2016 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):

<table>
<thead>
<tr>
<th>Priority</th>
<th>Initiatives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellence in teaching and learning</td>
<td>Building practice excellence: Teachers, principals and schools will work together</td>
</tr>
<tr>
<td></td>
<td>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</td>
</tr>
<tr>
<td>Professional leadership</td>
<td>Building leadership teams: Schools will strengthen their succession planning, develop the capabilities of their leadership teams in using evidence</td>
</tr>
<tr>
<td>Positive climate for learning</td>
<td>Empowering students and building school pride: Schools will develop approaches that give students a greater say</td>
</tr>
<tr>
<td></td>
<td>Setting expectations and promoting inclusion: Schools will work across their communities to implement support to health, wellbeing, inclusion and engagement of all students</td>
</tr>
<tr>
<td>Community engagement in learning</td>
<td>Building communities: Schools will strengthen their capacity to build relationships with the broader community by partnering</td>
</tr>
</tbody>
</table>

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.

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### Initiatives Rationale:

**Explain why the school, in consultation with the SEIL, has selected this initiative/s. Please make reference to the evaluation of school data, the progress against SSP targets, and the diagnosis of issues requiring particular attention.**

In 2016 the College will enter its fourth year of operation and the first year of its first SSP. The extensive growth of the College (350 students in 2013 to est. 1500+ in 2016), along with lack of trend data presents difficulties identifying priorities for improvement. As a result, in 2016 the College will focus on embedding and enhancing current practices to ensure maximum impact on improving student outcomes.

**Building Practice Excellence/Curriculum planning and assessment**

- **Professional Learning Teams and the College Feedback and Coaching initiative** implemented in 2014-15 has provided the platform for establishing a quality professional learning culture focused on continued growth for all staff. The Staff Opinion Survey (overall Module Score – 2014: 77.45 and 2015:82.75) along with other College measures (Coaching goals and Feedback Continuum) provide evidence of the effect of these strategies. Due to the rapid growth of the College community, extensive annual recruitment and large cohorts (e.g. 15 Foundation classrooms) the College will continue to prioritise this strategy in 2016, including:
  - Employment and professional learning of additional Curriculum coaches (Leading Teachers) and PLT Leaders
  - Implementation of a multilayered professional learning strategy with a strong focus on feedback and coaching.

- **Reduced variability between classroom, year levels and from primary to secondary schooling through the continued focus on utilising the College Instructional Model and Planning Model.**

- **Oral Language and Vocabulary Professional Learning** to support the high number of EAL and low progress learning students across the College.

- **Guaranteed and Viable curriculum** to include Year 9 and the development of Essential Understandings and Essential Vocabulary in English and Mathematics.

- **Embed ongoing data analysis** to monitor student learning. Over the last three years the College has developed a culture of data collection and analysis, however the practices are periodic and disconnected from the weekly planning process. The focus will be developing team capacity to monitor and respond to cohort data using effective formative assessment strategies.

**Measures:** Staff Opinion Survey (Professional Learning module), NAPLAN, AusVELS and PAT Assessment results.

**Professional Leadership**

- The growth of the College has resulted in the employment of additional Leading Teachers and PLT Leaders. In 2016 we will maintain a focus on enhancing the collective and individual skills and knowledge of the College leadership team through weekly professional learning opportunities and job embedded support structures:
  - Ensuring professional learning and strategic planning components of all meetings.
  - Leadership coaching.
  - Ongoing coaching and feedback professional learning for all leaders within the College.

**Measures:** Staff Opinion Survey (Leadership module)

**Setting expectations and promoting inclusion**

- The College experiences extensive growth annually. In addition to this, we have an extremely transient community with a number of students exiting and entering the College on a weekly basis. This presents a number of challenges associated with establishing a positive culture of high expectations regarding behaviour and learning. As a result we will continue to focus on implementing/embedding **School Wide Positive Behaviour** initiative as the foundation of our College culture. Embedding explicit teaching of the College values and positive reward strategies across all year levels.

**Measures:** Student Attitudes to School (Classroom Behaviour and Connectedness to School), Parent Opinion Survey (Student Safety)
Key Improvement Strategies (KIS)
List the KIS that are linked to this initiative/s and will be scaled up. This could include existing KIS from your SSP or new ones identified through the evaluation of student outcomes against SSP targets and the diagnosis of issues requiring particular attention. KIS may be specific to one outcome area or applicable across several areas.

<table>
<thead>
<tr>
<th>Initiative:</th>
<th>KIS</th>
</tr>
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<tbody>
<tr>
<td>Building Practice Excellence</td>
<td>• Build teacher content and pedagogy knowledge and capacity through professional learning teams and professional learning</td>
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<td></td>
<td>• Build a culture of coaching and feedback.</td>
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<td>Curriculum planning and assessment</td>
<td>• Enhance the College guaranteed and viable curriculum.</td>
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<td></td>
<td>• Implement a systematic approach to the use of data and evidence to inform actions.</td>
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<tr>
<td>Professional Leadership</td>
<td>• Enhance the leadership capacity of College PLT Leaders and Curriculum Leading teachers.</td>
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<tr>
<td>Setting expectations and building school pride</td>
<td>• Implement School Wide Positive Behaviour (SWPB) across the College.</td>
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<td>• Implement a Response to Intervention Model to support the Welfare and Learning needs of students.</td>
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</table>
### Goals
- Build teacher content and pedagogy knowledge and capacity through professional learning teams and professional learning
- Enhance the College guaranteed and viable curriculum.
- Implement a systemised approach to the use of data and evidence to inform actions.
- Build a culture of coaching and feedback.

### Targets

**Attitudes to School Survey Year 5 - 9**
- Learning Confidence: Min. 4 above state
- Teacher Effectiveness: Min. 4 above state
- Stimulating Learning: Min. 4 above state

**Staff Opinion Survey**
- Professional Learning: Minimum score 85
- Feedback
- G & Ve Curriculum: Minimum score 85

**Parent Opinion Survey**
- Stimulating Learning: 0.5 above state mean
- Learning Focus: 0.5 above state mean

**College Feedback Continuum**
- Achieve 80% of the Advance stage of the Continuum (Feedback from Leadership and Collegiate Feedback)

### 12 month targets

**NAPLAN Growth**
- Higher than 50% growth in medium and 25% growth in high.
- Equivalent to or above the state mean.
- Mean growth of 1.2 years in English and Mathematics (Number)
- Core subjects: Higher than 50% of the total student enrolment at standard and 25% above standard.
- 90% of students reading at or above the expected benchmarks (2015 – data TBA)
- 90% of students achieve at or above the expected benchmarks.
- Baseline data to be determined – introduced in 2016

**Baselines - Year 5 NAPLAN Growth 2012 – 2015**

<table>
<thead>
<tr>
<th>Year</th>
<th>Low</th>
<th>Medium</th>
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**NAPLAN State Mean -**

**AusVELS -**

**Fountas and Pinnell – Reading:**

**PAT Assessment – Reading, Mathematics and Science**

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**Year 5 Reading Growth data not available**

**Feedback Data NAPLAN State Mean 2015**

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**College Feedback Continuum**
- Achieve 80% of the Advance stage of the Continuum (Feedback from Leadership and Collegiate Feedback)
- 2015 – Leadership 40% and Collegiate 40%

**NAPLAN Growth -**

**NAPLAN State Mean -**

**AusVELS -**

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</table>
### Effective Teaching in Every Classroom
- Coaches to continue working with teams/staff to effectively implement the College Instructional Model (introduced in 2015).
- Coaches to continue working with teams/staff to plan - aligned with the College Planning Model (introduced in 2015).
- Professional development for P-2 staff on Oral Language - with a particular focus on supporting low progress learners and EAL students.
- Continued implementation of the College Student Centred Coaching Strategy (introduced in 2015) – ensuring consistency and measuring impact on student outcomes.
- Continued implementation of the College Instructional Observation strategy (introduced in 2015) – training of additional facilitators and use of a google doc for tracking.

### Guaranteed and Viable Curriculum
- Work collaboratively with staff to develop an online curriculum mapping resource – containing College curriculum documentation and assessment schedule/practices.
- Introduce PAT - Maths, Reading and Science assessments across the College.
- Explore Reading Intervention strategies for Years 3 – 9 (aligned with the Response to Intervention Model) – trailing F&P Levelled Literacy Intervention.

### Standards Referenced Reporting
- All staff access and use SPA/school based trackers on a regular basis to monitor and identify targets/strategies to improve student outcomes.
- Ongoing, job embedded PL for staff in developing and using rubrics to support learning.
- Build the capacity of the PLT Leaders to support data analysis within PLT Meetings and common planning.
- Teams analyse work samples and moderate judgments on a regular basis.

### KIS
- **what the school will do**
- **including financial and human resources**
- **who has responsibility**
- **timeframe for completion**
- **Markers of success reflecting observable changes in practice, behaviour, and measures of progress**

#### Guaranteed and Viable Curriculum
- Relevant website/blogging program
- Curriculum planning/meeting schedule
- Assessment and Reporting budget
- Professional learning
- Curriculum and Pedagogy budget
- Employment of intervention staff – upper years.

#### Standards Referenced Reporting
- Assessment and Reporting budget
- Student Performance Analyser
- Meeting Schedule/Coaching /Common Planning
- PLT Meetings

#### Effective Teaching in Every Classroom
- Employment of 10 x full time Curriculum Coaches:
  - Ongoing training and support
  - Instructional Model and Planning Model

#### Goals
- Continue to build a culture of professional learning through coaching, feedback, Professional Learning Teams and targeted professional development.
- Develop a documented Guaranteed and Viable Curriculum for Literacy, Numeracy and Inquiry across the College.
- Build the capacity of all staff to effectively collect, analyse and respond to evidence of student learning.
- Further develop the capacity of Professional Learning Teams to reduce variability between classes so all staff are monitoring and tracking student learning and implementing timely interventions.

#### Targets
- Ongoing – 2016
- Term 1
- Term 1
- Semester 1 – roll out to additional year levels.

#### Action Plan
- Online curriculum mapping resource uploaded for staff and community access.
- Ensuring the curriculum is guaranteed and viable.
- English and Mathematics curriculum is reviewed and reflects an exemplar curriculum.
- Students are assessed using PAT Maths, twice a year.
- Students who participate in LLI demonstrate a minimum 6 month growth.

#### Success Criteria
- New and current coaches receive ongoing professional learning – ensuring coaching is consistently of coaching and continuing to build the collective capacity of the coaching team.
- All staff within the college participate in student centred coaching and strategies for providing collegial feedback, minimum once per year.
- Instructional Model is understood by all teaching staff and is used as a framework when planning and teaching.
- Learning Intervention and Success Criteria displayed in all lessons from Prep – Year 9.
- All staff engage in professional language to support the oral language development needs of their students.
- Oral language and vocabulary development is evident in planning documentation, including:
  - Tier 3 vocabulary
  - Key questions to support opportunities for student ‘talk’
- Achievement Targets identified in the AIP are achieved.
## Annual Implementation Plan: for Improving Student Outcomes

### Goals
- Improve student attendance.
- Build a whole school approach to transitions and pathways across the school.
- Build parent and community links.

### Targets

#### Student attendance –
Average of 12 days 2014 – 21.42 days, 2015 - unavailable

<table>
<thead>
<tr>
<th>Attitudes to School Survey Year 5 - 9</th>
<th>Student Motivation</th>
<th>Min. 4 above state</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Connectedness</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Baseline data – 2015 Attitudes to School Survey Year 5 - 9

<table>
<thead>
<tr>
<th>Baseline data – 2015 Attitudes to School Survey Year 5 - 9</th>
<th>5/y</th>
<th>7/y</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Motivation</td>
<td>4.60</td>
<td>4.60</td>
</tr>
<tr>
<td>School Connectedness</td>
<td>4.20</td>
<td>4.35</td>
</tr>
</tbody>
</table>

#### Parent Opinion Survey

<table>
<thead>
<tr>
<th>Parent Input</th>
<th>0.4 above state mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transitions</td>
<td>0.4 above state mean</td>
</tr>
<tr>
<td>Extra-Curricular</td>
<td>0.4 above state mean</td>
</tr>
</tbody>
</table>

Baseline data – 2015 Parent Opinion Data

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>4.90 (5.00)</td>
<td>5.5 (5.80)</td>
<td>4.90 (4.80)</td>
</tr>
</tbody>
</table>

#### Staff Opinion Survey

<table>
<thead>
<tr>
<th>School Climate</th>
<th>Minimum score 80</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collective Efficacy</td>
<td>Minimum Score 75</td>
</tr>
<tr>
<td>Parent and Community Involvement</td>
<td>Minimum Score 75</td>
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Baseline data – 2015 Staff Opinion Data

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<tbody>
<tr>
<td></td>
<td>72.97 (68.11)</td>
<td>65.00 (67.00)</td>
<td>70.00 (70.00)</td>
</tr>
</tbody>
</table>

#### 12 month targets

**Student attendance –**
Average of 15 days (2015 – TBD)

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#### Staff Opinion Survey

<table>
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<th>75.00</th>
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<tbody>
<tr>
<td>Collective Efficacy</td>
<td>72.00</td>
</tr>
<tr>
<td>Parent and Community Involvement</td>
<td>72.00</td>
</tr>
<tr>
<td>KIS</td>
<td>ACTIONS: what the school will do</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
</tbody>
</table>
| Attendance: | • Student Welfare and Learning Team (SW&LT) to review current attendance policy with staff and develop a whole school attendance initiative – aligned with SWPB.  
• Purchase Compass and provide PL for staff to effectively monitor student attendance.  
• Establishing a shared understanding of accountability and strategies for educating parents on the importance of attendance. | Meeting schedule  
Attendance Policy  
Working Party meetings  
Welfare budget  
Linking attendance focus with PLT meetings | Welfare and Learning Team  
School wide Positive Behaviour Team | Term 1 – ongoing  
Semester 1 | • Documented attendance policy is implemented and shared with the school and community.  
• Evidence of the attendance initiative in every classroom across the College.  
• Purchase and use of Compass as an effective tool for monitoring attendance.  
• Attendance targets identified in the AIP are achieved. |
| Pathways and Transitions: | • Continue to implement student Induction strategy (implemented in 2015).  
• Develop a transition strategy across the school - including enrolments into the school, exiting students and their transition throughout the college with a focus on key transitions (K-P, 6-7 and 9-10).  
• PLT Leaders in key transition areas to work proactively with feeder schools/ kindergartens.  
• Continue working with Tarneit Senior College to better align pedagogical approaches and support transition from Year 9 - 10.  
• Implement a Careers curriculum across Year 7 - 9 (Learning to Learn Program refined in 2015).  
• Review current extra-curricular programs (lunchtime, afterschool, intervention, extension etc.) and develop effective strategy based on student needs and staffing.  
• Student Representative Council (SRC) members to participate in a series of leadership skills and competencies sessions. | Monday morning induction  
Transition focus linked with relevant PLTs – develop agreed expectations.  
Curriculum meetings/PL  
/meeting schedule  
Curriculum Working Party | Principal Team  
PLT Leaders/Aps  
Curriculum leaders and working parties  
5-9 Assistant Principal  
Year 9 PLT Leader/W.Party  
Welfare and Learning Team,  
SRC Leaders | Ongoing  
Semester 2  
Ongoing  
Semester 1  
Ongoing  
Term based | • Effective transitions of Year 9 students to Tarneit Senior or other appropriate settings.  
• An effective and whole College extracurricular program is developed and implemented.  
• SRC meet regularly and document meetings.  
• SRC members complete leadership development sessions and engage in action projects within the College.  
• Transition and Extra Curricular targets identified in the AIP are achieved. |
| Parent and Community Links: | • Working Party/School Council to review current communication processes and develop College communication strategy.  
• Employ a Community Liaison Officer (ES) to establish links within the local African community and work collaboratively with the College Cultural links Working Party.  
• Promote school events to local community.  
• Develop opportunities for parent and community engagement across the school- parent helpers, parents and friends, workshops/ information sessions.  
• Provide opportunities to enhance parenting knowledge and skills to support students’ academic and wellbeing needs. | Meeting Schedule and School council agendas  
Workforce plan  
Establish a cultural groups Working Party  
Parent information sessions, helper training and community events – term based activities documented on the College community. | Working Parties  
School Council and Sub Committees  
Welfare and Learning Team  
Community Liaison Officer | Term 1  
Term 1  
Ongoing  
Ongoing  
Term based | • College communication strategy is developed in collaboration with staff and implemented.  
• Cultural Links Working Party engage our African Community through school based activities and educational opportunities.  
• Increased attendance of local community at school events.  
• Number of parents attending school based activities continues to increase.  
• Parent Input targets identified in the AIP are achieved. |
## WELLBEING

### Goals
- Implement School Wide Positive Behaviour (SWPB) across the College.
- Implement a Response to Intervention Model to support the Welfare and Learning needs of students.

### Targets

#### Attitudes to School Survey Year 5 - 9

<table>
<thead>
<tr>
<th></th>
<th>Classroom Behaviour</th>
<th>Student Safety</th>
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<tbody>
<tr>
<td>Baseline data – 2015 Parent Opinion Data</td>
<td>4.80 (4.50)</td>
<td>5.0 (4.50)</td>
</tr>
<tr>
<td>Note: Scores use Pokemon – updated cohort data to unavailable</td>
<td></td>
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To achieve 100% in measures of the School Wide Positive Behaviour SET data scores. SWPB Baseline data - 2014 – 78% and 2015 - TBD

#### Parent Opinion Survey

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To achieve 85% in measures of the School Wide Positive Behaviour SET data scores.

### 12 month targets

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<tbody>
<tr>
<td>Professional Learning Plan/Meeting schedule</td>
<td>SWPB team and all staff</td>
<td>Termly</td>
</tr>
<tr>
<td>PLT/Working Party consultation</td>
<td>SWPB team</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Welfare/Administration budget Included in the meeting schedule</td>
<td>Principal team/SWPB team</td>
<td>Term 1</td>
</tr>
<tr>
<td>Time allocated for the WP to develop and consult staff</td>
<td>SWPB and SW&amp;LT</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Identified on the community calendar</td>
<td>Welfare AP and SWPB team</td>
<td>Semesterly and Term 4</td>
</tr>
</tbody>
</table>

### KIS

#### ACTIONS: what the school will do

- Safe and Collaborative Learning Environment
  - School Wide Positive Behaviour
  - Staff engage in PL relating to College SWPB strategy – review major and minor behaviours and process for dealing with behaviours in the yard/classroom, College Values and Matrix.
  - Implement a College wide positive behaviour strategy – including the development of SWPB Banners displaying with the agreed behaviour management process in P-9 learning areas (for 2017).
  - Introduction of Compass as a program to collect student behaviour data (positive and negative).
  - Student behaviour data is analysed by SW&LT (whole College) and PLTs (year level) on a regular basis, with appropriate interventions identified (as per the Response to Intervention Model).
  - SWPB team in conjunction with the SW&LT to work towards developing a SWPB resource (SWPB Teacher Toolkit) to assist teachers in implementing positive behaviour strategies.
  - Information sessions to parents and updates in the newsletter on SWPB strategies.
  - Revised Learning to Learn program implemented – including a stronger focus on ongoing and explicit teaching of the values.

- The SWPB strategy is evident across the College.
  - All members of the community are able to articulate the College values and provide examples/evidence of implementation.
  - Evidence of explicitly teaching the values via the Learning to Learn program – documented in staff planners.
  - Agreed behaviour management strategies are implemented in all learning spaces.
  - All staff can articulate the College SWPB strategy and are working towards consistently implementing the agreed strategies.
  - Compass is used effectively to collect accurate data relating to specific student behaviours.
  - College wide data is analysed to inform current practice and future directions for managing student behaviour.
  - Identified SWPB set data targets are achieved.
### Student Welfare and Learning

- Staff engage in professional learning in the area of empathy, poverty and diversity, and identify strategies to support these needs within our community.
- Implement CASEA partnership – supporting students, teachers and parents with effective behaviour intervention strategies.
- SW&LT processes are reviewed and communicated with staff. Team identify/enhance strategies to effectively support the diversity of welfare and learning needs across the College (aligned with the Response to Intervention Model).
- Develop and implement an effective strategy using Compass for monitoring, responding and maintain records on the welfare and learning needs of all students.
- SW&LT to develop relationships with external agencies to support the learning and welfare needs of students/families.

<table>
<thead>
<tr>
<th>Professional learning plan/meeting schedule</th>
<th>SW&amp;LT and all staff</th>
<th>Term 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRT release for staff involvement</td>
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<td>Term 4</td>
</tr>
<tr>
<td>Welfare/Administration budget</td>
<td>Principal Team/SW&amp;LT</td>
<td>Ongoing</td>
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<tr>
<td>Welfare Assistant</td>
<td>Welfare Assistant</td>
<td>Ongoing</td>
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<tr>
<td>Principal and SW&amp;LT</td>
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</table>

- Staff demonstrate a greater understanding of the needs of our community and how these factors can influence a students' welfare and learning.
- CAMHS and TP9C will have a stronger partnership to improve the health and wellbeing outcomes and performance of students.
- Staff have an increased range of strategies for supporting positive behaviour in the classroom.
- Support of student and family welfare needs is aligned with the Response to Intervention model and the impact of strategies is both monitored and show a decline in the number of students requiring tier two and three supports.
- Wellbeing targets identified in the AIP are achieved.
### Productivity

**Goals**
- To maximise the use of physical, financial, and human resources in order to achieve the school strategic plan.

**Targets**
- A workforce plan has been developed and approved by school council annually.
- Each year program budgets are developed and delivered to ensure the needs of our growing school are met.
- ICT resources are in place to meet the changing teaching and learning needs of a growing school.
- Stage Two is completed and occupied by the start of the 2017 school year.

**12 Month Targets**

<table>
<thead>
<tr>
<th>Workforce Planning</th>
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<tbody>
<tr>
<td>- During the first year the workforce plan will be monitored to ensure it is implemented effectively throughout the year.</td>
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<tr>
<td>- An induction process will be implemented for new staff to the college ensuring that new staff to the teaching service and new staff to the school will be inducted.</td>
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<tr>
<td>- 100% of graduate teachers new to the profession will participate and be supported through the VIT registration process.</td>
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<tr>
<th>Resource Management</th>
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<tbody>
<tr>
<td>- 1:1 Device program result in an 90% take up from all families.</td>
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<tr>
<td>- Curriculum budgets provide for the effective resourcing of the College and meet the needs of curriculum and wellbeing programs.</td>
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</table>

**Stage Two Project**
- A plan will be developed to ensure all (100%) consumables and ICT grants attached to the project budget are expended appropriately and in accordance to DET purchasing requirements.
- The college will ensure all (100%) new relocatable classrooms are furnished in a manner to maximise student learning outcomes.

### KIS

**What the school will do**

<table>
<thead>
<tr>
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<tr>
<td>- Develop and manage Stage Two of the building and development of Tarneit P-9.</td>
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<tr>
<td>- Further develop the college workforce plan on an annual basis.</td>
</tr>
<tr>
<td>- Ensure adequate resourcing of the school as it grows – furniture, learning, and teaching resources.</td>
</tr>
<tr>
<td>- Develop an ICT Plan is developed and implemented.</td>
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</table>

**How the school will do it (including financial and human resources)**

- Develop a flexible and strategic workforce plan that takes into consideration the growing college community and expansion of curriculum programs.
- Implement a supportive and ongoing teacher induction strategy across the college, including VIT (based on feedback received in 2015).
- Enhance the Professional Learning Team structure to include a combination of year level and subject specific teams (aligned with the DuFours PLT Model).
- Maintain and extend coach and consultancy support across all subject areas to continue to build teacher capacity – including time allowance and relevant PL.
- Develop a strategic and multi-tiered strategy to support the professional needs of the growing workforce (coach, whole school and workshop PL, PLTs, collegiate observations, external consultants etc.).

**Who has responsibility**

- Principal Team/Consultative Committee
- Deputy Principal/VIT Coordinators.
- Principal Team
- Deputy Principal
- Curriculum and Pedagogy Team

**When**

- Semester 2
- Ongoing
- Term 1 and ongoing
- Term 1 and ongoing

**Success Criteria:**
- Markers of success reflecting observable changes in practice, behaviour, and measures of progress

- Workforce strategy is developed and communicated with staff.
- All new staff are successfully inducted, supported throughout the year and Graduates have achieved full registration.
- The four critical questions as identified by DuFours underpin the PLT structures, allowing for year level and subject data to be reviewed and responded to appropriately.
- As evident in the Staff Opinion Survey and PDPs, all staff feel supported and demonstrate professional growth.

**Actions:**

- Implement and manage Stage Two of the building and development of Tarneit P-9.
- Further develop the college workforce plan on an annual basis.
- Ensure adequate resourcing of the school as it grows – furniture, learning and teaching resources.
- Develop an ICT Plan is developed and implemented.

**Resource Management**

- Implement a strategy for ICT across the College – including 1:1 Devices in years 3 -9 and the availability and access of ICT in P-2.
- Review the 1:1 device program primary and secondary students – make recommendations for 2017.

| ICT budget – purchase of additional resources. |
| ICT Leader and Working Party |

**When**

- Term 1
- Term 3

**Success Criteria:**
- Increase in uptake and effective classroom use of iPads in year 3-6 and laptops in Year 7-9.
- Prep – 2 teachers are utilising ICT within classrooms supported by coaching and relevant professional learning.
- ICT plan created and utilised to ensure quality infrastructure across the college.
Develop a plan for the growing ICT infrastructure of the college, taking into consideration the ICT requirements of Stage Two.

- Effective resourcing of all subject areas to provide for the growth of the College and introduction of Year 9.
- Continued resourcing of quality literature - including the College Library, classroom libraries, book sets and take home reading material.
- Expansion of Assessment and Reporting provisions to allow the growth of the College – including SPA, PAT Assessments, F&P LLI, F&P kits etc.
- Develop an online Curriculum Mapping resource.
- Implement Compass with Administration and attendance modules.
- Apply for available grants.

| ICT infrastructure plan documented | ICT Leader and Technical staff | ICT Leader and Technical staff | Stage Two Building project commenced building with minimal impact on the College community.
|-----------------------------------|--------------------------------|--------------------------------|----------------------------------------------------------------------------------|
| College budgets                   | Budget leaders                 | Budget leaders                 | Stage Two Building commenced building with minimal impact on the College community.
| Library budget                    | English Leaders and librarian  | English Leaders and librarian  | Stage Two Building commenced building with minimal impact on the College community.
| Assessment and Reporting budget   | Curriculum and Pedagogy Team   | Curriculum and Pedagogy Team   | Stage Two Building commenced building with minimal impact on the College community.
| Website/Blogging sites            | Term 1                         | Term 1                         | Stage Two Building commenced building with minimal impact on the College community.
| Welfare/Administration budgets    | Term 1                         | Term 1                         | Stage Two Building commenced building with minimal impact on the College community.
| All relevant staff                | Term 1                         | Term 1                         | Stage Two Building commenced building with minimal impact on the College community.
|                                 | Ongoing                        | Ongoing                        | Stage Two Building commenced building with minimal impact on the College community.

- Expansion of resources and equipment for all learning areas to meet the growth of the College and introduction of additional subject areas.

Grounds and Facilities

- Stage Two Building Project commenced with conclusion in 2017 – note: provisional plan developed throughout the year in response to a timeline extension.
  - Portables provisions aligned with entitlement and curriculum programs.
  - Modified master plan
- Develop a plan for the effective use of shared play spaces and facilities within the college.
- Document a Grounds and Facilities strategic plan for works (and maintenance).

| Grounds and Facilities strategic plan | Stage 2 Project and site meeting | Stage 2 Building project team/Principal team | Landscape projects result in developed play spaces and presentation of the College grounds.
|--------------------------------------|----------------------------------|---------------------------------------------|----------------------------------------------------------------------------------|
|                                     | Effective worksite coordination | Ongoing–Semester 2                         | Landscape projects result in developed play spaces and presentation of the College grounds.
|                                     | Facilities coordination and development. |                                 | Landscape projects result in developed play spaces and presentation of the College grounds.
|                                     | Documented grounds and facilities plan |                                 | Landscape projects result in developed play spaces and presentation of the College grounds.
|                                     | Principal                         | Term 1                                     | Landscape projects result in developed play spaces and presentation of the College grounds.
|                                     | Principal and Facilities officer  | Semester 2                                 | Landscape projects result in developed play spaces and presentation of the College grounds.

- 2017 facilities requirements take into consideration the needs of the College curriculum and growing community.
## Monitoring of Annual Implementation Plan: for Improving Student Outcomes

### ACHIEVEMENT

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### ENGAGEMENT

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