

Annual Implementation Plan: for Improving Student Outcomes

School name: East Doncaster Secondary College

Year: 2017

School number: 01 -7773

Based on strategic plan: 2016-2019

Endorsement:

Principal John Roberts 22/03/2017

Senior Education Improvement Leader Mark Flack 22/03/2017

School council Stefan Kazakis 22/03/2017

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	
<p>Achievement To maximise individual student learning growth across all curriculum areas and year levels, with a whole school focus on literacy. To improve VCE outcomes.</p> <p>Engagement To create a culture of curiosity through providing a stimulating learning environment where there are increased opportunities for higher levels of student cognitive engagement, challenge, independence, self-directed inquiry and deep learning</p> <p>Wellbeing To continue to foster a safe and supportive environment and culture, one that promotes positive relationships, values diversity and is inclusive, and supports the development of students' optimism, social and emotional skills, so that they are well placed for success now and beyond school.</p> <p>Productivity To effectively allocate and use resources (human, physical and financial) to attain the goals in Achievement, Engagement and Wellbeing set out in the SSP 2016-2019</p>	Excellence in teaching and learning	Building practice excellence	✓
		Curriculum planning and assessment	✓
	Professional leadership	Building leadership teams	
	Positive climate for learning	Empowering students and building school pride	
		Setting expectations and promoting inclusion	
	Community engagement in learning	Building communities	

Improvement Initiatives rationale:

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

Following our AIP of 2016 and the outcomes of constructing our School Strategic Plan, indicators were that a number of foci could be identified for further improvement of student outcomes at East Doncaster Secondary College. Improving our ability to increase Literacy standards in all classrooms is seen as essential in preparing our students to be more capable learners – this is becoming increasingly so as our student demographic continues to change. Looking to gain further improvement in teacher collaboration, understanding and implementation of an instructional model, together with ensuring our students are engaged in deeper learning is most important. Collectively, our teachers need to ensure that the approaches taken in teaching and learning performance provide opportunities for students to grow; and for students to improve with the support of more effective feedback practices.

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>Building practice excellence</p>	<ul style="list-style-type: none"> • Continue to improve literacy outcomes for all students at all levels of ability, including Non-English Speaking Background (NESB) and English as an Additional Language (EAL) students • Build the capacity of teachers to increase student engagement and active participation in learning by adopting strategies to embed critical thinking and deeper learning into pedagogies and curriculum • Build a community of reflective learners focused on continuous school improvement by developing a College-wide Professional Learning Community approach to achieve strategic goals
<p>Curriculum planning and assessment</p>	<ul style="list-style-type: none"> • Further develop the instructional practice of every teacher to ensure a consistent approach to teaching and learning (based on the College's instructional model) is implemented across the whole College. • To further develop whole school, consistent approaches to assessment, moderation, tracking and analysis of data to ensure curriculum is differentiated and to measure the impact of teaching on student learning • Create opportunities for students to increase their cognitive engagement, self-efficacy and be actively involved in their learning, by developing practices that require metacognition and self-regulation



Framework for Improving Student Outcomes

Published: February 2016



Section 2: Improvement Initiatives

Each table below is designed to plan for and monitor each Improvement Initiative. Add or delete tables – one for each Improvement Initiative from Section 1 on the previous page. You can also add or delete rows so that there is alignment and line of sight between the key improvement strategies, actions, success criteria and monitoring. The goals come directly from your School Strategic Plan (SSP) – you will find it helpful to keep them in the same order. Please note that, in the progress status section, ● ● ● respectively indicate: ● not commenced or severely behind schedule, ● slightly behind schedule but remediation strategies are in place to get back on schedule and ● on schedule and/or completed.

STRATEGIC PLAN GOALS	<p>Achievement To maximise individual student learning growth across all curriculum areas and year levels, with a whole school focus on literacy. To improve VCE outcomes.</p> <p>Engagement To create a culture of curiosity through providing a stimulating learning environment where there are increased opportunities for higher levels of student cognitive engagement, challenge, independence, self-directed inquiry and deep learning</p>																																																																				
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Staff Surveys – School Climate - Professional Learning	2015 - School	State	2016- School	State	2017- School	State
Teacher Collaboration	59.25	62.61	68.97	62.74	70.00	62.74
Renewal of Knowledge & Skill	NA	73.91	77.61	72.59	78.00	73.00
Collective Participation	NA	71.45	75.56	69.93	76.00	71.00
Applicability of Prof. learning	NA	72.03	74.35	70.83	76.00	71.00

KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
Continue to improve literacy outcomes for all students at all levels of ability, including Non-English Speaking Background (NESB) and English as an Additional Language (EAL) students	<ul style="list-style-type: none"> Continue to work with FISO group on exploring best approaches to improving literacy across the curriculum Devise a whole college approach to teaching literacy across the curriculum. Devise and action a professional learning plan to build all teachers' capacity to understand their roles as teachers of literacy. Devise and implement literacy intervention strategies into the classrooms via trial and pilot program 	ROB, BOY, KAU, POH, WIM CLT, Domain Leaders, Teachers PDP Leaders, Teachers CLT, Domain Leaders, Teachers	T1-4	6 months: <ul style="list-style-type: none"> Regular meetings that focus on sharing of strategies, outcomes and planning of next stages Further professional development training for Literacy for Learning coaches(Literacy for Learning) A draft of a literacy framework for teaching literacy across the curriculum, based on the professional learning, has been developed A professional learning action plan for whole school Literacy for Learning training has been developed. Literacy for Learning teacher training has commenced for the first two groups of identified teachers. 	● ● ●	[Drafting Note report here the quantifiable school and student outcomes and/or qualitative information about the change in practice]		
				12 months: <ul style="list-style-type: none"> Regular meeting with FISO group have continued and there has been a review and reflection of strategies, outcomes and future actions. Further professional development training for Literacy for Learning coaches(Literacy for Learning) A literacy framework for teaching literacy across the curriculum, based on the professional learning, has been developed and workshopped with teachers There is evidence (via curriculum documentation, learning walks and peer observation) of literacy for learning strategies being implemented in the classroom 	● ● ●			



Build the capacity of teachers to increase student engagement and active participation in learning by adopting strategies to embed critical thinking and deeper learning into pedagogies and curriculum	<ul style="list-style-type: none"> Build a shared understanding of Deeper Learning amongst the leadership team via an Action Research Model 	BOY, COP, MAS, CLT	Term 1	6 months: <ul style="list-style-type: none"> Leadership has a shared understanding of Deeper Learning via Literature review and revision of latest research findings on this subject matter Documented Deeper Learning framework constructed 	● ● ●			
	<ul style="list-style-type: none"> Research and develop a college wide framework for embedding Deeper Learning strategies 	COP, MAS, CLT	Terms 1 & 2	12 months: <ul style="list-style-type: none"> PLC meeting regularly and engaging in action research concerning Deeper Learning Deeper Learning strategies are being implemented in ALPHA and other targeted classes 	● ● ●			
	<ul style="list-style-type: none"> Create and facilitate a PLC to build the capacity of ALPHA and CLT teachers in Deeper Learning strategies 	COP, MAS, teachers	Term 3					
	<ul style="list-style-type: none"> Pilot Deeper Learning framework with CLT teachers and targeted ALPHA classes 	BOY, ALPHA teachers, CLT	Term 3					
<ul style="list-style-type: none"> Devise and implement Deeper Learning strategies into selected ALPHA classes via trial and pilot program 	ALPHA teachers, CRT							
Build a community of reflective learners focused on continuous school improvement by developing a College-wide Professional Learning Community approach to achieve strategic goals	<ul style="list-style-type: none"> Develop a common understanding across all staff of what a PLC is 	CLT	Term 1-4	6 months: <ul style="list-style-type: none"> Protocols for PLCs are documented Teachers have undertaken professional learning on what an effective PLC looks like. Team of teachers is formed with documented Program Logic including learning goals and success criteria in place. 	● ● ●			
	<ul style="list-style-type: none"> Develop agreed model and protocols for the practice of a Professional Learning Community at EDSC 	CLT		12 months: <ul style="list-style-type: none"> A number of PLC's are able to document reflection on process including planning for future actions Teachers able to display/model attributes of the PLC Teachers sharing high quality practice with other PLC members. 	● ● ●			
				6 months: <ul style="list-style-type: none"> 	● ● ●			
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Section 2: Improvement Initiatives

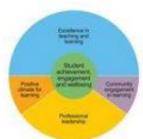
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12 MONTH TARGETS	<ul style="list-style-type: none"> Multiple sources of data to indicate that at least 80% of teachers are consistently and visibly using the Instructional Model. Staff PDP plans incorporate specific documentation and planning relating to the College Instructional Model All teachers provide ongoing online feedback, including what the student has achieved and how they could improve, on all common learning domain learning tasks Student Attitudes to School Survey – Continue to improve in Teacher Effectiveness to equal or exceed State Secondary School Mean; <table border="1" data-bbox="676 1100 2000 1205"> <thead> <tr> <th>Attitudes to School Surveys Yrs 7-12</th> <th>2015 - School</th> <th>State</th> <th>2016- School</th> <th>State</th> <th>2017- School</th> <th>State</th> </tr> </thead> <tbody> <tr> <td>Teacher Effectiveness</td> <td>3.55</td> <td>3.64</td> <td>3.59</td> <td>3.63</td> <td>3.64</td> <td>3.64</td> </tr> </tbody> </table> <ul style="list-style-type: none"> Staff opinion Survey - continue to improve Professional Learning results for Renewal of Knowledge and Skills, Collective Participation and Applicability of Professional Learning so that they trend up and are sustained above secondary school mean levels. <table border="1" data-bbox="676 1310 2000 1482"> <thead> <tr> <th>Staff Surveys – Professional Learning</th> <th>2015 - School</th> <th>State</th> <th>2016- School</th> <th>State</th> <th>2017- School</th> <th>State</th> </tr> </thead> <tbody> <tr> <td>Renewal of Knowledge & Skill</td> <td>NA</td> <td>73.91</td> <td>77.61</td> <td>72.59</td> <td>78.00</td> <td>73.00</td> </tr> <tr> <td>Collective Participation</td> <td>NA</td> <td>71.45</td> <td>75.56</td> <td>69.93</td> <td>76.00</td> <td>71.00</td> </tr> <tr> <td>Applicability of Prof. Learning</td> <td>NA</td> <td>72.03</td> <td>74.35</td> <td>70.83</td> <td>75.00</td> <td>72.00</td> </tr> </tbody> </table> <ul style="list-style-type: none"> Student Attitudes To School Survey – Improve in student Learning Confidence to equal or exceed state mean <table border="1" data-bbox="676 1549 2000 1654"> <thead> <tr> <th>Attitudes to School Surveys Yrs 7-12</th> <th>2015 - School</th> <th>State</th> <th>2016- School</th> <th>State</th> <th>2017- School</th> <th>State</th> </tr> </thead> <tbody> <tr> <td>Student Learning Confidence</td> <td>3.71</td> <td>3.71</td> <td>3.67</td> <td>3.70</td> <td>3.71</td> <td>3.71</td> </tr> </tbody> </table>	Attitudes to School Surveys Yrs 7-12	2015 - School	State	2016- School	State	2017- School	State	Teacher Effectiveness	3.55	3.64	3.59	3.63	3.64	3.64	Staff Surveys – Professional Learning	2015 - School	State	2016- School	State	2017- School	State	Renewal of Knowledge & Skill	NA	73.91	77.61	72.59	78.00	73.00	Collective Participation	NA	71.45	75.56	69.93	76.00	71.00	Applicability of Prof. Learning	NA	72.03	74.35	70.83	75.00	72.00	Attitudes to School Surveys Yrs 7-12	2015 - School	State	2016- School	State	2017- School	State	Student Learning Confidence	3.71	3.71	3.67	3.70	3.71	3.71
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Further develop the instructional practice of every teacher to ensure a consistent approach to teaching and learning (based on the College's instructional model) is implemented across the whole College.	<ul style="list-style-type: none"> Review the efficacy of our College wide Instructional Model Further develop teacher knowledge and understanding of the purpose and value of an instructional model through targeted professional learning. Continue to monitor the implementation of the EDSC Instructional Model Establish close links between the EDSC Instructional Model and the PDP process. 	ROB, BOY, KAU, CLT and teachers PDP leaders, Domain Leaders, teachers PDP leaders, teachers		6 months: <ul style="list-style-type: none"> Audit conducted (via learning walks, surveys and curriculum documentation) to determine teacher application of the Instructional Model Targeted PD has been delivered to further develop teacher capacity and confidence in the use of the Instructional Model Domain Leaders continue to drive the implementation of the Instructional Model through individual intervention and support as required. PDP goals for all teachers align with the use of the Instructional Model 	● ● ●	[Drafting Note report here the quantifiable school and student outcomes and/or qualitative information about the change in practice]		
				12 months: <ul style="list-style-type: none"> There is evidence via multiple sources (Compass, learning walks, documented curriculum) that the application of the Instructional Model has been embedded in teacher practice. PDP Team leaders have evidence of teachers in their team developing lesson plans in accordance with the College model. 	● ● ●			
To further develop whole school, consistent approaches to assessment, moderation, tracking and analysis of data to ensure curriculum is differentiated and to measure the impact of teaching on student learning	<ul style="list-style-type: none"> Continue targeted professional learning to build the capacity of teams of teachers to collaboratively interpret and use data to inform more differentiated, stimulating and purposeful teaching. Teacher teams use agreed protocols to cross mark, moderate and make consistent judgements about student achievement Teacher teams follow documented protocols in using data to inform teacher judgements and track student performance. Documented curriculum is mapped against Victorian Curriculum standards and progression points. <p>Teachers develop learning plans to cater for individual learning needs including students operating above and below expected levels.</p>	MAS, COP, Domain Leaders, Teachers Teachers Teachers, Domain Leaders Domain Teams Teachers, POH, MAS		6 months: <ul style="list-style-type: none"> Professional learning has been delivered. VCE teacher teams have addressed the VCE checklist criteria for moderation and assessment Protocols (as per VCE checklist with a focus for moderation and assessment) reviewed and refined for teacher teams for Years 7 to 10. ILP learning plans are completed for all funded students. Domains conduct an audit of their curriculum documentation against the Victorian Curriculum. Data Protocol reviewed and refined <ul style="list-style-type: none"> 	● ● ●			
				12 months: <ul style="list-style-type: none"> Teacher teams follow documented protocols in using data to inform teacher judgements and track student performance. Increased consistency between teacher judgements and other learning data. Teacher teams are using agreed protocols for consistent moderation and assessment. Curriculum documentation and assessment tasks incorporate differentiation and is mapped against the Victorian Curriculum. 	● ● ●			



<p>Create opportunities for students to increase their cognitive engagement, self-efficacy and be actively involved in their learning, by developing practices that require metacognition and self-regulation</p>	<p>Consistently involve students across all year levels in regularly establishing meaningful learning goals, reflective practices, peer and self-assessment during each semester of the school year.</p> <ul style="list-style-type: none"> Implement Professional Learning on the theoretical basis of cognitive engagement and self-directed inquiry and its use in teacher practice. Develop student understandings of cognitive engagement in relation to metacognition and self-regulation to promote deeper learning of subject concepts and content. <p>A sequential program of events that increase the connectedness, resilience, mindfulness and self-efficacy of students metacognitive strategies and self-regulatory behaviours will be implemented</p>	CLT, teachers		6 months:	● ● ●			
		CLT, Teachers		<ul style="list-style-type: none"> Meaningful Student Learning Goals are established and reviewed with teacher involvement during each semester. Planned events relating to connectedness, resilience, mindfulness and self-efficacy have been embedded into the college planner. Sub-school teams and Learning Domains have documented how programs have been delivered. 				
		CLT, Domain Leaders, Teachers		12 months:	● ● ●			
		CLT and Sub-schools		<ul style="list-style-type: none"> Learning goals are established and reviewed with staff involvement during each semester. Targeted professional development sessions have been delivered developing understanding of cognitive engagement and self-directed inquiry. Staff have outlined on their PDP plans how cognitive engagement and self-directed inquiry are implemented into curriculum. Student workshops designed to increase understanding of metacognition, self-regulation and deep learning have been delivered. Students and staff reflect on the effectiveness of the various sub-school and Domain related events and activities designed to increase connectedness, resilience, mindfulness and self-efficacy. 				



Section 3: Other Improvement Model Dimensions

STRATEGIC PLAN GOALS	<p>Achievement To maximise individual student learning growth across all curriculum areas and year levels, with a whole school focus on literacy. To improve VCE outcomes.</p> <p>Engagement To create a culture of curiosity through providing a stimulating learning environment where there are increased opportunities for higher levels of student cognitive engagement, challenge, independence, self-directed inquiry and deep learning</p> <p>Wellbeing To continue to foster a safe and supportive environment and culture, one that promotes positive relationships, values diversity and is inclusive, and supports the development of students' optimism, social and emotional skills, so that they are well placed for success now and beyond school.</p> <p>Productivity To effectively allocate and use resources (human, physical and financial) to attain the goals in Achievement, Engagement and Wellbeing set out in the SSP 2016-2019</p>																																																															
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STRATEGIC PLAN TARGETS	<ul style="list-style-type: none"> • Student Attitudes to School Survey – Continue to improve in Teacher Effectiveness to equal or exceed 75th percentile for State Secondary Schools; • Staff opinion Survey (a) continue to improve School Climate results for Teacher Collaboration and (b) continue to improve Professional Learning results for Renewal of Knowledge and Skills, Active • Student Attitudes To School Survey – Continue to improve in Stimulating Learning, School Connectedness, Teacher Effectiveness, Teacher Empathy to equal or exceed State Secondary School 50th percentile; Participation and Applicability of Professional Learning so that they trend up and are sustained above secondary school mean levels • Parent Opinion Survey – Teacher Morale, Stimulating Learning and Reporting to equal or exceed 25th percentile of State Secondary Schools; • All staff participating in ongoing targeted professional learning relating to Professional Development Plan Goals and targets • All teachers are using COMPASS effectively in communication on learning and assessment • Continued increase in student engagement in cross cultural activities • Wider engagement of School leaders in Resource Management and Planning 																																																															
12 MONTH TARGETS	<ul style="list-style-type: none"> • Student Attitudes To School Survey – Continue to improve in Stimulating Learning, School Connectedness, Teacher Effectiveness, Teacher Empathy to equal or exceed State mean <table border="1" data-bbox="638 1075 2000 1283"> <thead> <tr> <th>Attitudes to School Surveys Yrs 7-12</th> <th>2015 - School</th> <th>State</th> <th>2016- School</th> <th>State</th> <th>2017- School</th> <th>State</th> </tr> </thead> <tbody> <tr> <td>Teacher Effectiveness</td> <td>3.55</td> <td>3.64</td> <td>3.59</td> <td>3.63</td> <td>3.64</td> <td>3.64</td> </tr> <tr> <td>School Connectedness</td> <td>3.57</td> <td>3.62</td> <td>3.61</td> <td>3.59</td> <td>3.62</td> <td>3.60</td> </tr> <tr> <td>Stimulating Learning</td> <td>3.11</td> <td>3.16</td> <td>3.14</td> <td>3.14</td> <td>3.15</td> <td>3.15</td> </tr> <tr> <td>Teacher Empathy</td> <td>3.58</td> <td>3.63</td> <td>3.61</td> <td>3.63</td> <td>3.63</td> <td>3.63</td> </tr> </tbody> </table> <ul style="list-style-type: none"> • Parent Opinion Survey – all factors within 'School Climate' to equal or exceed 30th percentile of State Secondary Schools • Student retention – Percentage of Year 7 students who remain at the College through to Year 12 continue to exceed 70% • Student Attitudes To School Survey at Years 7 to 12 to continue to improve in Student Distress, Student Morale and Connectedness to Peers to equal or exceed state mean <table border="1" data-bbox="638 1423 2015 1596"> <thead> <tr> <th>Attitudes to School Surveys Yrs 10-12</th> <th>2015 – School</th> <th>State</th> <th>2016- School</th> <th>State</th> <th>2017- School</th> <th>State</th> </tr> </thead> <tbody> <tr> <td>Student Distress</td> <td>5.05</td> <td>5.12</td> <td>4.98</td> <td>5.06</td> <td>5.09</td> <td>5.09</td> </tr> <tr> <td>Student Morale</td> <td>4.69</td> <td>4.72</td> <td>4.64</td> <td>4.67</td> <td>4.69</td> <td>4.69</td> </tr> <tr> <td>Connectedness to Peers</td> <td>3.95</td> <td>3.98</td> <td>3.94</td> <td>3.97</td> <td>3.98</td> <td>3.98</td> </tr> </tbody> </table> <ul style="list-style-type: none"> • College Professional Learning Plan to include Positive Futures workshops • Baseline Data established for student engagement in cross cultural activities • Professional Learning for School Leaders in Resource Management and Planning • Publish a recommended and viable Timetable structure that services the College goals 	Attitudes to School Surveys Yrs 7-12	2015 - School	State	2016- School	State	2017- School	State	Teacher Effectiveness	3.55	3.64	3.59	3.63	3.64	3.64	School Connectedness	3.57	3.62	3.61	3.59	3.62	3.60	Stimulating Learning	3.11	3.16	3.14	3.14	3.15	3.15	Teacher Empathy	3.58	3.63	3.61	3.63	3.63	3.63	Attitudes to School Surveys Yrs 10-12	2015 – School	State	2016- School	State	2017- School	State	Student Distress	5.05	5.12	4.98	5.06	5.09	5.09	Student Morale	4.69	4.72	4.64	4.67	4.69	4.69	Connectedness to Peers	3.95	3.98	3.94	3.97	3.98	3.98
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KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING					
					Progress Status	Evidence of impact	Budget			
							Estimate	YTD		
Support every student to build their social and emotional wellbeing through Positive Futures programs	<ul style="list-style-type: none"> Consult regularly with students through regular classroom meetings and focus groups and following the publication of the ATS Survey data. Ensure on-going evaluation and review of wellbeing programs and services to guarantee relevance and support the best wellbeing outcomes for students as they transition through the College. Undertake workshops with teachers to develop their understanding of recognising student voice in the classroom. Ensure all students have access to explicit curriculum that builds an understanding of “Positive Futures” principles to further develop all students’ social and emotional skills and sense of optimism. Ensure on-going evaluation and review of wellbeing programs and services to guarantee relevance and support the best wellbeing outcomes for students as they transition through the College. Community-building events will take place each term. Provide Professional Learning on the identified Positive Futures foci. 			6 months:	● ● ●	[Drafting Notes report here the quantifiable school and student outcomes and/or qualitative information about the change in practice]				
				12 months:	● ● ●				<ul style="list-style-type: none"> Focus group data is used to guide the College “Positive Futures” approach. There is a shared understanding of student voice across the college community. Staff develop curriculum that builds an understanding of “Positive Futures” principles to further develop all students’ social and emotional skills and sense of optimism. Data is collected that reflects the effectiveness of the various Positive Futures and wellbeing programs at the college. 	
Investigate and implement the optimal allocation, monitoring and review of resources to provide the best learning, engagement and wellbeing opportunities for students and the school community	<ul style="list-style-type: none"> Investigate other models for daily timetable to allow for greater flexibility and the meeting of College priority areas. Model desirable options using current staffing profile and curriculum needs to determine best model Identify necessary Curriculum modifications and staffing implications to allow implementation of new model Continue to communicate with staff processes for planning events and utilising facilities 	HOF	Term 1	6 months:	● ● ●					
		HOF	Term 1-2	<ul style="list-style-type: none"> Decision regarding timetable structure for 2017 onwards is decided based on models that have been investigated. Curriculum and staffing implications have been identified and tabled for consultation process Staff are aware of and follow correct processes for event planning and use of College facilities 	● ● ●					
		HOF, CLT, Operations	Term 1-2	12 months:	● ● ●				<ul style="list-style-type: none"> Decision regarding timetable structure for 2017 onwards is decided based on models that have been investigated. -Curriculum and staffing implications have been identified and tabled for consultation process 	● ● ●
		CAM								



				<ul style="list-style-type: none"> Staff are aware of and consistently follow correct processes for event planning and use of College facilities 			
<p>To continue to develop a school community that embraces different world views and belief systems.</p>	<ul style="list-style-type: none"> Further develop partnerships and links with other education providers (locally and globally), industry and community agencies. Promote opportunities for global learning for our students and parents through Internationalisation programs. Increase parent understanding of College processes and strategic direction Conduct a curriculum audit and incorporate material which addresses social, ethical and intercultural capabilities as identified by the Vic Curriculum. To review and refine the curriculum of the English Language Centre. 	KAU, WAN, DEA, VEE CLT & Teachers JAS, KAU ELC teachers	Term 1 & 2	6 months: <ul style="list-style-type: none"> Parents and students support and engage with Internationalisation programs. Organise international visits between sister schools. Student Leaders are active promoters of cultural diversity activities. Review and publish Parent Handbook VYLCP 2016 students mentor ELC students and promote language learning with Year 9 Cohort. 	● ● ●		
			Term 1 & 2 Term 1 to 4	<ul style="list-style-type: none"> Audit of curriculum material has been complete with reference to social, ethical and inter-cultural capabilities. Surveys of ELC students conducted to monitor transition into mainstream. Learning growth and assessment data is monitored for ELC students. 			
				12 months: <ul style="list-style-type: none"> Student Leaders have organised and presented a range of cultural diversity activities. Cultural Diversity established as an ongoing cause for celebration Increased connection between local and international students as identified in student surveys. Curriculum documentation addresses social, ethical and intercultural capabilities as outlined in the Vic Curriculum. Learning growth and assessment data is monitored for ELC students after transition into mainstream. Conduct International tours- NASA, China , VYLCP and World Challenge. 	● ● ●		
				6 months:	● ● ●		
				12 months:	● ● ●		
				6 months:	● ● ●		
				12 months:	● ● ●		



Section 4: Annual Self-Evaluation

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

Priority	Improvement model dimensions – note state-wide Improvement Initiatives are bolded	Is this an identified initiative or dimension in the AIP?	Continuum status	Evidence and analysis
Excellence in teaching and learning	Building practice excellence	Yes	Select status	
	Curriculum planning and assessment	Select	Select status	
	Evidence-based high impact teaching strategies	Yes	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:				

