

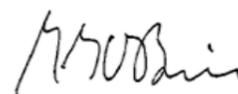
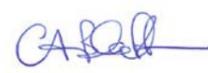
2016 Annual Implementation Plan: for Improving Student Outcomes

01-7366

Swinburne Senior Secondary College 2016

Based on Strategic Plan 2015-2018

Endorsements

Endorsement by School Principal	Signed:  Name: Michael O'Brien Date: 21/03/2016
Endorsement by School Council	Signed:  Name: Carolyn Blackburn Date: 21/03/2016
Endorsement by Senior Advisor	Signed:  Name: Sharon Saitlik Date: 21/03/2016

Guide to developing the Annual Implementation Plan: for Improving Student Outcomes

To focus effort where it is most needed, four priorities have been identified for the entire Victorian government school system. The four priorities are:

- Excellence in teaching and learning
- Professional leadership
- Positive climate for learning
- Community engagement in learning.

Six evidence-based initiatives assist schools to identify and utilise the most effective, relevant and evidence-based strategies that when implemented with consistency and depth help drive improved student outcomes. The initiatives are associated with the four state-wide priorities, in the following way (please refer to the *Framework for Improving Student Outcomes: Guidelines for schools*):

Priority	Initiatives
Excellence in teaching and learning	Building practice excellence: Teachers, principals and schools will work together
	Curriculum planning and assessment: School will embed a culture of curriculum planning, and assess the impact of learning programs, adjusting them to suit individual student needs
Professional leadership	Building leadership teams: Schools will strengthen their succession planning, develop the capabilities of their leadership teams in using evidence
Positive climate for learning	Empowering students and building school pride: Schools will develop approaches that give students a greater say
	Setting expectations and promoting inclusion: Schools will work across their communities to implement support to health, wellbeing, inclusion and engagement of all students
Community engagement in learning	Building communities: Schools will strengthen their capacity to build relationships with the broader community by partnering

To guide the development of the 2016 Annual Implementation Plan: for Improving Student Outcomes (AIP) schools will work with support from Senior Education Improvement Leaders (SEIL) to conduct an annual evaluation of student outcomes data against the targets set in their School Strategic Plan. Schools then diagnose the issues requiring particular attention and select one or more initiative.

Principal and teacher performance and development plans include explicit links with the AIP and the School Strategic Plan. This ensures a line of sight from school improvement priorities and initiatives to each individual's plan. The *Guidelines* provide further context and detailed information to support this work.

Summary page: the school's priorities and initiatives

Tick the initiative/s that the school will address in its Annual Implementation Plan: for Improving Student Outcomes.

Priorities	Initiatives	
Excellence in teaching and learning	Building practice excellence	✓
	Curriculum planning and assessment	
Professional leadership	Building leadership teams	
Positive climate for learning	Empowering students and building school pride	
	Setting expectations and promoting inclusion	
Community engagement in learning	Building communities	✓

Initiatives Rationale:
<p>Explain why the school, in consultation with the SEIL, has selected this initiative/s. Please make reference to the evaluation of school data, the progress against SSP targets, and the diagnosis of issues requiring particular attention.</p> <p>The selection of the Building practice excellence initiative was not a difficult decision for the school to take. This initiative has been outlined in the current SSP with targets related to VCE Data Service Reports and the School Staff Survey. All teachers are involved in an action research project as part of their professional learning program. In 2015 teachers chose one of three project teams based on the work of Professor John Hattie whose research demonstrates that teaching techniques with an effect size of >0.40 are effective. Teams met several times per term and were led by Professional Improvement Team Leaders. This model will be followed again in 2016.</p> <p>The concept of action research was presented to the Professional Improvement Team Leaders and they discussed strategies for implementation with the three project teams. We have determined that action research involves a continuous learning cycle, which involves:</p> <ul style="list-style-type: none"> • Reflecting and selecting an area of focus • Planning, implementing and acting on the plan • Observing and collecting data • Organising and analysing data • Reflecting, re-planning and taking new action and starting the spiral again. <p>Action Research is a mixing of internally gathered information and externally researched information. It involves the study of on-site school and student data and the study of related literature.</p> <p>Professional Improvement Teams selected the following topics for investigation in 2015:</p> <ol style="list-style-type: none"> 1. Teaching study skills (0.63) and Teaching learning strategies (effect size = 0.6) 2. Providing worked examples (effect size = 0.57) 3. Self-reported grades/student expectations (effect size = 1.44) <p>As part of teachers' research, the issue of investigating what highly effective teaching at Swinburne Senior SC looks like has been discussed. A list of observable, common teaching strategies has been compiled to form a checklist for teachers observing classes. It is hoped that a range of commonly observed strategies will assist in forming the first iteration of the "Swinburne Model".</p> <p>It is expected that the implementation of this strategy based around action research will lead to improvements in classroom teaching and student learning. Consequently this should lead, over time, to more consistent and improved value adding with VCE results.</p> <p>The initiative, Building communities, has been selected because of the analysis of the Staff Survey 2015 and Parent Opinion Survey 2015 with staff and school council. Being a Years 11 and 12 only school it has been</p>

believed that students and their families are expecting the school to operate a young adult environment that operates as a pseudo tertiary institution. With this in mind, parents have generally adopted an “at arm’s length” approach with contact with the school being fairly limited. Our data from Parent-Teacher Conferences indicates that approximately 75% attend the May and August sessions. The survey data from 2015 indicates that there is a groundswell of support for the school to offer more opportunities for parents to engage with other members of the school community. This view was supported by school council.

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.

Initiative:	KIS
Building practice excellence	<ul style="list-style-type: none"> • Build on recent school planning around evidence based teaching models, including Professor John Hattie’s research, to develop an agreed ‘Swinburne Model’ of teaching practice. This model to be evident in every teacher’s classroom. • Continue to build teacher confidence in the investigation of practice as the key driver of improved student achievement through developing professional learning including research projects within the college and across schools. • Develop accountability practices that focus all staff on using data effectively to drive improved student learning. • Consistent with developing a ‘Swinburne Model’ for teaching, identify the responsibilities of teacher and learner in sustaining an engaging and aspirational learning environment. • Build staff capacity to create, promote and engage students and community in a learning environment that seeks continuous improvement.
Building communities	<ul style="list-style-type: none"> • Explore and develop options with the school’s parent community so that they can become more involved in the education of their child.

Annual Implementation Plan: for Improving Student Outcomes

ACHIEVEMENT																												
<p>Goals</p>	<p>To improve student achievement throughout the college, with a particular emphasis on unit completion and value added outcomes.</p>	<table border="1"> <thead> <tr> <th data-bbox="813 226 1083 1224">Targets</th> <th data-bbox="1083 226 2855 1224"></th> </tr> </thead> <tbody> <tr> <td data-bbox="813 226 1083 409"></td> <td data-bbox="1083 226 2855 409"> <p>VCE Data Service Increase the percentage of VCE studies achieving an adjusted score of at least zero, taking into account confidence limits, based on the VCE Data Service Report 10.</p> <p>Benchmark 2014: 67% (16 of 24 studies)</p> </td> </tr> <tr> <td data-bbox="813 409 1083 556"></td> <td data-bbox="1083 409 2855 556"> <p>Increase the percentage of VCE studies achieving a satisfactory completion in Unit 4 of at least 75% based on the VCE Data Service Report 4.</p> <p>Benchmark 2014: 60% (18 of 30 studies)</p> </td> </tr> <tr> <td data-bbox="813 556 1083 739"></td> <td data-bbox="1083 556 2855 739"> <p>School Staff Survey Increase the percent endorsements for: <i>School Climate: Collective efficacy</i> Benchmark 2014: 48% (Principal/Teacher) Target 2018: at least the 67th percentile (Principal/Teacher)</p> </td> </tr> <tr> <td data-bbox="813 739 1083 856"></td> <td data-bbox="1083 739 2855 856"> <p><i>School Climate: Collective focus on Student Learning</i> Benchmark 2014: 67% (Principal/Teacher) Target 2018: at least the 67th percentile (Principal/Teacher)</p> </td> </tr> <tr> <td data-bbox="813 856 1083 974"></td> <td data-bbox="1083 856 2855 974"> <p><i>Professional Learning: Renewal of Knowledge and Skills</i> Benchmark 2014: 52% (Principal/Teacher) Target 2018: at least the 67th percentile (Principal/Teacher)</p> </td> </tr> <tr> <td data-bbox="813 974 1083 1092"></td> <td data-bbox="1083 974 2855 1092"> <p><i>Professional Learning: Applicability of PL</i> Benchmark 2014: 52% (Parent/Teacher) Target 2018: at least the 67th percentile (Principal/Teacher)</p> </td> </tr> <tr> <td data-bbox="813 1092 1083 1224"></td> <td data-bbox="1083 1092 2855 1224"> <p><i>Professional Learning: Active Participation</i> Benchmark 2014: 37% (Principal/Teacher) Target 2018: at least the 67th percentile (Principal/Teacher)</p> </td> </tr> <tr> <td data-bbox="813 1224 1083 2039"> <p>12 month targets</p> </td> <td data-bbox="1083 1224 2855 2039"> <table border="1"> <tbody> <tr> <td data-bbox="1083 1224 1341 1438"></td> <td data-bbox="1341 1224 2855 1438"> <p>VCE Data Service Increase the percentage of VCE studies achieving an adjusted score of at least zero, taking into account confidence limits, based on the VCE Data Service Report 10. 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KIS	ACTIONS: what the school will do	HOW the school will do it (including financial and human resources)	WHO has responsibility	WHEN timeframe for completion	SUCCESS CRITERIA: Markers of success reflecting observable changes in practice, behaviour, and measures of progress
Build on recent school planning around evidence based teaching models, including Professor John Hattie's research, to develop an agreed 'Swinburne Model' of teaching practice. This model to be evident in every teacher's classroom.	<p>Professional Improvement Teams develop the first iteration of a 'Swinburne Model' during the first semester.</p> <p>HARP model used to investigate what a 'Swinburne Model' looks like through classroom observations.</p>	<p>2016 HARP teams develop the first iteration using the features of the Swinburne Model determined by teachers at the 2015 End of Year professional learning program.</p> <p>Classroom observations using Hattie proforma developed in 2015 conducted by Leadership team.</p> <p>Teachers observe two colleagues per semester</p>	<p>HARP teams</p> <p>Leadership team</p> <p>All teachers</p>	<p>End of 2016</p> <p>Term one</p> <p>Terms one, two and three.</p>	<p>2nd iteration of Swinburne Model</p> <p>Records of observations shared in Leadership team meetings</p> <p>Records of observations: Inform PI teams Used in Performance Review</p>
Continue to build teacher confidence in the investigation of practice as the key driver of improved student achievement through developing professional learning including research projects within the college and across schools.	Develop opportunities for subject based networking across schools.	<p>Build on initial work done with Balwyn to develop a 'Meet your counterparts' program.</p> <p>Develop program of mutual observations with Senior Schools Forum schools.</p> <p>Build numbers of teachers assessing VCE exams in all subject areas</p>	<p>Leadership team</p> <p>All teachers</p> <p>PIT leaders</p>	<p>End 2016</p> <p>2016 VCE examination period</p>	<p>Records of communications between teachers.</p> <p>Evidence of learning shared with PI teams at school.</p> <p>Increased number of teachers assessing exams.</p>
Develop accountability practices that focus all staff on using data effectively to drive improved student learning.	<p>Integrate ACER test data with VCE Data Service and school collected data to build a comprehensive data set that informs teachers' practice.</p> <p>Develop model for data analysis</p>	Create a systematic set of written documentation and video tutorials that facilitate teacher and team analysis of data.	School Improvement team	Periodically throughout the year.	<p>Evidence of discussion in Professional Improvement Teams, Professional Improvement Team leaders and Leadership team.</p> <p>Evidence of reflection, analysis and goal setting evident in all teacher performance plans.</p>

Annual Implementation Plan: for Improving Student Outcomes

ENGAGEMENT					
Goals	To improve students' engagement in their learning.				
	<p>Targets</p> <p>Increase the <i>Real Retention</i> of students from Year 11 (Feb) to Year 12 (Aug the following year). Benchmark: 2014 70%</p> <p>Decrease <i>Student Absences</i> at both Years 11 and 12 to at least the State mean. Benchmark: 2014 Year 11 20.46 days and Year 12 20.90 days</p> <p>Increase the <i>Exit Destination rate for students who left at the end of Year 12 into continuing education and training</i>. Benchmark: 2014 80%</p> <p>Increase the <i>Student Attitudes to School Survey Factor Mean scores for Motivation and Connectedness to Peers</i>. Benchmarks: 2014 Motivation 3.83 and Connectedness to Peers 3.82</p> <p>Increase the percent endorsement for Staff Survey School Climate: <i>Collective focus on Student Learning</i> Benchmark 2014: 67% (Principal/Teacher) Target 2018: at least the 67th percentile (Principal/Teacher)</p>				
	<p>12 month targets</p> <p>Increase the <i>Real Retention</i> of students from Year 11 (Feb) to Year 12 (Aug the following year). Benchmark: 2014 69.2% 2015 result: 63.0% 2016 target: 70%</p> <p>Decrease <i>Student Absences</i> at both Years 11 and 12 to at least the State mean. Benchmark: 2014 Year 11 20.46 days and Year 12 20.90 days 2015 target: Year 11 15.00 days and Year 12 15.00 days achieved: Year 11 18.94 days and Year 12 23.26 days 2016 target: Year 11 17.00 days and Year 12 15.00 days (State means 2015)</p> <p>Increase the <i>Exit Destination rate for students who left at the end of Year 12 into continuing education and training</i>. Benchmark: 2014 80% 2015 target: 83% 2016 target: TBD</p> <p>Increase the <i>Student Attitudes to School Survey Factor Mean scores for Motivation and Connectedness to Peers</i>. Benchmarks: 2014 Motivation 3.83 and Connectedness to Peers 3.82 2015 result: Motivation 3.87 and Connectedness to Peers 3.90 2016 target: Motivation 3.95 and Connectedness to Peers 3.95</p> <p>Increase the percent endorsement for Staff Survey School Climate: <i>Collective focus on Student Learning</i> Benchmark 2014: 67% (Principal/Teacher) Target 2018: at least the 67th percentile (Principal/Teacher) 2015 result: 70.6% 2016 target: 75%</p>				
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Consistent with developing a 'Swinburne Model' for teaching, identify the responsibilities of teacher and learner in sustaining an engaging and aspirational learning environment.	<p>Implement the 'Swinburne Model' as detailed in <i>Achievement Year 2</i>.</p> <p>Investigate how mentors can have more one-on-one time with students to discuss their goals, aspirations and learning styles.</p>	<p>A range of information and data is used to support the implementation of the 'Swinburne Model'.</p> <p>Mentor teams explore avenues to have more one-on-one time with their students.</p> <p>A trial, based on the outcomes of the investigation, is undertaken with a small number of mentors.</p> <p>After use of data from surveys of students, The HARP teams will investigate key</p>	Principal School Improvement Manager PITL Leaders Year Level Managers Mentors/Teachers	End of Year	<p>At the end of the year, staff will review the key aspects of the Swinburne Model and the effects of this investigation on student learning outcomes and teaching practice.</p> <p>Timetabling group comes up with an alternative timetable that incorporates more one-on-one time.</p>

		<p>aspects of the "Swinburne Model" identified in 2015. These are in-line with Hattie's influences on teachers.</p> <p>Active, Dynamic, Collaborative approaches One-on-One time with students and study skills Growth Mindset Experiential Learning</p> <p>In staff meetings and year level meeting explore the logistics of running more than one mentor session per week.</p> <p>Explore other schools' mentor programs</p> <p>Use data from the Swinburne Learning Profile from 2015 to inform teaching practice</p> <p>Refinement of survey used in Year 1 regarding the Swinburne Learning Profile. Use the data collected in Year 1 to enhance teaching practice and also facilitate the college to be up to date with current educational needs of the student cohort.</p>			
<p>Consolidate current transition processes for students entering the college and in progressing from Year 11 to Year 12.</p>	<p>Consolidate actions outlined in Year 1.</p> <p>Access NAPLAN Year 9 results for all Year 11 students and use this to inform individual learning profiles.</p> <p>Develop a portal, perhaps on Compass, where individual learning profiles can be accessed.</p> <p>Investigate the potential for creating a student leadership program that attributes leadership roles to students around subject areas. e.g. Performing Arts Student Leaders</p>	<p>Portal related to individual learning profiles established.</p> <p>NAPLAN Year 9 results available for the new cohort of Year 11 students.</p> <p>Establish partnership between Year 11 and 12 Mentor groups and try to form these partnerships based on learning areas (subjects), with the goal to promote these subjects and help with transition into year 12.</p> <p>Trial Mentor Partnership at least once a term, with a focus in Term 3 on subject selections. Year 12 students share their experiences, promote subjects, help transition.</p> <p>Continue with investigation into a portal for the student profile.</p> <p>Staff meetings to discuss the Student Leadership Roles.</p> <p>Develop a committee of interested teachers to establish the Student Leadership Roles. - possibly incorporated in PITL</p>	<p>Year level Managers Mentors Subject teachers PITL Leaders</p>	<p>End of the year</p> <p>End of each term</p> <p>End of each semester</p>	<p>Criteria for each leadership role is established for 2016</p> <p>Access to NAPLAN</p> <p>Review of Trial for Year 11 and 12 Mentor partnership How did it work?</p> <p>Student profile is refined and conducted again during the interviews. Compare results to 2015. Any changes?</p> <p>End of Semester 1 Draft Leadership roles created.</p>
<p>Build staff capacity to create, promote and engage students and community in a learning environment that seeks continuous improvement.</p>	<p>Continue to consolidate relationships with other schools.</p> <p>Conduct peer observations of classes in line with the work undertaken on the development of the 'Swinburne Model'.</p>	<p>PIT Leaders foster and develop relationships with other faculty leaders from other schools.</p> <p>"Observation Buddies" are established to work closely together to improve instructional practice.</p> <p>Establish observation partnership between</p>	<p>PITL Leaders Leadership Team</p>	<p>Term 1 – Balwyn High</p> <p>Semester 1</p> <p>End of year</p>	<p>Teachers have made contact with at least another teacher within the school and one outside the school.</p> <p>Moderation, sharing of assessment etc with other teachers from other schools.</p> <p>Observation buddies write a reflection of their experience.</p> <p>Observations included in each staff members' PDP.</p>

		<p>teachers. Investigate whether this could be aligned with mentor partnership and/or report proofing partners.</p> <p>Continue to develop links with schools within the region.</p>			
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Annual Implementation Plan: for Improving Student Outcomes

WELLBEING					
Goals	To improve the support for the health, welfare and wellbeing needs of students	Targets	Increase the <i>Student Attitudes to School Survey Factor Mean score for Learning Confidence, Student Distress, Student Morale and Student Safety</i> Benchmarks: 2014 Learning Confidence 3.46, Student Distress 4.79, Student Morale 4.68 and Student Safety 4.57 Staff Survey Staff Safety and Wellbeing: <i>Build resilience and a resilient supportive environment</i> No benchmarks available		
		12 month targets	Increase the <i>Student Attitudes to School Survey Factor Mean score for Learning Confidence, Student Distress, Student Morale and Student Safety</i> Benchmarks: 2014 Learning Confidence 3.46, Student Distress 4.79, Student Morale 4.68 and Student Safety 4.57 2015 results: Learning Confidence 3.47, Student Distress 4.93, Student Morale 4.80 and Student Safety 4.58 2016 Target: Learning Confidence 3.50, Student Distress 5.00, Student Morale 4.90 and Student Safety 4.70 Staff Survey: Staff Safety and Wellbeing: <i>Build resilience and a resilient supportive environment</i> Not undertaken in 2015 2016 target: new benchmarks to be set		
KIS	ACTIONS: what the school will do	HOW the school will do it (including financial and human resources)	WHO has responsibility	WHEN timeframe for completion	SUCCESS CRITERIA: Markers of success reflecting observable changes in practice, behaviour, and measures of progress
Explore avenues to lift student confidence in themselves and aspiration toward best effort.	Investigate when opportunities for the delivery of programs could occur (e.g. during mentor sessions, orientation, extended mentor sessions etc.) Conduct staff workshops to identify opportunities for delivery of programs and factors	Managers will discuss and consider options to make a decision about the implementation of when a program for students can be delivered.	Year Level, VCAL & Welfare Managers	End of semester one.	Managers consider options of when programs could be implemented with a subsequent recommendation to staff.
	Identify opportunities to develop the welfare/counselling role through external agencies/individuals in-house	Continued investigation of external programs that may benefit students. Including consultation with agencies such as Boroondara Youth Resource Centre and iehealth.	Welfare & Assistant Welfare Managers	Ongoing	External programs that have been recommended are implemented.
	Investigate a range of external agencies and their suitability for providing counselling in-house such as Healing Minds, Chaplaincy Program, Boroondara Youth Services.	The Welfare Team will gather information regarding agencies and provide details at staff workshops so that recommendations can be made.	Welfare Team	Ongoing	Relationships with new agencies established.
	Explore leadership programs for students.	Leadership programs. Develop opportunities for students to experience leadership development opportunities.	Student Involvement Managers and the SRC	Ongoing	Leadership programs for individuals and groups of students offered by SRC. Whole school assemblies provide a forum to celebrate students' success and facilitate student performances. Staff and student review of leadership programs.
		Develop opportunities for staff to be provided appropriate guest speakers on school and system related issues.	Leadership team	Ongoing	Recommendations for a program of guest speakers
				Early semester two	All staff members complete the Mental Health First Aid course
Implement an ongoing awareness program for staff to	Deliver a refresher course for Mental First Aid – investigate whether a similar program is available for students which	Mental Health First Aid refresher course provided for all staff.	Welfare & Assistant Welfare Managers	Early semester two	Mental Health First Aid course provided.

<p>support them in better understanding the wellbeing issues that impact many of the students; increase staff awareness of partners to schools that focus on student wellbeing needs.</p>	<p>could be run through the mentor program.</p> <p>Investigate the possibility of incorporating external guest speakers/presenters into the Wednesday meeting schedule.</p> <p>Administer the ACER Social-Emotional Wellbeing Survey (SEW) to establish baseline data and to determine the needs of the current student cohort.</p>	<p>Raise awareness amongst staff to be aware of the need to provide appropriate guest speakers on school and system related issues.</p> <p>The ACER SEW Survey will be administered to all Year 11 students and those students in Year 12 who are new to the college. The data will be analysed and recommendations regarding student emotional wellbeing made.</p>	<p>Leadership Team.</p> <p>Welfare Team.</p>	<p>Ongoing</p> <p>Term 1</p>	<p>Program of guest speakers developed and implemented.</p> <p>SEW data analysed by Welfare with appropriate recommendations made.</p> <p>ACER SEW Survey administered and data analysed.</p>
<p>Investigate and identify whole school needs in relation to a SEL (Social and Emotional Learning Program)</p>	<p>Conduct surveys of students, parents, and community stakeholders in relation to SEL needs and provide appropriate forums and settings to conduct such a program.</p> <p>Analyse enrolment interview records to identify key risk factors for students such as absenteeism, mental health issues, drug use etc.</p> <p>Analyse key risk factors for students presenting to the Welfare Team.</p>	<p>Welfare Team to devise a survey tool</p> <p>Survey to be implemented through key channels, ie Mentor, email to parents, letters to key community agencies.</p> <p>Investigate established external programs that meet the needs of students.</p> <p>Collate data in relation to risk factors identified through the enrolment interview process</p> <p>Develop a management tool for the welfare team to collate data on presenting issues for students to the welfare office.</p>	<p>Welfare Team, Year Level Managers</p>	<p>By week 6 Term 1</p>	<p>SEL Research data analysed with appropriate recommendations made.</p>

Annual Implementation Plan: for Improving Student Outcomes

PRODUCTIVITY					
Goals	To develop education provision partnerships with a wide range of education providers.	Targets	Increase the percent endorsement for Staff Survey School Climate: <i>Parent and Community Involvement</i> Benchmark 2014: 45% (Principal/Teacher) Target 2018: at least the 67 th percentile (Principal/Teacher) Staff Survey School Leadership: <i>Parent and Community Involvement</i> No benchmarks available		
		12 month targets	Increase the percent endorsement for Staff Survey School Climate: <i>Parent and Community Involvement</i> Benchmark 2014: 45% (Principal/Teacher) Target 2018: at least the 67 th percentile (Principal/Teacher) 2015 result: 52.9% 2016 target: 55% (Principal/Teacher)		
KIS	ACTIONS: what the school will do	HOW the school will do it (including financial and human resources)	WHO has responsibility	WHEN timeframe for completion	SUCCESS CRITERIA: Markers of success reflecting observable changes in practice, behaviour, and measures of progress
Identify potential high profile curricular areas around which strong links can be developed with pathway providers.	Collect and analyse the destination data of exiting students (2015) to determine what tertiary institutions they prefer to transition to.	The Pathways Team will ensure that the destination data of the 2015 cohort is analysed with respect to tertiary institution preferences.	Pathways Team	By the end of Term 1.	Analysis of destination data published by the Pathways Team. Tertiary institutions identified that may be approached to explore mutually beneficial arrangements.
	Develop connections and relationships with the identified tertiary institutions to determine possible mutual benefits.	At least two tertiary institutions will be identified with subsequent contact being made.		By the end of Term 1.	Connections and relationships developed with at least two tertiary institutions.
	Explore possible relationships with RMIT (Art and Design), Swinburne University (Film and TV).	Follow up connections from 2015 with the relevant personnel at the tertiary institutions.	Principal	Ongoing	In principle agreement reached on Guaranteed Entry with school council.
	Explore alternative access to a selection of tertiary institutions including Swinburne University, Victoria University, La Trobe University and Box Hill TAFE.	Explore the suggested Guaranteed Entry into selected tertiary providers with other interested secondary schools. Involve all members of the college community in the discussion.		Ongoing	Participation in pilot program regarding Guaranteed Entry into selected tertiary providers.
Develop a plan to optimize the resources available in the college's facilities at both the Burwood Road and Camberwell Road sites to better cater for the focus areas of the college.	Consult with all current and prospective members of the college community to determine the short, medium and long term facilities and resources requirements of the college. This may be in the form of a master plan.	Broad consultation with current and prospective members of the college community to develop a master plan for the college facilities.	Principal and Assistant Principal	Short term requirements determined by the end of term 1.	Consultation completed with a list of short, medium and long term recommendations published.
	Develop a plan of recommendations for the short term requirements of the college.	Short term requirements will be documented and discussed at school council for implementation.		A plan to implement the short term requirements developed, including a realistic timeline.	Successful implementation of short term requirements over 2016 and 2017.
	Implement the recommendations for the short term requirements of the college.			Medium and long term recommendations by the end of term 3.	
Develop a marketing strategy for the college.	Form a marketing team to review the work undertaken by Swinburne University students in 2014.	Marketing team formed from staff interested in this project. The team reviews the work of Swinburne University	Principal and Assistant Principal	Team formed in term 1.	Marketing Team formed in term 1. Review of work undertaken by Swinburne University (2014)

	<p>Identify at least two marketing strategies that can be implemented by the end of the year.</p> <p>Develop a survey that can be administered to new families of the 2016 cohort to determine the effect of the marketing strategies.</p>	<p>and identifies at least two marketing strategies for immediate implementation.</p> <p>An online survey is developed to administer to all new 2016 families regarding the college's marketing.</p>	Year Level Managers	<p>Recommendations made by early term 2 with strategies implemented</p> <p>Survey ready for implementation late in term 3.</p>	<p>with subsequent recommendations.</p> <p>Implement at least two marketing strategies by the end of the year.</p> <p>Survey of new families of the 2016 cohort conducted.</p>
Review all aspects of the college's workforce plan.	Review all of the current local workplace arrangements that are impacted by the Student Resource Package.	Through the school's consultative committee, run a series of staff workshops to review and explore options.	Consultative Committee	Term 3	Review of workforce arrangements completed.
Explore and develop options with the school's parent community so that they can become more involved in the education of their child.	Develop a plan to engage the parent community in conversations regarding their involvement in their child's education.	Conduct a series of parent workshops/forums to gauge interest and generate ideas to improve parental engagement.	School council	Ongoing	<p>A calendar of events to engage the parent community is published.</p> <p>Parent events conducted.</p>

Monitoring of Annual Implementation Plan: for Improving Student Outcomes

ACHIEVEMENT						
Actions:	6 month progress against success criteria and /or targets			12 month progress against success criteria and /or targets		Budget Spending to date
	 Status	Evidence	 Status	Evidence		
ENGAGEMENT						
Actions:	6 month progress against success criteria and /or targets			12 month progress against success criteria and /or targets		Budget Spending to date
	 Status	Evidence	 Status	Evidence		
WELLBEING						
Actions:	6 month progress against success criteria and /or targets			12 month progress against success criteria and /or targets		Budget Spending to date
	 Status	Evidence	 Status	Evidence		
PRODUCTIVITY						
Actions:	6 month progress against success criteria and /or targets			12 month progress against success criteria and /or targets		Budget Spending to date
	 Status	Evidence	 Status	Evidence		

