Annual Implementation Plan: for Improving Student Outcomes

School name: Swinburne Senior Secondary College

School number: 01-7366

Year: 2017

Based on strategic plan: 2015-2018

Endorsement:

Principal: Michael O'Brien   [date]

Senior Education Improvement Leader: Sharon Saitlik   [date]

School council: Carolyn Blackburn   [date]

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
<u>Achievement</u> To improve student achievement throughout the college, with a particular emphasis on unit completion and value added outcomes. <u>Engagement</u> To improve students' engagement in their learning. <u>Wellbeing</u> To improve the support for the health, welfare and wellbeing needs of students. <u>Productivity</u> To develop education provision partnerships with a wide range of education providers.

Improvement Priorities	Improvement 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	

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.

Excellence in Teaching and Learning

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 and 2016 teachers chose to participate in one of a number of project teams based on the work of Professor John Hattie whose research demonstrates that teaching techniques with an effect size of >0.40 are most effective. Teams met several times per term and were led by Professional Improvement Team Leaders. This model will be followed again in 2017, however it is anticipated that a new structure for the teams be implemented where two members of the leadership team will take a more pro-active role with their team. The frequency of the team meetings will also be increased to fortnightly.

The concept of action research at the college involves a continuous learning cycle, which involves:
- 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.

This cycle aligns with Simon Breakspear's *Agile Improvement Cycle*:
- *Clarify-Define and Understand*
  Define: Focus on a student outcome
  Understand: Discover the problems worth solving
- *Incubate-Design and Test*
  Design: Create evidence informed solutions
  Test: Iterate through disciplined inquiry
- *Amplify-Spread and Involve*
  Spread: Cultivate social learning
  Evolve: Continuously adapt and improve

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.

Professional Improvement Teams selected the following topics for investigation in:
2015
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)

2016
1.   Study Skills 1:1
2.   Experiential Learning
3.   Active, Dynamic and Collaborative Learning
4.   Fostering a Growth Mindset

In 2017 teachers will reflect on a number of data sources to direct them in their choice of topics. These will include the school generated student achievement, attendance, engagement and wellbeing (AAEW) database, ACER's General Ability Test (AGAT), Social and Emotional Wellbeing (SEW) Test and VCAA VCE Data Service Report 10 (Added Value)

An improved model for classroom observations will be adopted with the observations linked to the specific topic under investigation. A number of teachers, yet to be determined, will undertake reciprocal classroom observations with selected schools from our FISO group.

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.

Positive Climate for Learning

Given the context within which teachers at Swinburne Senior operate, it seems logical to include *Setting Expectations and Promoting Inclusion* as a partner to *Building Practice Excellence*. Teachers have been exposed to the work of Simon Breakspear and will adopt his Agile Learning Framework-Better All the Time. This framework revolves around three principles Maximizing Learning, Growing Expertise and Cultivating Teams. The framework revolves around a cycle of Clarify (Define and Understand), Incubate (Design and Test) and Amplify (Spread and Involve). The work that has already been undertaken and detailed under Building Partner Excellence fits well with Clarifying the issues around the typical student cohort at the college. However this work is ongoing with further topics to be investigated in 2017. As a result of our work with this initiative there is an expectation that student achievement growth will increase along with improvements to Learning Confidence and Student Motivation as measured by DET's Attitudes to School Survey and subsequent follow up in-school surveys.

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	• Develop accountability practices that focus all staff on using data effectively to drive improved student learning. This will include the consistent application of communication of curriculum, assessment and wellbeing matters through Compass School Manager. • Build staff capacity to create, promote and engage students and community in a learning environment that seeks continuous improvement.
Positive climate for learning	• 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. The Agile Improvement Framework, detailed above, will be used to facilitate this. • Investigate, with the guidance of the Student Representative Council (SRC), operating a range of clubs that are designed to promote wellbeing, student motivation and engagement.

Framework for Improving Student Outcomes

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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 not 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	Achievement To improve student achievement throughout the college, with a particular emphasis on unit completion and value added outcomes.
IMPROVEMENT INITIATIVE	Building practice excellence
STRATEGIC PLAN TARGETS	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. Benchmark 2014: 67% (16 of 24 studies) 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. Benchmark 2014: 60% (18 of 30 studies) School Staff Survey Increase the percent endorsements for: *School Climate: Collective efficacy* Benchmark 2014: 48% (Principal/Teacher) Target 2018: at least the 67th percentile (Principal/Teacher) *School Climate: Collective focus on Student Learning* Benchmark 2014: 67% (Principal/Teacher) Target 2018: at least the 67th percentile (Principal/Teacher) *Professional Learning: Renewal of Knowledge and Skills* Benchmark 2014: 52% (Principal/Teacher) Target 2018: at least the 67th percentile (Principal/Teacher) *Professional Learning: Applicability of PL* Benchmark 2014: 52% (Parent/Teacher) Target 2018: at least the 67th percentile (Principal/Teacher) *Professional Learning: Active Participation* Benchmark 2014: 37% (Principal/Teacher) Target 2018: at least the 67th percentile (Principal/Teacher)
12 MONTH TARGETS	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. Benchmark 2014: 67% (16 of 24 studies) 2015 target: 70% achieved: 30% (7 of 23) 2016 target: 50% 2017 target: 60% 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. Benchmark 2014: 60% (18 of 30 studies) 2015 target: 65% achieved: 52% (15 of 29) 2016 target: 60% 2017 target: 65% School Staff Survey Increase the percent endorsements for: *School Climate: Collective efficacy*

Benchmark 2014: 48% (Principal/Teacher)
Target 2018: at least the 67th percentile (Principal/Teacher)
2015 result: 49.3%
2016 target: 55%, result 49.5%
2017 target: 55%

School Climate: Collective focus on Student Learning
Benchmark 2014: 67% (Principal/Teacher)
Target 2018: at least the 67th percentile (Principal/Teacher)
2015 result: 70.6%
2016 target: 75%, result 66.7%
2017 target: 70%

Professional Learning: Renewal of Knowledge and Skills
Benchmark 2014: 52% (Principal/Teacher)
Target 2018: at least the 67th percentile (Principal/Teacher)
2015 target: ND
2016 target: 55%, result 53.2%
2017 target: 55%

Professional Learning: Applicability of PL
Benchmark 2014: 52% (Parent/Teacher)
Target 2018: at least the 67th percentile (Principal/Teacher)
2015 target: ND
2016 target: 55%, result 49.7%
2017 target: 55%

Professional Learning: Active Participation
Benchmark 2014: 37% (Principal/Teacher)
Target 2018: at least the 67th percentile (Principal/Teacher)
2015 target: ND
2016 target: 40%, result 46%
2017 target: 50%

KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
[**Drafting Note** report here the KIS from the previous summary page]	[**Drafting Note** report here what the school will do and how - including financial and human resources]	[**Drafting Note** report here the person responsible]	[**Drafting Note** report here the timeframe for completion]	6 months: [**Drafting Note** report here the tangible markers or indicators of success reflecting observable changes in practice, behaviour, and measures of progress]	🔴 🟡 🟢	[**Drafting Note** report here the quantifiable school and student outcomes and/or qualitative information about the change in practice]		
				12 months:	🔴 🟡 🟢			
Build staff capacity to create, promote and engage students and community in a learning environment that seeks continuous improvement.	Establish three Action Research Teams, with each formed in response to analysis and reflection of relevant student achievement, engagement and wellbeing data. Each teacher will belong to a team.	LT School Improv'mt Manager	Ongoing	6 months: Each Action Research Team established with a well-developed improvement agenda. Ongoing reports to the whole staff twice per term. It is anticipated that some "bright spots" of high level practice be identified.	🔴 🟡 🟢	• 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. Target 2017: 60% • Increase the percentage of VCE studies achieving a satisfactory completion in Unit 4 on the VCE Data Service Report 4. 2017 Target: 65% • *School Climate: Collective efficacy* Target 2017: 55% • *Professional Learning: Renewal of Knowledge and Skills 2017 Target 55%* • *Professional Learning: Applicability of PL*		

						2017 Target: 55% • *Professional Learning: Active Participation* 2017 Target: 50%		
				12 months: "Bright spots" of high level practice has been shared amongst teachers with a small group of teachers amplifying this practice with their classes.	🔴 🟡 🟢	Same as above.		
	Establish a program of classroom observations between teachers, within each of the Action Research Teams and, for a small group, with teachers at FISO schools.	Pairs of Leading Teachers in each of the three Action Research Groups	Terms 1, 2 and 3	6 months: All teachers have conducted at least one reciprocal classroom observation. Additionally, the teachers in the FISO group have completed one reciprocal observation as well.	🔴 🟡 🟢	• 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. Target 2017: 60% • Increase the percentage of VCE studies achieving a satisfactory completion in Unit 4 on the VCE Data Service Report 4. 2017 Target: 65% • *School Climate: Collective efficacy* Target 2017: 55% • *Professional Learning: Renewal of Knowledge and Skills* 2017 Target 55% • *Professional Learning: Applicability of PL* 2017 Target: 55% • *Professional Learning: Active Participation* 2017 Target: 50%		
				12 months:. All teachers have conducted at least two reciprocal classroom observations and similarly for the FISO group.	🔴 🟡 🟢	Same as above.		
Develop accountability practices that focus all staff on using data effectively to drive improved student learning. This will include the consistent application of communication of curriculum, assessment and wellbeing matters through Compass School Manager.	Establish a list of agreed clear expectations to be termed 'Swinburne Professional Practice' that every teacher will use and are recognised as standard practice amongst teachers. These will include, but not limited to, all communication with respect to student achievement, attendance, engagement and wellbeing through Compass School Manager.	LT School Improvement Manager	Beginning of each semester and ongoing during the semester	6 months: Evidence of teachers meeting 'Swinburne Professional Practice'.	🔴 🟡 🟢	Each teacher meets 'Swinburne Professional Practice'.		
				12 months: Evidence of 'Swinburne Professional Practice' with every teacher.	🔴 🟡 🟢	• *School Climate: Collective efficacy* Target 2017: 55%		

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Section 2: Improvement Initiatives

STRATEGIC PLAN GOALS	<u>Engagement</u> To improve students' engagement in their learning. <u>Wellbeing</u> To improve the support for the health, welfare and wellbeing needs of students.
IMPROVEMENT INITIATIVE	Positive climate for learning.
STRATEGIC PLAN TARGETS	Increase the *Real Retention* of students from Year 11 (Feb) to Year 12 (Aug the following year). Benchmark: 2014 70% Decrease *Student Absences* 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 Increase the *Exit Destination rate for students who left at the end of Year 12 into continuing education and training*. Benchmark: 2014 80% Increase the *Student Attitudes to School Survey Factor Mean scores for Motivation and Connectedness to Peers*. Benchmarks: 2014 Motivation 3.83 and Connectedness to Peers 3.82 Increase the percent endorsement for Staff Survey School Climate: *Collective focus on Student Learning* Benchmark 2014: 67% (Principal/Teacher) Target 2018: at least the 67th percentile (Principal/Teacher)
12 MONTH TARGETS	Increase the *Real Retention* of students from Year 11 (Feb) to Year 12 (Aug the following year). Benchmark: 2014 69.2% 2015 result: 63.0% 2016 target: 70%, result 64.5% 2017 target: 70% Decrease *Student Absences* 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) 2017 target: Year 11 17.00 days and Year 12 15.00 days (State means 2015) Increase the *Exit Destination rate for students who left at the end of Year 12 into continuing education and training*. Benchmark: 2014 80% 2015 target: 83% 2016 target: TBD 2017 target: TBD Increase the *Student Attitudes to School Survey Factor Mean scores for Motivation and Connectedness to Peers*. 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, results Motivation 4.00 and Connectedness to Peers 3.94 2017 target: Motivation 4.10 and Connectedness to Peers 4.00 Increase the percent endorsement for Staff Survey School Climate: *Collective focus on Student Learning* Benchmark 2014: 67% (Principal/Teacher) Target 2018: at least the 67th percentile (Principal/Teacher) 2015 result: 70.6% 2016 target: 75%, result 66.7% 2017 target: 70%

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KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
[**Drafting Note** report here the KIS from the previous summary page]	[**Drafting Note** report here what the school will do and how - including financial and human resources]	[**Drafting Note** report here the person responsible]	[**Drafting Note** report here the timeframe for completion]	6 months: [**Drafting Note** report here the tangible markers or indicators of success reflecting observable changes in practice, behaviour, and measures of progress]	🔴 🟡 🟢	[**Drafting Note** report here the quantifiable school and student outcomes and/or qualitative information about the change in practice]		
				12 months:	🔴 🟡 🟢			
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. The Agile Improvement Framework, detailed above, will be used to facilitate this.	Use school based data, ACER Student Emotional and Wellbeing (SEW) results, ATTSS results and attendance data, to inform and determine research projects to be undertaken within the school to address identified inhibitors to student learning and wellbeing. Teaching practice that is working well will be amplified through individuals and small groups.	Principal and School Improvement Manager	Ongoing	6 months: Each Action Research Team established with a well-developed improvement agenda. Ongoing reports to the whole staff twice per term. It is anticipated that some "bright spots" of high level practice be identified.	🔴 🟡 🟢	• Decrease *Student Absences* at both Years 11 and 12 to at least the State mean. 2017 target: Year 11 17.00 days and Year 12 15.00 days (State means 2015) • Increase the *Student Attitudes to School Survey Factor Mean scores for Motivation and Connectedness to Peers*. 2017 target: Motivation 4.10 and Connectedness to Peers 4.00 • Increase the percent endorsement for Staff Survey School Climate: *Collective focus on Student Learning* 2017 target: 70% • Increase the *Real Retention* of students from Year 11 (Feb) to Year 12 (Aug the following year) 2017 target: 70% • Increase the *Exit Destination rate for students who left at the end of Year 12 into continuing education and training*. 2017 target: TBD		
				12 months: "Bright spots" of high level practice has been shared amongst teachers with a small group of teachers amplifying this practice with their classes.	🔴 🟡 🟢	Same as above.		
Build student capacity and resilience through a range of proactive, targeted Wellbeing and Social Emotional Learning programs.	Collate data from welfare needs (Welfare Database) and from student surveys to identify wellbeing/welfare needs for 2017. Develop and implement Wellbeing/SEL programs to respond to identified student needs. Form a 'Wellbeing Committee' with representatives from all stakeholders (students, parents, teachers, community groups) to explore a range of SEL/Resilience based programs applicable to the setting of the College. Generate regular articles for the College's newsletter focussing on positive mental health (and linked to seasonal activities such as school formal etc.)	Welfare Team	Ongoing	6 months: Based on data collected during the first semester, a list of wellbeing/welfare needs is established. A range of programs, in response to the collected data, is established. Wellbeing Committee established. Articles promoting positive mental health published in the newsletter.	🔴 🟡 🟢	• Decrease *Student Absences* at both Years 11 and 12 to at least the State mean. 2017 target: Year 11 17.00 days and Year 12 15.00 days (State means 2015) • Increase the *Student Attitudes to School Survey Factor Mean scores for Motivation and Connectedness to Peers*. 2017 target: Motivation 4.10 and Connectedness to Peers 4.00 • Increase the *Real Retention* of students from Year 11 (Feb) to Year 12 (Aug the following year) 2017 target: 70% • Benchmark the number of Year 12 students maintaining their enrolment until the end of the year		
				12 months: Programs adjusted in response to student demand and interest. Wellbeing Committee continues to meet regularly.	🔴 🟡 🟢	As above.		

				Articles promoting positive mental health continue to be published in the newsletter.				
Support students identified with 'welfare needs' to manage academic program and engagement.	Maintain regular communication with staff to ensure students receive appropriate levels of support in relation to welfare needs (limits of confidentiality to apply) Maintain and continue to develop 'Welfare Database' to ensure monitoring of students needs and program modifications. Continue to develop and consolidate links with local agencies to provide appropriate and timely referrals.	Welfare Team	Ongoing	6 months: Communication with staff maintained through Year Level meetings, Mentor meetings and staff workshops. Welfare database established and maintained with up to date information.	🔴🟡🟢	• Decrease *Student Absences* at both Years 11 and 12 to at least the State mean. 2017 target: Year 11 17.00 days and Year 12 15.00 days (State means 2015) • Increase the *Student Attitudes to School Survey Factor Mean scores for Motivation and Connectedness to Peers*. 2017 target: Motivation 4.10 and Connectedness to Peers 4.00 • Increase the *Real Retention* of students from Year 11 (Feb) to Year 12 (Aug the following year) 2017 target: 70% • Benchmark the number of Year 12 students maintaining their enrolment until the end of the year		
				12 months: Communication with staff maintained through Year Level meetings, Mentor meetings and staff workshops. Welfare database established and maintained with up to date information.	🔴🟡🟢	As above.		
Investigate and implement, with the guidance of the Student Representative Council (SRC), a range of clubs that are designed to promote wellbeing, student motivation and engagement.	A range of clubs is established based around the goal of improving and promoting wellbeing, student motivation and engagement.	SRC Manager	Ongoing	6 months: A number of clubs established and meet regularly.	🔴🟡🟢	• Decrease *Student Absences* at both Years 11 and 12 to at least the State mean. 2017 target: Year 11 17.00 days and Year 12 15.00 days (State means 2015) • Increase the *Student Attitudes to School Survey Factor Mean scores for Motivation and Connectedness to Peers*. 2017 target: Motivation 4.10 and Connectedness to Peers 4.00 • Increase the *Real Retention* of students from Year 11 (Feb) to Year 12 (Aug the following year) 2017 target: 70% • Increase the *Exit Destination rate for students who left at the end of Year 12 into continuing education and training*. 2017 target: TBD		
				12 months: As above	🔴🟡🟢	As above.		

Section 3: Other Improvement Model Dimensions

STRATEGIC PLAN GOALS	To develop education provision partnerships with a wide range of education providers.
OTHER IMPROVEMENT MODEL DIMENSIONS	Productivity
STRATEGIC PLAN TARGETS	Increase the percent endorsement for Staff Survey School Climate: *Parent and Community Involvement* Benchmark 2014: 45% (Principal/Teacher) Target 2018: at least the 67th percentile (Principal/Teacher) Staff Survey School Leadership: *Parent and Community Involvement* No benchmarks available
12 MONTH TARGETS	Increase the percent endorsement for Staff Survey School Climate: *Parent and Community Involvement* Benchmark 2014: 45% (Principal/Teacher) Target 2018: at least the 67th percentile (Principal/Teacher) 2015 result: 52.9% 2016 target: 55% (Principal/Teacher), result 39.4% 2017 target: 55%

KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING		Budget	
					Progress Status	Evidence of impact	Estimate	YTD
[**Drafting Notes** report here the KIS from the previous summary page]	[**Drafting Notes** report here what the school will do and how - including financial and human resources]	[**Drafting Notes** report here the person responsible]	[**Drafting Notes** report here the timeframe for completion]	6 months: [**Drafting Notes** report here the tangible markers or indicators of success reflecting observable changes in practice, behaviour, and measures of progress]	● ● ●	[**Drafting Notes** report here the quantifiable school and student outcomes and/or qualitative information about the change in practice]		
				12 months:	● ● ●			
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 students' needs.	Continue the development of a master plan of college facilities that builds on the work undertaken in 2015 and 2016. In particular, the re-development of the library (short to medium term) and "Swinburne Park" (long term).	Assistant Principal		6 months: Plans for the re-development of the Library finalised and a timeline for building works established.	● ● ●	• Decrease *Student Absences* at both Years 11 and 12 to at least the State mean. 2017 target: Year 11 17.00 days and Year 12 15.00 days (State means 2015) • Increase the *Student Attitudes to School Survey Factor Mean scores for Motivation and Connectedness to Peers*. 2017 target: Motivation 4.10 and Connectedness to Peers 4.00 • Increase the *Real Retention* of students from Year 11 (Feb) to Year 12 (Aug the following year) 2017 target: 70% • Increase the *Exit Destination rate for students who left at the end of Year 12 into continuing education and training*. 2017 target: TBD		
				12 months: Tenders for the re-development of the library completed and a preferred builder appointed. Building works commence.	● ● ●	As above		
Explore and develop, with the school's parent community, opportunities	Establish a Parent Engagement sub-committee of school council.	Principal	First meeting of new	6 months: Sub-committee established and at least two community events organised	● ● ●	Increase the percent endorsement for Staff Survey School Climate: *Parent and Community Involvement*		

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that will enable them to become more involved in the education of their child.			council.			2017 target: 55% (Principal/Teacher)		
				12 months: Sub-committee has suggested and organised at least three events for parents.	🔴 🟡 🟢	As above		
Identify potential curricular, engagement and wellbeing opportunities around which strong links can be developed.	Continue working with Swinburne University of Technology to investigate the adoption of non-ATAR entry to nominated tertiary programs and other alternative entry possibilities.	Principal Careers and Pathways Advisor	Ongoing	6 months: Continue the conversation with key members from Swinburne University of Technology regarding non-ATAR entry.	🔴 🟡 🟢	Increase the percent endorsement for Staff Survey School Climate: *Parent and Community Involvement* 2017 target: 55% (Principal/Teacher)		
				12 months: Based on the work undertaken throughout the year, a determination whether to participate in any pilot program with the university is determined.	🔴 🟡 🟢	As above		
	Identify, and begin working with at least one other school from FISO team, *Peer Observations*.	Principal	Ongoing	6 months: A small team of teachers from each of the two schools established and initial contact made.	🔴 🟡 🟢	• *Professional Learning: Renewal of Knowledge and Skills* *2017 Target 55%* • *Professional Learning: Applicability of PL* 2017 Target: 55% • *Professional Learning: Active Participation* 2017 Target: 50%		
				12 months: Reciprocal peer observations conducted by each member of two school based teams.	🔴 🟡 🟢	As above		
	Establish links with a number of external agencies associated with student wellbeing and engagement.	LT Student Wellbeing Manager	Ongoing	6 months: Links with external agencies established with agreement regarding services determined. Some school based projects planned and implemented.	🔴 🟡 🟢	• Decrease *Student Absences* at both Years 11 and 12 to at least the State mean. 2017 target: Year 11 17.00 days and Year 12 15.00 days (State means 2015) • Increase the *Student Attitudes to School Survey Factor Mean* scores for Motivation and Connectedness to Peers. 2017 target: Motivation 4.10 and Connectedness to Peers 4.00 • Increase the percent endorsement for Staff Survey School Climate: *Collective focus on Student Learning* 2017 target: 70% • Increase the *Real Retention* of students from Year 11 (Feb) to Year 12 (Aug the following year) 2017 target: 70%		
				12 months: School based projects from semester one continued by student need and others established and implemented.	🔴 🟡 🟢	As above		
	Formalise the establishment of the college's Alumni Association.	Principal	Ongoing	6 months: Alumni Association formally established and launched.	🔴 🟡 🟢	Increase the percent endorsement for Staff Survey School Climate: *Parent and Community Involvement* 2017 target: 55% (Principal/Teacher)		
				12 months: Members of the Alumni Association contacted in relation to supporting school initiatives and events as required.	🔴 🟡 🟢	As above		

Section 4: Annual Self-Evaluation

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

Priority	Improvement model dimensions – note state-wide Improvement Initiatives are bolded	Is this an identified initiative or dimension in the AIP?	Continuum status	Evidence and analysis
Excellence in teaching and learning	**Building practice excellence**	Select	Select status	[**Drafting note** For current AIP improvement initiatives and/or dimensions, please provide a succinct and conclusive statement referring to the monitoring section of this plan. This statement can refer to the progress status and/or make reference to the achievement of the appropriate goals, targets and success criteria.]
	Curriculum planning and assessment	Select	Select status	
	Evidence-based high impact teaching strategies	Select	Select status	
	Evaluating impact on learning	Select	Select status	
Professional leadership	**Building leadership teams**	Select	Select status	
	Instructional and shared leadership	Select	Select status	
	Strategic resource management	Select	Select status	
	Vision, values and culture	Select	Select status	
Positive climate for learning	**Empowering students and building school pride**	Select	Select status	
	Setting expectations and promoting inclusion	Select	Select status	
	Health and wellbeing	Select	Select status	
	Intellectual engagement and self-awareness	Select	Select status	
Community engagement in learning	**Building communities**	Select	Select status	
	Global citizenship	Select	Select status	
	Networks with schools, services and agencies	Select	Select status	
	Parents and carers as partners	Select	Select status	

Reflective comments: [**Drafting Note** Please use this section to summarise your learnings from the self-evaluation process, including professional growth and key findings]

Confidential cohorts analysis: [**Drafting note** This section is not for public distribution. Report here the extent to which cohorts of students within the school (including Koorie, high ability, refugee, EAL, PSD, out of home care students, etc.) are being supported and challenged, leading to an inclusive and stimulating environment for all students]

Considerations for 2018:

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