

# 2016 Annual Implementation Plan: for Improving Student Outcomes

01-7985

## Victorian College of the Arts Secondary School 2016

Based on Strategic Plan 2015-2018

### Endorsements

Endorsement by School Principal	Signed..... Name: Colin Simpson Date.....
Endorsement by School Council	Signed..... Name: Francie McPherson Date.....
Endorsement by Senior Advisor	Signed..... Name: John Stone Date.....

### 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	<b>Building practice excellence:</b> Teachers, principals and schools will work together
	<b>Curriculum planning and assessment:</b> School will embed a culture of curriculum planning, and assess the impact of learning programs, adjusting them to suit individual student needs
Professional leadership	<b>Building leadership teams:</b> Schools will strengthen their succession planning, develop the capabilities of their leadership teams in using evidence
Positive climate for learning	<b>Empowering students and building school pride:</b> Schools will develop approaches that give students a greater say
	<b>Setting expectations and promoting inclusion:</b> Schools will work across their communities to implement support to health, wellbeing, inclusion and engagement of all students
Community engagement in learning	<b>Building communities:</b> 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:	
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><b>Building practice excellence* and curriculum planning and assessment fits nicely with the introduction of the new Victorian Curriculum and the appointment of an Achievement Coordinator to assist us in supporting the children who need literacy, numeracy and learning support. This is our use of the two years extra funding from the Victorian Government as well as our own Student Resource Package commitment to these children.</b></p> <p><i>*Practice excellence is not narrow in our Specialist environment and it should be read in the context of Academic, Dance, Music, Theatre and Visual Arts. While our Strategic Plan focusses on Academic Studies the Annual School Council Reviews build in our Specialist Studies.</i></p>	
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
<p><i>The three things the school needs to focus on in 2016 – along with our plans as outlined in the Strategic Plan – are: 1. Specialist Reviews – Dance, Music and Visual Arts, (with a sub-goal to implement our new Theatre Arts Program), 2. Implementation and development of the VCASS Victorian Curriculum and 3. Use of the Gonski and other money to support the learning outcomes of students and our equity planning.*</i></p> <p><i>*Teachers have raised concerns about the Targets that were set through the Regional Process for NAPLAN and if they are realistic and achievable.</i></p>	
Building practice excellence	<p><b>Build and document a guaranteed and viable curriculum in all areas of curriculum so that there is a clear, rigorous coherent learning journey through the school.</b></p> <p>Audit the current AusVELS Academic Program with reference to the new Victorian Curriculum and the development of a revised document</p> <ul style="list-style-type: none"> <li>Development of a targeted school professional learning program utilising VCAA planning and support to support the Victorian Curriculum and the mapping of the clear, rigorous coherent learning journey – All academic teachers to include this professional learning in their plans</li> <li>Implementation of the new Achievement Coordinator responsibility using the Gonski funding of \$8,200.00 and the allocation of other Student Resource Package funds. This will total 0.6 commitment, 0.2 for the two year cycle – All teachers working on the Achievement Program to include this work in their plans</li> </ul>
Curriculum planning and assessment	<p><b>Conduct reviews of the specialist programs of Dance, Music and Visual Arts.</b></p> <ul style="list-style-type: none"> <li>Completed reviews with recommendations and report to School Council in term 3, 2016 – Heads of Dance, Music and Visual Arts to include this work in their plans and report to council. Heads to develop framework to ensure all staff in their areas have a framework for their voice to be heard.</li> </ul>

# Annual Implementation Plan: for Improving Student Outcomes

<b>ACHIEVEMENT</b>					
<b>Goals</b>	To maximise learning for every student across the curriculum 7-10.	<b>Targets</b>	<b>Targets 7-10 in student learning growth in English and Mathematics against current achievement:</b> <ul style="list-style-type: none"> <li>• Increasing the percentage achieving high growth on NAPLAN relative growth reports.</li> <li>• Increasing the proportion of students in the two top NAPLAN bands.</li> <li>• Decreasing low growth on NAPLAN (as above)</li> <li>• Growth measures by AusVELS and school based assessment.</li> </ul> <b>Targets at years 11 and 12:</b> <ul style="list-style-type: none"> <li>• Increase VCE study scores in English and Maths;</li> <li>• Increase percentage of VCE scores over 40</li> </ul>		
	Improvement in English and Mathematics in the VCE. *	<b>12 month targets</b>	<ul style="list-style-type: none"> <li>• Increasing the percentage achieving high growth on NAPLAN relative growth reports based on 2015 year 7 data.</li> <li>• The proportion of students achieving NAPLAN Learning Gain Year 7 - Year 9 above 33% in Numeracy, writing and spelling.</li> </ul>		
<b>KIS</b>	<b>ACTIONS: what the school will do</b>	<b>HOW the school will do it (including financial and human resources)</b>	<b>WHO has responsibility</b>	<b>WHEN timeframe for completion</b>	<b>SUCCESS CRITERIA: Markers of success reflecting observable changes in practice, behaviour, and measures of progress</b>
<b>Build and document a guaranteed and viable curriculum in all areas of curriculum so that there is a clear, rigorous coherent learning journey through the school.</b>	Audit the current AusVELS Academic Program with reference to the new Victorian Curriculum and the development of a revised document	<p>The Academic Program will lead and document this work through their weekly meetings and professional learning opportunities.</p> <p>The school will purchase key resources to support staff in working together in Professional Teams to develop their pedagogical approaches as they explore the new Victorian Curriculum.</p> <p>The school will continue to develop its documentation in parallel with our pedagogical goals for 2016. Our aim is to have this complete in 2017.</p> <p>Continue the Head Start Program.</p>	<p>Donatella Mannolini (Head of Academic)</p> <p>Adrienne Ward (Assistant Head of Academic and Achievement Coordinator)</p> <p>Faculty Coordinators</p> <p>Adrienne Ward (Assistant Head of Academic and Achievement Coordinator)</p> <p>Donatella Mannolini (Head of Academic)</p>	Term 4, 2016	<ul style="list-style-type: none"> <li>• Compilation of documentation for staff use in VCASS Shares following the curriculum review and alignment with AusVELS in each academic learning area. This revised documentation present in support materials and reports</li> <li>• List of academic vocabulary included.</li>   <li>• 100% participation by current students in Head Start Program</li>   <li>• Comparison and analysis of three year trend data in English and Mathematics Unit 3 and 4 subjects</li> </ul>
	Improvement in English and Mathematics in the VCE.	*Analyse our current approach to the review of our VCE and NAPLAN results to build staff expertise in understanding how this data may be used to improve results. Specific activities such as moderation for the English and Mathematics Teams, at VCE level			

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
<p><b>Build the skills and capacity of every teacher so that there is high quality pedagogy and practice across the school.</b></p> <p><i>Equity Funding</i></p>	<p>Implementation of the new Achievement Coordinator responsibility using the Equity Funding as outlined below and the allocation of other Student Resource Package funds. This will total 0.6 commitment, 0.2 for the two year cycle.</p> <ul style="list-style-type: none"> <li>Equity (Social Disadvantage) - New SFOE incorporating Low SES, MYE, SFO and SE <b>\$3,267.60</b></li> <li>Equity (Catch Up) <b>\$5,000.00</b></li> </ul> <p>The development of a Junior Literacy and Numeracy Strategy and demonstrated capacity building in teachers through the work of the Achievement Coordinator</p>	<p>The school has established an Achievement Coordinator with a 0.2 Time allowance to lead the application of our use of the Equity Funding along with the other 0.4 allocation to this work that Consultative Committee have committed to through the Student Resource Package. This is 0.6 overall.</p> <p>Along with 0.2 Equity and 0.4 teacher salaries the school has allocated the following</p> <ul style="list-style-type: none"> <li><b>\$1,200.00</b> to the Numeracy and Literacy Program from Parent Contributions</li> <li><b>\$21, 875.00</b> Non Program allocated budget in The Leviston Library can be used as required</li> </ul> <p>The Academic Program will lead and document this work through the activities of the Achievement Coordinator.</p> <p>The Equity Funding funds 0.2 Time Release for the Achievement Coordinator to Plan, Teach, Coach, Mentor, Develop Programs, Team Teach etc.</p>	<p><b>Adrienne Ward</b> (Assistant Head of Academic and Achievement Coordinator)</p> <p>*Adrienne Ward is CT2 Step 3 in 2016, which is \$78,888.85 Payroll liability</p> <p>0.2 that is <b>\$15,777.77</b> commitment from the Student Resource Package which is <b>\$7,510.17</b> school commitment minus Equity Funding for this new role.</p>	<p>Term 4, 2016</p>	<ul style="list-style-type: none"> <li>Student support timetable for those in the program</li> <li>Learning Improvement Plans for all students selected to be in the Achievement Program</li> <li>Demonstrated pre and post testing, use of Educational Psychologist Testing and a detailed Individual Learning Plan for each student, with tracking and intervention as required</li> </ul>
<p><b>Build the professional learning teams (PLT's) to ensure teacher collaboration and learning.</b></p>	<p>Frame professional learning teams in the Academic Program to support the Achievement Coordinators plans to achieve the previous KIS - Build the skills and capacity of every teacher so that there is high quality pedagogy and practice across the school.</p> <p>Professional Development on Coaching and Mentoring made available to staff</p>	<p>Whole School Presentation by John Munro, who will then work with the Academic Team</p> <p>A selection of targeted staff to undertake Bastow training in coaching, particularly in instructional coaching</p>	<p>Donatella Mannolini (Head of Academic)</p> <p>Adrienne Ward (Assistant Head of Academic and Achievement Coordinator)</p>	<p>Term 1 and 2, 2016</p>	<ul style="list-style-type: none"> <li>Professional Learning with Dr John Munroe designed and implemented</li> <li>Documented professional learning after the drafting of the new Performance Plans</li> </ul>
	<p>Audit of ICT and e-learning in the school curriculum and teacher pedagogical approaches with recommendations of future professional learning.</p>	<p>Using the department ICT planning tools as outlined in 2015.</p>	<p>Hilary Bland (Assistant Principal)</p>	<p>Term 2, 2016</p>	<ul style="list-style-type: none"> <li>Using the department ICT planning tools we will document the 2017 e-learning plan to be indorsed by IT Committee in term 4</li> </ul>

# Annual Implementation Plan: for Improving Student Outcomes

ENGAGEMENT					
Goals	To maximise student engagement in learning in the middle years 7-10	Targets	<b>Improvement in student engagement:</b> <ul style="list-style-type: none"> <li>Improving teaching and learning variable means for the Attitudes to School Survey</li> </ul> <b>Improvement in teacher engagement:</b> <ul style="list-style-type: none"> <li>High levels of teacher engagement as demonstrated in the new staff survey modules (particularly professional development of school staff).</li> <li>Staff opinion survey – collective responsibility and collective efficacy measures.</li> <li>Increasing the percentage of students going on to higher education and training.</li> </ul>		
	12 month targets	<ul style="list-style-type: none"> <li>Improving teaching and learning variable means for the Attitudes to School Survey</li> <li><u>Over the life of the Strategic Plan</u> - Learning Confidence from 78 to 85, School Connectedness 84 to 88, Stimulating Learning 58 to 62, Student Motivation from 79 to 84, Teacher Effectiveness from 58 to 62 and Teacher Empathy from 45 to 49</li> <li>Maintain Student Absence at below State levels and within 2 days of our School Mean 2014</li> </ul>			
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
<b>Develop a whole school approach to providing feedback to teachers.</b>	Development of a school wide student feedback tool for classroom teachers from Survey Monkey	Implementation of the second year of the Survey Monkey Principles of Learning and Teaching Survey with teacher classes	Colin Simpson (Principal)	Term 3, 2016	<ul style="list-style-type: none"> <li>Numbers of staff completing the survey as a useful tool</li> <li>Implementation of the survey with results used by staff in professional learning. Staff may volunteer to report through the PDP process what actions they took as a result of their use of the survey.</li> </ul>
	Achievement of the documented Performance and Development process each year	Achievement of the documented Performance and Development process each year	Colin Simpson (Principal) and others	Term 4, 2016	<ul style="list-style-type: none"> <li>Achievement of the documented Performance and Development process each year at 100%</li> </ul>
	Leadership Team response to Staff Opinion Survey	Leadership Team response to Staff Opinion Survey post survey discussion as the Leadership Group after staff discussion  Staff Wellbeing Team analysis	Colin Simpson (Principal) Leadership Group  Rosemary Richards (Chair Staff Wellbeing Team)	Term 3, 2016	<ul style="list-style-type: none"> <li>Recommendations to staff and the work and recommendations of the Staff Wellbeing Team used in discussion with staff</li> </ul>
<b>Plan, build and monitor student transitions and pathways choices across the school.</b>	Continue our excellent Managed Individual Pathways Program	Managed Individual Pathways Program Careers meeting and planning VTAC organisation and applications  Documentation of student pathways in Specialisms	Neil Adam (Leading Teacher – Pathways Coordinator)  Jacqueline Cullie (Year 11 Coordinator 2016)  Gabriella Ibbott (Year 12 Coordinator 2016)  Ema Yandall (Registrar)	Ongoing and Term 1, 2017	<ul style="list-style-type: none"> <li>Documented Managed Individual Pathways Program process, record of contact and meetings</li> <li>Pathways understood and documented through our MIPS sign off each year, which includes data collection once pathways are known and the On Track Survey</li> </ul>

## Annual Implementation Plan: for Improving Student Outcomes

<b>WELLBEING</b>					
<b>Goals</b>	To maximise the wellbeing outcomes for students from years 7-12	<b>Targets</b>	<b>Enhance the wellbeing of our community</b> <ul style="list-style-type: none"> <li>• Student Attitudes to School survey variables, for example, student morale, school connectedness and the student relationship variables to show an improvement in trend</li> <li>• Parent opinion surveys to remain at current positive levels or improve</li> </ul>		
		<b>12 month targets</b>	<b>Enhance the wellbeing of our community</b> <ul style="list-style-type: none"> <li>• Student Attitudes to School survey variables to show an improvement in trend and above Classroom Behaviour 90%, Connectedness to Peers 80%, Student Safety 90%, Student Distress 60%, Student Morale 70%, Learning Confidence 90%, School Connectedness 95%, Stimulating Learning 80%, Student Motivation 90%, Teacher Effectiveness 80% and Teacher Empathy 70%</li> <li>• Parent opinion surveys to remain at current positive levels or improve</li> </ul>		
<b>KIS</b>	<b>ACTIONS: what the school will do</b>	<b>HOW the school will do it (including financial and human resources)</b>	<b>WHO has responsibility</b>	<b>WHEN timeframe for completion</b>	<b>SUCCESS CRITERIA: Markers of success reflecting observable changes in practice, behaviour, and measures of progress</b>
<b>Build and implement a whole school approach to Health and Wellbeing.</b>	Continue our Health Curriculum Program year 7-8, 1 period each week	As part of our weekly curriculum delivery	Donatella Mannolini (Head of Academic)	Term 1-4, 2016	<ul style="list-style-type: none"> <li>• All students undertake our Health Program Year 7-8 as designed in our timetable and curriculum map and sequencing documentation</li> <li>• Designed 2016 Program. All senior students participate in the planned program</li> <li>• Each student has a Health Goal and Action Plan at year 9</li> </ul>
	Implement the second year of our Senior Wellbeing Program while the Junior School Camp is operating, led by Student Services	Plan as developed by Head of Student Services	Rosina Gannon (Head of Student Services)	Term 1, 2016 (Week 9)	
	The Integrated Program to communicate their health goals and how other parts of the school may support these	As part of the Friday Integrated Program develop the health goals.	Oliver Wigg, Lee Crossley and Rosina Gannon (Year 9 Mentors)	Term 1, 2016	
		Staff Wellbeing Team will assist with building in staff component	Rosemary Richards (Chair SWT Team)		

# Annual Implementation Plan: for Improving Student Outcomes

PRODUCTIVITY					
Goals	To monitor the strategic plan and annual implementation plans so that they are appropriately resourced to ensure achievement of the goals.	Targets	To effectively use our available resources:		
		12 month targets	<ul style="list-style-type: none"> <li>Staff and parent surveys could be used, for example, staff satisfaction with professional growth, parent opinion of school improvement.</li> <li>Student focus groups and feedback from school-based surveys.</li> <li>School Council survey.</li> <li>Staff Surveys to be used to discuss Goal Congruence with staff. To keep School Scores and Principal/Teacher Scores above 75% endorsement.</li> <li>Improve the percentage of parents responding to the parent opinion survey from the current lower numbers (16 of 56 – 28% response rate)</li> </ul>		
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
Target school resources to achieve the goals of the school strategic plan.	Complete Annual Report & Annual Implementation Plan	Leadership Group and School Council meetings	Colin Simpson (Principal) in partnership with the School Council	Term 1, 2016	<ul style="list-style-type: none"> <li>Completed Annual Report &amp; Annual Implementation Plan</li> </ul>
	Workforce Plan 2016	Principal class and Consultative Committee	Colin Simpson (Principal) in partnership with the Consultative Committee	Term 3-4, 2016	<ul style="list-style-type: none"> <li>Completed and agreed Workforce Plan 2017</li> </ul>
<p><b>Conduct reviews of the specialist programs of Dance, Music and Visual Arts.</b></p> <p><i>This is a major piece of work for our Specialist School and reflects the DET Strategic Planning Process in scope</i></p>	<p>Dance, Music and Visual Arts Review Panels formed by Council in 2016</p> <p><b>*This is the MAJOR work of 2016</b></p>	<p>The formation of three School Council Review Teams in Dance, Music and the Visual Arts</p> <ul style="list-style-type: none"> <li>The School Council has allocated \$15,000.00 to conduct these reviews</li> </ul> <p>Panels will be set at the March 2016 School Council Meeting. (These reviews will have teachers, parents, students, school councillors and industry representatives)</p>	<p>Tim Storey (Head of Dance), Michael Sargeant (Head of Music) and Andrew Landrigan (Head of Visual Arts)</p> <p>School Council Parents, Industry representatives.</p>	Term 1-3, 2016	<ul style="list-style-type: none"> <li>Formation and setting of the Review Panels, chaired by a School Council Parent or delegate</li> <li>Completed reviews with recommendations and report to School Council in term 3, 2016 for implementation 2017</li> </ul>
	Implementation of the first year of the new Theatre Arts Program	<p>Further curriculum development and experimentation leading to a second draft of course and program material</p> <p>Work with our database designer to add the Theatre Arts Program to our Audition and Interview Database</p> <p>The next Program Reviews will occur in 2019, there may be a need for an expert panel to meet in 2017 or 2018 to support the development of the program, this will be discussed at School Council in 2017</p>	Chris Button (Head of Theatre Arts)	Term 3, 2016	<ul style="list-style-type: none"> <li>Second draft program, implementation of year 2 and the year 12 group, 2017 and intake of year 11 intake 2017</li> <li>The completing of a Theatre Arts Program Handbook for 2017</li> <li>The adding in of the Theatre Arts Program to our Audition and Interview Database</li> </ul>

# 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		
<p>Audit the current AusVELS Academic Program with reference to the new Victorian Curriculum and the development of a revised document</p> <p>Compilation of documentation for staff use in VCASS Shares following the curriculum review and alignment with AusVELS in each academic learning area. This revised documentation present in support materials and reports</p> <p>List of academic vocabulary included</p>		<ul style="list-style-type: none"> <li>Comparison and analysis of three year trend data in English and Mathematics Unit 3 and 4 subjects</li> </ul>		<ul style="list-style-type: none"> <li>Compilation of documentation for staff use in VCASS Shares following the curriculum review and alignment with AusVELS in each academic learning area. This revised documentation present in support materials and reports</li> <li>List of academic vocabulary included.</li> <li>100% participation by current students in Head Start Program</li> <li>Comparison and analysis of three year trend data in English and Mathematics Unit 3 and 4 subjects</li> </ul>		
<p>Implementation of the new Achievement Coordinator responsibility using the Equity Funding of \$8,200.00 and the allocation of other Student Resource Package funds. This will total 0.6 commitment, 0.2 for the two year cycle.</p> <p>The development of a Junior Literacy and Numeracy Strategy and demonstrated capacity building in teachers through the work of the Achievement Coordinator</p>		<ul style="list-style-type: none"> <li>Student support timetable for those in the program</li> <li>Learning Improvement Plans for all students selected to be in the Achievement Program</li> <li>Demonstrated pre and post testing, use of Educational Psychologist Testing and a detailed Individual Learning Plan for each student, with tracking and intervention as required</li> </ul>		<ul style="list-style-type: none"> <li>Student support timetable for those in the program</li> <li>Learning Improvement Plans for all students selected to be in the Achievement Program</li> <li>Demonstrated pre and post testing, use of Educational Psychologist Testing and a detailed Individual Learning Plan for each student, with tracking and intervention as required</li> </ul>		



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		
Development of a targeted school professional learning program utilising VCAA planning and support to support the Victorian Curriculum and the mapping of the clear, rigorous coherent learning journey  Professional Development on Coaching and Mentoring made available to staff		<ul style="list-style-type: none"> <li>Plans outlined as framed by City Edge Network and VCAA activities and implemented</li> <li>Implementation of the City Edge Network Presentation</li> <li>Implementation of the John Munro Presentation</li> </ul> <ul style="list-style-type: none"> <li>Documented professional learning after the drafting of the new Performance Plans</li> </ul>				
Revised Professional Learning Team structure and process in place		<ul style="list-style-type: none"> <li>Documented professional learning after the drafting of the new Performance Plans</li> </ul>				
Audit of ICT and e-learning in the school curriculum and teacher pedagogical approaches with recommendations of future professional learning.		<ul style="list-style-type: none"> <li>Using the department ICT planning tools we will document the 2017 e-learning plan</li> </ul>				
Participation in City Edge Professional Learning and the Whole Network Presentation by Yong Xiao		<ul style="list-style-type: none"> <li>Implementation of Yong Xia presentation as part of the City Edge activities in partnership with the Mitchell Institute</li> </ul>				

**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	
Development of a school wide student feedback tool for classroom teachers from Survey Monkey				<ul style="list-style-type: none"> <li>Numbers of staff completing the survey as a useful tool</li> </ul>	
Implementation of the survey with results used by staff in professional learning and other staff discussions				<ul style="list-style-type: none"> <li>Implementation of the survey with results used by staff in professional learning and other staff discussions</li> </ul>	
Achievement of the documented Performance and Development process each year		<ul style="list-style-type: none"> <li>Achievement of the documented Performance and Development process each year at 100% - start of cycle</li> </ul>		<ul style="list-style-type: none"> <li>Achievement of the documented Performance and Development process each year at 100% - end of cycle</li> </ul>	
Leadership Team response to Staff Opinion Survey				<ul style="list-style-type: none"> <li>Recommendations to staff and the work and recommendations of the Staff Wellbeing Team used in discussion with staff</li> </ul>	
Continue our excellent Managed Individual Pathways Program				<ul style="list-style-type: none"> <li>Documented Managed Individual Pathways Program process, record of contact and meetings</li> <li>Pathways understood and documented through our MIPS sign off each year</li> </ul>	

**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	
The Integrated Program to communicate their health goals and how other parts of the school may support these		<ul style="list-style-type: none"> <li>All students undertake our Health Program Year 7-8 as designed in our timetable and curriculum map and sequencing documentation</li> <li>Designed 2016 Program. All senior students participate in the planed program</li> <li>Each student has a Health Goal and Action Plan at year 9</li> </ul>			
Support the development of the Parents and Friends Association with a new generation of parents		<ul style="list-style-type: none"> <li>Annual General Meeting Conducted</li> <li>Proposed Calendar Events and Key contacts developed for parents</li> </ul>			

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	
Complete Annual Report & Annual Implementation Plan		<ul style="list-style-type: none"> <li>Completed Annual Report &amp; Annual Implementation Plan</li> </ul>		<ul style="list-style-type: none"> <li>Completed Annual Report &amp; Annual Implementation Plan</li> </ul>	
Workforce Plan 2016		<ul style="list-style-type: none"> <li>Review of the Roles and Responsibilities and school structure mapping</li> </ul>		<ul style="list-style-type: none"> <li>Completed and agreed Workforce Plan 2017</li> </ul>	
Dance, Music and Visual Arts Review Panels formed by Council in 2016 *This is the MAJOR work of 2016		<ul style="list-style-type: none"> <li>Formation and setting of the Review Panels, chaired by a School Council Parent or delegate</li> </ul>		<ul style="list-style-type: none"> <li>Completed reviews with recommendations and report to School Council in term 3, 2016 for implementation 2017</li> </ul>	
Implementation of the first year of the new Theatre Arts Program		<ul style="list-style-type: none"> <li>Second year draft program, implementation of year 2 and the year 12 group, 2017 and intake of year 11 intake 2017</li> <li>The adding in of the Theatre Arts Program to our Audition and Interview Database</li> </ul>		<ul style="list-style-type: none"> <li>The completing of a Theatre Arts Program Handbook for 2017</li> </ul>	