

Annual Implementation Plan: for Improving Student Outcomes

School name: Carrum Downs Secondary College

Year: 2017

School number: 8423

Based on strategic plan: 2016-20

Endorsement:

Principal Mark Gow

Senior Education Improvement Leader Stan Szuty

School council [name]

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
<ul style="list-style-type: none"> Achievement-To improve student achievement across years 7-12 ensuring that all students across all ability levels are supported and challenged to reach their potential and are demonstrating learning growth Engagement-improve student's connectedness to their learning and student and parent connectedness to the school community Wellbeing-build an enhanced environment of learning and resilience for all members of the Carrum Downs Secondary College Community Productivity-effectively use the school and community resources to build a culture of opportunity, high expectations and purpose throughout the school community

Improvement Priorities	Improvement 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	

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.



Carrum Downs Secondary College (CDSC) undertook a review in 2014 which generated a large amount of college data. Along with this a College Design Team was formed in 2015 to analyse this college data. From this analysis several areas of focus appeared which included building practice excellence and curriculum planning and assessment. Smaller teams were formed in the Design Team who visited several schools and gathered information on these key areas and how other schools were implementing improvement initiatives in each area. From this work our current Strategic Plan was developed which outlined the key areas of focus and improvement initiatives that CDSC would focus on for the next 5 years.

Our key goals in our strategic plan are:

- To improve student achievement across Years 7-12 ensuring that all students across all ability levels are supported and challenged to reach their potential and are demonstrating learning growth
- Improve students connectedness to their learning and student and parent connectedness to the school
- Build an enhanced environment of learning and resilience for all members of the Carrum Downs Secondary College community
- Effectively use the school and community resources to build a culture of opportunity, high expectations and purpose throughout the school community

Our two key improvement initiatives that have aligned with our goals in 2016 were **Building practice excellence** and **Curriculum planning and assessment**. Our school data outlined that curriculum documentation was fragmented and did not align with the Victorian Curriculum. CAT's needed to be developed in every subject to improve our assessment capabilities through moderation of work. This documentation would increase accountability across the college to teaching to the required standards and allow professional dialogue around curriculum development and effectiveness.

Our second goal sits around building our teaching and learning capacity. We have identified the need to develop a "Pedagogical Framework" which outlines our key teaching and learning practices and supports staff to build their capacity in each of these practices. Learning and supporting each other to improve teacher practice is a key goal of our college.

This key work in 2016 will be continued as our main focus for 2017. We have now developed our structures and processes that allow for the development of curriculum in line with the Victorian Curriculum and in 2017 we need to build upon this work. We have also begun work on our Pedagogical Framework aimed at building practice excellence and this will form the majority of our work in 2017 and beyond.

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"> • Build a culture where curriculum development is a high priority and is shared by all members of staff following consistent agreed processes • Collaborative learning is valued by all staff and supported by curriculum focused PLT's where opportunities to improve practice are supported by time, structures and programs • Further develop a culture of professional learning and professional learning team practices to result in higher student learning growth • Build capacity of staff to implement a focused, cohesive and effective approach to teaching and learning that leads to improved student learning
Curriculum planning and assessment	<ul style="list-style-type: none"> • Whole school focus on improvement in Literacy and Numeracy • Documented scope and sequenced curriculum and learning standards that are used by all teachers in all teaching areas • Develop Common Assessment Tasks and practices which are aligned across the College and with the VCAA curriculum, allowing for accurate and timely reporting • School wide use of data to drive teaching and learning with the introduction and implementation of a whole school Data Management System • Intervention/support programs to bridge the gap in student learning



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.

STRATEGIC PLAN GOALS	<p>To improve student achievement across Years 7-12 ensuring that all students across all ability levels are supported and challenged to reach their potential and are demonstrating learning growth</p> <p>Build an enhanced environment of learning and resilience for all members of the Carrum Downs Secondary College community</p>
IMPROVEMENT INITIATIVE	Build Practice Excellence
STRATEGIC PLAN TARGETS	<ul style="list-style-type: none"> • Curriculum development is a high priority across all staff • All learning is based on agreed upon and documented curriculum • Data is being used to support individual student learning • Pedagogical Framework introduced to drive teaching and learning across the college • Teaching practices are directly linked to student learning



12 MONTH TARGETS

2017 Overarching Goals

Building Practice Excellence

- To develop staff capacity to build relationships with students as part of the whole school pedagogical approach.

Learning for Life

- Victorian Curriculum judgements from 7-10 represent normal bell curve distribution for English, Maths and Science. This will close the gap to matching Network figures as identified in the Supplementary School Level Report:

	2015 %	2017 %
Average of all areas		
A&B	9	Towards 20
C	56	Towards 60
D&E	35	Towards 20

Breaking the Link

- Average absence days will decline:
- | | 2016 | 2017 |
|-------|------|------|
| Yr 11 | 19.6 | 14 |
| Yr 12 | 14.9 | 12 |

Happy Healthy Resilient Kids

- The following ATOSS factors will show positive growth:
 - School Connectedness

	2016 %	2017 %
Yrs 7 - 9	24	29
Yr 10 - 12	11	16
 - Learning Confidence

	2016 %	2017 %
Yrs 7 - 9	32	37
Yr 10 - 12	25	30

Pride and Confidence

- The following factors will show positive growth in Supplementary School Level Report:
- | | 2016 % | 2017 % |
|--------------------------------------|--------|--------|
| ATOSS School Connectedness | 18 | 23 |
| SOS Positive about Climate | 32 | 37 |
| POS Positive about Climate | 65 | 70 |
| SOS Guaranteed and Viable Curriculum | 31 | 40 |
| SOS Collective Efficacy | 24 | 30 |
| SOS Academic Emphasis | 20 | 30 |
| SOS Shielding and Buffering | 28 | 35 |

KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
Build a culture where curriculum development is a	What Expansion and upskilling of the LAL team in	Principal class	Semester 1 Ongoing	6 months: Staff can articulate FISO initiatives and	● ● ●			



<p>development is a high priority and is shared by all members of staff following consistent agreed processes</p>	<p>their ability to run PLTs</p> <p>Shared values and vision of curriculum development</p> <p>Curriculum development professional learning plan and curriculum policy</p> <p>Everyone using Rubicon to deliver curriculum and review</p> <p>Protocols for review are established and used regularly</p> <p>Redirect ES staff member to curriculum administration role</p> <p>Whole Leadership team responsibility to lead curriculum development</p> <p><i>How</i></p> <p>Release staffing funds to allow for two extra LALs</p> <p>Schedule weekly meeting time</p> <p>Release LALs for professional development</p>	<p>Instructional Leaders</p> <p>Learning Areas</p> <p>Teaching staff</p>		<p>overarching school goals</p> <p>Professional learning plan for all elements of curriculum development and associated teams has been devised and implemented</p> <p>PDP goals are aligned with overarching school goals and FISO priorities plus linked directly to staff career stage</p> <p>Staff are regularly involved in the review of curriculum documentation and this is minuted and documented on Rubicon Atlas</p> <p>Teachers can identify triggers for writing feedback on curriculum documentation on Rubicon Atlas</p> <p>Learning Area Leaders are communicating effectively and consistently within their own team and their wider learning area teams</p>				
				<p>12 months:</p> <p>Learning Area Leader collective efficacy has risen</p> <p>Professional learning team members are comfortable in challenging and supporting one another to improve curriculum documentation. This is shown in Rubicon Atlas.</p> <p>Learning Area Leaders collect 360°feedback on their practice in building a culture</p>	<p>● ● ●</p>			
<p>Collaborative professional learning is valued by all staff and supported by curriculum focused PLT's where opportunities to improve practice are supported by time, structures and</p>	<p><i>What</i></p> <p>Expansion and upskilling of the LAL team in their ability to run PLTs</p> <p>Establishment of protocols for PLT operation and facilitation</p> <p>LALs use team building exercises to build trust in their PLTs</p> <p>Involve staff in sharing practice #observeme</p>	<p>Principal Class</p> <p>Instructional Leaders</p> <p>LAL's</p> <p>Teaching Staff</p>	<p>Term 1</p> <p>Semester 1</p> <p>Ongoing</p>	<p>6 months:</p> <p>Staff can articulate FISO initiatives and overarching school goals</p> <p>PLTs are observing protocols in the meeting</p> <p>Professional learning plan for all elements of curriculum development and associated teams has been devised and implemented</p>	<p>● ● ●</p>			



<p>Curriculum and programs</p>	<p>Involve staff in giving and receiving feedback on curriculum documentation</p> <p><i>How</i></p> <p>In build into meeting schedule</p> <p>Provision of Learning Area Leader time to visit classrooms</p>			<p>12 months: Professional learning teams are learning from one another to improve their practice</p> <ul style="list-style-type: none"> - Observations - Classroom visits - Sharing of resources - Network with other schools - Sharing best practice research <p>Teachers are actively seeking suggestions from experienced colleagues about how to improve their practice.</p>	<p>● ● ●</p>			
<p>Further develop a culture of professional learning and professional learning team practices to result in higher student learning growth</p>	<p><i>What</i></p> <p>Upskill middle leaders in their ability to foster professional learning teams.</p> <p>Write a professional learning plan for 2017 which addresses the two main foci of the pedagogical framework; Building Relationships; and Feedback.</p> <p><i>How</i></p> <p>Identify relevant external professional development and provide time release</p> <p>Schedule time for middle leaders to be mentored by Leading Teachers and Prin Class</p> <p>Leading Teachers and Prin class to model</p>	<p>Instructional Leaders</p> <p>LAL's</p>	<p>Semester 1</p>	<p>6 months: Collective efficacy of middle leaders will rise.</p> <p>Middle leaders will have established protocols to increase the effectiveness of PLTs</p> <p>Teachers will be informally observing and visiting Leading Teachers' or middle leaders' classrooms, through encouragement from middle leaders. #observeme</p> <p>Professional learning plan is aligned with FISO goals and priorities.</p>	<p>● ● ●</p>			
				<p>12 months: PLTs will reflect on effectiveness of group planning sessions.</p> <p>Middle leaders will seek feedback on their personal and collective capacity to foster professional learning teams.</p>	<p>● ● ●</p>			
<p>Build capacity of staff to implement a focused, cohesive and effective approach to</p>	<p><i>What</i></p> <p>Provide professional development for staff on two elements of the pedagogical framework.</p> <p><i>How</i></p>	<p>AP</p> <p>Instructional Leaders</p> <p>Teaching</p>	<p>Semester 1 and 2</p>	<p>6 months: As a school we will have identified and documented preferred pedagogical practices in relation to 'Building Relationships' and 'Feedback'.</p>	<p>● ● ●</p>			



<p>teaching and learning that leads to improved student learning</p>	<p>Identify which two elements we should focus on.</p> <p>Ensure meeting schedule allows for time to provide ongoing focus on the two elements.</p> <p>Use Staff Development Days to deeper embed theories and concepts.</p> <p>Financial commitment to Compass reporting system and associated upskilling and logistics.</p>	<p>staff</p>		<p>12 months: Evidenced-based, high impact strategies for 'Building Relationships' and 'Feedback' are observable and embedded into curriculum documentation.</p> <p>All Teachers are following the agreed upon pedagogical Framework and are able to provide data that these practices are having an impact on student learning</p>	<p>● ● ●</p>			
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Section 2: Improvement Initiatives

STRATEGIC PLAN GOALS	Improve students connectedness to their learning and student and parent connectedness to the school Effectively use the school and community resources to build a culture of opportunity, high expectations and purpose throughout the school community
IMPROVEMENT INITIATIVE	Curriculum planning and assessment
STRATEGIC PLAN TARGETS	<ul style="list-style-type: none">• All learning data is complete and accessible as per the assessment schedule• Data is used to differentiate learning and optimise learning• Staff and student surveys are reflecting high levels of confidence• Student learning growth is improving• Community members demonstrate increased resilience particularly around student learning



12 MONTH TARGETS

2017 Overarching Goals

Curriculum Planning and Assessment

- To improve curriculum development practices, including the delivery of a guaranteed and viable curriculum and common assessment practices across all learning areas.
- To improve whole school feedback processes and build staff capacity to provide feedback to improve student learning outcomes.

Learning for Life

- Victorian Curriculum judgements from 7-10 represent normal bell curve distribution for English, Maths and Science. This will close the gap to matching Network figures as identified in the Supplementary School Level Report:

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



<p>Whole school focus on improvement in Literacy and Numeracy</p>	<p><i>What</i></p> <p>A consistent narrative about school performance and improvement has been collaboratively developed using whole school data sets.</p> <p>Numeracy Primary Network collaborate to moderate Yr 5-8 work to provide greater collective efficacy in Victorian Curriculum judgements.</p> <p>All Learning Area Leaders will engage their teams in the analysis of ODT testing data to identify students who may need additional support accessing their course materials.</p> <p>Trial Oral Literacy intervention program facilitated by SSSO</p> <p><i>How</i></p> <p>Access to NAPLAN, Vic Curriculum, ODT, VCE data sets.</p> <p>Purchase PAT Maths</p> <p>Monthly release time for involved staff to attend Numeracy Network Meetings</p> <p>Provide professional learning to upskill Integration Aides using the SSSO team</p>	<p>Instructional Leaders LAL's PLT's</p>	<p>Ongoing</p>	<p>6 months:</p> <p>Clear goals have been developed by the Numeracy Primary Network</p> <p>Teachers at all feeder Primary's and CSDC will have been involved in classroom visits and moderation processes to aid with teacher judgements</p> <p>12 months:</p> <p>Awareness of whole school data in relation to Literacy and Numeracy</p> <p>All teachers are accessing ODT data for their students.</p> <p>Greater communication with local feeder Primary schools.</p> <p>Judgements in Yrs 5-8 will be more aligned.</p> <p>Learning Area teams are sharing literacy and numeracy strategies to support their students.</p>	<p>● ● ●</p> <p>● ● ●</p>			
<p>Documented scope and sequenced curriculum and learning standards that are used by all teachers in all teaching areas</p>	<p><i>What</i></p> <p>All staff are collaboratively developing, documenting and implementing agreed curriculum across all subject areas</p> <p>Instructional Leaders have developed and implemented a whole school plan for curriculum review, development and implementation</p> <p>Learning Area Leaders-are supporting and leading their teams to deliver fully documented curriculum</p>	<p>Principal Class Instructional Leaders Teaching staff Student Leaders</p>	<p>Ongoing</p>	<p>6 months:</p> <p>Accountability processes established and in place across the college in regard to development and implementation</p> <p>Collaborative planning in all learning areas for curriculum is standard practice across the college</p> <p>Clear process and protocols established and communicated across the college in regard to curriculum development and implementation</p>	<p>● ● ●</p>			



	<p>documented curriculum</p> <p><i>How</i></p> <p>Release time available for staff if necessary</p> <p>Professional development time in student free days and during meetings</p> <p>Whole school structures and processes are in place to support curriculum development and implementation</p>			<p>12 months:</p> <p>Curriculum review is standard practice across all learning areas</p> <p>All staff recognise the importance of delivering a viable and consistent curriculum in every subject Fully documented scope and sequence on Rubicon</p> <p>All staff are meeting regularly in learning areas and teams to develop and review curriculum</p> <p>All staff are implementing agreed curriculum in every subject</p> <p>Documented feedback and review of curriculum is recorded</p>	<p>● ● ●</p>			
<p>Develop Common Assessment Tasks and practices which are aligned across the College and with the VCAA curriculum, allowing for accurate and timely reporting</p>	<p><i>What</i></p> <p>A whole school assessment schedule has been published and communicated to teachers, students and parents, outlining the major assessment tasks from which students will have the achievement against the standards measured.</p> <p>Teachers are undertaking Common Assessment Tasks and using the results from these tasks to moderate their judgements against the Victoria Standards with other teachers.</p> <p>Teachers are continuously reporting feedback and results from Common Assessment Tasks using the Compass communication system, and the results from these tasks are being used as the basis for our semester reports.</p> <p>A process for leading conversations with teams teachers of to analyse their diagnostic, formative and summative assessment to inform teaching practices and interventions will be developed</p>	<p>Instructional Leaders LAL's Subject Leaders</p>	<p>Term 1</p> <p>Ongoing</p>	<p>6 months: Whole school assessment schedule published and communicated to teachers, students and parents.</p> <p>Teams have developed moderation practices and teachers have used the results from moderation meetings to inform their assessment judgments.</p> <p>Teachers have completed the continuous reporting required based on their major assessment items, and the results from these tasks have been published in Semester reports.</p> <p>Students/parents are accessing feedback on Compass</p> <p>Teacher efficacy is improving due to greater engagement of students due to feedback to be shown in learning area feedback and school survey</p> <p>Action research task is indicating positive impact from assessment and feedback</p>	<p>● ● ●</p>			



	<p>will be developed.</p> <p><i>How</i></p> <p>Learning Area Leaders will support this process by working with their teams to identify the appropriate tasks for reporting and completing the administration required to facilitate the teachers in giving their continuous feedback.</p> <p>Moderation protocols will need to be developed across learning area teams and moderation sessions will need to be included into the meeting schedule for the Learning Areas.</p> <p>Develop and implement a whole school professional development program that supports staff to deliver continuous feedback in regard to student learning through our Compass platform</p> <p>Learning Area Leaders will support this process by working with their teams to identify the appropriate tasks for reporting and completing the administration required to facilitate the teachers in giving their continuous feedback.</p> <p>Moderation protocols will need to be developed across learning area teams and moderation sessions will need to be included into the meeting schedule for the Learning Areas.</p>			<p>12 months:</p> <p>Teams have developed moderation practices and teachers have used the results from moderation meetings to inform their assessment judgments.</p> <p>Teachers have completed the continuous reporting required based on their major assessment items from Semester 2, and the feedback and results from these tasks have been published in Semester reports.</p> <p>A process for leading conversations with teams teachers of to analyse their diagnostic, formative and summative assessment has been trialled with teams, and is ready for implementation in 2018 across the whole college.</p> <p>Teacher efficacy has improved due to greater engagement of students due to feedback to be shown in learning area feedback and school survey</p> <p>Action research task indicates positive impact from assessment and feedback</p>	<p>● ● ●</p>			
<p>School wide use of data to drive teaching and learning with the introduction and implementation of a whole school Data Management System</p>	<p><i>What</i></p> <p>Documented table of whole school data sets outlining processes and people involved in analysing our school performance data.</p> <p>Develop processes and practices to collate data.</p> <p>Develop a consistent process for analysing wellbeing and achievement data and driving data conversations with the following leaders:</p> <ul style="list-style-type: none"> - Instructional Leaders - Senior School Leaders - Learning Area Leaders - House Leadership Teams - Wellbeing Leader 	<p>Instructional Leaders LAL's Subject Leaders Teaching staff</p>	<p>Term 1</p> <p>Semester 1</p> <p>Ongoing</p>	<p>6 months:</p> <p>School Leaders can articulate a consistent message about our school performance based on achievement data sets.</p> <p>House Leadership teams and Wellbeing meet regularly to discuss student wellbeing data, using data framework questions.</p> <p>Teachers have been engaged in discussions with leaders regarding whole school NAPLAN data and can articulate the impact of this on student outcomes in their learning areas.</p>	<p>● ● ●</p>			



	<ul style="list-style-type: none"> - vweibering Leader - Prin Team <p>A consistent narrative about school performance and improvement has been collaboratively developed using whole school data sets.</p> <p><i>How</i></p> <p>Time for ILs to observe current data conversations to inform process and establish needs of the team.</p> <p>Embed meeting time into schedule for identified teams.</p> <p>Access to range of data sets.</p> <p>Professional Learning to upskill leaders in understanding their data.</p>			<p>12 months: Teachers can describe aspects of whole school performance that are consistent with the whole school narrative about data.</p> <p>School Leaders are using the practices developed within the data framework to have data conversations within their teams.</p> <p>Senior School Leaders and Instructional Leaders meet regularly to discuss VCE data.</p> <p>Interventions are targeted at point of need based on data.</p> <p>Realistic quantifiable targets are set to measure future school improvement.</p>	<p>● ● ●</p>			
<p>Intervention/ support programs to bridge the gap in student learning</p>	<p><i>What</i></p> <p>Numeracy Intervention program is expanded and refined, to improve student outcomes</p> <p>Professional learning plan for PSTs will have been devised and implemented</p> <p>STAR program is expanded and refined</p> <p><i>How</i></p> <p>Assign human resources to oversee the running of both programs and embed into the Whole School Leadership structure</p> <p>Liaise with Monash University, Faculty of Education to source Fieldwork Students (first year) and MTeach students</p>	<p>Principal Class Instructional Leaders LAL's</p>	<p>Ongoing</p>	<p>6 months: Student in class participation will improve as determined anecdotally by teachers and a small survey devised by coordinator</p> <p>PSTs will have reflected on professional learning undertaken, how they have utilised it with their students and their self-efficacy will have improved as determined by a pre and post survey</p> <p>Participation rates for students involved in the STAR program will have exceeded this time last year</p> <p>12 months: ODT testing scores (pre and post) will have improved by >0.5</p> <p>Student survey results indicate a connection between relationships, participation and learning</p> <p>PSTs will have reflected on professional learning undertaken, how they have utilised it with their students and their self-efficacy will have improved as determined by a pre and post survey</p> <p>Student and staff survey results for STAR indicate a growth in positive student work habits and student learning outcomes for the work that was completed in the program</p>	<p>● ● ●</p>			



Section 3: Other Improvement Model Dimensions

STRATEGIC PLAN GOALS	Build an enhanced environment of learning and resilience for all members of the Carrum Downs Secondary College Community																																																																											
OTHER IMPROVEMENT MODEL DIMENSIONS	Positive Climate for Learning and Building Communities																																																																											
STRATEGIC PLAN TARGETS	<ul style="list-style-type: none"> All learning data is complete and accessible as per the assessment schedule Data is used to differentiate learning and optimise learning Staff and student surveys are reflecting high levels of confidence Student learning growth is improving Community members demonstrate increased resilience particularly around student learning 																																																																											
12 MONTH TARGETS	<p>2017 Overarching Goals</p> <p>Positive Climate for Learning and Building Communities</p> <ul style="list-style-type: none"> To ensure student voice and decision making is prominent across all aspects of college life. The college promotes resilience programs for all members of its community. <p>Learning for Life</p> <ul style="list-style-type: none"> Victorian Curriculum judgements from 7-10 represent normal bell curve distribution for English, Maths and Science. This will close the gap to matching Network figures as identified in the Supplementary School Level Report: <table border="0"> <tr> <td></td> <td>2015 %</td> <td></td> <td>2017 %</td> </tr> <tr> <td>Average of all areas</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Average of all areas</td> <td></td> <td></td> <td></td> </tr> <tr> <td>A&B</td> <td>9</td> <td>Towards</td> <td>20</td> </tr> <tr> <td>C</td> <td>56</td> <td>Towards</td> <td>60</td> </tr> <tr> <td>D&E</td> <td>35</td> <td>Towards</td> <td>20</td> </tr> </table> <p>Breaking the Link</p> <ul style="list-style-type: none"> Average absence days will decline: <table border="0"> <tr> <td></td> <td>2016</td> <td>2017</td> </tr> <tr> <td>Yr 11</td> <td>19.6</td> <td>14</td> </tr> <tr> <td>Yr 12</td> <td>14.9</td> <td>12</td> </tr> </table> <p>Happy Healthy Resilient Kids</p> <ul style="list-style-type: none"> The following ATOSS factors will show positive growth: <ul style="list-style-type: none"> School Connectedness <table border="0"> <tr> <td></td> <td>2016 %</td> <td>2017 %</td> </tr> <tr> <td>Yrs 7 - 9</td> <td>24</td> <td>29</td> </tr> <tr> <td>Yr 10 - 12</td> <td>11</td> <td>16</td> </tr> </table> <ul style="list-style-type: none"> Learning Confidence <table border="0"> <tr> <td></td> <td>2016 %</td> <td>2017 %</td> </tr> <tr> <td>Yrs 7 - 9</td> <td>32</td> <td>37</td> </tr> <tr> <td>Yr 10 - 12</td> <td>25</td> <td>30</td> </tr> </table> <p>Pride and Confidence</p> <ul style="list-style-type: none"> The following factors will show positive growth in Supplementary School Level Report: <table border="0"> <tr> <td></td> <td>2016 %</td> <td>2017 %</td> </tr> <tr> <td>ATOSS School Connectedness</td> <td>18</td> <td>23</td> </tr> <tr> <td>SOS Positive about Climate</td> <td>32</td> <td>37</td> </tr> <tr> <td>POS Positive about Climate</td> <td>65</td> <td>70</td> </tr> <tr> <td>SOS Guaranteed and Viable Curriculum</td> <td>31</td> <td>40</td> </tr> <tr> <td>SOS Collective Efficacy</td> <td>24</td> <td>30</td> </tr> <tr> <td>SOS Academic Emphasis</td> <td>20</td> <td>30</td> </tr> <tr> <td>SOS Shielding and Buffering</td> <td>28</td> <td>35</td> </tr> </table>		2015 %		2017 %	Average of all areas				Average of all areas				A&B	9	Towards	20	C	56	Towards	60	D&E	35	Towards	20		2016	2017	Yr 11	19.6	14	Yr 12	14.9	12		2016 %	2017 %	Yrs 7 - 9	24	29	Yr 10 - 12	11	16		2016 %	2017 %	Yrs 7 - 9	32	37	Yr 10 - 12	25	30		2016 %	2017 %	ATOSS School Connectedness	18	23	SOS Positive about Climate	32	37	POS Positive about Climate	65	70	SOS Guaranteed and Viable Curriculum	31	40	SOS Collective Efficacy	24	30	SOS Academic Emphasis	20	30	SOS Shielding and Buffering	28	35
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KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	Progress Status	Evidence of impact	Budget	
							Estimate	YTD
[Drafting Notes report here the KIS from the previous summary page]	[Drafting Notes report here what the school will do and how - including financial and human resources]	[Drafting Notes report here the person responsible]	[Drafting Notes report here the timeframe for completion]	6 months: [Drafting Notes report here the tangible markers or indicators of success reflecting observable changes in practice, behaviour, and measures of progress] 12 months:	 ● ● ● ● ● ●	[Drafting Notes report here the quantifiable school and student outcomes and/or qualitative information about the change in practice]		
Student voice and decision making is prominent across all aspects of college life.	<p><i>What</i></p> <p>Develop a leadership learning program to be used by student leaders and mentors.</p> <p>Develop a process to track student led initiatives.</p> <p>Develop student voice marketing strategy.</p> <p><i>How</i></p> <p>Allocate human resource to Student Leadership Coordinator</p> <p>Allocation of funds for student leadership development camp</p>	<p>AP</p> <p>Student Leader Coordinator</p> <p>Leadership team</p> <p>Students</p>	<p>Semester 1</p> <p>Ongoing</p>	6 months:	● ● ●			
				<p>Ongoing reflection on leadership capacity is occurring</p> <p>Students are involved in mentoring sessions with Leadership team</p> <p>Trialed students filling in reflection templates</p> <p>Students will have created student voice videos (2 per term)</p> <p>Student Leadership Coordinator will have developed a spreadsheet of initiatives</p>	12 months:			
The college promotes, engage and improves resilience programs for all members of its' community	<p><i>What</i></p> <p>Students</p> <p>Implement Safe Minds framework</p> <p>Source professional learning for appropriate staff on Safe Minds.</p> <p>Implement Respectful Relationship Initiative</p> <p>Source professional learning and identify appropriate staff to undertake the learning.</p> <p>Develop Pastoral Care team to introduce RR.</p> <p>Develop a wellbeing database and a process to analyse the data and develop programs to address trends.</p>	<p>Prin Team</p> <p>Wellbeing Leader</p> <p>Staff</p> <p>Parents</p>	Ongoing	6 months:	● ● ●			
				<p>All staff will have taken part in school based SafeMinds training</p> <p>10 SafeMinds Champions in the college</p> <p>College Wellbeing Handbook includes SafeMinds practices</p> <p>Professional Learning plan developed for Respectful Relationships</p> <p>Wellbeing database will be trialed and used in relation to the college data framework</p> <p>Series of wellbeing workshops have been offered</p>				



<p>Parents Use the wellbeing database to develop targeted parent information sessions.</p> <p>Staff We will establish a staff wellbeing program.</p> <p>We will develop a clear supervision and debriefing process for staff.</p> <p><i>How</i></p> <p>Allocate time for Safe Minds training in meeting schedule.</p> <p>Source staff with capacity to create the database.</p> <p>Allocate funds for staff wellbeing</p>		<p>12 months:</p> <p>Respectful Relationships will be mapped to the PC curriculum</p> <p>Wellbeing database will be used regularly in meetings with HLTs to inform decision making</p> <p>Positive response to survey questions in relation to staff wellbeing series</p>	<p>● ● ●</p>			
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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	Building practice excellence	Yes	1 - Emerging	[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.]
	Curriculum planning and assessment	Yes	2 - Evolving	
	Evidence-based high impact teaching strategies	No	Select status	
	Evaluating impact on learning	No	Select status	
Professional leadership	Building leadership teams	No	Select status	
	Instructional and shared leadership	No	Select status	
	Strategic resource management	No	Select status	
	Vision, values and culture	No	Select status	
Positive climate for learning	Empowering students and building school pride	Yes	2 - Evolving	
	Setting expectations and promoting inclusion	No	Select status	
	Health and wellbeing	No	Select status	
	Intellectual engagement and self-awareness	No	Select status	
Community engagement in learning	Building communities	Yes	2 - Evolving	
	Global citizenship	No	Select status	
	Networks with schools, services and agencies	No	Select status	
	Parents and carers as partners	No	Select status	
Reflective comments: [Drafting Note Please use this section to summarise your learnings from the self-evaluation process, including professional growth and key findings]				
Confidential cohorts analysis: [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]				
Next Steps:				

