

2016 Annual Implementation Plan: for Improving Student Outcomes

8723

Sunbury Downs College

Based on Strategic Plan 2016-2019

Endorsements

Endorsement by School Principal	Signed..... Name- Maria Oddo Date-
Endorsement by School Council	Signed..... Name-Stephanie Lillywhite Date.....
Endorsement by Senior Advisor	Signed..... Name- Jonathan Lowe 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:	
<p>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.</p> <p>The School Self-Evaluation of the Strategic Plan 2012-2015 identified some key strategies required to sustain the learning growth in both reading and numeracy. Whilst the 4-year average in 2013 and 2014 reports met the Threshold Standards in English and Maths, the absolute learning gain in reading and numeracy and adjusted performance in numeracy were not aligned with the school assessment in terms of percentage of students at C or above. The review panel members noted the excellent VCE performance of students over the past 3 years, especially in relation to the learning growth data in the middle years and VCE outcomes. The review also recognised that whole school documentation of the curriculum needed to be addressed as well as assessment tasks and their common use.</p> <p>Therefore, the improvement of student learning growth data was identified as a 'strategic intent' for the 2016-2019 Strategic Plan.</p> <p>As for community engagement in learning, the School Self-Evaluation Report and Peer Review Panel recognised the need to enhance the student morale and connectedness to peers, as performance in these areas was perceived to be impacted by the whole school focus on discipline and academic performance.</p> <p>It was also noted that parent perceptions of some of the school policies, as well as relationships between students and teachers required the College to engage in educating parents in College life. The College recognises in its 2016-2019 Strategic Plan, the need to increase opportunities for effective student voice and communication/partnership with parents to improve teaching and learning across Years 7-12. The College also recognises the need to sustain the positive and safe learning environment to ensure student opinion data of distress and morale match or better the 'state mean'. This will be achieved by reviewing the student behavioural management practice and implementation of key improvement strategies listed below.</p>	
Key Improvement Strategies (KIS)	
<p>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.</p>	
Initiative:	KIS
Excellence in teaching and learning -building practice excellence	<ul style="list-style-type: none"> • Create consistent practices in the delivery of curriculum to promote student achievement to best maximise outcomes • Create a culture of team planning amongst teachers so the 'how to teach' is part of the professional learning growth • Establish a consistent understanding of data informed practice including the use of assessment tools, moderation and differentiation. • Embed the PDP culture to ensure goals centre around common and best classroom practice
Community engagement in learning -building communities	<ul style="list-style-type: none"> • Engage parents in College life and provide opportunities for involvement • Participate and contribute to system collaboration and leadership • Engage in communicating and working with feeder schools to improve transition • Establish routines or create purposeful collaborative time and structures for teachers to network and share their resources and practice beyond the College

Annual Implementation Plan: for Improving Student Outcomes

ACHIEVEMENT						
Goals	To maximise student achievement at or above the equivalent benchmark in discipline based learning areas		Targets	To achieve a learning growth of AusVELS for the matched cohort for Years 7-9, and increase the proportion of 'above expected level' and decrease the proportion of 'below expected level' for Reading, Writing and Numeracy. Reduce the percentage of students performing below the expected AusVELS achievement level in English to 8% Increase the proportion of VCE Studies that at least match the State mean to 70% with a VCE 'All Studies' mean of at least 30. Increase the VCE English study mean to be at or above the state English study mean, and increase satisfactory completion rates in VET at Years 10, 11 and 12 to at least 90% in 2016 VCAL completion rates to be above 85% Staff Opinion Survey to have an improvement to the guaranteed and viable curriculum with respect to documentation to be at least 50%		
	12 month targets	As above				
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	
Create consistent practices in the delivery of curriculum to improve and maximise student achievement/outcomes	<ul style="list-style-type: none"> Develop a whole school curriculum plan to ensure the scope and sequence overlaps between year levels to accelerate all students, including high achievers and ACE students Plan and write units of curriculum with Vic Curriculum included 	Domain meetings Planning meetings-year levels in domains Curriculum Days Working parties	Teaching and Learning AP Head of Curriculum Heads of Domains All teaching staff	End of 2016	Whole school curriculum plan completed and stored on College Network Units of Curriculum completed and stored on College Network Agenda and Minutes of Domain meetings confirm completion of units Staff using SDC units of curriculum as observed in triad observations	
	<ul style="list-style-type: none"> Full implementation of a whole school consistent evidenced based explicit instructional model (HOIST) 	Staff in house PD Observations Learning Walks Triads	Teaching and Learning AP Head of Curriculum Heads of Domains All teaching staff	All year	HOIST model observed in classes Observations of classes, record of observations and discussions	
	<ul style="list-style-type: none"> Develop curriculum maps for English and Mathematics 7-12 	Domain meetings Planning meetings-year levels in Domains	Head of Curriculum Heads of English and Maths Domains Year Level leaders for English and Mathematics Teachers All English and Mathematics Teachers	End of Semester 1 2016 Ongoing	Shared documentation on network	
	<ul style="list-style-type: none"> Develop and introduce teaching and learning philosophy/policy to reflect the new directions of the College 	Curriculum Executive and Teaching and Learning Committee Meetings Staff Meetings Education Subcommittee	Teaching and Learning AP Head of Curriculum Curriculum Executive Teaching and Learning Committee	End of Semester 1 2016	Consistent practices of instructional model evidenced in classrooms	
	<ul style="list-style-type: none"> Investigate and plan for the Implementation of whole school numeracy and literacy strategies 	Establish Working parties School Visits Professional Learning opportunities and budget Curriculum Executive Meetings Literacy Action team Partnership with local feeder schools	Teaching and Learning AP MY AP Head of Curriculum Curriculum Executive Literacy Support Facilitator	End of Term 3 2016	Strategies are utilised by teachers in their instruction Differentiation evidenced in peer observations Improvement in assessment data for students in Year 7-9	

			Head of English EAL Coordinator		
	<ul style="list-style-type: none"> Investigate the examination program Years 7-10 and modify current practice to best meet the needs of scope and sequence delivery 	<p>Working parties CE and TLC meetings Education Sub Committee meetings Parent input Student Forums</p>	<p>Teaching and Learning AP Head of Curriculum Curriculum Executive Teaching and Learning Committee Parents-survey Student Forums Education Sub Committee</p>	End of Term 1 2016	<p>Moderation of exams evidenced in practice Feedback provided to students more authentic and targeted Greater use of team planning time for assessment outside of the examination program Quality of written examinations improves Improvement in quality of assessment outside of examination program</p>
	<ul style="list-style-type: none"> Audit the curriculum at Years 7-9 Consider allocation of time to subjects Evaluate and Investigate how best to have literacy and numeracy incorporated into the timetable Investigate the introduction of an elective system in years 7 & 8 to offer Arts, Tech and Performing Arts 	<p>Working parties CE and TLC meetings Education Sub Committee meetings Parent input Student Forums School visits or liaison</p>	<p>MY AP Teaching and Learning AP Head of Curriculum MY Mini School Leader Curriculum Executive Teaching and Learning Committee</p>	End of Term 2 2016	Breadth of curriculum at 7-9 increased
	<ul style="list-style-type: none"> Develop staff skill in integrating and embedding eLearning into all dimensions of curriculum, instruction and assessment enabling differentiation through technology Commence the integration of the New Pedagogies for Deep Learning (NPDL) initiative into each domain linking with the College's instructional model Audit the use of 1:1 program in MY 	<p>Employment of ELearning Coordinator Meetings with Domains Staff feedback</p>	<p>Curriculum Executive LY AP Head of Curriculum ELearning Coordinator</p>	End of Term 4 2016	<p>Greater use of ICT in the classroom Confidence of students in ICT use is evidenced in observations Greater support of staff utilising the 1:1 program within the classroom</p>
	<ul style="list-style-type: none"> Establish a support for the EAL enrolled students 	<p>EAL Coordinator as a POR Facilitate a block of time for support outside the classroom</p>	<p>Head of Curriculum EAL Coordinator Head of English Literacy Support Facilitator</p>	Term 1 and ongoing	Improvement in assessment data for core subjects
	<ul style="list-style-type: none"> Plan and facilitate the enrolment of International Students in Semester 2 	<p>ISC Coordinator as POR Homestay program developed and published</p>	<p>Principal Strategic and Performance Leader ISC Coordinator Mini School Teams</p>	Term 1 and ongoing	<p>Increase in revenue outside of SRP Increase in enrolments Change to school student profile</p>
	<ul style="list-style-type: none"> Audit the ACE program Review testing and entry requirements Consider the current provision and initiate viable changes 	<p>ACE Student and Program Coordinator as a POR ACE meetings Student Forums</p>	<p>ACE Coordinator Head of Curriculum MY AP MY & LY Mini School Leaders Curriculum Executive Student Leadership Coordinator</p>	End of Semester 1 2016	ACE curriculum program for 2017 published
	<ul style="list-style-type: none"> Investigate the further introduction of VETiS Analyse the issues relating to student retention Investigate a Year 10 course to 	<p>Appointment of a VCAL/VET/MYCAL Coordinator VCAL budget VET budgets MYCAL funding with Sunbury College Timetable classes according to blocks at Sunbury College</p>	<p>VCAL/VET /MYCAL Coordinator Careers/MiPs Coordinator LY Mini School Leader</p>	End of Term 2 2016	<p>Reduction in student exits/transfers at Years 10-12 Improvement in student engagement and school connectedness Improvement in assessment data, particularly in LY</p>

	<ul style="list-style-type: none"> prevent early leavers to SEDA Investigate and develop pathways to VCE, VET and VCAL Embed the VCAL program 10-12 Increase the offer of School Based Apprenticeships and Training (SBATs) Investigate and implement MYCAL Sunbury (Partnership) Curriculum Provision VCE sharing within network or virtual learning environments 	Support students with an MOU for sharing provision	LY AP Head of Curriculum Curriculum Administration Leader Curriculum Executive	Term 1 2016 and ongoing	
Create a culture of team planning amongst teachers so the 'how to teach' is part of the professional learning growth	<ul style="list-style-type: none"> Reorganise offices to be based on Domains Restructure the calendar for increased time for Domain meetings Provide opportunities outside of the triad program for observations for discussions about the 'how to teach' Provide opportunities for networking outside the College 	<p>Increase provision of office space to have domains in working areas</p> <p>New AP position Teaching and Learning Triad observations program to be continued</p> <p>Observations outside of triad groupings to be initiated with new roles of teaching and learning</p> <p>Networking offsite and onsite</p>	Teaching and Learning AP MY AP Head of Curriculum Heads of Domains	Ongoing All year	Professional dialogue evidenced by staff in their Domains Increase in coaching and mentoring opportunities Observations sought outside of the triad program
Establish a consistent understanding of data informed practice including the use of assessment tools, moderation and differentiation.	<ul style="list-style-type: none"> Provide professional learning opportunities for staff to discuss and question data Create moderation opportunities for common assessment tasks Establish PD in house modules for data, moderation and differentiation 	<p>VCE data Professional Learning Week-one on one meetings</p> <p>Data focused Teaching and Learning Committee for implementation in Domain meetings</p> <p>MY data –PD in House and also one on one meetings (if required)</p>	Teaching and Learning AP Head of Curriculum MY and LY Mini School Leaders	All year	<p>Increase in staff attendance at local network opportunities</p> <p>Most staff use the moderation processes for one piece of assessment</p> <p>Staff participate in moderation of tasks within their Domains</p> <p>Differentiation evidenced in some classes in triad observations and learning walks program</p> <p>Domain meeting minutes to reflect discussion of data and assessment</p> <p>Data informed practice meetings held</p>
Embed the PDP culture	<ul style="list-style-type: none"> Develop and implement Professional Development Policy Integration of Professional Learning in Professional Learning Teams and provide subject specific PD in Domain areas Implement evidence-based reflection in professional learning using the PDP Portal, particularly on PDs supported by the College Develop a teacher skills matrix that will determine teacher allocation to particular subjects 	<p>Meetings-CE, TLC, Staff and Staff PLT</p> <p>Establish mid and end of year review cycles</p> <p>Software package-PDP portal</p> <p>Audit of teacher skills matrix</p>	Teaching and Learning AP LY AP Strategic and Performance Leader Leading Teachers involved in review process	End of Semester 1 2016 All year	<p>Professional Development Policy ratified</p> <p>PLTs structure published</p> <p>PLT meetings held</p> <p>PDP portal used by all staff</p> <p>Skills matrix document completed</p> <p>Mid and End of Cycle comments completed by PCOs, LTs and Mentors</p>
Embed a structured Parent Forum program	<ul style="list-style-type: none"> Establish a structured program to provide parents with an increase in knowledge pertaining to educational issues (Parent Forums) Also establish a P'n'G @SDC (Parents and Guardians at Sunbury Downs College to replace Family and Friends) 	<p>Curriculum Executive meetings to determine priorities</p> <p>Information and advertisement of evenings</p> <p>Attendance promoted via website and newsletter</p> <p>Agenda and power points of information</p> <p>Feedback sought as to effectiveness of the program</p>	APs Leading Teachers	All year	<p>Parent Opinion Survey shows improvement in areas associated to school connectedness</p> <p>Attitudes to School Survey reflects an improvement in school connectedness</p>

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ENGAGEMENT					
Goals	Maximise students' personal and social learning and increase student engagement in College life	Targets	Student Attitude to School Survey data on school connectedness and safety match state mean Staff Opinion Survey to match state mean for school climate		
		12 month targets			
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
Engage students in College life both within and outside the classroom	<ul style="list-style-type: none"> Review and evaluate the current Student Engagement and Wellbeing Policy to include roles and responsibilities and positive language focus 	Review and writing of policy Student Management team to review and input Student input in forums Education Sub Committee	LY & MY AP Mini school leaders YLCs Manager Student Services Student Wellbeing Coordinator	End of term 4 2016	Student Engagement and Wellbeing Policy ratified by Council
	<ul style="list-style-type: none"> Improve counselling, pathways and transitions at Years 9-12 and post school 	Formalise processes so all students have a one on one meeting CAPs introduced and followed up by HGTs	MY & LY AP 2xMini School Teams Careers/MiPs Coordinator	All year	Pathway destinations data for tertiary and TAFE increases by 10 % Retention of students in LY
	<ul style="list-style-type: none"> Embed the student voice initiatives and program 	Regular schedule for SRC and Forums Voice is shared with Mini School Teams	Student Leadership Coordinator 2xMini School Teams Student Leaders	All year	School Connectedness data from Attitudes to School Survey improves
	<ul style="list-style-type: none"> Investigate the implementation of a peer support program across the Mini-Schools or with a feeder school Liaise with feeder schools to share curriculum and resources 	Visiting and liaising with feeder schools Professional Learning of staff Meetings with relevant personnel	Manager of Student Services MY AP AP Teaching and Learning	End of Term 2	School Connectedness Attitudes to School Survey improves Transition information shared Improved communication with feeder schools Establishment of a community culture Cross teaching-primary and secondary
	<ul style="list-style-type: none"> Investigate the need and implementation of Conflict resolution workshops for students in Years 8 & 9 Investigate a peer mediation program 	Meetings-Mini School and Student Services Student Forums	Manager of Student Services Wellbeing Coordinator School Nurse Mini School Leaders	End of Term 2	Reduction in student conflict situations Decrease in the number of students requiring Student Service intervention for conflict situations
	<ul style="list-style-type: none"> Review and update Anti-Bullying Policy 	Meetings-staff, leadership, mini school and student services Collaborative meeting time for policy development	LY & MY AP Mini school leaders Strategic and Performance Leader YLCs Manager Student Services Student Wellbeing Coordinator	End of Term 4 2016	Anti-Bullying Policy ratified by Council

Annual Implementation Plan: for Improving Student Outcomes

WELLBEING					
Goals	Support and develop students to be active participants of the learning opportunities in the College	Targets	<ul style="list-style-type: none"> whole school attendance data at no more than an average of 15 days absence per Full-Time Equivalent student decrease the number of exits from classrooms decrease number of coordinator and principal detentions reduction of suspensions per student 		
		12 month targets			
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
Develop a whole school consistent approach to student management and wellbeing	<ul style="list-style-type: none"> Develop a behaviour plan (flow chart) to provide all teachers with a consistent approach to classroom management 	Plan developed PD in House Coaching and mentoring Peer Observation	MY & LY AP Mini School Leaders	End of Term 3 2016	Reduction in exits from classroom particularly in MY Reduction in detentions –coordinator and principal
	<ul style="list-style-type: none"> Evaluate and review the Student Engagement and Wellbeing Policy to reflect roles and responsibilities 	Staff meetings Meetings with feedback Draft completed Consultation with staff	Senior Staff MY & LY AP Mini School Leaders	All year	Increased engagement in classrooms Observations document notable behaviour improvements
	<ul style="list-style-type: none"> Support staff by clearly defining the purpose of mentoring Encourage a culture of collegiate practice, creation of authentic relationships and collaboration where staff are encouraged to raise and address problems 	P & D review and mentoring allocation	APs Leading Teachers All staff	All year	PDP process completed with anecdotal evidence of improved authenticity Evaluation in Leadership meeting as to the supportive nature of the process
	<ul style="list-style-type: none"> Provide ongoing mentoring and professional coaching for staff in areas of differentiation and student management 	PD in house One to one meeting time Domain meetings	Teaching and Learning AP Leading Teachers Mini School Teams All teaching staff	All year	Increase in coaching provision for teaching staff An increased % of team teaching, strategies observed in classrooms/shared learning spaces Learning walks actioned outside of a structured week Learning Walk week
	<ul style="list-style-type: none"> Provide staff with specialised professional development on mental health, behavioural management, and support measures for students with a disability, especially Autism/Asperger's, and implement peer coaching in difficult cases 	PD in house External PD (if required) Peer Observations Coaching	APs Mini School Teams Student Services Team All teaching staff	End of Term 2 2016	Greater awareness of these measures documented in staff PDP evidence Student management issues are managed according to informed strategies
	<ul style="list-style-type: none"> Strengthening partnerships and accessing local wellbeing support agencies within the local community 	Visit local agencies Liaise and attend meetings Utilise local agencies when implementing immersion programs	APs Leading Teachers Mini School Teams Student Services Team All teaching staff	All year	Partnerships established Greater use of visitors from agencies to provide support
	<ul style="list-style-type: none"> Investigate and facilitate an appropriate resilience program 	PD Meetings-Mini Schools Curriculum evaluation	APs-Student Management	End of Semester 1 2016	Decrease in repeat of student management issues by individual students Decrease in conflict cases Reduction in mediation sessions









	<ul style="list-style-type: none">• Consider and then plan the implementation of the Mind Matters program delivery whole school	Implementation plan written Feedback from Mini School YLCs	Leading Teachers- Mini School Manager of Student Services		Referrals to external agencies decreased
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Annual Implementation Plan: for Improving Student Outcomes

PRODUCTIVITY					
Goals	To align all available resources and make decisions to best maximise their use to result in high quality student outcomes in Years 7-12	Targets	<ul style="list-style-type: none"> Improve staff opinion particularly in the area of Professional Learning and Teacher collaboration To increase mean factor scores in the Parent Opinion Survey for School Improvement Improve student connectedness and achievement data 		
		12 month targets			
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
Effectively use resources so as to target key priorities	Audit previous budget expenditures on high consumables such as photocopying	Analyse data sets for budgets and expenditure Take measures to avoid unnecessary expenditure- paperless meetings	Business Manager & Principal	Term 1	Budget submissions at end of year more reflective of targeted spending
	Establish new Leadership Structure, including Positions of Responsibilities (PoRs) with re-written position descriptions	Equity funding used to support the new structure Areas identified with current needs allocated to a PoR Time allowance	Senior Staff LTs PoRs holders	Term 1	Supportive Leadership evidenced on staff opinion survey Collaboration work undertaken outside of scheduled meetings
	Create greater opportunities for team planning and collaboration	New team offices to be established to facilitate the work of domains	Senior Staff	All year	
	Review of College ICT infrastructure for current and future use	ICT audit Appointment of AP with ICT in portfolio Realigning ICT in Teaching and Learning Redefining roles of ICT technicians	Business Manager LY AP	Semester 1 2016	ICT use evidenced in classrooms and meetings
	Review of the ES skill set and rewriting of positions of description	Self-assessment of current documentation	Business Manager Strategic and Performance Leader MY and LY AP	Term 1	Goals set in PDP and reviews have evidence of greater use of skills and productivity
	To accurately record expenditure	Recoding programs to accurately link invoices to budgets Signing of order book to be done only if accurately completed Reject purchase orders that are not in line with budget provision as approved Create accountability measures with those in charge of budgets Budget meetings with BM and Principal Accurate and timely budget reports provided to leaders Review high expenditure budgets-1:1 program, Production, Instrumental Music, Discovery Night	Principal Business Manager Finance Officer	All year	Cash flow improvement Bills paid in a timely manner Greater accuracy in budget submissions
	Increase productivity in the scheduled timetable and calendar	Change lesson times to 50 minutes Home Groups to have one teacher Avoid split classes Allocated specialist teachers to their areas of qualifications Restructure the calendar to fully utilise domain meetings and increase team planning and collaboration Remove as far as possible before school meetings Provision of meeting templates to provide consistency of practice	Principal Senior Staff CCM HOC Curriculum Administration Leader	All year	Staff opinion survey data Decrease in CRT coverage Decrease in staff absences

		Support re: meeting communications			
	Have a structured support of the Integration staff and students	Use Equity Funding to employ a Literacy Support Facilitator to oversee the funded student program	Teaching and Learning AP MY AP Head of Curriculum MY Mini School Leader Literacy Support Facilitator Integration Aides	All year	ILPs completed in SSGs Observations of support provided by Aides PDP plans completed and review process completed Curriculum for funded student is written and used in classrooms
	Plan and introduce a Literacy program for Year 7 students	Use Equity Funding to employ a Literacy Support Facilitator to oversee and investigate a program for literacy improvements in Year 7	Teaching and Learning AP MY AP Head of Curriculum MY Mini School Leader Literacy Support Facilitator	All year	PD re: Literacy provided to staff Literacy program recommendation tabled at Curriculum Executive Initiation of a program to commence Semester 2 Observations documented of strategies incorporated in literacy program
Create well established partnerships to best maximise educational provision for students, staff and parents	Endorse a Beacon Foundation partnership with Roxburgh Park and Mt Ridley	Facilitate meetings with Beacon and other partnership schools Engage in VCAL support for Years 10-12 Investigate the opportunity for the leadership team building on skills with a business partnership Liaise with other schools in partnership	LY AP Senior Staff Head of Curriculum VCAL Coordinator Leading Teachers Teaching Staff	Term 1 Ongoing	Student retention improved Workplace opportunities provided to some VCAL students Leadership team undergoing team building work Curriculum planning and delivery based on business partnership is achieved in some identified areas Parents engage in forums provided and advertised by Beacon partners
	Establish partnerships with local businesses	Continue to facilitate and nurture partnerships in the local and broader community such as Leading Real Estate, Sunbury Coaches, National Servicemans, Sunbury Rotary	Senior Staff Leading Teachers	All year	Sponsorships for school events-Production, Awards Ceremony
	Extend the partnerships with tertiary institutions	Continue the VU partnership with a reduction of PSTs VU PSTs aligned to Domain areas-one per Domain Employ Mel Uni Interns and establish a relationship with Melb Uni Continue the TFA partnership Facilitate student teachers from Monash, La Trobe and other universities Facilitate an Italian PST from COASIT Facilitate an Applied Learning student teacher from Deakin	Teaching and Learning AP VCAL/VET Coordinator Student Teacher Coordinator Head of Languages	Term 1-4 2016	Mentoring and Coaching Curriculum units and planning completed Staff support in Domains
	Establish structured working bees & volunteer work so as to engage the community Promote College family businesses	Seek input from community Advertise prospective events to work at the College Promote local family businesses to establish community links	Principal Publications/Promotions Officer	Term 2 2016 and ongoing	Increased number of community members at the College Onsite works schedule and priority list actioned Expenditure reduction in gardening costs

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		