2016 Annual Implementation Plan: for Improving Student Outcomes

7670

Buckley Park College
2016

Based on Strategic Plan 2015 - 2018

Endorsements

Endorsement by School Principal	Name: Nathan Chisholm Date: Monday March 21, 2016
Endorsement by School Council	Name: John Greenwood Date: Monday March 21, 2016 (As minuted by School Council 21/03/2016)
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.

At Buckley Park College, we're focused intensively on improved learning and teaching practice across our school. In our School Strategic Plan, we've set the following goals which further inform the rationale behind these improvement areas now in 2016:

- ✓ To improve individual student learning growth
- ✓ To improve student learning outcomes for all students, regardless of their level
- ✓ To increase real opportunities for meaningful student voice and choice across our school

To achieve these broad goals, we've planned for a renewed focus on our instructional practice across the school. In 2015, we've reviewed and redesigned the new BPC Instructional Framework. We've linked this to various improvement methodologies like: classroom observations and structures for more purposeful feedback. Now, as we plan for 2016, we will drive this work forward to build, evolve and ultimately embed our instructional framework in teachers' practice, to work toward improved student learning outcomes, as measured by learning growth (and the VCE) over time.

We've consistently diagnosed learning growth as being our absolute area of focus at Buckley Park College. Our results are generally very pleasing but we're mindful of the significant social, emotional and intellectual capital students bring to our school when they enrol at Year 7. We are then committed to ensuring that we are adding value to all students' learning, regardless of their starting point – all students must achieve absolute minimum 12 months progress in 12 months. This need will be addressed through our team focus on assessment this year, our involvement in the Insight Assessment pilot and our professional learning strategy. We are also focused at all levels on how we differentiate the curriculum to ensure accurate teacher judgements against the AusVELS and we've set targets for benchmark goals of students achieving A or B as measured by AusVELS.

It is through this diagnosis of our most pressing needs that we have decided to focus our efforts most closely this year on the below KIS.

Coupled with our learning and teaching focus will be furthering opportunities across our school to provide opportunities for student voice and choice, as well as developing intentional structures and strategies to build a positive climate where the importance of wellbeing is understood, valued and esteemed by all. In 2015 we've begun to re-imagine how wellbeing can be taught through our early work with our Connections structure. This has now been planned into the school more systematically and in 2016, we will be focused on this work as one of our key strategies to empower students and build school pride.

We believe that these 2 priority areas: Excellence in Teaching and Learning and Positive Climate for Learning are inextricably linked. In 2016, we will also begin our new approach to our unitised curriculum at Year 10 which has enabled student choice and voice, and has compelled teachers to focus closely on curriculum planning, assessment and building practice excellence. This work also clearly fits these priorities and will be a focus for us at Buckley Park College in 2016.

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
	Excellence in Teaching and Learning 1. Maximise learning opportunities for all students from years 7 to 9 with an emphasis on those who have not yet reached standards (particularly in mathematics) and meaningfully extending the more able students, through the use of differentiation and intervention strategies. 2. Maximise learning opportunities for all students from years 10-12 with an emphasis on increased student curriculum choice, as well as supporting and extending through better differentiation, extension and intervention strategies. **3.** Review the core purpose of a common approach to instruction and then deeply embed the College instructional model into teachers' practice
	Positive Climate for Learning 1. To improve opportunities for meaningful student choice and voice by refining and improving timetabling, policies, counselling, pathways and transitions at years 9-12. 2. There will be particular focus on aligning Year 10 with Year 11 and 12 to create a Later Years 'sub-school' where students are encouraged to enter VCE earlier and where the sub-school facilitates personalised student decisions. 3. Develop and implement consistent student engagement strategies across the Middle Years and Later Years sub-schools, that may include: lunch time activities, form captains, extra-curricular programs, fundraising, 4. Develop and implement a whole school student/teacher feedback tool, which will systemize our approach to seeking feedback from students to esteem their voice and improve teaching practice.

Annual Implementation Plan: for Improving Student Outcomes

ACHIEVEMENT

Goals	To improve individual student learning growth To improve student learning outcomes for all students, regardless of their level	Targets	1. To improve the median VCE study score from 31 in 2015 to 32 in 2017/18 2. To improve the percentage of VCE study scores over 40 to 12% by 2017/18 3. The percentage of study scores 30-39 to be in the range 55% - 60% 4. The percentage of study scores less than 29 to be in the range 31% - 35% 5. Less than 20% of cohort to achieve an ATAR less than 60 by 2017 6. To improve the percentage of VCE students achieving above their predicted scores against the GAT from 52% in 2014 – 65% in 2017/18 7. 100% of VCAL students to satisfactorily complete 8. Analysed student learning data to demonstrate growth for all students in reading and numeracy at or above the mean for like schools 7-9 9. <u>Relative growth NAPLAN -</u> More than 25% of students in the high growth area for reading and less than 20% in the low growth area 10. <u>Relative growth NAPLAN -</u> More than 25% of students in the high growth area for numeracy and less than 20% in the low growth area 11. <u>Teacher Judgements AusVELS:</u> More than 15% of students to be assessed at A or B in Year 9 Reading, Writing and Numeracy 12. <u>Teacher Judgements AusVELS:</u> More than 10% of all 7-10 students to be assessed at A or B against all AusVELS Domains
		12 month targets	**By the end of 2016:** The median study score to improve from 31.17 – 31.50 The percentage of VCE study scores over 40 to improve from 9.4% - 9.8% The percentage of VCE study scores 30-39 to improve from 45.96% - 50% The percentage of study scores less than 29 to reduce from 44.82% - under 40% Less than 30% of the cohort to achieve an ATAR of less than 60 – to be reduced from 38% in 2015 <u>Relative growth NAPLAN Reading Yr 9 –</u> The percentage of students achieving <u>High relative growth</u> to improve from 26.9% - 28%; and students achieving <u>Low relative growth</u> to decreased from 17.9% - 16% <u>Relative growth NAPLAN Numeracy Year 9-</u> The percentage of students achieving <u>High relative growth</u> to improve from 19.6% - 25% and students achieving <u>Low relative growth</u> to decreased from 26.6% - 22% <u>Teacher Judgements AusVELS:</u> More than 25% of students to be assessed at A or B in Year 9 Reading, Writing and Numeracy (all) <u>Teacher Judgements AusVELS:</u> More than 10% of all 7-10 students to be assessed at A or B against all AusVELS Domains

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
Maximise learning opportunities for all students from years 7 to 9 with an emphasis on those who have not yet reached standards (particularly in mathematics) and meaningfully extending the more able students, through the use of differentiation and intervention strategies. Maximise learning opportunities for all students from years 10-12 with an emphasis on increased student curriculum choice, as well as supporting and extending through better	Implement the new BPC Instructional Framework across the school with all teachers, in all classes. Implement our enhanced system of Classroom Observations and Open Classroom Week across the school to build teacher capacity Reform the Performance and Development process to delineate clearer through-lines and to align all teachers plans more consistently Prioritise staff professional learning around the use of student leaning data to guide learning and teaching. Further develop the Student Learning Team structure to begin working more in the structure of an effective PLT; invest greater resources into the professional learning of leaders, including a focus on data Review our system of Compass Timely Reporting thus far, continue to make improvements and further embed this way of working Implement our new unitised curriculum at Year 10 and review	All leaders are leaders of learning and teaching at BPC. However, an AP and a team of LTs have responsibility for driving this improvement A clear meeting structure which commits 5 SLT meetings, minimum, per term Domain meeting time to be focused on assessment practice A connected professional learning strategy led by the Principal team and the Student Learning LTs Expert professional learning to build PLT capacity – Gavin Grift The College professional learning has been increased to fund observations and whole-school learning and teaching initiatives	Prin team DU and Student Learning LTs Prin team Prin team and Student Learning LTs Prin team CU/DU Later Years and Student Learning LTs, Prin team Later Years and Student Learning LTs, Prin team	Ongoing Term by term goals By Week 2, Term 1, then ongoing Ongoing To begin T2 and then ongoing By end Sem 1, then ongoing By end Sem 1, then ongoing By end Sem 1, then ongoing	The new BPC Instructional Framework is implemented across the school with all teachers, in all classes and we have collected sufficient data to confidently make this assertion. The language of our Instructional Framework is used broadly by teachers and students and is evidenced throughout the school Our enhanced system of Classroom Observations and Open Classroom Week has been implemented and all teachers have been actively involved, as it's become understood as a non-negotiable aspect of teaching at our school. The Performance and Development process has been reformed to delineate clearer through-lines and to align all teachers plans more consistently. 100% of teachers have participated fully in this process. Our Student Learning Team structure Has evolved and has become a more pure form of the PLT model. Leaders have undertaken some high-level training and are confident in their roles. Compass Timely Reporting is embedded throughout the school and feedback from students and families is positive

differentiation, extension and intervention strategies Review the core purpose of a common approach to instruction and then deeply embed the College instructional model into teachers' practice	progress as the year goes. Review how we extend and enhance the learning of our high achieving students: review of SEALP with a focus on how to improve breadth and ensure learning growth Review our VCE processes and procedures to ensure greatest efficiency and positive impact for students. (Exams, timelines, after-school SACs, mid-years, pass mark, non-scored) Continue to strengthen the understanding of co-coaching, peer observation and the collegiate visit processes. Implement the student-teacher feedback tool across the College and develop protocols to support using this data to inform teacher practice Review the curriculum at Year 9, with a particular focus on the electives, the time allocated to each Domain area and CIVIC Revise and audit our current curriculum offering against the Standards outlined in the new Victorian Curriculum and have changes in place for 2017 Further review the success of the VCAL program for students, in the context of costs, low class sizes, student feedback, etc (Ed State Funding) Prioritise staff professional learning to enhance teacher effectiveness with learning technologies in the classroom	Teachers covered where needed to enable coaching conversations after classroom observations Professional learning provided by VCAA and the DET to build capacity of leaders and teachers with the new Victorian Curriculum The new Victorian Curriculum and Education State documents and resources	Prin team, SEAL Leader and LTs DU/CH and Student Learning LTs DU and Student Learning LTs DU/CH/CU and the Later Years LTs Leadership group – led by Yr 9 Ed State catch-up funding to allow low class sizes in VCAL CB, DU and staff champions	By end 2016 Term by term goals and ongoing Term by term goals and ongoing By end 2016, with changes in place for 2017 Term by term goals and ongoing	We've fully implement our Year 10 curriculum Units and have changes to Year 9 in place for 2017 We've implemented the student-teacher feedback tool across the College and teachers readily use this data to inform their practice We've revised and audited our current curriculum offering against the Standards outlined in the new Victorian Curriculum and have changes in place for 2017 Teachers using learning technologies in their everyday practice to engage, collaborate and communicate effectively with students.

Annual Implementation Plan: for Improving Student Outcomes

ENGAGEMENT			
Goals	To increase real opportunities for meaningful student voice and choice across our school.	**Targets**	1. The Student Attitudes to School survey data to be at or above the 70th percentile in all variables from Years 7 – 9. 2. The Student Attitudes to School survey data to be at or above the State in all variables from years 10-12. 3. Improvements in the variables of: stimulating learning, teacher empathy and teacher effectiveness to be immediate in 2015 across the school
		12 month targets	**1. The Student Attitudes to School survey data to be at or above the 70th percentile in all variables from Years 7 – 9.** **2. The Student Attitudes to School survey data to be at or above the State in all variables from years 10-12.** **3. Improvements in the variables of: stimulating learning, teacher empathy and teacher effectiveness to be evident again in 2016 across the school**

| KIS	ACTIONS: what the school will do	HOW the school will do it (including financial and human resources)	WHO has responsibility	WHEN timeframe for completion	SUCCESS CRITERIA: Markers of success reflecting observable changes in practice, behaviour, and measures of progress
To improve opportunities for meaningful student choice and voice by refining and improving timetabling, policies, counselling, pathways and transitions at years 9-12. There will be particular focus on aligning Year 10 with Year 11 and 12 to create a Later Years 'sub-school' where students are encouraged to enter VCE earlier and where the sub-school facilitates personalised student decisions. Develop and implement consistent student engagement strategies across the Middle Years and Later Years sub-schools, that may include: lunch time activities, form captains, extra-curricular programs, fundraising, Develop and implement a whole school student/teacher feedback tool, which will systemize our approach to seeking feedback from students to esteem their voice and improve teaching practice.	Collaboratively plan, deliver and review a coherent approach at each year level to teaching wellbeing and engagement through our initiative called *Connections* The Later Years continues integrating Years 10 with Years 11 and 12; and implementing our new timetable structure, as well as engaging with students, parents and staff to review our new student-choice driven curriculum Continue to implement consistent student engagement strategies across the Middle Years and Later Years sub-schools, that may include: lunch time activities, form captains, extra-curricular programs, fundraising Implement the student-teacher feedback tool across the College and develop protocols to support using this data to inform teacher practice Continue to build the structure of student focus groups and support student leaders to lead groups themselves. Further the implementation of the Compass school management system to include use of the kiosks to track student lateness and movements in and out of the school Track staff use of Compass and review the use of the various sections and develop a system to reward staff for using the positive green features Implement the new BPC Instructional Framework across the school with all teachers, in all classes, to ensure lessons are engaging for students. Working with the student leadership team, develop the Houses further through activities (tournaments, lunch time comps, etc) throughout the whole year, rather than just the main carnivals	A clear meeting structure which commits real time to collaborative *Connections* planning Weekly Later Years and Middle Years team planning meetings The Student Engagement and Wellbeing team meet together each term A connected professional learning strategy led by the Principal team and the Student Learning LTs Staff professional learning sessions each term devoted to Student Engagement and led by the SEWL Team The new Victorian Curriculum and Education State documents and resources	CU and the Student Engagement/Wellbeing LTs DU and the Later Years LTs CU and the Student Engagement/Wellbeing LTs DU and Student Learning LTs CH CU/DU CU/DU All leaders are leaders of learning and teaching at BPC. However, an AP and a team of LTs have responsibility for driving this improvement	Term by term goals and ongoing By end Sem 1, then ongoing Term by term goals and ongoing Term by term goals and ongoing Ongoing By end Term 1 By end Term 1, ongoing Term by term goals and ongoing	*Connections* has run smoothly and effectively across the school and all teachers have shown an understanding of the importance of teaching wellbeing The Later Years team have reviewed the new Year 10 structure and feedback has been acted on for 2017 An enhanced approach to Student Leadership with Form Captains, revised SRC purpose has been established and implemented The student-teacher feedback tool has been implemented across the College and all teachers have included the tool in their regular practice Student focus groups have operated throughout the year. SATS data shows improvements across the board We've developed systems and processes and have implemented the Compass school management system further to include use of the kiosks to track student lateness and movements in and out of the school The new BPC Instructional Framework is implemented across the school with all teachers, in all classes and we have collected sufficient data to confidently make this assertion. The language of our Instructional Framework is used broadly by teachers and students and is evidenced throughout the school The College House structure has been developed further and students and staff now connect more fully to their Houses across the school year

|					

Annual Implementation Plan: for Improving Student Outcomes

WELLBEING

Goals	To strengthen and enhance Buckley Park College as a safe, positive and caring learning environment where students and teachers work in a climate of mutual respect and trust	Targets	1. The Student Attitudes to School survey data to be at or above the 70th percentile in all variables from Years 7 – 9. 2. The Student Attitudes to School survey data to be at or above the State in all variables from years 10-12 3. The Student Distress variable of the SATS to show immediate and then ongoing gradual improvement
		12 month targets	**1. The Student Attitudes to School survey data to be at or above the 70th percentile in all variables from Years 7 – 9.** **2. The Student Attitudes to School survey data to be at or above the State in all variables from years 10-12** **3. The Student Distress variable of the SATS to show immediate and then ongoing gradual improvement**

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
Continued focus on Positive Psychology as a research and strategy base to support improved relationships between teachers and students, where mutual empathy, trust and respect are a focus Increased opportunities for meaningful student leadership and opportunities to have their voice heard with school improvement efforts The development of a school-wide approach to the teaching of student wellbeing, including structuring a consistent and embedded time across the school to do this work.	Collaboratively plan, deliver and review a coherent approach at each year level to teaching wellbeing and engagement through our initiative called *Connections* Continue to build the structure of student focus groups and support student leaders to lead groups themselves. Develop clearer expectations and opportunities for our College student leaders to contribute more to the school, particularly with their school improvement project. Further the peer-mediation strategy that was begun in 2015 and train the next group of student mediators; making links to Connections Develop and deliver a series of staff professional learning sessions designed to build a shared understanding of the importance of genuine wellbeing for all, and the clear links between wellbeing and achievement Explore options for Year 8/9 students to proactively set out to build the students' skills as friends with supportive conflict resolution skills Develop a proposal to trial a program aimed at supporting students to understand the impact of pornography on them and their relationships Explore the Victorian Respectful Relationships curriculum and plan for a staged implementation, beginning in 2017	A clear meeting structure which commits real time to collaborative *Connections* planning Weekly Later Years and Middle Years team planning meetings The Student Engagement and Wellbeing team meet together each term A connected professional learning strategy led by the Principal team and the Student Learning LTs Staff professional learning sessions each term devoted to Student Wellbeing and led by the SEWL Team The new Victorian Curriculum and Education State documents and resources	Student Engagement Leaders; Student Wellbeing Leaders, Prin team CH CU/DU MW/BA/CY/MA Student Engagement Leaders; Student Wellbeing Leaders, Prin team MW/CY/MA MW/CU/DU Student Engagement Leaders; Student Wellbeing Leaders, Prin team	Term by term goals and ongoing Term by term goals and ongoing By end Term 1 Term by term goals and ongoing Term by term goals and ongoing Ongoing By end Term 1 Term by term goals and ongoing	*Connections* has run smoothly and effectively across the school and all teachers have shown an understanding of the importance of teaching wellbeing Staff are showing a greater willingness to engage in high-level learning focused on student wellbeing and are showing more consistent commitment to valuing and teaching wellbeing Student focus groups have operated throughout the year. SATS data shows improvements across the board Peer-mediation has been used in Years 7-9 as an effective strategy to support students sort through minor relationship issues The SEWL team have led a series of staff PL session designed to further staff commitment to student wellbeing; feedback has been positive We've explored the Victorian Respectful Relationships curriculum and plan for a staged implementation, beginning in 2017

Annual Implementation Plan: for Improving Student Outcomes

PRODUCTIVITY

Goals	To ensure all leadership roles are closely aligned to the priorities of the new Strategic Plan. Ensure that team leaders have opportunities to develop the skills that they require and have team development plans in place to ensure teams achieve the strategic outcomes expected of them. Review the school timetable structure to ensure that our timetable supports our strategic priorities	Targets	1.All staff engaged with the Performance and Development process and plans are aligned with the school strategic priorities 2.All leaders have explicit responsibilities in plans for achievement of strategic goals and targets 3. A common structure developed to ensure connection between the School Strategic Plan, Annual Implementation Plan, Principal Performance and Development Plan and then staff plans. 4.Common approach to numerical targets, like VCE and NAPLAN achievements, led from SSP and Principal PDP
		12 month targets	**1. The Performance and Development process has been reformed to delineate clearer through-lines and to align all teachers plans more consistently. 100% of teachers have participated fully in this process.** **2. A team of leaders has participated in a leadership development program at Bastow, and has completed a school-based project as a result** **3. SLT leaders are more confident in their roles as they have been part of high-level PD to build their capacity**

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
Increased professional learning opportunities for leaders of Professional Learning Teams (SLTs) Leadership development professional learning opportunities to be embedded in all leaders' performance plans Peer observations and feedback to improve teacher practice and focus work on our strategic priorities Timetable improvement options presented for consultation in Term 1, 2015 with decisions then made to enable implementation in 2016	Further develop the Student Learning Team structure to begin working more in the structure of an effective PLT; invest greater resources into the professional learning of leaders, including a focus on data A team of Leading Teachers to undertake a Bastow leadership development course, focused on middle leaders and instructional practice. Implement our enhanced system of Classroom Observations and Open Classroom Week across the school to build teacher capacity Reform the Performance and Development process to delineate clearer through-lines and to align all teachers plans more consistently Continue to strengthen the understanding of co-coaching, peer observation and the collegiate visit processes. Review the curriculum at Year 9, with a particular focus on the electives, the time allocated to each Domain area and CIVIC Review our VCE processes and procedures to ensure greatest efficiency and positive impact for students. (Exams, timelines, after-school SACs, mid-years, pass mark, non-scored) Further use the Curriculum @ BPC website to plan curriculum from Years 7-10	A clear meeting structure which commits 5 SLT meetings, minimum, per term A connected professional learning strategy led by the Principal team and the Student Learning LTs Expert professional learning to build PLT capacity – Gavin Grift The College professional learning has been increased to fund observations and whole-school learning and teaching initiatives Teachers covered where needed to enable coaching conversations after classroom observations Support for teachers to research and visit other schools to explore innovative practice at the Year 9 level	Principal team CH and all leaders DU and Student Learning LTs Principal team DU and Student Learning LTs CH/MA and Student Learning Leaders Prin team and Later Years LTs	Term by term goals and ongoing Enrolled by end Term 1 Term by term goals and ongoing By week 2, Term 1, then ongoing Term by term goals and ongoing By end Term 2, then ongoing targets	All staff actively participating in highly effective SLTs, led by team leaders who are skilled and confident in their roles A small team of LTs have completed a school improvement project with measurable results and impact All teachers have participated in fully in the year-long Professional learning strategy – classroom obs and open classrooms The P and D process has been remodeled and all staff have participated fully in the new process In 2017, the Year 9 'electives' curriculum is refreshed and ready for implementation A significant review of our VCE processes has led to improvements to be implemented late in 2016 and in 2017

Monitoring of Annual Implementation Plan: for Improving Student Outcomes

ACHIEVEMENT						
Actions:	6 month progress against success criteria and /or targets		12 month progress against success criteria and /or targets		Budget Spending to date	
	Status	Evidence	Status	Evidence		

ENGAGEMENT						
Actions:	6 month progress against success criteria and /or targets		12 month progress against success criteria and /or targets		Budget Spending to date	
	Status	Evidence	Status	Evidence		

WELLBEING						
Actions:	6 month progress against success criteria and /or targets		12 month progress against success criteria and /or targets		Budget Spending to date	
	Status	Evidence	Status	Evidence		

PRODUCTIVITY						
Actions:	6 month progress against success criteria and /or targets		12 month progress against success criteria and /or targets		Budget Spending to date	
	Status	Evidence	Status	Evidence		