Annual Implementation Plan: for Improving Student Outcomes

School name: Mordialloc College

School number: 8075

Year: 2017

Based on strategic plan: 2017-2020

Endorsement:

Principal Michelle Roberts   Dec 2016

School council Nicky Hersey   Feb 2017

Senior Education Improvement Leader Jennifer Mc Crabb   Jan 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
1. To improve the VCE all study score to above the state.
2. To maximise student learning growth for all students 7-12 across all learning areas.
3. Develop confident and engaged students who have an authentic voice in planning their own learning pathway in and beyond the school.
4. To empower confident, healthy and resilient students.

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.
2017 will be the first year of our new Strategic Plan. We will be continuing our focus from 2016 on Building Practice Excellence and the second year of implementation of the Curiosity and Powerful Learning initiative. As a rapidly growing school, each year now, a number of new teachers are inducted. Variation and consistency in teacher practice, maintaining our strong focus on relationships, student connectedness to peers and school, and improving academic outcomes Years 7-12 are the key challenges on our continuous improvement journey. To support teacher implementation of high impact strategies in the classroom the triad model of coaching will also continue.   **Student Achievement:** If teachers and students have high expectations and practice excellence is built through feedback, coaching and learning in collaborative teams, student learning growth and VCE outcomes will improve.   **Student Engagement:** If students have an authentic voice in their own learning, and school processes and practices encourage them to plan their own pathways, then learning confidence and high aspirations for their futures will be built   **Student wellbeing:** If preventative programs and social and emotional learning is integrated in learning, together with wellbeing support for students and families, health and wellbeing will be fostered

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)
Excellence in teaching and learning: **Building practice excellence, evidence-based high impact strategies and Curriculum planning and Assessment**	1. Develop precision in teacher practice using agreed lesson structures and challenging learning tasks that reflect high expectations for student learning and strengthen feedback and coaching for staff 2. Develop and embed rigorous, reliable and well differentiated assessment practices to support quality learning outcomes for all students
Positive Climate for Learning: **Intellectual engagement and self-awareness** *Positive Climate for Learning:* **Health and Wellbeing**	3. Develop and implement processes and practices to strengthen transition into, through and beyond the school. 4. Plan learning sequences and activities that strengthen authentic student voice and self-directed learning 5. Build student resilience and identify and respond to the needs of specific groups or individual students through a documented and implemented wellbeing approach.

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	1. To improve the VCE all study score to above the state. 2. To maximise student learning growth for all students 7-12 across all learning areas.
IMPROVEMENT INITIATIVE	*Excellence in teaching and learning:* **Building practice excellence, evidence-based high impact strategies and Curriculum planning and Assessment**
STRATEGIC PLAN TARGETS	• *VCE All study score to be at least 30 (baseline 27.4 2015)* • *Improve percentage receiving scores of 40+ to the state average or above (baseline 2% 2015)* • *Achieve a positive skewed distribution in teacher judgements based on the achievement standards of the Victorian Curriculum (need to revise once baseline data from 2017 is available)* • *Increase the percentage of students achieving above at Bands 9&10 in NAPLAN to at least 20% and decrease the percentage below the national minimum standard to less than 20%* • *Increase the percentage achieving high growth to at or above 25% and decrease the percentage achieving low growth to below 20% on NAPLAN relative growth assessments year 7 to 9* • *School staff survey-school climate: improvement in academic focus to at least 70% endorsement and teacher collaboration to above 50% (2015 mean score academic focus 63.87 (47% endorsement); Teacher collaboration 57.55 (34.8% endorsement))*
12 MONTH TARGETS	• *Improve English study score from 27.51 (baseline 2015) to 28.5 and Further Maths from 23.10 (baseline 2015) to 25, Methods from 25.18 to 27 and Specialist from 22.58 to 23.5* • *Improve percentage receiving scores of 40+ to 3% (baseline 2% 2015)* • *Establish baseline data for teacher judgements based on the achievement standards of the Victorian Curriculum* • *Improve the percentage of students achieving above at Bands 9&10 in NAPLAN based on 2016 baseline data and decrease the percentage below the national minimum standard compared to 2016 baseline data* • *Improve the percentage achieving high growth based on 2016 baseline data and decrease the percentage achieving low growth compared to 2016 baseline data on NAPLAN relative growth assessments year 7 to 9* • *School staff survey-school climate: improvement in academic focus to at least 55% endorsement and teacher collaboration to above 40% (2015 mean score academic focus 63.87 (47% endorsement); Teacher collaboration 57.55 (34.8% endorsement))*

KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING		Budget	
					Progress Status	Evidence of impact	Estimate	YTD
Develop precision in teacher practice using agreed lesson structures and challenging learning tasks that reflect high expectations for student learning and strengthen feedback and coaching for staff	**Continue to implement CPL with a targeted professional development program focused on adopting consistent teaching protocols and incorporating Models of Practice (whole school approach)** • Meet as a CPL implementation team termly • Develop workshop schedule to include 2 PD sessions for staff per term • Survey students for pre and post data to track growth • Review IM • Incorporate into staff PDP – Professional Practice goal **Carry on Triad coaching model and continue to build capacity of all teachers as coaches in giving effective feedback** • Develop observation template • Develop staff workshop schedule to include PD for staff and pre and post observation meetings • Incorporate into PDP – Professional Practice • Develop a rubric for staff to self -assess growth	MRO, ROE, BLO, ALE, AMC, AMO	Staff workshop schedule 2-4 times per term	**6 months:** Timeline for first 6 months of staff workshop PD sessions has been met and any revisions for next 6 months made Success criteria for excellence in the theory of action we are addressing developed Coaching proforma and Consistent teaching protocols have been established Baseline data collected in Feb/March 2017 from students and staff Instructional Model reviewed and updated IM implemented Improvement in teaching practice and precision measured through the surveys (pre and midyear student survey data) and staff rubric Progress made in Teacher Practice PDP goal at mid cycle review All teachers have received targeted and focused feedback on their teaching practice from 2 peers	● ● ●	Improvement in teaching practice and precision measured through the pre and mid-year student perception surveys – collation of whole school data Growth evident on teacher self-assessment rubric from January term 1 to mid-year Progress made in Teacher Practice PDP goal at mid cycle review as evidenced by teacher reflective journal and changes in practice made as a result of feedback received through triad coaching process	$5000	
				12 months: Timeline for second 6 months of staff workshop PD sessions has been met Growth across all staff in the Success criteria for excellence in the theory of action Mid and end of year data collected from students and staff demonstrates growth	● ● ●	Improvement in teaching practice and precision measured through the pre, mid-year and end of year student perception surveys – collation of whole school data Growth evident on teacher self-assessment rubric from January term 1 to mid-year to end of year Progress made in Teacher Practice PDP goal at end of cycle		

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		Actions	Who	How	Success Criteria	Status	Notes		

					PDP process identifies Instructional Model embedded in teacher practice Improvement in teaching practice and precision measured through the surveys (pre and post student survey data) and staff rubric All teachers have received targeted and focused feedback for 3 teaching practice observations from 2 peers Documentation of expected teaching practices and techniques in a handbook for all staff developed		review as evidenced by teacher reflective journal and changes in practice made as a result of feedback received through triad coaching process 12 month targets achieved for VCE and NAPLAN 12 month target achieved in Staff survey school climate		
	Review of 1:1 ipad and BYOD program and implement professional development for all staff in effective use of 1:1 devices and meeting identified needs for staff • Conduct audit on iPad and BYOD use in class and collect staff, student and parent feedback • Develop action plan to address findings from audit and prepare for implementation in 2018 • PD in staff workshops, LA meetings, YL meetings focused on iPads for Year 7-9 staff and BYODs for Year 10-12 staff • Implement whole school approach to CyberHound monitoring and education for students, staff and the wider school community	JWI, ALE, AMO	Staff workshop, Year level teams, PDC	6 months: Audit conducted of iPad/BYOD All students and staff are connected to CyberHound and PD provided to staff and further training for Wellbeing staff, D of Sub Schools and YLCs Teachers are confident and effectively using 1:1 Pedagogy 7-12 using netbooks and/or iPads and in the use of other technologies or multimedia tools e.g. apps, Google classroom, digital objects etc. All students across the school have access to an iPad or netbook	🔴🟡🟢			
				12 months: Action plan developed based on findings of the audit and ready for implementation in 2018 Wellbeing/YLCs/D of Sub Schools consistently following up on CyberHound alerts and confident in using the program	🔴🟡🟢			
	Implementation of 5 new school programs (Japanese, STEM, Digital Literacy, MEX 2.0, VCAL Foundation) • Provide time for teachers to work together to develop curriculum and scope and sequence documents and plan for new curriculum and extended program in 2018	ROE, MCC, ANI, and LALs	LA meetings, PDC	6 months: Curriculum in place for Sem 1 and 2 2017 Resources purchased to enable teaching of these subjects	🔴🟡🟢			
				12 months: Curriculum developed for new year levels in 2018 Review of Sem 1 units completed and feedback/adaptions incorporated into Sem 2 for subjects that are semester based	🔴🟡🟢			
	New staff induction program catering for the significant number of new staff to the College • From feedback collected in 2016, implement a supportive and ongoing teacher induction program across the college, including VIT mentoring • Establish a calendar for New staff meetings ensuring frequent meetings in Term 1 and 2 providing PD in previous whole school approach to HRLTPs, Differentiation, QIS and 2016 TOAs • Allocate buddies to new staff and identify Mentors for provisional teachers	ROE, VIT Mentors, Leadership team	New staff meetings	6 months: Handbook developed for new staff outlining important information (survival pack) Calendar developed for new staff meetings Staff identified to present PD to new staff VIT mentors have undertaken VIT training and have established relationships with proficient staff to identify start and finish dates for proficient teacher registration	🔴🟡🟢			
				12 months: Staff induction completed and all staff familiar with college processes, policies and instructional model Induction program in place for 2018	🔴🟡🟢			
	SEAL curriculum review/alignment to Victorian Curriculum and VCE • SEAL coordinator to work with LALs and Curriculum AP to ensure scope and sequence of curriculum is rigorous and aligned • Data collated to track SEAL students and monitor performance across all year levels • Document subject selection and course counseling process of SEAL students into VCE and expectations of attainment	ALE, ROE, AMO	Staff workshop, SEAL meetings, YL meetings	6 months: Curriculum overview for SEAL students completed, ensuring rigour and no repetition or gaps in learning Data available for subject selection process and course counselling and processes in place	🔴🟡🟢			
				12 months: SEAL students end of year exam results are monitored and respective students counselled if necessary into appropriate pathways Curriculum documented	🔴🟡🟢			

| | **Professional development program to continue with alignment of Victorian Curriculum, VCE study designs and VCAL (with a focus on Year 9 and 10) and teaching practice**
• Learning area leaders work with their teams to ensure consistency and all unit outlines, assessment tasks and rubrics are aligned to our IM
• Teams work together to improve teaching practice and share ideas and resources to | ROE, LALs, ALE, JDA, JWI, | Staff workshop, LAL meetings, YL meetings | 6 months:
Staff workshop schedule developed to incorporate priorities
Staff meeting requirements articulated and all staff allocated to respective meetings
VCAA updates on Vic Curriculum and reporting shared with relevant staff and PDC meetings
Review of reporting process established and capabilities clearly aligned to specific LAs
Moderation process in place and PD provided to all staff on blind marking and cross marking
EAL support and PD scheduled into meeting structure | 🔴🟡🟢 | | | |

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				12 months: Report templates aligned to Vic Curriculum Whole school, LA and Year level Curriculum maps completed Teaching practice aligns to IM Moderation incorporated into regular meetings and all staff up skilled in how to moderate	🔴 🟡 🟢			
	improve student outcomes • Moderation is factored into regular team meetings • Continue to support staff to cater for EAL and PSD students through professional development and access to resources • New reporting process developed to align with Victorian Curriculum • Professional development focused on moderation, blind marking, reporting EAL, PSD and pedagogy • Strengthen meeting protocols and evaluate meeting schedule for effectiveness							
Develop and embed rigorous, reliable and well differentiated assessment practices to support quality learning outcomes for all students	**Continue to implement CPL with a targeted professional development program focused on a commitment to assessment for learning and triad observations to support implementation** • Meet as a CPL implementation team termly • Develop workshop schedule to include 2 PD sessions for staff per term • Survey students for pre and post data to track growth • Incorporate into staff PDP – Professional Practice goal • Align assessments to the new Victorian Curriculum achievement standards (see below)	MRO, ROE, BLO, ALE, AMC, AMO, LA Leaders	Staff workshop schedule, LA meetings, PDC	**6 months:** Timeline for first 6 months of staff workshop PD sessions has been met and any revisions for next 6 months made Success criteria for excellence in the theory of action we are addressing developed Coaching proforma for TOA has been established Baseline data collected in Semester 1 2017 from students and staff Improvement in teaching practice and precision measured through the surveys (pre and midyear student survey data) and staff rubric Progress made in Teacher Practice PDP goal at mid cycle review All teachers have received targeted and focused feedback on their teaching practice from 2 peers Plan for implementation of study skills – Learning to learn – from Year 7	🔴 🟡 🟢	Improvement in teaching practice and precision measured through the pre and mid-year student perception surveys – collation of whole school data Growth evident on teacher self-assessment rubric from January term 1 to mid-year Progress made in Teacher Practice PDP goal at mid cycle review as evidenced by teacher reflective journal and changes in practice made as a result of feedback received through triad coaching process	$5000	
				12 months: Timeline for second 6 months of staff workshop PD sessions has been met Growth across all staff in the Success criteria for excellence in the theory of action Mid and end of year data collected from students and staff demonstrates growth PDP process identifies TOA embedded in teacher practice Improvement in teaching practice and precision measured through the surveys (pre and post student survey data) and staff rubric All teachers have received targeted and focused feedback for 3 teaching practice observations from 2 peers Documentation of expected teaching practices and techniques in a handbook for all staff developed Learning to Learn study skills ready to be incorporated into Year 7 program 2018	🔴 🟡 🟢	Improvement in teaching practice and precision measured through the pre, mid-year and end of year student perception surveys – collation of whole school data Growth evident on teacher self-assessment rubric from January term 1 to mid-year to end of year Progress made in Teacher Practice PDP goal at end of cycle review as evidenced by teacher reflective journal and changes in practice made as a result of feedback received through triad coaching process 12 month targets achieved for VCE and NAPLAN		
	Continue to provide professional development for staff to improve data literacy and build capacity of teachers in analyzing, interpreting and triangulating data • Review of whole school data tracking and analysis, including data handover process and data collection processes at the college • Data analysis built into team meeting and aligned with College data protocols • Review PDP process to target and review the structure of the student outcomes goal • Plan and undertake whole school PD based on identified areas of support required by staff to strengthen data literacy (audit staff to gather point of need) • Continue to analyse PS data and provide feedback to key feeder PS identifying areas of weakness and strength • Implement 1:1 VCE teacher meetings to reflect on VCE results from 2016 and identify targeted approach to 2017	AMO, BLO, ROE, MRO, WIL, JGR, EEV	Staff workshop, LA meetings, YL meetings, 1:1 VCE staff meetings	**6 months:** Review of Use of Data policy and Moderation policy Data analysis built in to relevant team meetings on a regular basis PS data shared with Year 7 team and used to develop differentiated lessons and instructional groups Student outcomes PDP goal developed and shared with staff Conduct audit of staff to identify targeted areas of PD Meet with VCE teachers to reflect on 2016 VCE results and set targets for 2017 PD provided in staff meetings on data analysis, use and triangulation	🔴 🟡 🟢			
				12 months: Data analysis built in to relevant team meetings on a regular basis PS data analysed and shared with PS schools identifying key strengths and focus areas End of year PDP has specific and clear strategies required by staff to demonstrate growth PD provided to target individual point of need as identified in audit VCE teachers show evidence to meet targets set for 2017 students Staff confidence developed in the use of data analysis and triangulation (measure through PDP or survey??)	🔴 🟡 🟢			

	Action	Who	Forum	Milestones	Status		Funding	
	Continue to develop teacher capacity on differentiated learning and the ability to assess student performance accurately (include continuing to build confidence and skill for making teacher judgements 7-10) • Continue working with PS to ensure consistent teacher judgements and moderation across year 6 and 7 • Develop whole school assessment schedule and a more structured approach to moderation 7-12 especially before report writing time • Clarify and review 'At Risk' policy for students	MRO, ROE, LALs, AMO, ALE, WIL, EEV, JGR	Staff workshop, LA meetings, YL meetings, PDC	**6 months:** Review of Moderation policy and moderation incorporated into regular team meetings as per protocol documents Review of At Risk policy and process across middle and senior school One moderation session with feeder PS (focus English) Whole school assessment schedule developed for Sem 1 PDC meetings focused on consistent judgements aligned to new Vic Curriculum achievement standards	🔴 🟡 🟢			
				12 months: Moderation incorporated into regular team meetings as per protocol documents Updated and consistent 'at risk' processes implemented across the college and used in conjunction with course counselling processes Moderation session completed with feeder PS (focus Maths) Whole school assessment schedule developed for Sem 2 Benchmark tasks aligned to Vic Curriculum achievement standards	🔴 🟡 🟢			
	Continue intervention program at Year 7 & 8 and introduction of elective at Year 9, including building staff capacity • Appointment of ES staff member to assist the intervention teacher to focus on Literacy and Numeracy support • Identify students receiving Catch up/Equity funding and target students particularly in Years 7-8 • Develop program and resources in liaison with literacy and numeracy leaders • Develop Year 9 literacy and numeracy support elective • Participate in Secondary PLT formed with Westall and Monteray to share resources and ideas and possible joint PD sessions • Provide targeted PD for year 7-8 staff to enhance teaching strategies that cater for identified students	EEV, ROE, MRO, BLO, AMC	YLC meetings, PDC	**6 months:** Staffing established for intervention support program Students identified and timetable developed for intervention support across Year 7 & 8 and data collected to establish baseline Curriculum established for Literacy and Numeracy support elective at Year 9 and decision made whether to continue elective into Sem 2 for students in Year 9 elective PLT established with network schools to share resources and PD sessions identified PD provided to staff to enhance teaching strategies	🔴 🟡 🟢		Equity funding $90,000 CT2-6 $8500 ES1-3	
				12 months: Post data collection to demonstrate growth PD provided to staff to enhance teaching strategies and confidence teaching these students PLT established with network schools to share resources and PD sessions undertaken	🔴 🟡 🟢			
	Development of Annual action plans by LT's on a specific focus for whole school improvement in literacy, numeracy and VCE outcomes, with targeted strategies	LTs, MRO	As part of PDP process	**6 months:** Action plans established for LTs at beginning of year and progressed checked as part of PDP mid cycle review	🔴 🟡 🟢			
				12 months: Action plans assessed through end of year PDP process	🔴 🟡 🟢			
	Build the capacity of Middle Leadership (YLC's and LAL's) to lead meaningful team collaboration (curriculum design and unit planning, data analysing & tracking, common assessment, moderation and team reflection on impact of teaching) • Investigate leadership program to support Leading teachers and Middle leaders to develop instructional leadership, promoting and modelling effective evidence based practice • Provide PD for Leading teachers and Middle leaders to support them in building their leadership capacity (including use of 360 degree feedback tool) • Strengthen meeting protocols and evaluate meeting schedule for effectiveness	MRO, ROE, AMO	Leadership meetings, PDC, YLC meetings	**6 months:** Leadership program identified to build capacity of Leading Teachers and Middle leaders and PD sessions scheduled 360 degree feedback tools utilised	🔴 🟡 🟢			
				12 months: PD provided to leadership team and Middle leaders throughout the year to build capacity 360 degree feedback tools utilised by leaders and demonstrate growth on targeted areas for development Feedback from leadership on staff workshop schedule and priorities incorporated for 2018	🔴 🟡 🟢			

Framework for Improving Student Outcomes

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Section 2: Improvement Initiatives

STRATEGIC PLAN GOALS	Develop confident and engaged students who have an authentic voice in planning their own learning pathway in and beyond the school.
IMPROVEMENT INITIATIVE	*Positive Climate for Learning:* **Intellectual engagement and self-awareness**
STRATEGIC PLAN TARGETS	• *Improve Attitudes to School Survey variables. For example, teaching and learning variables (school connectedness, student motivation, stimulating learning, learning confidence, teacher effectiveness) with a particular focus on the middle years (Years 7-9). Track each cohort with a goal of achieving positive growth from Year 7-9 with a particular focus on learning confidence and motivation; and in Year 8 also growth in stimulated learning. For Years 10-12, to maintain or continue to increase on all measures. Note: there will be a new online survey in 2017 aligned to FISO, therefore may need to reset targets for 2018-2020* • *Improve proportion in further education and training. Greater than 90% of year 12 students continuing their education and training with at least 50% University and less than 4% unemployed* • *Improve real retention 7-12 from 51.3 (2015) to 60*; and improve real retention 7-10 from 71.9 (2015) to 80
12 MONTH TARGETS	• *Improve Attitudes to School Survey variables. For example, teaching and learning variables (school connectedness, student motivation, stimulating learning, learning confidence, teacher effectiveness) with a particular focus on the middle years (Years 7-9). Track each cohort with a goal of achieving positive growth from Year 7-9 with a particular focus on learning confidence and motivation; and in Year 8 also growth in stimulated learning. For Years 10-12, to maintain or continue to increase on all measures. Note: there will be a new online survey in 2017 aligned to FISO, therefore may need to reset targets for 2018-2020* • *Improve proportion in further education and training. Greater than 90% of year 12 students continuing their education and training with at least 50% University and less than 4% unemployed* • *Improve real retention 7-12 from 51.3 (2015) to 53; and improve real retention 7-10 from 71.9 (2015) to 73*

KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
Develop and implement processes and practices to strengthen transition into, through and beyond the school.	**Continue to improve course counselling process by ensuring a thorough training process for staff in course counselling** • Provide time for training counsellors and opportunity to clarify steps/questions • Collect and collates student achievement data in current and previous subjects • Develop single, centralized database for recording and collating subject selections	JGR, AMO, JJA, TRA, JSH, RPI	May-Nov	**6 months:** Data collected on Semester 1 results in all subjects Information sessions for all students in Y9-11 re pathways / subject selections New system for recording subject selections is set up	🔴🟡🟢			
				12 months: Careers and Pathways Co-ordinator counselled students re: VET prior to Course Counselling. New course counselling procedures are implemented, including additional Pathways training for staff involved New system for recording subject selections is implemented Re-counselling of students, based on Semester 2 results is completed before Roll Over Students finalised in subjects in Yr10, 11 and 12 by Roll Over	🔴🟡🟢			
	Improve parent/student knowledge and understanding of pre-requisites and possible pathways choices from Yr. 7 to 12 (including SEAL), • Revise Year Level handbooks to include pathway or career links/tags • Include sections in each information session as to related career pathways. • Incorporate aspects of the careers newsletter into the College newsletter regularly (have its own section) • Clarify and set specific tertiary enhancement programs for SEAL pathways by developing a list of extension programs and entrance requirements to communicate to students; Develop 'Fact Sheet' for parents outlining the benefits and requirements of extension programs and use 'At Risk' reporting points to identify possible extension students • Use at risk data to identify students and follow an action plan for improvement	WIL, JGR, JJA, ROE, AMO,	Feb, Jull and Sep	**6 months:** Issue a clear timeline for students in each senior year level highlighting important dates and deadlines (on Careers website) A Careers Education program is introduced from Year 7 Careers and Pathways Co-ordinator is available for appointments at parent teacher interview evenings Careers and Pathways Co-ordinator is involved in Year 9 Information evening and Careers Quest in Term 2 Potential students in Year 11 in unit 3/4 subjects are identified for university extension courses A careers section features regularly in the College newsletter Students identified and actions put in place to support student progress including parent meetings	🔴🟡🟢			
				12 months: All handbooks updated to reflect subject offerings at all year levels and information on relevant pathways / prerequisites Applications for tertiary placements made and supported by school Parents provided with factsheet A careers section features regularly in the College newsletter Students re-counselled, alternative pathway options provided or students have been removed from the at risk data base due to improvement	🔴🟡🟢			
	Strengthen transition processes and programs with greater preparation at Year 9&10 • Seek input from D of SS's, YLCs and APs to clarify and solidify college rules/expectations • Develop and communicate SINGLE set of	WIL, JGR, AMO, ROE LALs	Term 1 and 2; LA / Year team meetings	**6 months:** Established and communicated to staff, students and parents, common expectations / rules across both sub-schools re: attendance, uniform, work submission Established and implemented clear and common protocols for use of 'at risk' data	🔴🟡🟢			
				12 months:	🔴🟡🟢			

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					Status		
	policies/expectations across both sub-schools • Audit, revise and implement subjects that prepare student for VCE subjects			LALs have audited current subject offerings and ensure students are being prepared for VCE Subject offerings for 2018 at Year 9 and 10 focus on preparing students for VCE subjects			
	Target careers program to match College expectations of high achievement and develop Career Action plans across Years 7-12 (with particular focus at Year 9) • Provide time for Director of Middle School, Programs and Pedagogy and Student Engagement to plan specific units for MEX 2.0 program • Review Mentor/HG curriculum in Yr 7-12 to ensure consistent and adequate time and activities devoted to pathway and career planning	JJA, JGR, AMO, YLAs, Mentor and Home group teachers	Home group and Mentor	**6 months:** Career Action Plans developed and completed with years 9-12	🔴 🟡 🟢		
				12 months: Year 7-8 Careers Education mapped to Vic Curriculum Career Action Plans introduced to years 7 & 8 Year 9-10 Careers Education mapped to Vic Curriculum Career Action Plans developed with all years Review I&E to be completed by end of Term 3	🔴 🟡 🟢		
	Review current VETiS offerings (external and internal) and strengthen future of each 'in-house' program, particularly for continuation of Advance • Seek feedback from students, teachers, parents and external providers as to the completion rate, satisfaction, enjoyment and relevance of current VETiS courses • Seek expressions of interest from students and teachers for possible offerings (i.e. Outdoor Education) • Support 2 or 3 teachers to gain TAE Cert IV • Promote VETiS offering within network/local secondary schools	JJA, JGR, WIL	Dec	**6 months:** Identify student demand for music, sport and IDM (IT / Media) Identify program options / teachers to deliver program Identify VET offerings for 2018 – based on review of VET programs and possible models (onsite or offsite) taking into account demand, teachers, timetable capacity taken to PDC for approval	🔴 🟡 🟢		
				12 months: VET offerings match student demand Extra staff trained to offer courses onsite	🔴 🟡 🟢		
	Review, and develop support and resource for International Students Program across Years 7-12 • Develop recommendations from feedback in 2016 • Centralise all documentation for ISP (contact details, homestay details, Confirmation of Enrolments, etc.) • Simplify expectations of International Students in form of fact sheet and communicate/share with staff • Ensure language offerings from VSL are timetabled to ensure accountability for attendance, etc • Schedule and deliver an Information Session for all International Students and Homestay families to ensure clear and consistent expectations of program as well as course overview prior to starting at MC • Seek mid-term progress reports/feedback from teachers, to be communicated with parents via phone conversation	JFL, AMO, WZO,	Dec-June	**6 months:** 2016 recommended actions list developed Centralised folder with organised sections containing all relevant information created and shared with appropriate staff on Google After school language classes on Compass with roll Information evening in Term 1 for all Homestay families and International Students	🔴 🟡 🟢		
				12 months: Agreements between each homestay family and student developed and stored All International Students on 90+% attendance Actions from recommendation list completed Information evening in Term 3 for all Homestay families and International Students	🔴 🟡 🟢		
Plan learning sequences and activities that strengthen authentic student voice and self-directed learning	**Improve student leadership opportunities through introduction of varied roles and responsibilities and by raising the profile of student leaders within the College and Community** • Review and structured leadership application process to include speaking to sub-school • Schedule time to support leaders to develop action plan • Involvement in feedback on Instructional model, what makes an excellent teacher? What are the non-negotiables for students? Staff?	JGR, WIL	Nov	**6 months:** Student Leadership roles and expectations clearly defined House captains take part in student leadership meetings Leaders to take greater responsibility in year level and sub-school assemblies Leaders to devise an action plan(s), in line with KIS of the school AIP Student leaders work more collaboratively rather than in their separate areas of leadership	🔴 🟡 🟢		
				12 months: Targets on Student Leader action plans have been met Staff and students input into the non-negotiables in the implementation of our IM	🔴 🟡 🟢		
	Investigate and establish regular platform for celebrating and sharing student achievement • Seek student feedback/opinion on best methods for celebrating	WIL /JGR	Feb-Dec	**6 months:** Introduce a system of celebrating progress as well as achievement in all year levels Sub-school assemblies twice per term to allow time for celebrating achievement and progress Collect student voice on how and when to celebrate progress and achievement (particularly at senior level)	🔴 🟡 🟢		

Framework for Improving Student Outcomes

• Continue to promote Middle and Senior School Awards through presentations at sub-school assemblies • Use signage around the school to celebrate significant progress/achievement • Introduce a VCE results celebration breakfast			**12 months:** Sub-school assemblies twice per term to allow time for celebrating achievement and progress Plan for student feedback and plan to incorporate in 2018 Students celebrated for achievement / progress throughout the year to be included in the school magazine Celebration of VCE results breakfast organised	🔴 🟡 🟢

Section 3: Other Improvement Model Dimensions

STRATEGIC PLAN GOALS	To empower confident, healthy and resilient students.
OTHER IMPROVEMENT MODEL DIMENSIONS	*Positive Climate for Learning:* **Health and Wellbeing**
STRATEGIC PLAN TARGETS	• *Improve Attitudes to School Survey variables 7-12. For example student relationship variables (connectedness to peers and safety) and wellbeing variables (morale and student distress). Track each cohort with a goal of achieving positive growth from Year 7-9 and in Years 10-12, to maintain or continue to increase on all measures. Note: there will be a new online survey in 2017 aligned to FISO, therefore may need to reset targets for 2018-2020* • *Maintain positive/continue to improve Parent Opinion Survey variables. For example connectedness to peers, school connectedness and safety.* • *To improve student attendance at Years 7-10 by 2 days average per EFT student and one day at Years 11-12 (2015 Baseline – Year 7 13.05, Year 8 15.57, Year 9 20.91, Year 10 12.29, Year 11 12.56, Year 12 9.97)* • *Increase the number of students attending school above 85% (need baseline data)*
12 MONTH TARGETS	• *Improve Attitudes to School Survey variables 7-12. For example student relationship variables (connectedness to peers and safety) and wellbeing variables (morale and student distress). Track each cohort with a goal of achieving positive growth from Year 7-9 and in Years 10-12, to maintain or continue to increase on all measures. Note: there will be a new online survey in 2017 aligned to FISO, therefore may need to reset targets for 2018-2020* • *Maintain positive/continue to improve Parent Opinion Survey variables. For example connectedness to peers, school connectedness and safety.* • *To improve student attendance at Years 7-10 by 2 days average per EFT student and one day at Years 11-12 (2015 Baseline – Year 7 13.05, Year 8 15.57, Year 9 20.91, Year 10 12.29, Year 11 12.56, Year 12 9.97)* • *Increase the number of students attending school above 85% (need baseline data)*

KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING		Budget	
					Progress Status	Evidence of impact	Estimate	YTD
Build student resilience and identify and respond to the needs of specific groups or individual students through a documented and implemented wellbeing approach.	**Continue to review My mentor to improve and implement SEL capabilities into My Mentor Program and MEX 2.0** • Review SEL curriculum across 7-12 and throughout the various programs in the college – meet with relevant staff; gather current resources/plans for each year level; meet with Wellbeing staff • Develop a working party to gather student and staff feedback on current program and opportunities for future program • Develop an action plan for improvement for the new program in line with student and staff feedback, as well as feedback from review • Look at PORs to support MMP at each year level	MCC Mentors	Sem 1, 2017	**6 months:** Targeted objectives, success criteria and resources have been developed for each year level Student and staff feedback is has been collected to inform evaluation Staff have been trained in the program and can clearly explain the objectives and success criteria for the year level they are Mentoring	🔴 🟡 🟢			
				12 months: Student feedback has been analysed to inform action plan for improvements in 2018 Resources for each year level are on the staff drive New program developed in response to staff and student feedback, as well as feedback from review, to be implemented in 2018	🔴 🟡 🟢			
	Training staff and parents about the SAFEMINDS resource • YLCs work with wellbeing and staff using their SAFEMinds Champions training to improve staff understandings and school processes • Staff workshop to introduce (new staff) and Review SAFEMinds resource • Parent forum to be held at the college introducing the SAFEMinds resource • Parent workshop offered during the year to provide ongoing support to implement the SAFEMinds resource	DOU YLC's	Term 1 Term 2	**6 months:** All staff have received refresher training in SAFEMinds Parent feedback from forum collected and action plan developed Increased parent engagement in the college measured by a survey and/or improved attendance at information evening Positive parent attendance at SAFEMinds evening and workshop Wellbeing meeting fortnightly with YLC's one to one	🔴 🟡 🟢			
				12 months: All staff are familiar with and implementing the SAFEMinds resource to support student wellbeing and are confident with the NIP strategy There is a decrease in referrals to wellbeing for low level wellbeing concerns (based on baseline data from 2016) Parent forum action plan implemented Increased confidence of YLC's to manage wellbeing issues Wellbeing meeting fortnightly with YLC's one to one	🔴 🟡 🟢			

	Review the processes associated with the management of school attendance/refusal (possible - Introduce an award system for excellent attendance) • Review current procedures for the monitoring and response to student absence, including introducing an award system for student attendance/punctuality • Develop a Flow Chart for all staff to manage student absences/punctuality • Staff workshop to educate staff of the flow chart to monitor and respond to absences • Implementing the Navigator program to assist in the management of school refusal including Partnership developed with Navigator program – Judy Stanton • Develop a spreadsheet to manage referrals to Navigator program	AMO DOU JGR WIL AMO ROE MRO	Term 1 Term 3	**6 months:** A flow chart has been developed in response to feedback and begun to be implemented to manage school attendance and punctuality across the college Staff and student feedback gathered A referral process is developed and recorded School refusers identified and referred to the Navigator program Contact with Judy Stanton to Review the referrals	🔴🟡🟢		
				12 months: Review the Navigator Program as a resource to address school attendance An Award system is being implemented at YLAs for excellent attendance Reduced absence rates and improved punctuality data	🔴🟡🟢		
	Increase our strategic work with KYS to assist with the delivery of supportive programs, with a specific focus on increasing connectedness to school for boys, and building resilience for all students • Meet with KYS each term to plan program delivery by KYS • KYS facilitate a program each term with a focus on connectedness to school for boys • KYS facilitate a whole school event each term	DOU JGR WIL MCC	End term 1 Term 4	**6 months:** KYS have facilitated a supportive program term 1 and 2 Rock Water Program has been facilitated term 1 for Yr 8 boys Attitude to School Survey: Increased connectedness for boys	🔴🟡🟢		
				12 months: KYS have facilitated a supportive program term 3 and 4 Programs are Reviewed Student feedback from programs Resilience Data improvement and Attitude to school data – school connectedness	🔴🟡🟢		
	Continue to develop and publicise the house system to include broad range of extra curricula activities to support College culture and leadership. • Promote house leadership at Year 11 and 12 assemblies • Conduct leadership application speeches for a captain (12) and vice-captain (11) and MS captain (9) and vice-captain (8) • MCC to meet with staff and student house leaders regularly to implement new programs and activities • Collect student/staff feedback to enhance 2018 house system	MCC House leaders	Term 1-4	**6 months:** Termly house meetings scheduled Bi-termly meetings with house leaders New activities have been planned and implemented House points updates have been displayed at all house assemblies, whole school and sub-school assemblies	🔴🟡🟢		
				12 months: Bi-termly meetings with house leaders New activities have been planned and implemented House points updates have been displayed at all house assemblies, whole school and sub-school assemblies Student feedback has been collected to inform improvements for 2018	🔴🟡🟢		
	Develop a wellbeing plan for each year level (based on data from attitudes to school, resilience and SDQ) and determine the protective factors that we can have an impact on with the implementation of particular strategies • Review current wellbeing strategies implemented • Wellbeing Plan team to meet to review data, Attitudes to school, Resilience, SDQ • Focus groups for each year level to help develop strategies relevant to student needs and develop plan for each year level based on protective factors	DOU JGR WIL MCC		**6 months:** Focus groups held and plan for each year level developed Wellbeing Action Plan developed for 7-12	🔴🟡🟢		
				12 months: Review of the Action Plan implemented and recommendations for 2018 Improvement in Resilience Data, SDQ data tracking, Student Attitudes to School data	🔴🟡🟢		
	Review the transition programs across the college for new students 7-12 • Complete a Review of the current transition programs in place for new students (including transition for International Students) • Develop a Welcome to Mordialloc College program for new students	DOU JGR WIL International students coordinator AP's	Term 1-3 Term 4	**6 months:** Review Feedback collected from the different transition programs in place Yr 7-12 There is an event each term to formally welcome new students All relevant staff are provided with information re new students from APs/D of SS's	🔴🟡🟢		
				12 months: Feedback and review of transition programs 2017 New transition program developed in response to staff and student feedback, as well as feedback from review, to be implemented in 2018	🔴🟡🟢		
	Increase resources in wellbeing team to cater for rapid increase in student numbers • Incorporate the Thriving Youth Program to	DOU	Sem 1 Staff meeting workshops, new teachers	**6 months:** Increase the school Chaplain position from 2 to 3 days a week A student counsellor is working 1 day/week in the wellbeing team with a caseload of students and involved in the delivery of wellbeing programs	🔴🟡🟢		

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			meetings	Staff are using the Restorative Process to address and manage issues at a class level New teachers have been trained in Restorative Practices Staff workshops on implementing Restorative Processes at a Classroom level are delivered Staff workshops for teachers – supporting student wellbeing Clear referral process to wellbeing is developed for staff (to help manage increased numbers)				
	'employ' counseling degree students to work in the wellbeing team • Increase time fraction of the Chaplain in the wellbeing team • Review and Promote the Use of Restorative Practices to implement at Classroom/YLC level • Document clear referral process to wellbeing for staff to follow			**12 months:** Staff understand and are implementing the referral process guidelines developed for student wellbeing referrals Staff are confident to have a Restorative Conversation with students when harm has been done Improvement Student wellbeing on Student Attitudes to School data	🔴 🟡 🟢			

Section 4: Annual Self-Evaluation

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

Priority	Improvement model dimensions – note state-wide Improvement Initiatives are bolded	Is this an identified initiative or dimension in the AIP?	Continuum status	Evidence and analysis
Excellence in teaching and learning	**Building practice excellence**	Yes	Select status	[**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	Yes	Select status	
	Evidence-based high impact teaching strategies	Yes	Select status	
	Evaluating impact on learning	No	Select status	
Professional leadership	**Building leadership teams**	Yes	Select status	
	Instructional and shared leadership	No	Select status	
	Strategic resource management	No	Select status	
	Vision, values and culture	No	Select status	
Positive climate for learning	**Empowering students and building school pride**	No	Select status	
	Setting expectations and promoting inclusion	Select	Select status	
	Health and wellbeing	Yes	Select status	
	Intellectual engagement and self-awareness	Yes	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:

Framework for Improving Student Outcomes

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