Staff are uploading documents</p> <p><b>12 months:</b></p> <p>d) 95% of staff report on app positively.</p> <p>e) 95% of staff have installed self-selected app.</p> <p>f) All courses are visible for all staff via school documentation on compass.</p>		
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## Section 2: Improvement Initiatives

<b>STRATEGIC PLAN GOALS</b>		<ul style="list-style-type: none"> <li>To develop cohesive and coordinated structures and understandings across both campuses to enhance learning and develop teachers and learners effectiveness in a 21<sup>st</sup> century environment.</li> </ul>						
<b>IMPROVEMENT INITIATIVE</b>		Building leadership teams						
<b>STRATEGIC PLAN TARGETS</b>		1. Staff opinion data in the new survey reflects continued improvement in the areas related to cohesion, clarity and communication.						
<b>12 MONTH TARGETS</b>		Staff opinion data for “instructional leadership” to be increased by two percentage points (in 2016 - 64.27% at Pasco and 57.55% at Bayview). Staff opinion data for “teacher collaboration” to be increased by two percentage points (in 2016 - 65.42% at Pasco and 66.04% at Bayview). Staff opinion data for “collective focus on student learning” to be increased by two percentage points (in 2016-75.12% at Pasco and 78.32% at Bayview). Staff opinion data for “curriculum cohesion (guaranteed and viable curriculum)” to be increased by two percentage points (in 2016-66.22% at Pasco and 74.71% at Bayview).						
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
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				12 months:	● ● ●			
<b>3.1 Create a culture of leadership development across the college. All leaders supported in their role through effective support and mentoring.</b>	a) CAT Leaders 1-2 PL day (build in AVID training).	JR/LO (TY/AM)		<b>6 months:</b> a) CAT Leaders surveyed for PL needs.	● ● ●			
	b) SML PL 1-2 PL day. - Building leadership skills and characteristics - Work on a project/process for implementation - SWPBS focus / developing consistency in approach to using the framework - Mental Health and Wellbeing - eSmart - Student Tracking  c) Leadership team PL Learning continues -build on the agenda and needs that emerged from the leadership overnighter in 2016	SF/SV (AP/SP)		b) SML PL Conference - 2 day conference to be held by early March - SMLs and SWC reflection journal - SMLs and SWC have written goals to work towards and have some tangible data (or other means) to show success - General plan for SEWT meetings (what to be covered at different times)  c) A leadership behaviour matrix in place.  c) A leadership stance PL to have occurred.  c) A focus on creating a learning culture understood by leaders.				
		GC		<b>12 months:</b> a) CAT Leader PL Day complete.  b) SMLs and SWCs have developed their capacity to lead elements of year level wellbeing meetings and/or whole school meetings.  c) A leadership matrix used to reflect on leadership behaviours.  c) All leaders to have their leadership stance developed.	● ● ●			



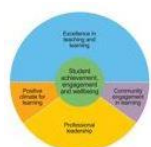


<p><b>3.2 Provide opportunities for all staff to build their leadership capacity.</b></p>	<p>a) T&amp;L in the 21<sup>st</sup> Century team provided with time in the meeting structure and new members established.</p> <ul style="list-style-type: none"> <li>- Advertise for team/create team</li> <li>- Create goals and implement at Campus and College Meetings and Curriculum Days</li> </ul> <p>b) POR feedback meetings with relevant prins/LTs.</p>	<p>GNAQ/DE</p> <p>Lship team</p>	<p>c) actions to model and develop a learning culture in place</p> <p><b>6 months:</b></p> <p>a) Team is built. Goals in place and implementation designed.</p> <p>b) Timeline for meetings in place.</p> <hr/> <p><b>12 months:</b></p> <p>a) - Team is recognised and identifiable. - PL delivered to staff to achieve goals.</p> <p>b) meetings to have occurred and reflections and improvements discussed.</p>	<p>● ● ●</p> <p>● ● ●</p>	<p>a) - Members have signed up and joined team. - Meeting minutes indicate designed goals.</p> <hr/> <p>a) - Team members have delivered PL to staff. - ?% of staff sign up and participate in PL workshops.</p>		
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## Section 2: Improvement Initiatives

<b>STRATEGIC PLAN GOALS</b>		<ul style="list-style-type: none"> <li>To create and maintain a positive and safe learning environment.</li> </ul>						
<b>IMPROVEMENT INITIATIVE</b>		Empowering students and building school pride						
<b>STRATEGIC PLAN TARGETS</b>		1. All components of the School Wide Positive Behaviour Support (SWPBS) set data to be above 80%. Staff and student knowledge, application and implementation moving towards embedded behaviours. 2. Student opinion data in distress and morale to be above the state mean at all year levels and shows a continued upward trend.						
<b>12 MONTH TARGETS</b>		All year levels to be above the state mean in distress and morale. Student training in SWPBS to be delivered. 90% of Year 7 to 12 students are able to identify the schools expectations and at least one positive recognition strategy via the School-Wide Evaluation Tool (SET Data). 100% of students from the previous year below 80% attendance to have tier 2 SWPBS attendance improvement support plan in place for 2017. All Year 7-12 home group programs to have a SWPBS focus included. Student Distress at Years 7-12 to go from 5.12 to 5.20. Student Morale at Year 7-12 to go from 4.81 to 4.9.						
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
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<b>4.1 Refine and promote the SWPBS matrix. (student, parent and staff consultation)</b>	a) Review the SWPBS matrix with the school community (student, parents, staff)  - Review all SWPBS key expectations and behaviour descriptions together with the associated key SWPBS processes and procedures with staff, students and parents. The review will start in term one with the aim to finalise in term 4 for implementation 2018. - SEWT/Campus/College meeting times scheduled - Time required for working team to meet  b) Work closely with student leaders to identify relevant wellbeing policies to be created and/or reviewed. - bullying prevention policy - student engagement and wellbeing policy	SP/AP	Begin in Term 1.	<b>6 months:</b> a) Working team created - Feedback received from * Parents * Students * All school staff  a) Draft matrix developed, ready for further feedback from key stakeholders.  b) Wellbeing policies in need of review identified and feedback sought.	● ● ●			
		SF/SF  SF/SV	Draft Matrix Terms 2/3	<b>12 months:</b> a) Feedback on the SWPBS draft has been received. a) SWPBS Matrix finalised, ready for 2018 implementation. b) All wellbeing policies (where applicable) have been reviewed and updated.	● ● ●			
<b>4.2 School leadership and ambassador roles to include aspects of SWPBS framework.</b>	a) Role description for student leaders established and communicated to student leaders.  b) Student leaders trained in SWPBS (identify which leaders will have SWPBS included in their roles).	SF/SV	Term 1	<b>6 months:</b> a) Student leadership roles written to include elements of the SWPBS framework.  b) Pre-tests completed to show students base understandings of SWPBS methodologies.	● ● ●			
		SF/SV	Term 1 / Ongoing					



	<ul style="list-style-type: none"> <li>- ½ day session with student leaders to educate students about the SWPBS framework.</li> <li>- Regular meetings held to further educate students about SWPBS.</li> <li>- School leaders to be involved in SWPBS / SEWT meetings (where applicable).</li> <li>- School leaders to be involved in the review/development of SWPBS matrix.</li> </ul>			<p>b) Student leaders able to articulate core behaviour expectations and explain the behaviour matrix (assemblies etc).</p> <p>b) Students leaders actively involved in development of SWPBS matrix review and development.</p>				
				<p><b>12 months:</b></p> <p>a) SWPBS description for student leaders reviewed and refined.</p> <p>b) Post-tests completed to show student growth in their understandings of SWPBS methodologies.</p> <p>b) Students leaders actively involved in development of SWPBS matrix review and development.</p> <p>b) Student leaders able to articulate core behaviour expectations and explain the behaviour matrix (assemblies etc).</p>	● ● ●			
<p><b>4.3 Increase opportunities for student voice collaboratively across both campuses</b></p>	<p>a) SRC Vic Professional Development Day / Teach the Teacher for Year 9s (BV).</p> <p>b) Yr 12 Student Leadership Camp (Pasco).</p> <p>c) Student Leadership Camp (BV).</p> <p>d) Joint Student Leadership Day for key student leaders (BV and Pasco).</p> <p>e) Continue to develop house system across both campuses.</p> <p>f) Regular (each term) whole school meetings between Student Leadership Coordinators and SEW Leaders to develop consistent student voice across whole school.</p>	<p>SF/SV AP/SP</p> <p>UK</p> <p>AY</p> <p>AY/UK (SV/SF)</p> <p>AY/UK (SV/SF)</p> <p>SV/SF</p>	<p>Term 2/3</p> <p>Term1</p> <p>Term 4</p> <p>Term 1</p> <p>Term 1 / Ongoing</p> <p>Ongoing</p>	<p><b>6 months:</b></p> <p>a) SRC Teach the Teacher session planning underway.</p> <p>b) Yr 12 Student Leadership Camp completed.</p> <p>c) Student Leadership Camp planned and approved by council.</p> <p>d) Student Leadership Day planned and delivered.</p> <p>e) Criteria for earning house points developed and explained/displayed to staff and students.</p> <p>e) 2 x non-sport house events have been held at each campus.</p> <p>e) House points regularly updated and displayed (W-Files, notice boards/screens, daily bulletins etc).</p> <p>f) Meetings held between SLCs and SEW Leaders. *Processes for student feedback to school leaders (and vice versa) is developed. *Fundraising events agreed and established. *Schedule for regular meetings between student and school leaders developed and in implementation.</p>	● ● ●			
				<p><b>12 months:</b></p> <p>a) SRC Teach the Teacher session completed</p> <p>e) 4 x non-sport house events held at each campus</p>	● ● ●			



				<p>e) House points displayed (W-Files, notice boards/screens, daily bulletins etc)</p> <p>e) House system presentation for winning team/s</p> <p>f) Meetings held between SLCs and SEW Leaders</p>				
<p><b>4.4 Improve counselling, pathways and transitions at years 9-12 and post school.</b></p>	<p>a) Review processes, structures and strategies implemented in previous three years, refining as required.</p> <p>i) Maintain VTAC counselling for Year 12 students.</p> <p>ii) Increased awareness of university programs - parent information night.</p> <p>iii) Brief all year 11 students about course counselling process.</p> <p>iv) Year 10 Homegroup teachers, Careers &amp; VCAL Co-ordinator will deliver (3 periods) Course Counselling information to Year 10 students. One day Course Counselling day for Year 10 students and parents prior to submission of course selections.</p> <p>v) Year 9-10 transition process will begin with a Transition meeting with key stakeholders in the process.</p> <p>vi) All Year 12 students attend a VTAC briefing in term 3.</p> <p>vii) Year 12 students attend a post results VTAC counselling session.</p>	<p>AB (AP)</p> <p>AB</p> <p>AB</p> <p>AB</p> <p>AB</p> <p>AB</p> <p>AB (SP/SF/SV/JR)</p> <p>AB</p> <p>AB</p>	<p>Term1</p> <p>Term 2</p> <p>Term 2</p> <p>Term 2</p> <p>Term 3</p> <p>Term 3</p> <p>Term 2 / Term 3</p> <p>Term 3</p> <p>Term 4</p>	<p><b>6 months:</b></p> <p>i) Meet with every Year 12 student and discuss VTAC and other pathways.</p> <p>ii) Offer 8 Year 10 - 12 students library University Information sessions in term 2.</p> <p>iv) All Year 10 students understand the pathway options to VCE and VCAL.</p> <p>v) Year 9 Transition process developed; key staff will undertake identified assigned roles and duties which have been reviewed yearly.</p>	<p>● ● ●</p>	<p>i) 90% of Year 12 students have attended a meeting/briefing on VTAC counselling and Pathways.</p> <p>ii) Student attendees complete an evaluation of University presentation.</p> <p>iii) Year 11 students use Web-Choice to select subjects for 2018</p> <p>iv) All Year 10 students submit course selections through Web-Choice</p> <p>v) All Year 9 students will submit their Course Selections after a considered counselling and an afternoon at Pasco visiting the "Subject Supermarket"</p> <p>vi) 80% of Year 12 students register and apply through VTAC or direct application to University.</p> <p>vii) 50% of students will attend a post results VTAC Counselling appointment</p>		



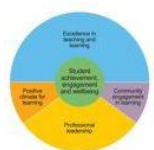
				<p><b>12 months:</b></p> <p>iii) Year 11 students demonstrate a high level of understanding of subject selection moving from Year 11 into Year 12. Course changes have been counselled and completed.</p> <p>iv) All Year 10 students attend a Course Counselling appointment.</p> <p>v) Transition process (including subject supermarket, subject selections etc) is completed successfully.</p> <p>vi) All students understand the VTAC application process (including SEAS, Early Offers, and Scholarships etc).</p> <p>vii) All students have an opportunity to attend an appointment.</p>			
<p><b>4.5 Review and evaluate effectiveness of Positive Mental Health policy</b></p>	<p>a) Review policy.</p> <p>b) From review and feedback adjust and implement.</p> <p>c) Staff and parents to complete the youth mental health course.</p> <p>d) SEWT meetings general observations to support the implementation of safe minds.</p>	<p>AP/SP/SEWT</p>		<p><b>6 months</b></p> <p>a) Feedback considered and changes made.</p> <p>b) Implementation in place.</p> <p>c) Five staff from each campus and ten parents overall to have completed the course.</p> <p>d) Language used in the general observations to be subjective and measured through participation in campus meeting PL sessions on the use of language.</p>	<p>● ● ●</p>		
		<p>SEWT</p> <p>SEWT</p> <p>SEWT</p> <p>SEWT</p>	<p>Term1/2</p> <p>Term 1/2</p> <p>Term 2-4</p> <p>ongoing</p>	<p><b>12 months</b></p> <p>Two PL sessions offered for the "use of objective language in observations".</p>			



# Section 3: Other Improvement Model Dimensions

<b>STRATEGIC PLAN GOALS</b>	[ <b>Drafting Note</b> these are the goals in your SSP related to this Dimension. Sometimes a goal in the SSP can be related to more than one Dimension/Initiative. They are recorded here exactly as they are in the SSP]
<b>OTHER IMPROVEMENT MODEL DIMENSIONS</b>	[ <b>Drafting Notes</b> Use this section for the dimension identified as an area of focus in the SSP (e.g. Positive climate for learning and Health and wellbeing)]
<b>STRATEGIC PLAN TARGETS</b>	[ <b>Drafting Note</b> these are the targets in your SSP related to this Dimension. Sometimes a target in the SSP can be related to more than one Dimension/Initiative. They are recorded here exactly as they are in the SSP]
<b>12 MONTH TARGETS</b>	[ <b>Drafting Notes</b> the measures of progress may be a breakdown of the 4 year targets, however, where this is not possible due to availability of data (e.g. NAPLAN), schools may use alternative data sets (e.g. OnDemand data)]

KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
[ <b>Drafting Notes</b> report here the KIS from the previous summary page]	[ <b>Drafting Notes</b> report here <u>what</u> the school will do and <u>how</u> - including financial and human resources]	[ <b>Drafting Notes</b> report here the person responsible]	[ <b>Drafting Notes</b> report here the timeframe for completion]	6 months: [ <b>Drafting Notes</b> report here the tangible markers or indicators of success reflecting observable changes in practice, behaviour, and measures of progress]	● ● ●	[ <b>Drafting Notes</b> report here the quantifiable school and student outcomes and/or qualitative information about the change in practice]		
				12 months:	● ● ●			
				6 months:	● ● ●			
				12 months:	● ● ●			
				6 months:	● ● ●			
				12 months:	● ● ●			
				6 months:	● ● ●			
				12 months:	● ● ●			



# Section 4: Annual Self-Evaluation

[Drafting Note Annual self-evaluation section enables schools to continuously collect, monitor and analyse school data about all aspects of school performance. This ensures that all aspects of school performance are considered throughout the year and that any risks, issues and opportunities are identified as they emerge. The Annual self-evaluation against the Continua of Practice should be completed as data becomes available]

Priority	Improvement model dimensions – note state-wide Improvement Initiatives are bolded	Is this an identified initiative or dimension in the AIP?	Continuum status	Evidence and analysis
Excellence in teaching and learning	<b>Building practice excellence</b>	Select	Select status	[Drafting note For current AIP improvement initiatives and/or dimensions, please provide a succinct and conclusive statement referring to the monitoring section of this plan. This statement can refer to the progress status and/or make reference to the achievement of the appropriate goals, targets and success criteria.]
	<b>Curriculum planning and assessment</b>	Select	Select status	
	Evidence-based high impact teaching strategies	Select	Select status	
	Evaluating impact on learning	Select	Select status	
Professional leadership	<b>Building leadership teams</b>	Select	Select status	
	Instructional and shared leadership	Select	Select status	
	Strategic resource management	Select	Select status	
	Vision, values and culture	Select	Select status	
Positive climate for learning	<b>Empowering students and building school pride</b>	Select	Select status	
	<b>Setting expectations and promoting inclusion</b>	Select	Select status	
	Health and wellbeing	Select	Select status	
	Intellectual engagement and self-awareness	Select	Select status	
Community engagement in learning	<b>Building communities</b>	Select	Select status	
	Global citizenship	Select	Select status	
	Networks with schools, services and agencies	Select	Select status	
	Parents and carers as partners	Select	Select status	
<b>Reflective comments:</b> [Drafting Note Please use this section to summarise your learnings from the self-evaluation process, including professional growth and key findings]				
<b>Confidential cohorts analysis:</b> [Drafting note This section is not for public distribution. Report here the extent to which cohorts of students within the school (including Koorie, high ability, refugee, EAL, PSD, out of home care students, etc.) are being supported and challenged, leading to an inclusive and stimulating environment for all students]				
<b>Next Steps:</b>				

