

Annual Implementation Plan: for Improving Student Outcomes

School name: Sunbury Downs College

School number: 8723

Endorsement:

Principal ~ Maria Oddo (December 2016)

School Council President ~ (Stephanie Lillywhite) (December 2016)

Year: 2017

Based on strategic plan: 2016-2019

Senior Education Improvement Leader ~ Jonathan Lowe (December 2016)

Section 1: The school's Improvement Priorities and Initiatives

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

School Strategic Plan goals	Improvement Priorities	Improvement Initiatives	
STUDENT ACHIEVEMENT - Build Sunbury Downs College as a leading academic and innovative school where all students are challenged to achieve their full potential and acquire the skills in local and international contexts for success in the 21st Century	Excellence in teaching and learning	Building practice excellence	
		Curriculum planning and assessment	
STUDENT ENGAGEMENT AND WELLBEING -Promote student voice whilst providing a safe, caring, inclusive and supportive positive climate for learning and also high quality educational experiences beyond the classroom	Professional leadership	Building leadership teams	✓
		Positive climate for learning	Empowering students and building school pride
PRODUCTIVITY -Maintain astute financial management and effective use of resources to maximise offerings to the College community	Community engagement in learning	Setting expectations and promoting inclusion	✓
		Building communities	

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

The College ratified the School Strategic Plan mid-2016. The Annual Implementation Plan 2016 was therefore written before the SSP was completed. The Plan for 2016 contained many identifiable goals that were reflected in the Strategic Plan. This AIP holds the goals that were identified as critical to the work required to ensure high quality teaching and learning is provided to students in Years 7-12. The work related to setting expectations and promoting inclusion is targeted to the increase in breadth provision in the Later Years and also as a response to the trialled MYCAL program in 2016. The ongoing work of curriculum planning and assessment will continue. 2016 established a number of working parties in the areas of literacy, numeracy, curriculum review, ACE and also examination program. Each working party will continue into 2017 to provide in-depth input into the relevant provisions in each area.

The work on building practice excellence began in 2016. The employment of a third of teaching staff required a rigorous induction process and program. This was very successful and is the continuing work of the College during a period of growth. However, in 2017 and with the appointment of 3 new leading teachers to the leadership team and creation of a new LT role (Head of Data) the College will focus on building leadership teams. This will also be the work for establishing and supporting the new Mini School teams and staff to year level coordination and other PoRs.

In 2016 the College worked through the new values to establish a school in the new strategic plan. The input from all the stakeholders established 5 values:

- respectful relationships
- ambitious expectations
- resilient behaviours
- successful outcomes
- community engagement

In 2017 the new values will be a focus for the staff, students and parents.



Key improvement strategies (KIS)	
List the Key improvement strategies that enable the implementation of each Improvement Initiative. This could include existing strategies already being implemented as well as new ones identified through analysis of data, evaluation of impact of prior efforts, measurement of progress against targets and the diagnosis of issues requiring particular attention. KIS may be specific to one outcome area or applicable across several areas.	
Improvement initiative:	Key improvement strategies (KIS)
<p>Positive Climate for Learning</p> <p>Setting expectations and promoting inclusion</p>	<ul style="list-style-type: none"> • Create consistent practices in the delivery of curriculum to improve and maximise student outcomes • Embed implementation of a whole school consistent evidenced based explicit instructional model (HOIST) and encourage team teaching in Domains and across Domains • SDC ACE program to be reviewed and updated • Focus whole school Literacy and Numeracy • Develop teachers use of ICT in their pedagogy and assessment and reporting • Teachers in Domains to develop understandings of pedagogy that is targeted to provide student learning growth • Build staff capacity to understand, analyse and utilise data • Establish moderation practice across Domains • Improve student learning by supporting professional learning
<p>Professional Leadership</p> <p>Building Leadership Teams</p>	<p>The leadership of the school will be imperative to the success of the year and in ensuring positive student outcomes. Development of new leadership positions (2 new LT positions)-Head of Data & Feedback, Assessment and Reporting Leader. Decrease of 3 APs to 2 APs and also the realignment of assistant principal positions with LT positions</p> <ul style="list-style-type: none"> • Provide the leadership team with internal and external professional learning activities to build on leadership capacity • Support new LTs and Acting LTs into leadership roles • Identify the aspirant leaders and target appropriate professional learning opportunities Working Parties-Literacy, Numeracy and Examination to continue • Establish and provide the opportunity for working parties in Literacy, Numeracy, Examination, ACE and Assessment to action research and develop directions • Support staff in PoRs and teams in Middle Management • Establish and embed Mentoring of new and aspirant leaders



Framework for Improving Student Outcomes

Published: February 2017



Section 2: Improvement Initiatives

Each table below is designed to plan for and monitor each Improvement Initiative. Add or delete tables – one for each Improvement Initiative from Section 1 on the previous page. You can also add or delete rows so that there is alignment and line of sight between the key improvement strategies, actions, success criteria and monitoring. The goals come directly from your School Strategic Plan (SSP) – you will find it helpful to keep them in the same order.

Please note that, in the progress status section, ● ● ● respectively indicate: ● not commenced or severely behind schedule, ● slightly behind schedule but remediation strategies are in place to get back on schedule and ● on schedule and/or completed.

STRATEGIC PLAN GOALS		STUDENT ACHIEVEMENT- Build a leading academic and innovative school where all students are challenged to achieve their full potential and acquire the skills in local, national and international contexts for success in the 21st Century						
IMPROVEMENT INITIATIVE		Positive Climate for Learning Setting expectations and promoting inclusion						
STRATEGIC PLAN TARGETS		Learning walks observation data confirms use of instructional model Triad, peer and learning walks observation is evidenced in the PDP process Absence days reduced to be at or above 90% target in each year level Student retention rate for Years 10-12 –improves each year by 5 % Student Attitudes to School survey ~Student engagement and connectedness data-matches state mean						
12 MONTH TARGETS		At least one Learning Walk implemented in each semester (Domains or other) Triad, peer, team teaching and/or learning walks observation is evidenced in the PDP process Learning walks observation data confirms use of instructional model Student Absence days reduced to be at or above 90% target in each year level						
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
Create consistent practices in the delivery of curriculum to improve and maximise student outcomes	Embed the new curriculum structure in Years 7 & 8	MY AP Head of Curriculum Feedback, Assessment and Reporting Leader VCAL/VET Coordinator Heads of Domains All Teaching staff	All year	6 months: [New curriculum structure in Years 7 & 8 evidenced in timetable Vic Curriculum units used and development of staff understanding in PD held in Domain Meetings & externally Audit Year 9 curriculum begins. Establish Working Party- Year 9 curriculum review New VETs timetabled/taught. Student feedback and outcomes Examination program recommendations considered and changes communicated for introduction in 2017	● ● ●	[Drafting Note report here the quantifiable school and student outcomes and/or qualitative information about the change in practice]		
	Audit the curriculum at Year 9			12 months: New curriculum structure in Years 7 & 8 evidenced in timetable Vic Curriculum units used and development of staff understanding in PD held in Domain Meetings & externally Audit Year 9 curriculum completed and recommendations considered for 2018 timetable VETs implementation reviewed. VET provision for 2018 considered SDC Examination program established and documented				
	Review the units of curriculum developed to include the Vic Curriculum and continue to develop staff understanding							
	Embed extension of VET provision							
	Complete review and update of the examination program							



Embed implementation of a whole school consistent evidenced based explicit instructional model (HOIST) and encourage team teaching in Domains and across Domains	Staff in house PD Observations Learning Walks Triad observations Team teaching-where applicable Learning Intentions and Success Criteria to be used by teachers and displayed visually	APs Performance and Development Leader Feedback, Assessment and Reporting Leader Head of Data Heads of Domains Literacy Support Facilitator E Learning Coordinator All Teaching staff	All year	6 months: Staff in house PD according to College calendar Observations held for all graduates and new teachers. Interns to be observed by mentors Learning Walks-organised by each Domain. Triads-form part of PDP process. Literacy Support Facilitator to provide team teaching opportunities E Learning Coordinator to provide team teaching opportunities Team teaching-where applicable. Domains identify where this is applicable and create the necessary planning	● ● ●			
				12 months: All Staff to record PD on line with HOIST evidence All teachers to be have one recorded triad observation in Semester 1 All teachers to undertake recorded voluntary observation/team teaching or learning walk as part of their 2017 PDP Learning Intentions and Success Criteria evidenced in observations	● ● ●			
SDC ACE program to be reviewed and updated	Audit the ACE program 7-9 Develop whole school curriculum plan for ACE program Years 7-9 Review testing and entry requirements Implementation of Scholars Program Year 10	MY AP ACE Coordinator Head of Curriculum MY & LY Mini School Leaders Curriculum Executive PoR-Scholars Program Coordinator	End of Semester 1 2017	6 months: Audit of ACE program 7-9 undertaken Recommendations to form proposal Review testing and entry requirements with changes to be considered at Curriculum Executive Implementation of Scholars Program Year 10-feedback considered	● ● ●			
				12 months: Develop whole school curriculum plan for ACE program Years 7-9 Testing and entry requirement changes to be implemented for 2018 Year 10 Scholars Program embedded	● ● ●			
Focus whole school Literacy and Numeracy	Investigate the implementation of Literacy and Numeracy programs for 2018	MY AP Head of Curriculum Feedback, Assessment and Reporting Leader Curriculum Executive Literacy Support Facilitator Head of English Head of Maths	All year	6 months: PD/Schools visited by working party members Literacy Working Party recommendations to Curriculum Executive Numeracy Working Party recommendations to Curriculum Executive	● ● ●			
				12 months: Numeracy and Literacy recommendations considered and decisions for action in 2018 Changes made to timetable or Human Resources to incorporate recommendations	● ● ●			
Develop teachers use of ICT in their pedagogy and assessment/reporting	Develop an eLearning policy <i>Staff set eLearning goal in PDP</i> -Develop staff skill in embedding eLearning into all dimensions of instruction and assessment -Develop understanding and use of Learning Tasks (Compass)to have timely and frequent assessment Continue the introduction of New Pedagogies for Deep Learning (NPDL) initiative into each domain linking	MY & LY AP Head of Curriculum Feedback, Assessment and Reporting Leader Performance and Development Leader E Learning Coordinator Curriculum Executive ICT Coordinator Business Manager	Term 1 All year	6 months: eLearning Coordinator (ICT working party) to support staff in Domains to incorporate ICT use in classes Years 7-10 PDP plans incorporate ICT goal-linked to Compass &/or Instruction Use of ICT in HOIST implementation and lesson delivery observed in triads/learning walks PD for staff to develop Learning Tasks (Compass)use New Pedagogies for Deep Learning (NPDL) PD <i>1:1 program</i> -Review documentation-completed -monitor and investigate other models-completed and	● ● ●			



	with the College's instructional model <i>1:1 program</i> -Review documentation -monitor and investigate other models -expand in LY Year 11 2018 (voluntary model)			considerations for 2018				
				12 months: As above Document the expansion of the 1:1 program (voluntary model) in LY Year 11 in 2018	● ● ●			
Teachers in Domains to develop understandings of pedagogy that is targeted to provide student learning growth that is greater than one year's growth	Heads of Domains responsibilities include internal accountability and difficult conversations Domains to have professional dialogue and discussions about subject specific pedagogy Understanding of one year's growth developed in Domains	MY AP Feedback, Assessment and Reporting Leader Head of Curriculum Head of Data Heads of Domains	All year	6 months: Domain meeting's agenda internal accountability related to year level responsibilities HoDs monitor completion of tasks Domains to have professional dialogue and discussions about subject specific pedagogy- in meetings, planning groups, moderation tasks and mentoring	● ● ●			
				12 months: Domains form an understanding of growth expectations according to scope and sequence Minutes articulate expectations Pedagogical understandings become common language	● ● ●			
Build staff capacity to understand, analyse and utilise data	Establish professional learning strategies for data location, access, its use and understanding. Differentiation is evidenced in PDP with staff demonstrating use of data to inform pedagogy	LY AP Head of Data Performance and Development Leader Head of Curriculum Feedback, Assessment and Reporting Leader MY and LY Mini School Leaders Heads of Domains	All year	6 months: Staff use data to develop differentiation and modification Students are provided challenging tasks according to data understandings as evidenced in PDP process One to one meetings with staff to use data relevant to their classes Domains to agenda data use in their meetings Staff PD on how to use data to inform pedagogy	● ● ●			
				12 months: All Staff PDPs have evidence of data use and its influence on pedagogy	● ● ●			
Establish moderation practice across Domains	Heads of Domain to provide moderation for at least one common assessment task in each Year Level 7-10	MY AP Feedback, Assessment and Reporting Leader Head of Curriculum Heads of Domains	Semester 1 2017	6 months: Moderation for at least one common assessment task in each Year Level 7-10 is arranged for Term 2 or 3	● ● ●			
				12 months: Moderation for at least one common assessment task in each Year Level 7-10 completed	● ● ●			
Improve student learning by supporting professional learning	All staff use online Professional Development Plan that aligns with the College's AIP A triad classroom observation for PDP to be completed by end of Semester 1 All staff to partake in a Learning Walk and/or Domain Walk, team teaching or voluntary observation outside of Semester 1 triad observation evidenced in PDP (this can take place Semester 1 or 2)	LY AP Performance and Development Leader Feedback, Assessment and Reporting Leader Head of Curriculum Leading Teachers Heads of Domains Leading Teachers All teaching staff	End of Semester 1	6 months: All staff use online Professional Development Plan and complete goals in plan by end of Term 1. A triad classroom observation for PDP to be completed by end of Semester 1	● ● ●			
				12 months: All staff to partake in a Learning Walk and/or Domain Walk, team teaching or voluntary observation outside of Semester 1 triad observation evidenced in PDP (this can take place Semester 1 or 2)	● ● ●			



				6 months:	● ● ●		
				12 months:	● ● ●		

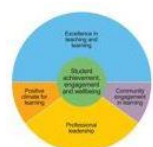


Section 2: Improvement Initiatives

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STRATEGIC PLAN GOALS		STUDENT ACHIEVEMENT- Build a leading academic and innovative school where all students are challenged to achieve their full potential and acquire the skills in local, national and international contexts for success in the 21st Century						
IMPROVEMENT INITIATIVE		Professional Leadership Building Leadership Teams						
STRATEGIC PLAN TARGETS		All teaching and ES staff are engaged in targeted professional development centred on SMART goals outlined in their PDPs Staff are provided opportunities to shadow and work with experienced and high performing peers						
12 MONTH TARGETS		All staff are engaged in targeted professional development centred on SMART goals outlined in their PDPs All staff use the on line portal to write their PDP plans and PDP process						
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
Provide the leadership team with internal and external professional learning activities to build on leadership capacity	Professional development to meet the needs of the leadership team and each individual Growth Coaching Workshop 2017 leadership team Investigate programs to support growth of leadership team (e.g. Balanced Leadership) Invite LTs to system leadership activities (e.g. Network and SDRP meetings)	Principal Assistant Principals Performance and Development Leader	All year	6 months: [● ● ●	[Drafting Note report here the quantifiable school and student outcomes and/or qualitative information about the change in practice]		
				12 months:	● ● ●			
Identify the aspirant leaders and target appropriate professional learning opportunities	Identify aspirant leaders and establish a register Offer BLiS (and other relevant) programs for aspiring and selected middle manage leaders Engage in Bastow courses as appropriate Consider Lead to Teach program for interested staff members Support additional learning (outside	Principal Assistant Principals Performance and Development Leader Leading Teachers PoR holders Staff	Term 1 and 2	6 months: Register completed BLiS program participation of 6 middle managers Professional Sharing of Bastow workshops/courses Professional dialogue in PDP reviews centred on new learnings	● ● ●			
				12 months: As above	● ● ●			



	of work hours) e.g. Masters							
Establish and provide the opportunity for working parties in Literacy, Numeracy, Examination, ACE and Assessment to action research and develop directions	CE to initiate and monitor each party Staff to be provided the opportunity to be involved Discussion papers to be completed and used for consultation Recommendation paper is provided to CE for consideration of changes and implications	Assistant Principals Head of Curriculum Curriculum Executive Working Party members Staff Students Parents	All year	6 months: Examination Party recommendations considered in Term 1 Action research evidenced in minutes of meetings CoP involvement –Literacy Staff PD held cater to Literacy strategies Numeracy Coordinator PoR established Assessment Practices at SDC documented and presented to staff ACE curriculum review completed	● ● ●			
				12 months: Examination program at SDC changes communicated and actioned Literacy whole school strategies identified for implementation in 2018 Literacy support provided in Years 7 to 8 ACE changes for 2018 documented and communicated Accreditation process completed Numeracy program 2018 established	● ● ●			
Support staff in PoRs and teams in Middle Management	Teachers in Classification CT 2-4 to CT 2-6 to hold a PoR Induct and support new Year Level Coordinators and Mini School Teams Mentor newly appointed PoR holders	Principal Assistant Principal Performance and Development Leader Leading Teachers Business Manager	All year	6 months: PoR and Leadership structure established Induction program implemented and feedback provided LTs and APs support newly appointed staff to PoRs	● ● ●			
				12 months: As above	● ● ●			
Establish and embed Mentoring of new and aspirant leaders	All new staff to be given a mentor for the year Staff identified as aspiring leaders to be offered mentoring opportunities Staff to be provided opportunities to network and visit schools to support their learning	Principal Assistant Principal Performance and Development Leader	Term 1	6 months: Mentor document published Mentors provided with resources related to their role Aspiring Leaders identified as mentors School visits and cross school mentoring practices established	● ● ●			
				12 months: As above	● ● ●			
Create a robust professional learning culture	Write and implement a Professional Learning Policy Have mid cycle meetings to support PDP process Assign reviewers appropriate to the organisational structure Redesign PLT groupings to provide adequate support to staff Support ES staff to identify professional learning opportunities and networking Establish a culture of professional	Principal Assistant Principal Performance and Development Leader Leading Teachers Business Manager All Staff	All year	6 months: Professional Learning Policy endorsed Mid Cycle process held PLT groups lead through the process of online PDP ES staff provided with appropriate learning outside of school School visits held (if required) Presentations held at staff meeting PDP on line actioned	● ● ●			
				12 months: As above	● ● ●			



	learning sharing							
	Introduce the Edupay PDP online portal							
				6 months:	● ● ●			
				12 months:	● ● ●			
				6 months:	● ● ●			
				12 months:	● ● ●			
				6 months:	● ● ●			
				12 months:	● ● ●			



Section 3: Other Improvement Model Dimensions

STRATEGIC PLAN GOALS		STUDENT ENGAGEMENT AND WELLBEING-Promote student voice whilst providing a safe, caring, inclusive and supportive positive climate for learning and also high quality educational experiences beyond the classroom							
IMPROVEMENT INITIATIVE		Positive Climate for Learning-Setting expectations and promoting inclusion							
STRATEGIC PLAN TARGETS		[Drafting Note these are the targets in your SSP related to this Improvement Initiative. Sometimes a target in the SSP can be related to more than one Improvement Initiative. They are recorded here exactly as they are in the SSP]							
12 MONTH TARGETS		[Drafting Note the measures of progress may be a breakdown of the 4 year targets, however, where this is not possible due to frequency and availability of data (e.g. NAPLAN), consider other school-generated data that will indicate progress (e.g. OnDemand data)]							
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING				
					Progress Status	Evidence of impact	Budget		
							Estimate	YTD	
To create a collaborative, supportive and stimulating learning community that promotes student engagement	Promote and implement new College values Investigate whole school wide positive behaviour program	MY & LY AP LY AP Mini School Leaders Performance and Development Leader YLCs	Semester 1 2017	6 months: New College values displayed in classrooms and on all communication from College Induct Mini School Teams Facilitate PD for Mini School teams and staff on Student Engagement and Wellbeing Policy	● ● ●	[Drafting Note report here the quantifiable school and student outcomes and/or qualitative information about the change in practice]			
	Implement and review updated Student Engagement and Wellbeing Policy			12 months: Investigate whole school wide positive behaviour program for 2018 onwards College values visually evident Engagement and Wellbeing procedures are consistently implemented in MY and LY	● ● ●				
	Undertake professional learning with Andrew Fuller Provide staff with specialised professional development on student management, and support measures for students requiring modification and extension Investigate and consider a resilience program	LY & MY AP Mini school leaders Performance and Development Leader YLCs Manager Student Services Student Wellbeing Coordinator Student Services Team Teaching Staff	All year	6 months: Andrew Fuller PD Term 1-all staff PD Student Management-module (s) Resilience program considerations	● ● ●				
				12 months: Student Management professional learning work in progress	● ● ●				
	Increase/Consider opportunities for student led activities whole school	MY & LY AP Student Leadership Coordinators Mini School Leaders	End of Term 4 2017	6 months: Student led activities held -House program including athletics and swimming. -Fundraising -Assemblies	● ● ●				



		Mini School Teams		-Captaincy				
				12 months: As above	● ● ●			
Develop a supportive approach to student management and wellbeing	Investigate the implementation of a peer support program across the Mini-Schools or with a feeder school Investigate a peer mediation program Investigate the introduction of a grief counselling (seasons) program	LY & MY AP Mini school leaders YLCs Student Wellbeing Coordinator Manager Student Services	End of Semester 1 2017	6 months: Investigate the implementation of a peer support program across the Mini-Schools or with a feeder school Investigate a peer mediation program Introduction of Seasons program	● ● ●			
				12 months: Recommendations to be considered related to a peer support and mediation program Introduction of Seasons program	● ● ●			
	Investigate the need and implementation of Conflict resolution workshops for students in Years 8 & 9 Implement the Anti-Bullying Policy Investigate 'Name a Bully' strategies	LY & MY AP Student Wellbeing Coordinator Manager of Student Services	End of Semester 2 2017	6 months: PD staff on the Anti-Bullying Policy Investigation of 'Name a Bully' strategies completed	● ● ●			
				12 months: Investigation related to a Conflict resolution workshops completed Consider conflict resolution workshops introduction for 2018	● ● ●			



Section 3: Other Improvement Model Dimensions

STRATEGIC PLAN GOALS		PRODUCTIVITY-Maintain astute financial management and effective use of resources to maximise offerings to the College community						
OTHER IMPROVEMENT MODEL DIMENSIONS		Positive Climate for Learning-Setting expectations and promoting inclusion						
STRATEGIC PLAN TARGETS		[Drafting Note these are the targets in your SSP related to this Dimension. Sometimes a target in the SSP can be related to more than one Dimension/Initiative. They are recorded here exactly as they are in the SSP]						
12 MONTH TARGETS		[Drafting Notes the measures of progress may be a breakdown of the 4 year targets, however, where this is not possible due to availability of data (e.g. NAPLAN), schools may use alternative data sets (e.g. OnDemand data)]						
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
Effectively use resources so as to target key priorities	Establish new Leadership Structure, including Positions of Responsibilities (PoRs) with re-written position descriptions Organisational charts -Leadership -Teacher class -ES -ICT function	Senior Staff LTs PoRs holders Business Manager LY AP	Term 1 2017	6 months: Publish documents – -Leadership Structure -ES -ICT function	● ● ●	[Drafting Notes report here the quantifiable school and student outcomes and/or qualitative information about the change in practice]		
				12 months: Organisational charts-completed and updated for 2018	● ● ●			
	Establish Purchasing Officer role	Principal Business Manager		6 months: Establish purchasing within Operations Coordinator role Expenses on high use items is centralised/monitored Frequent buying is targeted Recommended Suppliers list established Stock of items stored Decrease in wastage	● ● ●			
				12 months: As above	● ● ●			
	Removal of Timetabling and Daily Organisation from Teacher Classification ES position Operations Coordinator	Principal Business Manager MY AP	Term 1 2017 Ongoing	6 months: Appointed Operations Coordinator-training and PD completed Timetabling and Daily Organisation completed in the Operations Role	● ● ●			
				12 months: As above	● ● ●			
	Maintenance Funding- Further upgrades - CAR project priorities Upgrade to Art Courtyard classrooms Hume proposal-joint submission with Sunbury Heights PS & SDC-Shared Facilities Fund	Principal Business Manager	Ongoing	6 months: Hume proposal-joint submission with Sunbury Heights PS & SDC- Shared Facilities Fund-TBD Upgrade to Art Courtyard classrooms-completed CAR project priorities determined –tender completed	● ● ●			
				12 months: As above	● ● ●			
	Restructure ICT function Appoint ICT Coordinator Investigate a Tech placement and Apprenticeship in ICT function	Principal Business Manager LY AP E Learning Coordinator	Term 1 2017 Ongoing	6 months: Restructure ICT function Appoint ICT Coordinator Arrange a Tech placement Appoint an Apprentice in ICT function	● ● ●			



	1:1 program expansion in LY Reduction of photocopying accounts	ICT technician team		12 months: 1:1 program expansion in LY TBD Reduction of photocopying monitored by Heads of Domain Increased use of ICT in classrooms	● ● ●			
Create well established partnerships to best maximise educational provision for students, staff and parents	Continue the Beacon Foundation partnership with Roxburgh Park and Mt Ridley Increase membership/composition of Steering Committee Facilitate Business Leaders in the classroom	Principal Susan Yengi-Beacon Teaching staff LY AP Head of Curriculum Domain Leaders	Semester 1 2017 All year	6 months: Steering Committee meetings held-Involvement in SDC determined/actioned Breakfast for Beacon held SBA meeting-held on SDC site Business Leaders in the classroom to be considered and tabled at Curriculum Executive	● ● ●			
				12 months: Steering Committee meetings held Business Leaders involved in SDC Business Leaders in the classroom in one or two Domains	● ● ●			
School Map -changes to cater to curriculum and student needs	Middle Years and Later Years (flip) Year 7 Mainstream Classes –portables Year 12 Flexible Learning Centre Change of Year 12 Study Centre-location	Principal Business Manager APs-MY & LY		6 months: Middle Years and Later Years (flip)-completed Year 7 Mainstream Classes –portables-timetabled for homegroup and most classes Year 12 Flexible Learning Centre-homegroups and most classes Change of Year 12 Study Centre-location to FLC	● ● ●			
				12 months: As above	● ● ●			





Section 4: Annual Self-Evaluation

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

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

