

Annual Implementation Plan: for Improving Student Outcomes

School name: Koonung Secondary College

Year: 2017

School number: 7954

Based on strategic plan: 2017 - 2020

Endorsement:

Principal Marianne Lee 21/03/2017

Senior Education Improvement Leader Rod Williamson 21/03/2017

School council Kyle Joustra 21/03/2017

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	
<ul style="list-style-type: none"> To maximise every student's achievement and learning growth across all curriculum areas and year levels with a focus on literacy. To improve VCE Outcomes To create a stimulating learning environment where there are increased opportunities for higher levels of student cognitive engagement, where students set goals and are encouraged to take responsibility for their own learning by becoming more independent, self-aware and have the ability to assess and monitor their own learning (metacognition). To continue to develop community relationships both local and international to create opportunities to share resources and expose students to a wider range of authentic experiences, applied learning, entrepreneurship and community participation To investigate and implement the optimal allocation of resources to provide the best learning, engagement and wellbeing outcomes for the students and school community. 	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.

At the conclusion of the School review and in consultation with the College leadership team it was indicated that maximising student achievement with a focus on improving literacy across all domains to achieve learning growth is essential. Improving our ability to create stimulating learning environments in which students are active participants and leaders of learning is a key initiative for College improvement. Increasing the effectiveness of teacher teams to enable collaboration and further understanding and implementation of the Let's Learn Instructional model will increase consistency across classrooms. A sustained focus on these areas will enable greater learning growth and increased opportunities for higher levels of student cognitive engagement across the College.

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)
Building practice excellence	<ul style="list-style-type: none"> • To increase the capacity of teachers across all domains to improve literacy outcomes for all students particularly in writing. • Build the capacity of teachers to increase student engagement and active participation in learning by including strategies to embed critical thinking into curriculum documentation and delivery. • To further implement the "Let's Learn" Instructional Model with a focus on the "Learn" components to increase higher order thinking.
Curriculum planning and assessment	<ul style="list-style-type: none"> • Further build teacher and domain team capacity to effectively analyse and use a broad range of data and evidence. • To further develop and implement whole school processes for assessment, moderation and curriculum documentation to improve student outcomes.
Building leadership teams	<ul style="list-style-type: none"> • Develop the capacity of all leaders, including Domain leaders, to lead change through managing collaborative teacher teams.



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	<ul style="list-style-type: none"> To maximise every student’s achievement and learning growth across all curriculum areas and year levels with a focus on literacy. To improve VCE Outcomes
IMPROVEMENT INITIATIVE	Building practice excellence, Curriculum planning and assessment, Building leadership teams
STRATEGIC PLAN TARGETS	<ul style="list-style-type: none"> Achieve and maintain a median VCE study score at or above 33 and the percentage of scores of 40+ at or above 10% National Assessment Program–Literacy and Numeracy (NAPLAN) data to match or exceed similar schools based on the Student Family Occupation (SFO) index Over 85% of students making medium to high relative growth across Years 7–9 in Writing, Spelling, Grammar and Punctuation due a focus on Literacy across the curriculum Over 85% of students making medium to high relative growth across Years 7–9 in Numeracy. No student deemed capable should be at or below the NAPLAN National Benchmark. Staff Opinion survey shows improvement in School Climate results for Teacher Collaboration, Academic Emphasis and Guaranteed and Viable Curriculum All teachers provide ongoing online feedback on all common learning domain tasks on COMPASS. The Let’s Learn instructional model used for assessment against all teacher Professional Development Plans.
12 MONTH TARGETS	<ul style="list-style-type: none"> Achieve and maintain a medium VCE study score of 32 and the percentage of scores of 40+ at or above 8% National Assessment Program–Literacy and Numeracy (NAPLAN) data to match or exceed similar schools based on the Student Family Occupation (SFO) index Over 80% of students making medium to high relative growth across Years 7–9 in Writing, Spelling, Grammar and Punctuation due a focus on Literacy across the curriculum Over 85% of students making medium to high relative growth across Years 7–9 in Numeracy. No student deemed capable should be at or below the NAPLAN National Benchmark. Staff Opinion survey shows improvement in School Climate results for Teacher Collaboration, Academic Emphasis and Guaranteed and Viable Curriculum All teachers provide ongoing online feedback on all common learning domain tasks on COMPASS. The “Let’s Learn” instructional model used for assessment against all teacher Professional Development Plans.



KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
To increase the capacity of teachers across all domains to improve literacy outcomes for all students particularly in writing.	<p>What</p> <ul style="list-style-type: none"> Develop a whole college approach to teaching literacy across the curriculum <p>How</p> <ul style="list-style-type: none"> Join a FISO team with a focus on Literacy across the Curriculum (Camberwell High, East Doncaster Secondary College and John Monash Science School) Establish a Literacy Leader and Committee Develop a Professional Learning Plan to build teachers capacity as teachers of literacy. 	MLE, MTH, MEA, KPO, AHE, SGL Literacy Committee SGL, MTH, MEA, Teachers	Term 1 - 4	<p>6 months:</p> <ul style="list-style-type: none"> Attend FISO meetings to share strategies, outcomes and planning Members of the Literacy Committee complete training for Literacy with Learning with colleagues from FISO schools. Professional Learning Plan established for Semester 2 delivery 	● ● ●	<p>End of Term 1.</p> <ul style="list-style-type: none"> Attend FISO meetings to share strategies, outcomes and planning Literacy Team will attend meetings with FISO schools. English and Science Domain will develop deliver a common bench marking assessment Task for Year 10 in Science and English 		
				<p>12 months:</p> <ul style="list-style-type: none"> Regular meetings with FISO group, review of strategies and planning for future actions. A literacy framework for teaching literacy across the curriculum has been established and Staff Professional Workshops delivered. Curriculum documentation includes strategies to increase literacy. PDP and Peer Observation provides evidence of literacy for learning strategies being included in the classroom 	● ● ● ● ● ●		<p>End of Term 2</p> <ul style="list-style-type: none"> Deliver and externally assess bench marking assessment task. Literacy Team begins Literacy for Learning Training. Literacy Team visits and meets with Literacy Coordinator from Wellington SC to review programs. <p>End of Term 3 & 4</p> <ul style="list-style-type: none"> Develop and Publish Literacy framework Conduct joint FISO PD's for staff 	
To further implement the "Let's Learn" Instructional Model with a focus on the "Learn" components to increase higher order thinking.	<p>What</p> <ul style="list-style-type: none"> Embed the Instructional Model within all teachers' practice <p>How</p> <ul style="list-style-type: none"> Monitor the use of "The Let's Learn" Instructional Model Increase teacher understanding of the purpose and components of the model through staff Professional Workshops and Connections/Mentor Programs for students. 	Leadership Team Domain Leaders Leadership Team Teachers		<p>6 months:</p> <ul style="list-style-type: none"> Establish audit methodology, audit conducted (eg learning walks, Peer Observation, Surveys, Curriculum documentation, PDP conversations and student focus groups) to determine use of the "Let's Learn Model" Professional Workshops conducted focusing on the Learn Component of the Model Domain Leaders monitor Curriculum resources and lesson planning using the Model. PDP goals for teachers align with the use of the Let's Learn Model. 	● ● ●	<p>By End of Term 1</p> <ul style="list-style-type: none"> Staff workshop conducted focussing on "Learn" component of Model. Staff provided with thinking tools/critical thinking resources. Staff document and incorporate strategy to increase student engagement and critical thinking for next unit of work. Staff PDP goals reference development of lesson plans and curriculum documentation aligned to Let's Learn Instructional Model 		
				<p>12 months:</p> <ul style="list-style-type: none"> Attend FISO meetings to share strategies, outcomes and planning Student feedback, Compass Lesson Plans, Curriculum Material and Learning Walks indicate Let's Learn Model is being implemented. PDP groups show evidence of lesson plans incorporating the Let's Learn Instructional Model. Curriculum documentation includes strategies and assessment tasks designed to increase deep thinking and problem solving. PDP and Peer Observation provides evidence of classroom strategies aimed at increasing challenge and student engagement being included in the classroom. Student feedback identifies increased engagement and self direction. 	● ● ●		<p>By End of Term 2</p> <ul style="list-style-type: none"> PDP Meetings directly discuss and share samples of lesson plans incorporating Let's Learn model. COT's observations and discussion focus on an element of the model. Student focus groups give feedback on the use of the model. <p>By End of Term 4</p> <ul style="list-style-type: none"> Conduct learning walks to identify use of Let's Learn Model PDP plans provide evidence of curriculum resources and lesson plans using model Student surveys indicate increased engagement due to variety of learning tasks and teaching strategy. 	



Further build teacher and domain team capacity to effectively analyse and use a broad range of data and evidence.	<p>What</p> <ul style="list-style-type: none"> Increase the use and effectiveness of data use by teacher teams <p>How</p> <ul style="list-style-type: none"> Establish a data leader within the College Audit teacher use of data via Compass and PDP groups <p>What</p> <ul style="list-style-type: none"> Develop the capacity of Domain leaders to analyse data <p>How</p> <ul style="list-style-type: none"> Conduct Professional Learning Workshops to build the capacity of teacher teams to interpret and use data to inform teaching <ul style="list-style-type: none"> All teaching staff PDP documents to reflect staff use of data to inform their teaching <p>What</p> <ul style="list-style-type: none"> Develop the capacity of staff to utilise digital means of collecting and analysing data <p>How</p> <ul style="list-style-type: none"> Conduct PD sessions for domain leaders to share with learning teams. 	Prin team SGL, MFA, MKY Domain Leaders MQU Teachers LLU, MFA and teachers	Term 1 Term 1	<p>6 months:</p> <ul style="list-style-type: none"> Workshops are conducted focused on using data protocols to analyse data to plan curriculum resources. (including VCE Data, NAPLAN and assessment tasks) Domain Leaders lead teams to analyse data. Teachers are regularly using data to inform teaching that meets the needs of students. Teacher teams follow data protocols to inform teacher judgements and review curriculum material. Documented curriculum is mapped against Victorian Curriculum Standards and VCE study guide skills and knowledge. PDP documents show evidence of the use of data to address student learning needs. 	● ● ●	By End of Term 1		
			Term 1-4 Term 1-4					
To further develop and implement whole school processes for assessment, moderation and curriculum documentation to improve student outcomes.	<p>What</p> <ul style="list-style-type: none"> Increase consistency and validity of assessment processes and curriculum documentation <p>How</p> <ul style="list-style-type: none"> Conduct Professional Workshop to introduce practices as outlined in the VCE Checklist. Teacher teams review curriculum documentation and work collaboratively to align with Victorian Curriculum and VCE study guides and published on Compass. Teacher teams review and implement processes for cross-marking, and moderation for assessment. Common assessment tasks and shared criteria for all subjects embedded in curriculum documentation. Consistent and effective feedback to and from students on designated learning tasks. Teachers collect student feedback on how to improve the student learning environment 	MLE, FKY Domain Leaders Teachers Teachers Sub schools Teachers	Term 1	<p>6 months:</p> <ul style="list-style-type: none"> Professional Learning Workshops conducted. Teacher teams audit practices against the VCE checklist criteria for moderation and assessment Protocols reviewed and refined for Teacher teams Learning Tasks are uploaded on Compass to ensure consistency. All teachers provide feedback on designated Learning Tasks on Compass 	● ● ●	Term 1		
			Terms 1 – 4 Term 1					
Develop the capacity of all leaders, including Domain leaders, to lead change through managing	<p>What</p> <ul style="list-style-type: none"> Improve teacher collaboration and the function of teacher teams <p>How</p>	MLE, MQU, MEA Domain Leaders		<p>12 months:</p> <ul style="list-style-type: none"> Professional Learning Workshops conducted. Team protocols reviewed and published. Regular leadership team meetings. Role descriptions aligned to college strategic plan. 		By end of Term 1		
						<ul style="list-style-type: none"> Professional Learning Workshop completed identifying the characteristics of effective team Leadership team and Domain protocols discussed and published. 		



collaborative teacher teams.	<ul style="list-style-type: none"> Conduct Professional Learning Workshops focused on Effective teams. Review and develop Team Protocols. Use of one note to produce curriculum material 	Leadership			<ul style="list-style-type: none"> Leadership role description reviewed and aligned to strategic plan 		
	<p>What</p> <ul style="list-style-type: none"> Increase leadership capacity and confidence of Leading Teachers and Domain Leaders Leadership team meets regularly and completes professional reading Leaders review role descriptions and identify responsibilities in meeting the college improvement agenda <p>-</p>	Teachers	<p>12 months:</p> <ul style="list-style-type: none"> All leaders are aligned and committed to the delivery of the College goals Increased staff satisfaction with School Climate Survey Learning team minutes have evidence of adherence to team protocols and are published. Curriculum material developed collaboratively and published. 		<p>By end of Term 4</p> <ul style="list-style-type: none"> Leaders' PDP documents provided evidence of alignment and progress to strategic plan goals. Staff survey indicates increased satisfaction for collaboration from 37% to above 50% Unit planners, curriculum resources and lesson plans documented and published on One-Note/Compass 		



Section 2: Improvement Initiatives

STRATEGIC PLAN GOALS	<ul style="list-style-type: none"> To create a stimulating learning environment where there are increased opportunities for higher levels of student cognitive engagement, where students set goals and are encouraged to take responsibility for their own learning by becoming more independent, self-aware and have the ability to assess and monitor their own learning (metacognition). 								
IMPROVEMENT INITIATIVE	Building practice excellence, Empowering students and building school pride								
STRATEGIC PLAN TARGETS	<ul style="list-style-type: none"> Student attitude data related to Stimulating Learning, Teacher Effectiveness and Teacher Empathy to continue to improve to equal or exceed State Secondary School Mean Parent Opinion Survey- Teacher morale, Stimulating Learning and Reporting to Equal or exceed Secondary State Secondary Mean. All Students will complete Learning Goals and learning reflections on Compass Insights. 								
12 MONTH TARGETS	<ul style="list-style-type: none"> Focus groups meet at all year levels and report back to staff around ATS survey All staff collect student feedback data related to the students' learning environment and reflect on the data collected as part of their Classroom Observations trios Student attitude data related to Stimulating Learning, Teacher Effectiveness and Teacher Empathy to continue to improve to equal or exceed State Secondary School Mean Parent Opinion Survey- Teacher morale, Stimulating Learning and Reporting to Equal or exceed Secondary State Secondary Mean. 								
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING				
					Progress Status	Evidence of impact	Budget		
							Estimate	YTD	
Build the capacity of teachers to increase student engagement and active participation in learning by including strategies to embed critical thinking into curriculum documentation and delivery	<p>What</p> <ul style="list-style-type: none"> Teachers are incorporating strategies designed to increase thinking and problem solving into lessons <p>How</p> <ul style="list-style-type: none"> Plan and deliver Professional Learning on Thinking Tools and Problem Solving Strategies for Teachers Teachers seek student feedback on effective strategies and resources which increase student engagement. Teachers participate in Peer Observation and domain discussion with a focus on increasing challenge and engagement for students. 	SGL, MEA	Term 1 & 3	<p>6 months:</p> <ul style="list-style-type: none"> Professional Workshops are conducted with a focus on Learn (from the Let's Learn Instructional Model) including Visual Thinking Skills. Resources providing examples of Thinking Skills and strategies are uploaded for staff use on Onenote/Compass. IEPS are written and published for identified students SEE@K have published individual learning goals and reflections. 	● ● ●	End of Term 1	<ul style="list-style-type: none"> Middle School workshop is conducted identifying students with learning needs. IEP's are written and documented based upon diagnostic literacy and numeracy data. SEE@K students have discussed and identified learning goals. 		
	<p>How</p> <ul style="list-style-type: none"> Teachers are incorporating strategies designed to increase thinking and problem solving into lessons 	Teachers	Terms 1 - 4						
	<p>What</p> <ul style="list-style-type: none"> Teachers are identifying specific students and differentiating for their learning needs. <p>How</p> <ul style="list-style-type: none"> Workshop conducted focused on characteristics of specific learners and appropriate strategies 	Teachers	Term 1 - 4			End of Term 4	<ul style="list-style-type: none"> Curriculum documentation and lesson planning indicates differentiation and includes critical thinking strategies. Teachers show multiple forms of feedback including peer and student feedback through the PDP Students identify areas for improvement and show reflections for units of work in conversation function on Compass 		
		SEE@K Teachers And students	Term 1						



	<ul style="list-style-type: none"> Individual Educational Plan (IEP)s are developed to cater for student's operating at below expected levels. SEE@K program students create learning goals and learning plans Consistent and effective feedback to and from students on each learning task 							
Create opportunities for students to increase student voice, feedback and self-reflection about their learning and assessment	<p>What</p> <ul style="list-style-type: none"> Students provide insight into responses on ASS. <p>How</p> <ul style="list-style-type: none"> Form student focus groups analyse the ATS Survey to seek input into ways to improve Stimulating Learning and Teacher Effectiveness. Whole school participates in Well-being Profile survey conducted by University of Melbourne <p>What</p> <ul style="list-style-type: none"> Student input is used in the classroom to identify areas for improvement and to document learning goals for units of work. <p>How</p> <ul style="list-style-type: none"> Teachers collect student feedback on how to improve the student learning environment Staff Professional development is conducted with a focus on student self and peer assessment. Consistent and effective feedback to and from students is provided on each learning task <p>What</p> <ul style="list-style-type: none"> Develop whole College approach to embed College values <p>How</p> <ul style="list-style-type: none"> Conduct Professional Workshop to identify definitions of values Student focus groups discuss how learning is enhanced when values are demonstrated. Connection groups develop values walks in their rooms. Values statements are published and put in all working areas of the College. 	AHO MLE Student Leaders	Term 1	6 months:	● ● ●	End of Term 1		
		Connection Link, Mentor Teachers	Term 1 - 4	<ul style="list-style-type: none"> Focus groups via FISO teams analyse questions identifying what good teaching looks like and exploring conditions to improve <ul style="list-style-type: none"> Stimulating learning School connectedness boys/girls Inclusion in our schools Focus groups conducted by SRC to explore this with other students. Publish student feedback and share with staff at Workshop Learning goals set in Connections/Links/Mentor sessions PD conducted to increase teacher capacity to develop and deliver curriculum resources incorporating self and peer assessment. Well-being profile survey conducted for each student and data received and analysed Values published in every classroom and a common understanding developed. 		End of Term 1		
		Sub-school Team Wellbeing Team	Term 2	12 months:	● ● ●	By the end of Term 2		
			Term 1	<ul style="list-style-type: none"> Teachers continue to collect feedback from students and show evidence of strategies incorporated into practice. Students reviewing and refining Learning goals and have documented self-reflections. Data from the Well-being survey will be used to set future directions. Behaviours and actions demonstrating values will be evidenced in College interactions. Improved ASS survey for student safety and morale Recognition of students and staff upholding values at assemblies. 		By End of Term 4		
			Term 1 - 4			<ul style="list-style-type: none"> Joint PD conducted with a focus on wellbeing and inclusivity at Wellington Secondary College. (Saara Sabbagh) Wellbeing profile survey conducted and results published. Values Posters published in each room -Wellbeing Action Plan developed as an outcome ASS data identifies increase in Student Safety and Morale – 90% or above. Ongoing Staff briefing and Assemblies recognise successes and positive interactions/behaviours by staff and student. 		
				6 months:	● ● ●			
				12 months:	● ● ●			
				6 months:	● ● ●			
				12 months:	● ● ●			
				6 months:	● ● ●			
				12 months:	● ● ●			



Section 3: Other Improvement Model Dimensions

STRATEGIC PLAN GOALS		To investigate and implement the optimal allocation of resources to provide the best learning, engagement and wellbeing outcomes for the students and College community.										
OTHER IMPROVEMENT MODEL DIMENSIONS		Building Leadership Teams, Strategic Resource Management										
STRATEGIC PLAN TARGETS		<ul style="list-style-type: none"> A redeveloped Leadership Structure is established, with clearly defined roles and responsibilities, which meets current College needs within budget restraints. All staff PDP goals are aligned with the College strategic plan. Curriculum review and refinement is conducted. All teachers are using Compass effectively and Curriculum documentation is produced collaboratively via oneNote. Survey data and feedback from primary schools regarding Transition process is positive. Increasing enrolments. 										
12 MONTH TARGETS		<ul style="list-style-type: none"> Leadership profile established and staffing process conducted. All Staff PDP goals are aligned with the College Strategic Plan and AIP. Professional learning opportunities provided to increase capacity of leaders and aspiring leaders Timetable recommendations reviewed and designed to maximise allocation of resources. 										
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING							
					Progress Status	Evidence of impact	Budget					
							Estimate	YTD				
Review leadership structures including the roles and responsibilities of all leaders to ensure achievement of the specified goals and strategies	<p>What</p> <ul style="list-style-type: none"> Review staffing profile in line with enrolments <p>How</p> <ul style="list-style-type: none"> Identify leadership profile and establish role descriptions which best deliver College goals. Conduct workforce planning review Review allotment process and timeline for course selection. 	MLE SGL MQU SKE	Term 2, 3 4	<p>6 months:</p> <ul style="list-style-type: none"> Workforce planning review conducted Align leadership team members to Strategic plan goals. Conduct role clarity exercise for Leadership and Principal Team Role Descriptions published 	● ● ●	By end of Term 2	<ul style="list-style-type: none"> Workforce planning review conducted Allotment process and timeline for course selection reviewed. 					
	<p>12 months:</p> <ul style="list-style-type: none"> Leadership profile established and staffing process conducted. 			● ● ●						By end of Term 3	<ul style="list-style-type: none"> Staffing profile aligns to student numbers and needs/projected SRP budget deficit reduced. 	
Provide ongoing leadership and staff professional learning, focused on the achievement of the College goals.	<p>What</p> <ul style="list-style-type: none"> All staff are engaged with the Strategic Plan and AIP and the improvement goals <p>How.</p> <ul style="list-style-type: none"> Analyse the Strategic Plan and AIP for all staff at Professional Learning Workshops. Conduct ongoing professional development for all staff related to PDP goal setting to align with the AIP. 	MQU SGL MLE SKE MLE SIT Teachers	Term 2 Term 1 - 4 Terms 3 - 4		<p>6 months:</p> <ul style="list-style-type: none"> Strategic Plan shared with all staff members Staff PDP goals reviewed against AIP 	● ● ●	By end of Term 1	<ul style="list-style-type: none"> Professional workshop conducted outlining school review outcomes and goals. <p>Beginning of Term 2</p> <ul style="list-style-type: none"> Strategic Plan and AIP presented for all staff at Professional Learning Workshop. PDP Leaders conduct an audit to ensure all staff goals are aligned with the AIP. <p>Term 2 and 3</p> <ul style="list-style-type: none"> Leadership team conducts Professional Reading 				
	<p>What</p> <ul style="list-style-type: none"> Build the capacity of leaders to improve learning, engagement and wellbeing outcomes. <p>How</p> <ul style="list-style-type: none"> Conduct Leadership Training and provide Professional learning opportunities for Leaders and aspiring leaders. 			<p>12 months:</p> <ul style="list-style-type: none"> All Staff PDP goals are aligned with the College Strategic Plan and AIP. Professional learning opportunities provided to increase capacity of leaders and aspiring leaders. 	● ● ●					Term 4	<ul style="list-style-type: none"> Leadership Training conducted for Aspiring Leaders. Leadership retreat conducted for School Improvement Team 2018 	
	<p>What</p> <ul style="list-style-type: none"> Build the capacity of leaders to improve learning, engagement and wellbeing outcomes. <p>How</p> <ul style="list-style-type: none"> Conduct Leadership Training and provide Professional learning opportunities for Leaders and aspiring leaders. 			<p>12 months:</p> <ul style="list-style-type: none"> All Staff PDP goals are aligned with the College Strategic Plan and AIP. Professional learning opportunities provided to increase capacity of leaders and aspiring leaders. 								
Conduct a curriculum and timetable review	<p>What</p> <ul style="list-style-type: none"> Review curriculum programs and subject structures. 	JPE MEA SGL	Term 2 - 3	<p>6 months:</p> <ul style="list-style-type: none"> Focus groups conducted. Research into timetable options conducted and tabled. 	● ● ●	By end of Term 2	<ul style="list-style-type: none"> Focus group feedback collated and reviewed Timetable options reviewed 					



to effectively meet student needs and maximise staff expertise.	<p>How</p> <ul style="list-style-type: none"> Collect feedback from student and staff focus groups. Explore timetable options and structures used at other educational settings. 	<p>MQU AHO Curric Commit</p>		<ul style="list-style-type: none"> Construct timetable models for evaluation and discussion. 		<ul style="list-style-type: none"> Planning for program and structure recommendations to be implemented for 2018 		
Review and refine Transition processes and further develop relationships with local primary schools and other providers	<ul style="list-style-type: none"> Complete an audit and budget of the Transition process from primary to secondary college. Conduct survey/interview of students transitioning to alternate educational providers to review processes. 	<p>SKE MQU DMA FKY AHO TPA</p>	<p>Terms 1 & 2</p>	<p>6 months:</p> <ul style="list-style-type: none"> Student /parent survey conducted Primary School Transition timeline completed and tabled for review Host key representatives from local primary schools at Koonung, conduct discussion/survey Analyse data from students not completing VCE at Koonung. 	<p>● ● ●</p>	<p>By end of Term 1</p> <ul style="list-style-type: none"> Primary Principal's and Transition Coordinator Network meeting conducted. Feedback collected and collated regarding Transition processes. Beginning of Term 2 Transition survey of current Year 7 parents and students conducted Review Course Counselling Process <p>End of Term 3</p> <ul style="list-style-type: none"> Transition survey data conducted from 80% of parents and students is positive <p>By End of Term 4</p> <ul style="list-style-type: none"> Transition process and budget published for 2018 		
				<p>12 months:</p> <ul style="list-style-type: none"> Review Transition process and put into place. 	<p>● ● ●</p>			
				<p>6 months:</p>	<p>● ● ●</p>			
				<p>12 months:</p>	<p>● ● ●</p>			



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:				

