2016 Annual Implementation Plan: for Improving Student Outcomes

3267

MOUNT CLEAR COLLEGE
2016

Based on Strategic Plan 2014 - 2018

Endorsements

<table>
<thead>
<tr>
<th>Endorsement by</th>
<th>Signed</th>
<th>Name</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Principal</td>
<td>[Signature]</td>
<td>LYNTA TAYLOR</td>
<td>2/3/16</td>
</tr>
</tbody>
</table>

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):

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

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.

<table>
<thead>
<tr>
<th>Priorities</th>
<th>Initiative</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellence in teaching and learning</td>
<td>Building practice excellence</td>
<td>✓</td>
</tr>
<tr>
<td></td>
<td>Curriculum planning and assessment</td>
<td></td>
</tr>
<tr>
<td>Professional leadership</td>
<td>Building leadership teams</td>
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<td>✓</td>
</tr>
<tr>
<td>Community engagement in learning</td>
<td>Building communities</td>
<td></td>
</tr>
</tbody>
</table>

Initiatives Rationale:

Explain why the school, in consultation with the SEIU, 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.

Positive climate for learning will be our highest priority for 2016 with the main focus of setting expectations and promoting inclusion. Currently MCC is not meeting the performance threshold for student safety.

Excellence in teaching and learning in the area of building practice excellence has been identified as a priority for 2016. There is an obvious need to work collaboratively to build collective practice in order to address data concerns in the areas of ‘Numeracy and Literacy learning gains’, VCE results and ‘transitions to further study and work’.

Key Improvement Strategies (KIS)

List the KIS that are linked to this initiative 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 initiatives.

<table>
<thead>
<tr>
<th>Initiative</th>
<th>KIS</th>
</tr>
</thead>
</table>
| Positive climate for learning           | • Embed the use of Restorative Practice in conjunction with School Wide Positive Behaviour program and the Resilience Project through the mentor program  
• Introduce the High Reliability Schools framework as an overlay to tie together and enhance previous work in the first 4 levels and to then commence work in level 5 |
| Excellence in teaching and learning     | • Build collective capacity to embed a consistent, whole school approach to student centred learning, encompassing a 'Growth Mindset' approach |
## ACHIEVEMENT

**Goals**
To improve student learning growth particularly in the key areas of literacy and numeracy.

### Targets

**NAPLAN**
- Increase the proportion of students achieving high relative growth from year 7 to 9 in reading, from 16% in 2014 to 25% in 2018
- Decrease the proportion gaining low relative growth from year 7 to 9 in reading, from 35% in 2014 to 25% in 2018
- Increase the proportion of students achieving high relative growth from year 7 to 9 in writing, from 23% in 2014 to 25% in 2018
- Decrease the proportion of students achieving low relative growth from year 7 to 9 in writing, from 31% in 2014 to 25% in 2018
- Increase the proportion of students achieving high relative growth from year 7 to 9 in numeracy, from 20% in 2014 to 25% in 2018
- Decrease the proportion of students gaining low relative growth from year 7 to 9 in numeracy, from 39% in 2014 to 25% in 2018

**VCE/VCAL**
- Increase the VCE English from 25.81 in 2014 to 28.5 in 2018 and college mean alltest scores from 26.97 in 2014 to 26.7 in 2018
- Increase the number of successful intermediate and senior VCAL Certificate from 87% in 2014 to 95% in 2018
- Increase the percentage of study scores of 40 or more from 2.1% in 2014 to 4.5% in 2018

### 12 month targets

**NAPLAN**
- Increase the proportion of students achieving high relative growth from year 7 to 9 in reading, from 16% in 2014 to 18% in 2016
- Decrease the proportion gaining low relative growth from year 7 to 9 in reading, from 35% in 2014 to 30% in 2016
- Increase the proportion of students achieving high relative growth from year 7 to 9 in writing, from 23% in 2014 to 24% in 2016
- Decrease the proportion of students achieving low relative growth from year 7 to 9 in writing, from 31% in 2014 to 28% in 2016
- Increase the proportion of students achieving high relative growth from year 7 to 9 in numeracy, from 20% in 2014 to 22% in 2016
- Decrease the proportion of students gaining low relative growth from year 7 to 9 in numeracy, from 39% in 2014 to 35% in 2016

**VCE/VCAL**
- Increase the VCE English from 25.81 in 2014 to 26.5 in 2016 and College mean alltest scores from 26.97 in 2014 to 27 in 2016
- Increase the number of successful intermediate and senior VCAL Certificate from 87% in 2014 to 93% in 2016
- Increase the percentage of study scores of 40 or more from 2.1% in 2014 to 3.5% in 2016

## KIS

### ACTIONS: what the school will do

- Timed the use of classroom routines that foster effective student learning (LIs & Success Criteria)
- Establish a regime of observation and feedback between classroom teachers, linked to PLT goals
- Defining clear goals: VCE, KLA and Mentor PLTs in terms: tracking student progress, differentiation of curriculum and professional learning

### HOW the school will do it (including financial and human resources)

- SLT to create classroom work timetables to evaluate the impact on learning of agreed teaching protocols.
- Provide PL opportunities and time release for KLA leaders for classroom observations. Estimated CRT costs for 60 sessions of release for walks = 10 days CRT, $3,500
- Provide Mentor PLT time to ensure the mentor program encompasses a ‘learning to learn’ or study skills program at each year level. Engage Elevate to deliver study sessions to senior students, staff and parents

### WHO has responsibility

- Achievement AP&LTs & KLA leaders
- Achievement AP&LTs
- Engagement & Wellbeing APs & LTs

### WHEN timeframe for completion

- Week 5 Term 2
- End of Term 2
- End of Term 1

### SUCCESS CRITERIA:

- Markers of success reflecting observable changes in practice, behaviour, and measures of progress
- Classroom walks show strong use of Learning Intentions and Success Criteria, students able to articulate these
- KLA leaders have used classroom walks/observations to inform their team’s next level of work
- Documented PLT meeting plans, all PLT teams have shared goals and action plans that are reviewed at the start of each term with their associated Leading Teacher / AP
- Feedback from Elevate sessions and ‘learning to learn’ mentor sessions indicate a positive impact on learning

## Consolidate curriculum and assessment across the college to deliver a differentiated curriculum that addresses the learning needs of all

- Publish KLA consistent common assessment tasks on Compass. Each to have assessment rubrics.
- Continue the 2015 work towards a viable & consistent curriculum
- KLA PLTs to have designated meetings on

### HOW the school will do it (including financial and human resources)

- SLT team to develop a workable timeline to upload as tasks to Compass.
- KLA PLT time within the College meeting schedule – SLT to develop a timetable for the designated PLT sessions across the year
- Time release for professional learning for KLA

### WHO has responsibility

- Achievement AP&LTs
- AP Operations & SLT

### WHEN timeframe for completion

- Week 7 Term 1
- Week 7 Term 1

### SUCCESS CRITERIA:

- All major assessment tasks, criteria, timelines are detailed on Compass
- Marzano’s Highly Reliable Schools Level 3 Surveys used to inform next level of work
- Teachers demonstrate a clear understanding on the nature of effective feedback. Teachers demonstrate skills in integrating feedback into their classroom practice
- Year Level data profiles with students at, below and above expected levels
<table>
<thead>
<tr>
<th>Topic</th>
<th>Action</th>
<th>Timeframe</th>
</tr>
</thead>
</table>
| Students | - Assessment moderation  
- Feedback moderation  
- Data analysis and personalised student learning planning  
- Developing strategies for low, medium and high learning growth students  
- Implementing literacy strategies in all classes including VCE/VCAL classes  
- Continue to review and refine current literacy and numeracy intervention such as Quick Smart and SRA. Investigate extension intervention strategies in mathematics |  |  |
|  |  | Week 5 - Term 1  |
| Raise student growth in literacy and numeracy skills particularly in reading and writing. | - Support staff to implement literacy strategies across all KLA including HRTLP (John Munro) and explicit teaching of writing (Stephen Graham)  
- Ensure individual learning plans are in place for students with exceptional talents, those achieving below expected levels and those with particular learning needs |  |  |
|  |  | End of 2016  |
|  | Appoint an additional Literacy Leader, increasing the total time allowance to 8 session ($33,040)  
- Appoint a Numeracy Leader, time allocation of 4 sessions ($16,520)  
- KLA PLT time within the College meeting schedule  
- Engagement & Wellbeing meeting schedule to include regular data analysis and ILP discussion  
- Literacy Leaders - KLA literacy mentors  
- AP Operations & SLT  
- Engage & Wellbeing AP & KLA LTC's and the YLC at each year level responsible for ILPS  | Start of Term 1  |
|  |  | By week 6 - Term 1  |
|  | Explicit teaching of writing & reading at years 7 & 8 within English curriculum  
- On demand testing data indicates improved numeracy  
- Documented annual assessment plan at all year levels  
- VCE supervised study session incorporate explicit teaching of literacy strategies (John Munro & Stephen Graham) through tutorials  
- ILPs documented and co-developed with teachers, student and families |  |  |
| Develop clear and accountable leadership roles throughout the college to imbued a strong, positive and unified culture within the new College structure based on DETs School Improvement Model. | - Articulate clear lines of communication and responsibility to support improved role clarity throughout the college. Review and refine the vision and purpose for the new leadership.  
- Build the capacity of the extended leadership team, many of whom are new to leadership roles. (Principal Class, Leading Teachers, KLA leaders and Year Level Leaders etc.) Establish collaborative teams with relevant and clear accountabilities and lines of communication.  
- Fund required PORs, Leading Teachers (5 sessions x 5 LTCs $103,250), and Assistant Principal positions ($500,000) to support the school improvement priorities and high impact initiatives as identified in the new DET School Improvement Model  
- Identify and fund PL opportunities (externally or externally) that focus on technical leadership (thinks and plans strategically, aligns resources with desired outcomes, holds self and others to account) and educational leadership (shapes pedagogy, focus on achievements and promotes inquiry and reflection).  
- Executive Leadership team  
- Executive Leadership team and Leading Teachers | Start of 2016  |
|  |  | Ongoing  |
|  | - Documented and publicise the 2016 Leadership Structure including ES Leadership Structure  
- Staff meeting minutes and power point presentations that highlight the leadership roles linked to the DET School Improvement Model, and emphasising the need to follow the lines of leadership for communication and decision making  
- Staff survey shows improvement in staff view of role clarity |  |  |
## Annual Implementation Plan: for Improving Student Outcomes

### Goals
- To enhance student engagement through greater understanding by students of their learning.

### Targets

#### Attitudes to School Survey
- Increase stimulating learning from 3.13 to 3.20, teacher effectiveness from 3.58 to 3.70, student learning confidence from 3.68 to 3.75 and motivation from 4.15 to 4.30.
- **Attendance**
- Decrease the mean for average days absent per year from 20.43 days in 2014 to 18.5 days in 2018, particularly at years 7, 8 and 9.
- Increase the percentage of students continuing in education and training at the end of year 12

#### Parent Opinion
- Transition variable on Parent Opinion Survey to increase from 5.39 in the second quartile to the third quartile.

#### Staff Opinion Survey
- Staff opinion in relation to Collective Focus on Student Learning to improve from School Score of 298 and 47% endorsement in 2014 to 390 and 67% by 2018

### 12 month targets

#### Attitudes to School Survey
- Increase stimulating learning from 3.13 to 3.15, teacher effectiveness from 3.58 to 3.63, student learning confidence from 3.68 to 3.73 and motivation from 4.15 to 4.20.
- **Attendance**
- Decrease the mean for average days absent per year from 20.43 days in 2014 to 19.0 days in 2016, particularly at years 7, 8 and 9.
- Increase the percentage of students continuing in education and training at the end of year 12

#### Parent Opinion
- Transition variable on Parent Opinion Survey to increase from 5.39 in the second quartile to the third quartile.

#### Staff Opinion Survey
- Staff opinion in relation to Collective Focus on Student Learning to improve from School Score of 298 and 47% endorsement in 2014 to 55% by 2016

### KIS

<table>
<thead>
<tr>
<th>ACTIONS: what the school will do</th>
<th>HOW the school will do (including financial and human resources)</th>
<th>WHO has responsibility</th>
<th>WHEN timeframe for completion</th>
<th>SUCCESS CRITERIA: Markers of success reflecting observable changes in practice, behaviour, and measures of progress</th>
</tr>
</thead>
</table>
| **Improve attendance monitoring to identify and support students with high absences who may be at risk of disengaging from education.** | - Educate students and families of the strong connection between student wellbeing, regular attendance and improved learning outcomes.  
- Increase staff competence in the use of Compass in regard to roll marking and follow up options  
- Monitor attendance of students with high levels of absences and engage agencies of support to re-engage the student/family.  
- Implement SWPB awards for attendance each month and at the end of each term. | - Resource mail outs/newsletters – it’s not okay to be away lots. Fund visits to schools who have succeeded in addressing attendance issues  
- Funding ES staff member to monitor absences ($40,000)  
- Access Regional SSS team as a resource for home visits to support families with attendance issues. Pathways coordinator to support YLCs in developing pathways for all students with special needs including regular reviews of individual learning plans  
- Funding for SWPB rewards pop up shop ($10,000) | **Engagement & Wellbeing Ape & LTs with YLCs**  
**ICT team**  
**Pathways Coordinator & YLCs**  
**SWPB team** | Ongoing  
End of Term 2  
Ongoing - out of home care students and Kost student LPs in place by end of Term 2  
Week 5 Term 2 | - An attendance action plan has been documented, that clarifies the roles of all personnel involved in monitoring attendance. Regular newsletter articles  
- Individual attendance plans are in place for students with high levels of absence. A decrease in unexplained absences.  
- Attendance awards celebrated and documented in newsletters |

| **Enhance the transition program throughout the College via the mentor program.** | - Ensure student learning, wellbeing and behaviour data is passed on to the new mentor team prior to the beginning of the new school year. Encourage prompt and effective use of this information.  
- Review and improve LEAP, REAL and SEALP support and transition in to the Senior School. Keep SEALP students together in one Mentor group.  
- Increase the use of careers action plans to guide students into electives and senior study options.  
Review and enhance College Course Counselling processes.  
- Review and refine end of all Senior School | - Meeting schedule time. Invest time at the beginning of the year to reviewing skills that may have been lost over the holiday break for some students.  
- 10 session time allowance for Pathways Coordinator ($14,000)  
- Resource an online management system for all CAPs – Compass ($15,000)  
- Invest in Elevate study skills programs within MCC senior Headstart programs ($3000)  
- Investigate professional learning opportunities with | **Principal Class and LT team**  
**Principal team**  
**Pathways team**  
**Senior School AP and LT** | During end of year Mentor Program review and planning time  
Ongoing  
Ongoing  
Ongoing, by end of year reviewed ready for modifications for 2017 | - Positive staff, student and parent feedback via survey monkey in regard to Mentor’s impact on student learning and wellbeing  
- Individual pathway plans for SEALP, increased access to first year university units during year 12. Increased university entrance for this cohort  
- By the end of the year all year 12s have had an individual meeting to discuss a transition plan for 2017. Documented exit interviews with every student who leaves the school prior to the end of yr12.  
- Positive staff, student and parent feedback in regard to Headstart programs. Improved effort and aspirations within the 2016 year 12 cohort |
<table>
<thead>
<tr>
<th><strong>Headstart</strong> programs to ensure students have optimum preparation for the following year</th>
<th>primary school staff, particularly in the areas of Literacy, Numeracy and ICT.</th>
<th>SLT team &amp; Year 7 Transition team</th>
<th>PLs (by end of term 2)</th>
<th>Parent opinion of transitions has improved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strengthen understanding and appreciation of personal learning attributes and pathways. Implement a whole school approach to pathways planning and raising student aspirations</td>
<td>Foster an understanding across the college of successful senior pathways, which involves parity of esteem for VCE, and VCAL.</td>
<td>Designated VCAL POR – time allowance ($4130). Continue to resource a stand-alone VCAL program.</td>
<td>Principal Class</td>
<td>VCAL program successes highlighted in newsletter</td>
</tr>
<tr>
<td></td>
<td>Make full use of MCC’s success in becoming a BEACON Foundation School. Develop associations with community partnerships to assist in raising aspirations of all students. Introduce Growth mindset education to assist in raising aspirations.</td>
<td>Fund BEACON programs and BEACON affiliation fee ($50 000).</td>
<td>Pathways Coordinator &amp; team</td>
<td>Beacon Ambassadors in place, media release of BEACON launch and ongoing events</td>
</tr>
<tr>
<td></td>
<td>Review and enhance current VCAL programs and investigate the possible introduction of a year 10 pre-VCAL program.</td>
<td>Internal staff PD on ‘Growth Mindset Classrooms’.</td>
<td>Senior School Team &amp; SLT</td>
<td>Partnerships through the VCAL program have increased in number and are well established.</td>
</tr>
<tr>
<td></td>
<td>Plan pathways planning and support for all students with special needs including intervention or support programs and challenge for talented students. Link to tier 3 SSG meeting requirements and ILPs. Develop aspirational Pathway Plans for high absente students and out of home care students.</td>
<td>Investigate the introduction of a year 10 pre-VCAL program.</td>
<td>RTO Coordinator and Pathways team</td>
<td>Well documented and celebrated range of pathways provided for students in the past compulsory years of the College</td>
</tr>
<tr>
<td></td>
<td>Develop a process for formal exit interviews with every student who leaves the school prior to the end of year 12.</td>
<td>RTO scope review to identify opportunities to expand pathways.</td>
<td>ES Leader - Student Support Services</td>
<td>By week 2 term 2</td>
</tr>
<tr>
<td></td>
<td>Time release to complete exit interviews, ES (Time Fraction 0.1 $7500) support person to track and complete necessary exit documentation.</td>
<td>Resource ES Kooi Support Coordinator, ES Inclusion Support Coordinator and Designated Out of Home Care Coordinator special payments ($60 000).</td>
<td>Pathways Coordinator and Senior School Engagement &amp; Wellbeing team</td>
<td>Ongoing</td>
</tr>
</tbody>
</table>

**Annual Implementation Plan: for Improving Student Outcomes**
# WELLBEING

## Goals
To foster student wellbeing through positive relationship building.

## Targets
- **Attitudes to School Survey**
  - Increase in students' opinion of connectedness to school and peers 3.51 to 4.00, classroom behaviour from 2.92 to 3.10 and safety from 4.14 to 4.35
- **Parent Opinion Survey**
  - Parent opinion of student safety and connectedness to improve from 5.55 and 5.71 in the second quartile to the third quartile.
- **Staff Opinion Survey**
  - Staff opinion in relation to Collective Responsibility to improve from School Score of 338 and 61% in 2014 endorsement to 390 and 68% in 2018

## 12 month targets
- **Attitudes to School Survey**
  - Increase in students' opinion of connectedness to school and peers 3.51 to 3.8, classroom behaviour from 2.92 to 3.00 and safety from 4.14 to 4.20
- **Parent Opinion Survey**
  - Parent opinion of student safety and connectedness to improve from 5.55 and 5.71 in the second quartile to the third quartile.
- **Staff Opinion Survey**
  - Staff opinion in relation to Collective Responsibility to improve from School Score of 338 and 61% in 2014 endorsement to 65% in 2016

## 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

### Improve consistent application of rules and expectations within and outside of the classroom to support a whole school improvement focus on positive learning climates

- Through the mentor program, promote School Wide Positive Behaviours and use the Compass tool to strengthen links with all families
- Incorporate within the Mentor program explicit teaching of expected positive behaviours
- Document student engagement processes to ensure all YLCs implement consistent practices with the aim of transfer these expectations to all classroom practices. All staff take responsibility for addressing harassment concerns brought to their attention – harassment flow chart documented and publicised
- Build strong working partnerships with parents of tier 3 children

### Embed the use of restorative practice in conjunction with school wide positive behaviour program through the mentor program

- Develop a consistent approach within the leadership team where these principles are fully understood, modelled and reinforced within the teams they are responsible for
- Review and refine the current Student Engagement and Wellbeing Policy to prioritise a restorative approach
- Develop agreed non-negotiables in regard to the School Wide Positive program as a part of everyday teacher practice
- Enhance student access to authentic student leadership opportunities
- Maintain a relentless focus on the need for consistency in terms of high expectations of student behaviour and application of agreed student management procedures

### Schoolwide Positive Behaviour Program

- **Fund Restorative Practices PI** for all Leadership members who have not yet completed this (staff $4861)
- **Fund mentor session time for 59 mentor groups (59 x $4130 = $243670)
- **Engagement and Wellbeing team meeting time** for the review and update of associated policies
- **Staff meetings scheduled and dedicated to development of non-negotiables for SWBPS**
- **One YLC at each year level responsible for student leadership to support the whole school Student Leadership Coordinator**
- **Positive Climate for Learning as a regular agenda item on Leadership meeting agendas, constantly gauged and monitored**

### Principal Class

- **Principal Class**
  - **Engagement and Wellbeing APs, Lts and teams**
  - **Principal Class team**
  - **Special Programs AP**
  - **Principal Class, Engagement and Wellbeing teams**

### Success Criteria

- Increase feeling of calm throughout the College during recess and lunchbreak, more orderly environment. Improved respect of facilities, decrease maintenance needs due to wilful damage and carelessness
- Yard duty are redefined and documented, to reflect desired movement of students throughout the College outside of class time
- School wide positive behaviours structures are in place. All teachers establish and follow set classroom routines.
- PSB meetings and tier 3 meetings are scheduled, implemented and are productive in assisting student to achieve goals set. Students who are deemed “at risk” of disengaging from education are closely monitored as they enter and move through the school and have IMPPLPs linked to their learning across the college, and their CAPS
- Reviewed student management protocols and practice, with a common school language to manage student behaviour.
| Develop a viable school wide focus on empathy and the ‘care about individual student learning’ | • Develop and implement the Resilience Project within the mentor program, along with other proactive student wellbeing year level programs to address issues faced by young people such as self-esteem, cyber-bullying, healthy eating, drugs, alcohol, sexual health and wellbeing
• Develop individual management plans for students having difficulty learning in class and those who disrupt the learning of others
• Develop high expectations of learning amongst all members of the school community to raise aspirations for students’ progress relevant to their capabilities and interests | • Significant funding for the Resilience Project – ($10 500)
• EFT of 2.5 ESS for SHAC ($121 400)
• Support for tier three students as a regular agenda item on Engagement and Wellbeing meeting agendas
• Ensure the ongoing funding of the mentor program to ensure each student has a significant adult as an advocate for their learning and wellbeing | • Engagement and Wellbeing APs, LTs and teams (including SHAC)
• Engagement and Wellbeing APs
• Principal Class | By end of semester 1
Ongoing
Ongoing | • Proactive wellbeing programs are documented and publicised on the College Website including the Resilience Project within the College Mentor Program
• Tier three students identified quickly with swift development and implementation of ILPs and management plans – literacy and numeracy data is linked to plans
• Growth mindset language and actions evident in classrooms |
## Annual Implementation Plan: for Improving Student Outcomes

### PRODUCTIVITY Goals

To optimise the allocation of resources (human, financial, time, space and materials) to improve learning opportunities and outcomes for students.

<table>
<thead>
<tr>
<th>Targets</th>
<th>12 month targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attitudes to School Survey</td>
<td>Safety to be at or above the state mean</td>
</tr>
<tr>
<td>Parent Opinion Survey</td>
<td>Parent opinion of school improvement to increase from 5.09 in the second quarter to the third quarter</td>
</tr>
<tr>
<td>Staff Opinion Survey</td>
<td>Overall School Climate measured within the Staff Opinion Survey to improve from School Score of 313 and 41% endorsement in 2014 to 380 and 55% in 2018</td>
</tr>
</tbody>
</table>

### ACTIONS: what the school will do

Allocate school resources to maximise strategies designed to improve student outcomes.

- Balance the budget within the SRP ensuring Equity Catch-Up funding ($31 700) is targeting appropriate areas.
- Implement the new leadership and educational support structure of the College to support school improvement priorities and high impact initiatives as identified in the new DET School Improvement Framework.
- Enhance Literacy and Numeracy support programs to increase number of students who access support.
- Increase number of literacy leaders to two and increase time allowances for Literacy and Numeracy leaders.
- Enhance ES team for Student Engagement and Wellbeing support targeting vulnerable cohorts.
- Fund programs (equity funding) to support improved student outcomes – Elevate, Beacon Pathways program, Resilience Project, VCAL program, Mentor Program, SWPBs and Restorative Practices.

### HOW the school will do it (including financial and human resources)

- Present College budget to School Council.
- Fund required PORs, Leading Teachers (5 sessions x 5 Lts $103 200) + Assistant Principal positions ($500 000) = $603 200
- Increase ES staff resource to a team of six to support the ongoing provision of up to date data for the Achievement AP & Lts (ES team $88 292).
- Appoint an additional Literacy Leader, increasing the total time allowance to 8 sessions ($33 040) + Appoint a Numeracy Leader, time allowance of 4 sessions ($16 520) = $49 560
- Funding ES staff member to monitor absences ($46 680) + Resource ES Koori Support Coordinator, ES Inclusion Support Coordinator and designated Out of Home Care Coordinator special payments ($6000) + ES (Time Fraction 0.1 x $7500) to track and complete necessary exit documentation + EFT of 2.5 ES ($121 400) = $175 560
- Invest in Elevate study skills programs within MCC senior Headstart programs ($3600) / 15 session time allowance for Pathways Coordinator ($41 300) / Fund BEACON programs and BEACON affiliation fee ($5 000) / Significant funding for the Resilience Project ($10 500) / Designated VCAL POR time allowance ($4130). Continue to resource a standalone VCAL program / Fund mentor session time for 59 mentor groups ($89 x $4130 = $343 670) / Funding for SWPBS rewards pop-up shop ($10 000) / Fund Restorative Practices Mt. for all Leadership members who

### WHO has responsibility

- Principal Team
- AP Engagement and Wellbeing team
- Facilities team
- LTs Curriculum and STEM, PORs Literacy and Numeracy

### WHEN timeframe for completion

- Commenced start of term 1, ongoing review of role clarity and lines of communication and decision making.
- Commence Jan holidays, majority completed in term 1 holidays.
- Team appointed and student timetables in place by week 7 term 1

### SUCCESS CRITERIA:

- Markers of success reflecting observable changes in practice, behaviour, and measures of progress.
- All programs and initiatives align to a PCO and have team action plans as ongoing working documents. Action plans and HR School’s quick data feature as regular agenda items at meetings.
- Improved staff feedback in regard to role clarity and communication.
- Less destructive, careless damage to resources.
- Improved student survey results in Safety.
- Positive feedback regarding facilities from staff, students and parents.
- A decrease in suspension data.
- Improved Literacy and Numeracy data – evidence of closing the gap.
- Improved retention data.
<table>
<thead>
<tr>
<th>Maintain the independent integrity of budgets including ones for staffing, international education and Earth Science.</th>
<th>Maintain current Earth Ed budget system, commence building project</th>
<th>Present Earth Ed budget to College Council, increase student numbers through Earth Ed particularly within the outreach programs.</th>
<th>AP Special Programs and Earth Ed team</th>
<th>Earth Ed Project Architect appointed by end of term 2</th>
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</thead>
<tbody>
<tr>
<td>* Review International Program budget, develop a three year plan.</td>
<td>* Define International Budget to include a building project budget with the aim of extending the centre within 3 years. Present budget and proposal to College Council.</td>
<td>AP Special Programs and International Team</td>
<td>Funding allocated and plans in place for Language Centre extension within 3 years</td>
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<tr>
<td>Introduce the High Reliability Schools framework as an overlay to tie together and enhance previous work in the first 4 levels and to then commence work in level 5.</td>
<td>Use 'A handbook for Highly Reliable Schools...the Next Step in School Reform' as the main focus of the Leadership PLT</td>
<td>Purchase the HR Schools Handbook for all Leadership team members</td>
<td>Principal team</td>
<td>By week 7 term 1</td>
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<tr>
<td>* Introduce the concept of 'Quick Data, Quick Conversations and Quick Observations' to the YL Leadership PLT and Student Learning Leadership</td>
<td>* Professional learning on the HR Schools model and administration initial surveys</td>
<td>APs Junior &amp; Senior School and AP Student Learning Leadership</td>
<td>Start of term 2</td>
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<tr>
<td>* Implement Critical Commitments crucial to achieving HR status</td>
<td>* Provide PL opportunities and time release for KLA leaders for classroom observations. Estimated CRT costs for 60 sessions of release for walks = 10 days CRT, $3,500</td>
<td>Ongoing</td>
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Staff have a clear understanding of the levels of Holistic school improvement. Surveys are used by school improvement teams to guide their next level of work. Feedback from students and parents identify clear progress towards achieving HR status.
Monitoring of Annual Implementation Plan: for Improving Student Outcomes

<table>
<thead>
<tr>
<th>ACHIEVEMENT</th>
<th>6 month progress against success criteria and/or targets</th>
<th>12 month progress against success criteria and/or targets</th>
<th>Budget Spending to date</th>
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<td>Actions:</td>
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<td>6. Imbed the use of classroom routines that foster effective student learning (Lis &amp; Success Criteria)</td>
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<td>7. Establish a regime of observation and feedback between classroom teachers, linked to PLT goals</td>
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<td>8. Defining clear goals VCE, KLA and Mentor PLTs in terms, tracking student progress, differentiation of curriculum and professional learning</td>
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<td>9. Publish KLA consistent common assessment tasks on Compass. Each to have assessment rubrics.</td>
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<td>10. Continue the 2015 work towards a viable &amp; consistent curriculum</td>
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<td></td>
<td>11. Continue to review and refine current literacy and numeracy intervention such as Quick Smart and SRA. Investigate</td>
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<td>extension intervention strategies in maths/science</td>
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<td></td>
<td>12. KLA PLTs to have designated meetings on</td>
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<td>assessment moderation</td>
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<td>feedback moderation</td>
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<td>data analysis and personalised student learning planning</td>
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<td></td>
<td>developing strategies for low, medium and high learning growth students</td>
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<td></td>
<td>implementing literacy strategies in all classes including VCE/VCAL classes</td>
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<td></td>
<td>13. Support staff to implement literacy strategies across all KLA including; HRLTP (John Munro) and explicit teaching of writing (Stephen Graham)</td>
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<td>14. Ensure individual learning plans are in place for; students with exceptional talents, those achieving below expected level and those with particular learning needs</td>
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<td></td>
<td>15. Articulate clear lines of communication and responsibility to support improved role clarity throughout the college. Review and refine</td>
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</table>
the vision and purpose for the new leadership

- Build the capacity of the extended leadership team, many of whom are new to leadership roles. (Principal Class, Leading Teachers, KLA leaders and Year Level Leaders etc.). Establish collaborative teams with relevant and clear accountabilities and lines of communication.

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**ENGAGEMENT**

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<td>Status</td>
<td>Evidence</td>
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<tr>
<td><strong>Actions:</strong></td>
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<tr>
<td>Educate students and families of the strong connection between student wellbeing, regular attendance and improved learning outcomes.</td>
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<td>Increase staff competence in the use of Compass in regard to roll marking and follow up options</td>
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<td>Monitor attendance of students with high levels of absences and engage agencies of support to re-engage the student/family.</td>
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<tr>
<td>Implement SWPB awards for attendance each month and at the end of each term.</td>
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<tr>
<td>Ensure student learning, wellbeing and behaviour data is passed on to the new mentor team prior to the beginning of the new school year. Encourage prompt and effective use of this information.</td>
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<tr>
<td>Review and improve LEAP, REAL and SEALP support and transition in to the Senior School. Keep SEALP students together in one Mentor group.</td>
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<tr>
<td>Increase the use of careers action plans to guide students into electives and senior study options. Review and enhance College Course Counselling processes.</td>
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<tr>
<td>Review and refine end of all Senior School ‘Headstart’ programs to ensure students have optimum preparation for the following year</td>
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<td>Foster an understanding across the college of successful senior pathways, which involves parity of esteem for VCE, and VCE.</td>
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<td>Make full use of MCC’s success in becoming a BEACON Foundation School. Develop associated community partnerships to assist</td>
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</table>
in raising aspirations of all students. Introduce Growth mindset education to assist in raising aspirations.

- Review and enhance current VCAL programs and investigate the possible introduction of a year 10 pre-CAL program.
- Plan pathways planning and support for all students with special needs including intervention or support programs and challenge for talented students. Link to tier 3 SSG meeting requirements and ILPs.
- Develop aspirational Pathway Plans for high absence students and out of home care students.
- Develop a process for formal exit interviews with every student who leaves the school prior to the end of year 12.

**WELLBEING**

<table>
<thead>
<tr>
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<td>Status</td>
<td>Evidence</td>
<td>Status</td>
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- Through the mentor program, promote School Wide Positive Behaviours and use the Compass tool to strengthen links with all families.
- Incorporate within the Mentor program explicit teaching of expected positive behaviours.
- Document student engagement processes to ensure all YLCs implement consistent practices with the aim of transfer those expectations to all classroom practices. All staff take responsibility for addressing harassment concerns brought to their attention – harassment flow chart documented and publicised.
- Build strong working partnerships with parents of tier 3 children.
- Develop a consistent approach within the leadership team where these principles are fully understood, modelled and reinforced within the teams they are responsible for.
- Review and refine the current Student Engagement and Wellbeing Policy to prioritise a restorative approach.
- Develop agreed non-negotiables in regard to the School Wide Positive program as a part of everyday teacher practice.
- Enhance student access to authentic student leadership opportunities.
- Maintain a relentless focus on the need for consistency in terms of high expectations of student behaviour and application of agreed
<table>
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<tr>
<td>• Develop and implement the Resilience Project within the mentor program, along with other proactive student wellbeing year level programs to address issues faced by young people such as: self-esteem, cyber-bullying, healthy eating, drugs, alcohol, sexual health and wellbeing</td>
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<tr>
<td>• Develop individual management plans for students having difficulty learning in class and those who disrupt the learning of others</td>
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<td>• Develop high expectations of learning amongst all members of the school community to raise aspirations for students' progress relevant to their capabilities and interests</td>
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<tr>
<td><strong>PRODUCTIVITY</strong></td>
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<td>• Balance the budget within the SRF ensuring Equity Catch-Up funding ($11,750) is targeting appropriate areas</td>
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<td>• Implement the new leadership and educational support structure of the College to support school improvement priorities and high impact initiatives as identified in the new DET School Improvement Framework</td>
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<td>• Enhance Literacy and Numeracy support programs to increase number of students who access support</td>
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<tr>
<td>• Increase number of literacy leaders to two and increase time allowances for Literacy and Numeracy leaders</td>
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<tr>
<td>• Enhance ES team for Student Engagement and Wellbeing support targeting vulnerable cohorts</td>
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<tr>
<td>• Fund programs (equity funding) to support improved student outcomes – Elevate, Beacon Pathways program, Resilience Project, VOCAL program, Mentor Program, SWPBs and Restorative Practices</td>
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<tr>
<td>• Maintain current Earth Ed budget system, commence building project</td>
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<td>• Review International Program budget, develop a three year plan</td>
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<td>• Use ‘A handbook for Highly Reliable Schools: the Next Step in School Reform’ as the main focus of the Leadership PLT</td>
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<td>• Introduce the concept of ‘Quick Data, Quick Conversations and Quick Observations’ to the YL Leadership PLT and Student Learning Leadership</td>
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</table>
2014 – 2018 MCC STRATEGIC PLAN  Key Improvement Strategies

STUDENT ACHIEVEMENT

1. KIS 1 Build staff capacity and embed a consistent, whole school approach to student centred learning
   • Establish a regime of observation and feedback between classroom teachers
   • Define high expectations for student learning in behavioural terms and academic expectations. Incorporate a "learning to learn" program through the mentor program
   • Use data to develop strategies for low, medium and high learning growth students
   • Define high expectations for teacher practice (including VCE) in terms of planning within PLTs for; tracking student progress, differentiation and professional learning

2. KIS 2 Consolidate curriculum and assessment across the college to deliver a differentiated curriculum that addresses the learning needs of all students
   • Develop curriculum documentation that includes learning focus, skills, knowledge and understandings students are expected to attain, the scope and sequence of content and the required assessment tasks
   • Establish common assessment tasks for each study with assessment rubrics and ensure associated moderation of feedback, to build teacher capacity in providing effective feedback to students
   • Develop and document an annual assessment plan at all year levels and ensure the focus of curriculum planning time is to: analyse and discuss data, share strategies and plan student learning that has a personalised approach.

3. KIS 3 Raise student growth in literacy and numeracy skills particularly in reading and writing. Introduce a ‘Growth Mindset’ approach
   • Develop a whole school literacy approach, including strengthening the use of HRLTP. Expand the focus on the explicit teaching of writing across all KLAs.
   • Map and use assessment data in a visible and ongoing way to foster teacher discussion.
   • Continue to review and refine current literacy and numeracy intervention such as Quick Smart and SRA. Investigate extension intervention strategies in maths/science.
   • Ensure individual learning plans are in place for students with particular learning needs and exceptional talents as well as those who are achieving below expected levels.

4. KIS 4 Develop clear and accountable leadership throughout the college, and embed a strong, positive united College culture
   • Involve all stakeholders to review and engage with the College Vision, Values and Mission Statements
   • Review leadership roles and school organisational structure. Articulate a clear vision and purpose for the leadership and organisational school structure
   • Continue to build the capacity of the extended leadership team (principal class, leading teachers, KLA leaders and Mini School Leaders). Establish collaborative teams with relevant and clear accountabilities. Focus on technical leadership (thinks and plans strategically, aligns resources with desired outcomes, holds self and others to account) and educational leadership (shapes pedagogy, focus on achievements and promotes inquiry and reflection).

STUDENT ENGAGEMENT

5. KIS 1 Introduce Compass program to track and monitor attendance to identify students with high absences who may be at risk of disengaging from education
   • Continue to educate the school community, making explicit the strong connection between student wellbeing, regular, punctual attendance and improved learning outcomes.
   • Implement through Compass the use of electronic roll marking to facilitate monitoring of attendance.
   • Monitor attendance of students with high levels of absences. Give 'School Wide Positive Behaviours' awards for attendance each month and at the end of each term.

6. KIS 2 Strengthen understanding of personal learning attributes and pathways. Implement a whole school approach to pathways planning and raising student aspirations.
   • Develop a team approach to Pathways and Transitions through the Mentor program to strengthen transitions within the school and post schooling.
   • Foster an understanding across the college of successful senior pathways, which involve VCE, VET and VCAL.
   • Increase the use of careers action plans to guide students into electives and senior study options. Review Course Counselling processes.
   • Provide ownership of learning through regular access to learning assessment data (eg On Demand, NAPLAN, teacher judgments)
   • Review and refine end of year Headstart programs at years 10 and 11 ensure students have optimum preparation for the following year.
   • High expectations, rigor and routine, as well as college values and desired behaviours, are reinforced regularly at assemblies.

7. KIS 3 Enhance the transition program for year 7 through the mentor program
   • Investigate professional learning opportunities with primary school staff. Invite primary school teachers to spend time working with English and Maths teachers at years 7 and 8.
   • Support the development of a Primary School Science teaching network through Earth Ed
   • Plan pathways planning and support for students with special needs including regular reviews of ILPs, intervention or support programs and challenge for talented students.
• Develop a process for formal exit interviews with every student who leaves the school prior to the end of year 12.
• Review current levels of satisfaction with induction, transitions, pathways and course planning by seeking feedback from students, parents, staff and feeder schools annually.

STUDENT WELLBEING
8. KIS 1 Improve consistent application of rules and expectations within and outside of the classroom.
• Through the mentor program, promote positive relationships with all students, and use the Compass tool to strengthen links with home.
• Incorporate within the Mentor program: careers action plans, global intercultural learning, “learning to learn”, data reflection and goal setting.
• Strengthen links with primary school teachers to support wellbeing of all students during transition to secondary education.
• Develop age-appropriate programs according to year level.

9. KIS 2 Embed the use of restorative practice in conjunction with school-wide positive behaviour program through the mentor program.
• Develop a consistent approach within the leadership team where these principles are fully understood, modelled and reinforced within the teams they are responsible for.
• Educate students and encourage families to adopt and model these principles at home.
• Ensure the School Wide Positive program is a focus of staff professional learning and becomes part of everyday teacher practice.
• Maintain a relentless focus on the need for consistency in terms of high expectations of student behaviour and application of agreed student management procedures.

10. KIS 3 Develop a visible school-wide focus on empathy and the ‘care about individual student learning’.
• Develop and implement proactive student wellbeing programs at each year level that address issues faced by young people such as self-esteem, resilience, cyber-bullying, healthy eating, drugs and alcohol, sexual health and wellbeing, body image, relationships, stress management.
• Enhance student access to authentic student leadership opportunities.
• Develop high expectations of learning amongst all members of the school community to raise aspirations for students’ progress relevant to their capabilities and interests.

PRODUCTIVITY
11. KIS 1 Allocate school resources to maximise strategies designed to improve student outcomes particularly in the area of professional learning.
• Review current leadership and educational support structure of the College.
• Review mini school structure.

12. KIS 2 Enhance the use of technology within the college e.g. BYOD, student management systems and assessment tracking software.
• New RTI software introduced.
• BYOD program introduced to senior students.
• Compass package implemented excluding online payment and student reporting online.
• Investigate student tracking program to ensure correct data for exiting students.

13. KIS 3 Maintain the independent integrity of budgets including ones for staffing, international education and Earth Science.
• Review current Earth Ed budget system.
• Review International Program budget, develop a three-year plan.

14. KIS 4 Introduce the High Reliability Schools Model as an overlay, to tie together and enhance prior Levels 1 to 4 work and to then commence work in Level 5.
• Use ‘A Handbook for Highly Reliable Schools... the Next Step in School Reform’ as the main focus of the Leadership PLT.
• Introduce the concept of ‘Quick Data, Quick Conventions and Quick Observations’ to the YL Leadership PLT and Student Learning Leadership.