2016 Annual Implementation Plan: for Improving Student Outcomes

8423

CARRUM DOWNS SECONDARY COLLEGE 2016

Based on Strategic Plan 2016-2020

Endorsements

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

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

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

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

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

Priority	Initiatives
Excellence in teaching and learning	**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.

Carrum Downs Secondary College (CDSC) was identified as suited to a priority review in 2014, following the Department of Education and Training (DET) assessment of the outcomes data of the college measured against the School Performance Framework. In examining outcomes in the areas of achievement, engagement, wellbeing and productivity, it was found that CDSC was below expectation on several headline measures including student learning growth and student engagement. Disrupted leadership, due to illness, affected aspects of the college's operation during the 2014 school year. Parent Opinion Surveys from the years 2012-2014 show a generally low level of satisfaction with the college when compared with other Victorian secondary schools

Outcomes of the Review:

- Literacy and Numeracy targets have not been achieved along with NAPLAN and VCE all-study mean scores which have actually decreased.
- At this stage in the review cycle the IM and SMM are still in the implementation phase and are not embedded in practice, and are practiced inconsistently.

- Assessment of, for and as learning is not well developed.

- Curriculum planning and documentation, aligned to AusVELS, is incomplete or superficial in many instances. The provision of relevant, cohesive and sequential teaching and learning is hampered by the lack of detailed curriculum documentation aligned to AusVELS, and by inconsistent understandings of the skills and content within each domain. Staff are using scope and sequence documents without the additional layer of planning to support the development of rich and complex tasks tailored to the learning needs of a range of student abilities. The absence of a clearly articulated intervention program in core areas of curriculum mean that there is little possibility of narrowing the achievement gap. The use of formative assessment and feedback is not clearly evident across the college.
- The review team concluded that leading of the learning at CDSC is fragmented. The collection and analysis of data to improve T & L appears not to be central to practice. The college has some highly skilled practitioners whose talents are not always maximised.

- Literacy and Numeracy intervention processes are not well embedded. Differentiation of curriculum is not widely practised and perhaps not thoroughly understood
- Staff surveys, both the DET generated survey and the reviewer survey indicate that staff do not have high expectations of students
- The 2014 School Staff survey showed Collective Efficacy at 36%, Academic Emphasis at 30% and Trust in Parents and Students at 31%. In all cases these outcomes are well below the state.

- Staff have not universally embraced Xuno technology. The Xuno communications platform has proven inadequate for some of the college needs.

- Aspects of the Middle to Senior school transition arrangements lack sufficient learning focus.

- The review concludes that many staff lack skill and confidence when assessing student progress against the AusVELS standards. A heavy reliance on a few assessment tools and the lack of opportunity to moderate work, combined with a reluctance to appear 'too generous' has resulted in a situation where either students are not given the chance to demonstrate their true ability or that ability is not being recognised. Often it is not possible to see the achievements in the SEP classes represented in the AusVELS data. This runs counter to the stated goals of the college.

- Although the Year 9 students participate in a thorough course selection process, it appears that many are not well prepared for the very different culture and expectations which prevail in the senior school. Students in the SEP program are particularly affected by the change to mixed ability classes and the less orderly environment which exists in some of their subjects.

- There exists however, a distance between leadership and staff which continues to undermine morale and create disunity. A lack of professional trust was evident in some key relationships. A distinct gender imbalance exists in leadership.

- A perceived lack of accountability for staff in relation to learning outcomes and behaviour management is a source of frustration for some and a factor in lowering morale.

- Despite having been implemented for sound reasons, the review found that the extra level of 'leaders' has contributed to the 'us and them' mentality among staff.

- There is a lack of a strong student voice within the college. At Middle School level, students appear only minimally involved in real decision-making regarding their learning journey.

- The School Staff Survey shows that at CDSC there is a relatively low degree of trust in students and parents (31% endorsement). This may help to explain the low level of involvement many students have in managing and monitoring their own learning.

- The review found that as a general rule (some exceptions do exist) the college does not develop a culture of connection and belonging through the current Pastoral Care system. Any sense of connection which may be built through the Middle School is interrupted by the move to the Senior School.

- This feedback has been used as a starting point and a Design Team consisting of a cross section of 12 staff was developed to begin the work for the next SSP and AIP. Under supervision of our SEIL we looked at our review data and used further examination tools to drill down and focus on what our key priority work should be as we move forward. This work has clearly identified that as we move forward our key focus should be on- Curriculum Planning and Assessment and Building practice excellence

- The Design Team visited several schools (Parkdale SC and Berwick SC) with a number of focused questions to help further drive the development of our SSP and AIP to ensure that we were operating under a system that was used by most schools and had delivered consistent results.

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	- 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	- 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 - Documentation and implementation of a formally agreed instructional model - Intervention/support programs to bridge the gap in student learning

Annual Implementation Plan: for Improving Student Outcomes

ACHIEVEMENT				
Goals	**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**	**Targets**	• Curriculum development based on the Victorian Curriculum is a high priority and is documented and up to date and prepared by and agreed on by all staff in a consistent manner. • Close gap between State Mean and CDSC results for NAPLAN. • Increase VCE mean study scores and increase the percentage of study scores meeting or exceeding their GAT predicted scores. • Common Assessment Practices are aligned with the Victorian Curriculum and VCAA standards across the college in all subjects to improve teaching and learning and ensure accurate reporting. • Improved VCAL completion/destination data • Implementation of a professional development framework that supports the needs of all staff and is driving improvement in student learning. • Classroom observation framework is developed and demonstrates Instructional Framework is embedded in the planning and teaching practice • Undertake review of CDSC Instructional Model and continue to build teacher capacity to implement the CDSC Instructional Model and ensure that pedagogical principles are incorporated into planning, assessment and reporting and apparent in all teacher PDP's • Embed accurate and consistent approaches to assessment of individual students and groups against expected standards across learning areas and year levels • New Data Management System is in place and used across the school to identify and deliver "point of need" learning for all students • Improve levels of student motivation and learning confidence • Continuous reporting model embedded across the school • Student feedback is being used effectively across the school by students and staff and is included in the reporting process. • Compass is being used to support student learning and teaching	
		12 month targets	• **Clearly documented curriculum across the whole school, inclusive of Victorian Curriculum and all Senior Programs.** • **Common assessment practices within domains clearly aligned with DEECD expectations.** • **To further embed the CDSC Instructional Model.** • **Data framework developed.**	

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

Build a whole school focus on improvement in Literacy and Numeracy	• Establish network with feeder Primary Schools with a focus on Yr 5-8 Literacy and Numeracy
	• Intervention (STAR and H/W club)
	• Research and develop best intervention practice
	• Action plan for Literacy and Numeracy improvement and delivery
		• Engage services of David Zyngier from Monash
		• Establish meeting schedule for all key stakeholders in Primary network
		• Establish partnership with local feeder primary schools Principals
		• Establish intervention team with time allowance
		• Establish a trial in Numeracy for intervention
		• Establish partnership with Monash University and Pre Service Teachers to support numeracy trial and intervention
		• Access relevant PD/information to increase understanding of intervention approaches
		• Access relevant PD/information to increase understanding of whole school Literacy and Numeracy
		• CDT to allocate time to the development of the Literacy and Numeracy action plans
			Principal class/ Leadership Team/Design Team/All Staff
			
			Assistant Principals
			
			Assistant Principals
			
			Instructional Leaders
				2016	• Regular network meetings are held with feeder primary schools and all school collaborating on an agreed scope and sequenced curriculum from Years 5-8
					• Successful identification of students who are not performing at the required level
					• Development and consistent implementation of an Intervention Program for 2017
					• Increased participation in the STAR program and H/W club
					• STAR referral and success forms will indicate:
					   ○ Will indicate increased on demand scores
					   ○ Improved academic emphasis-currently 30%
					   ○ CAT will improve
					   ○ Improved work habits
					   ○ Notes from teachers will indicate program success

Build a culture of accountability and consistency in curriculum development, documentation, review and implementation, against all standards.	• Introduce agreed curriculum framework and build understanding of its use across the college • Develop and write common curriculum with Scope and Sequence documentation and CATs • LA leaders introduced and leading Curriculum Development and teaching and learning in the KLA • PLT structures set up across each learning area • Establish whole school curriculum implementation, accountability and review process • Establish partnership with Cambridge University Press to critically reflect on our Curriculum and support our Curriculum Leaders to further develop our whole school curriculum in all subjects	• Introduce Rubicon Atlas as a curriculum mapping tool • Write curriculum documentation which aligns with all Victorian Curriculum Standards • Introduce CATs across all Learning Areas • Develop an assessment framework to ensure consistent practices and alignment with all Victorian Curriculum learning areas • Establish PLTs to drive curriculum development and assessment • Introduce VCE/VCAL coordinators • Introduce Learning Area Leaders • CDT established and led by Instructional Leaders • Implement new meeting schedule to build accountability to curriculum development • Regular meeting times	Principal Team Instructional Leaders Learning Area Leaders House Leadership All teaching staff		• Staff Opinion Survey results demonstrate improved results in: o Improved academic emphasis-currently 30% o Improved collective efficacy-currently 36% o Guaranteed and viable curriculum o Teacher confidence o Collective responsibility o Teacher collaboration • An audit of Rubicon Atlas will show that all standards across the Victorian Curriculum are addressed in CDSC documentation and all content is based on the agreed curriculum • Curriculum timeline and assessment schedule • Planning documents contain Common Assessment Tasks including pre and post assessment for each unit or major topic • Teachers of all subjects participate in moderation processes using CATs to help derive their evidence-based teacher judgements • PLTs working across the College in each Learning Area focusing on curriculum development
School wide use of data to drive teaching and learning and the implementation of a whole school data framework.	• Investigate and develop a whole school data framework	• Curriculum leaders to build an understanding of all available college data • Research and report on other data frameworks and best practice in the use of data • Develop and implement an agreed school wide data framework that will drive improved teaching and learning practices	Principal Team Data Leader Instructional Leaders Learning Area Leaders Teaching staff		• Developed a model, timeline and associated professional learning plan for the use of data at CDSC. • Learning Area Leaders to source and attend PD to build capacity to lead the use of Data across the school • Learning Areas developed processes and structures for how they will track student learning growth for their Learning Area. • Staff documenting effective use of student data in their professional learning plans • Teachers, students and parents can access CAT and homework results and feedback via Compass.

Annual Implementation Plan: for Improving Student Outcomes

ENGAGEMENT				
Goals	Improve students' connectedness to their learning and student and parent connectedness to the school community	**Targets**	• All student learning data is complete and accessible as per the assessment schedule • High expectations are set for every student using learning data • Build the capacity of staff and students to give and receive effective evidence based feedback • Build learning confidence through quality feedback • Data is used to develop flexible learning groups to optimize learning time • Tracked individual learning growth for each student, evidenced in reports • All community members demonstrate increasing levels of resilience • Ensure consistent teaching practices and common assessment takes place in all subjects	
		12 month targets	• Ensure CDSC Instructional model is further developed, understood by all teachers and used consistently across the school • Build capacity of staff and students to give and receive feedback • Pastoral Care program reviewed and re-developed and build on increasing teachers capacity to deliver the PC program across all year levels • Develop a common understanding of what transition through the college should look like • Introduce House system and build capacity of House Leadership teams to support all members of the college community, particularly students as they transition through the school • Successful introduction of the Compass program to increase communication and engagement of the school community • Ensure the College Pathways program is embedded in every year level across the school • Develop high quality Industry Partnerships to support our student pathways program and work • Further development and implementation of the SMM • Expand our student leadership program to ensure student voice is recognised in our curriculum programs • Develop Extras Curricular programs based on school community feedback • Develop intervention and support programs to ensure students are at or above required standard for each year level •	

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

Build staff teaching and learning capacity to improve student outcomes	• Develop a college-wide Professional Learning Plan that addresses:
	   o 21st Century evidence-based Pedagogies
	   o Feedback
		• Investigate (local, network and expert), identify and agree upon 21st Century evidence-based and local best practice pedagogies that can be used college-wide
		
		 • Use Peer Observations to gather evidence regarding local pedagogical practices
		
		 • Develop Learning Area based PLT's to develop an agreed set of pedagogical practices across the college
		
		 • Use of PLTs to build teacher capacity in the provision of feedback on CATs
		
		 • Build capacity of LA leaders to oversee and lead teacher practice in their learning area
			Principal Team/Instructional Leaders/Learning Area leaders
			
			 House leadership to support staff with instructional model
			 LA Leaders Pathways/Wellbeing/ Community Engagement Team
			 All teaching staff
				2016	• Development of the 'CDSC Pedagogical Approach'.
					 • Continuum developed which allows staff to identify current levels of practice against each pedagogical practice.
					 • Rubicon Atlas curriculum unit template reflects the CDSC Instructional Model
					 • Student voice is recognised through a structured Student Leadership Program designed to increase their leadership capacity and ability to be able to collect information regarding student learning.
					 • Staff Opinion survey will indicate an improvement in:
					   o Setting Objectives and Providing Feedback
					   o Renewal of Knowledge and Skills
					   o Applicability of Professional Learning
					 • Students value feedback and reflect on their feedback via Compass.
					 • LA leaders are overseeing and leading the improvement of teacher practice

| Intervention/support programs to bridge the gap in student learning | • Implement Intervention and Support programs are running across all year levels to bridge the gap in learning Particularly in Literacy and Numeracy | • Provide opportunities for staff to discuss their current intervention strategies and to develop new strategies to support student improvement
• Develop intervention and support programs that will utilise student data and support students in their learning Particularly in Literacy and Numeracy
• Discussion with Primary schools around aligning curriculum and pedagogical approaches from Year 5/6 into Year 7
• Work with outside agencies to develop best practice intervention/support programs | Principal Class Instructional Leaders Transition and Pathways Team | | • Students are being constantly challenged to reach or exceed the required learning standards in each subject
• Intervention/Support programs are running across every year level in the college
• Data is identifying students not at the required standard
• Connectedness', Stimulating Learning' and 'Student Safety' and a higher level of confidence in student learning is being demonstrated
• Formalised transition program into, through and out of the college is in place
• Students are demonstrating higher learning confidence
• Students have a clearer understanding and receiving feedback of where they are at with their learning and what they need to learn or do to be at or above the required standard
• Increased participation in the STAR program and H/W club
• STAR referral and success forms will indicate:
   o Will indicate increased on demand scores
   o Improved academic emphasis-currently 30%
   o CAT will improve
   o Improved work habits
   o Notes from teachers will indicate program success |

Annual Implementation Plan: for Improving Student Outcomes

WELLBEING			
Goals	**Build an enhanced environment of learning and resilience for all members of the Carrum Downs Secondary College Community**	**Targets**	• Develop the capacity of teachers to address the individual emotional and academic needs of each child within a simulating, empathetic, secure learning environment. • Improve students' sense of well-being and engagement at all year levels. • All community members increasing levels of resilience and social skills • School family partnerships are value adding to the learning outcomes of students
		12 month targets	• Audit and Re-develop the Pastoral Care program to ensure it supports the school vision and values • Audit the current wellbeing programs being offered across each level against relevant curriculum • Further develop transition programs for students as they move through each year level of the school • Explore and formalise the role of staff in relation to wellbeing procedures • Build the capacity of staff to deliver the Pastoral Care program • Development of targeted programs to build resilience of students • Continue to develop links with outside agencies to support our school community • Build the capacity of parents to enhance the wellbeing and learning of their children • Build understanding across the college of the relevant wellbeing issues that are affecting our students and improve teacher capacity to deliver wellbeing in the classroom • Investigate values based positive behaviour approaches including Choice Theory • Continue to investigate and implement targeted intervention and proactive approaches to wellbeing – including cyber safety, bully busters, body image/self esteem • Build student wellbeing support through the introduction of new 4 House system • Introduction of extra-curricular programs to further engage students in the college and their 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
Deliver a Pastoral Care program to improve social skill, personal development skills and pathways and transition through the college	• Develop a clear vision for PC to build understanding amongst students, staff and parents • Identify knowledge and pedagogical needs of staff to deliver pastoral care • Fully document and implement PC for each year level • Review and develop transition programs and processes into, through and out of the college • Develop the House system to further support student learning needs • Streamlining processes and policies across Pathways and Learning Support	• Leadership restructure, re-naming and redevelopment of role descriptions to develop community team-PT • Physical relocation of Wellbeing Team to support centralised Learning resource Centre-PT • Allocation of time to ensure collaboration across Pathways and Learning Support Team-W/PC • Audit and re-develop the Pastoral Care Program-PC • Re-timetable PC to provide greater blocks of time for delivery of program • Provide PD to key members of the Community Team to build capacity to deliver program • Map Careers and Pastoral Care Curriculum in Rubicon Atlas • Establish a transition working party • Build networks with feeder primary schools • Identify appropriate program to store and share data • Allocate time for Community Team members to build external relationships • Leadership restructure to develop House leadership teams	• Principal Class and Leadership Team • Wellbeing/PC Leader • House Leadership Team to support PC leaders and House PC teachers • Pastoral Care teachers	2016	• Improvement in attendance to over 92% and reduce lateness of all students across all year levels • Vision statement for student wellbeing and engagement developed and embedded across the college • PC calendar published and all PC planners for each year level documented, published and implemented by all staff • Pastoral Care structure redeveloped and new time for PC built into the timetable • Formalised and documented transition program into, across and out of the school is in place • Student Data on transition and connectedness to school improving • Development and introduction of 5 to 10 before, during and after school extra-curricular programs across the college • Transition surveys demonstrating successful movement into, through and out of the college

		- Allocation of resources to build appropriate spaces - School structures to support House system - Student Leadership developed to support House and Community system			
Targeted Programs to improve resilience and social skills	- Introduce extra-curricular programs across the school to further support student participation and connectedness - Further engage and build the capacity of parents to enhance the wellbeing and learning of their children	- Develop networks to assist in research of needs of the community - Investigate and introduce programs that build positive behaviours across the college - Documented formalised roles - PD for staff to further support the emotional and learning needs of their students - Parent training programs introduced - Increased communication and opportunity for parents to engage with the school - Survey school community and identify extra-curricular programs to further engage students in the school	Pathways Leader and Team Learning Support Leader and team House Leaders and Leadership team		- Parent Opinion Survey – Social Skills to achieve a minimum of 75th percentile - Parent opinion surveys outlining improved wellbeing and resilience across the school community - Wellbeing program mapped to pro-social and PC Curriculum - Parent training programs and sessions established to support families with student wellbeing - ATSS data improving in wellbeing areas

Annual Implementation Plan: for Improving Student Outcomes

PRODUCTIVITY				
Goals	**Effectively using the school and community resources to build a culture of opportunity, high expectation and purpose throughout the school community**	**Targets**	- Review leadership structures and redevelop roles and functions to ensure they support the goals and strategies of the college - Continue to invest and build in leadership and staff professional development and learning - Continue to invest in and maintain the physical structures and environment of the school - Develop and implement an E-learning plan for the college - Implement sound financial management approaches to maintain optimum levels in staffing, curriculum programs, facilities and resources. and opportunities for School Council approved building upgrades - Continue to investigate school-community partnerships for mutual benefit - Embed sustainability processes across all areas of the school - Develop and implement an agreed approach to continuous professional learning	
		12 month targets	- Introduce and embed Compass across the school community - Redevelop the Timetable/Day Structure - Engage the school community in the redevelopment of the Vision for the school - Redevelop the school Leadership structure and role descriptions to support the implementation and delivery of key school goals - Develop PLT structures to collaboratively improve the teaching and learning practices across the school - Redevelop the Meeting structures to support professional learning - Identify and deliver on Data Framework and Rubicon Curriculum programs - Role descriptions-redevelop all positions of responsibility across the school in line with the Strategic plan - Further develop the workforce plan to ensure it is delivering on curriculum goals - Continue to invest in leadership development and staff professional learning - Focus professional learning for staff to maximise the development of curriculum and common assessment tasks across all learning areas - Develop an E-Learning plan for the college - Identify leadership potential in staff and build the capacity of all school leaders **Physical Environment** - Projectors/Walls/Paint/Fencing/Laptops/Resource Hub-reading/chairs/study area/desk/Relocation of Wellbeing/Lockers/Four House structure/SAC/Exam Centre/ES restructure/allocation - Ensure the systematic approaches to maintenance of facilities and projects through recurrent expenditure	

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
School Leadership is driving a clear framework for school improvement	- Reinforce the agreed vision, purpose and values statement for the college - Distributed leadership model further embedded across the school - School leadership is focussing on implementation of a clear improvement agenda. Including: - Curriculum Development - Learning Environment - Pathways and Transition - Community Engagement - Data - Teaching and Learning - Develop and implement an agreed approach to continuous learning	- Engage school community in reviewing the school vision - Re-develop current Leadership Structure and redevelop role descriptions with accountability statements for each role - Implement a distributed leadership structure that is driving the school improvement framework across the whole college community - Engage in Leadership training programs to build capacity of leadership team to deliver on key school priorities - Review and redevelop behavioural expectations for both staff and students - Implement 4 House Structure-create House Leadership Teams and allocate staff to each House - On-going professional development to improve social culture and behavioural climate in classroom and the school - Development of whole school	Principal Class, Whole Leadership Team Teaching Staff	2016	- Staff, students and parents can articulate the school vision - Collective and collaborative participation of all staff in leadership programs - Leadership role descriptions re-developed, understood by staff and ensuring school priorities are being implemented - Increased whole school understanding of distributed leadership and effective leadership - Increased participation by staff in leadership positions - Staff Opinion Survey results indicate an increase in the following areas under the School Leadership Module: - Leading Change - Cultural Leadership - Intellectual Stimulation - Instructional Leadership - Improved academic emphasis-currently 30% - Improved collective efficacy-currently 36% - Guaranteed and viable curriculum - Teacher confidence - Collective responsibility - Teacher collaboration

		professional learning program focusing on key improvement strategies • Audit teachers student management skills that support positive behaviour and learning and develop action plan to increase staff capability to improve behaviour • Ensure behaviour and student management practices are regularly discussed, monitored and refined • Clearly articulate to all staff the expectations around their area of work			• Staff building leadership goals into their PDP's • All staff contributing to the school's vision and values across the school • House structure supporting students in their engagement, connectedness and learning and increasing parent participation in student learning • Increased understanding across the school of what high quality teaching and learning practices are • PLT's support professional collaboration which reflects on the AITSL standards • Redeveloped Positions of Responsibility and Level 2 Teacher positions • Regular team meetings across the school which focus on the key improvement strategies and accountabilities

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
	• Develop a comprehensive PL framework linked to the schools vision to ensure continuous learning	• Formal documentation of PL through P and D to ensure VIT requirements are met
		• Create PLT's across the college that ensure continuous collaborative staff professional learning is occurring
		• Further develop our Instructional model and develop a whole school framework for teaching and learning
		• PLT's collaboratively developing and documenting curriculum against the Victorian Curriculum
			Principal Class/ Leadership Team
			House Leadership through House meetings
			LA leaders through LA PLT's
			All staff
				2016	• Staff surveys reflect effective individual and collective professional learning
					• PLT's are articulating achievement intentions and success measures
					• Teaching performance is improving as a result of Professional Learning
					• Professional learning framework for all staff in the college
					• Improved teacher practices in Student Management/Curriculum Writing and Documentation/ Differentiation/Instructional Model/ Leadership
					• Increased learning results as indicated in:
					   o ODT
					   o CAT scores
					   o VCE study scores
					   o Victorian Curriculum teacher judgments

Establish Community Driven School Café to improve community connections	• Develop community links to raise funds and awareness • Raise funds through philanthropic and DEET avenues • Timetable learning in the space	• Hold CDSC Community Fair • Grant Applications • Project manage and building of the Café • Create partnerships with relevant RTO's	Principal Class/Business Manager/Curriculum Leaders/Co-opted staff All staff	2016	• • Café will be built and community members will have access to a public school Café • School community will have input in the various stages of the building program-construction/landscaping • Increased participation and offering of School Based Traineeships and VET Hospitality will support the running of the Café and be accessible to all students • Student Learning outcomes will be expanded upon due to the use of this facility and greater community engagement within the College • Improved destination data in the Hospitality industry

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	
• Develop and write common curriculum with Scope and Sequence documentation and CATs		• PLTs established and writing curriculum, inclusive of CATs, on Rubicon Atlas		• Fully documented curriculum for Yr 7 -12	$100,000

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	
• Implement Intervention and Support programs are running across all year levels to bridge the gap in learning. Particularly in Literacy and Numeracy		- Identification and referral process established - Monash students assigned to intervention and support programs - Students will be participating in the programs		- Learning data for participating students will show growth	$50,000

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	
• Develop the House system to further support student learning needs		- House Leadership Teams and spaces established - Processes developed to liaise with Careers and Pathways, and Wellbeing teams to increase support and connectedness to school.		- Improved transition into, across and out of the school	$100,000

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	

• School leadership is focussing on implementation of a clear improvement agenda. Including:
   o Curriculum Development
   o Learning
		- Purchase and implementation of Rubicon Atlas, Compass, Ed Val
		- Vision statements and handbooks established for Wellbeing, Careers and House teams
		- House teams are supporting the learning environment
				- Compass is being used by all staff and 75% of parents
				- Student learning is being fully supported by Wellbeing, Careers and House teams.
				- Pedagogical and data frameworks are established
				- Curriculum fully documented	

Environment o Pathways and Transition o Community Engagement o Data o Teaching and Learning				