

2016 Annual Implementation Plan: for Improving Student Outcomes

8462

Wellington Secondary College 2016

Based on Strategic Plan 2015-2018

Endorsements

Endorsement by School Principal	Signed  Name: Hugh Blaikie Date: 8 March 2016
Endorsement by School Council	Signed  Name: Merih Acar Date: 8 March 2016
Endorsement by Senior Advisor	Signed  Name: Allen McAuliffe Date: 24 March 2016

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

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

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

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

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

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

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

Summary page: the school's priorities and initiatives

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

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

Initiatives Rationale:	
<p>Explain why the school, in consultation with the SEIL, has selected this initiative/s. Please make reference to the evaluation of school data, the progress against SSP targets, and the diagnosis of issues requiring particular attention.</p> <p>Our school is currently completing year 1 of its 2015-2018 Strategic Plan. Our own priorities and initiatives align very closely with those articulated in the Education State policy. Our centre piece Strategic Planning goal/initiative is the establishment of an Instructional Model for WSC – specifically we have collaboratively developed three core elements of our Instructional Model: Wellington Truths About Learning, the Wellington Lesson Narrative For Effective Teaching and Learning, and the Wellington Theory of Action which supports the transition of the Instructional Model into classroom practice. Whilst implementation has been achieved according to Year 1 targets, there is still much work to be done in fully embedding the initiative and changing culture long term. This is particularly pertinent to the continued commitment to change and the building of teacher practice and alignment of curriculum planning and assessment with central and local requirements. This work is reflected in a number of inter-related key elements of the 2016 AIP.</p> <p>By choosing to prioritise 'Excellence in Teaching and Learning' the College continues on its journey of improving student outcomes by transforming teaching pedagogy through the WSC Lesson Narrative. This is an ongoing major focus of our Strategic Plan. The Peer Review in 2014, whilst endorsing the College as providing quality educational experiences for its students also identified:</p> <ul style="list-style-type: none"> • An absence of an instructional model for teaching and learning • A lack of academic rigor in the Middle School Curriculum which was under-preparing students for VCE <p>The Staff Opinion Survey of 2014 also identified the Professional Learning Program as not adequately addressing the needs of staff to improve teaching and learning. The Student Attitude To School Survey confirmed that there was a lack of stimulating learning, especially in Middle School.</p> <p>A further key goal/initiative is to address student (and staff) resilience and wellbeing. As our school continues to grow in enrolments, there is always the danger of institutionalising a "disengagement" amongst key stakeholders – students and teachers in particular. Attitudes to School data, whilst very strong compared to State and Regional benchmarks, indicates that some cohorts (Year 7 and Year 12 in 2015) are showing signs of this disengagement. This coupled with the review of curriculum at Years 9 and 10 over the 2015 and 2016 school years will provide an opportunity to develop student voice and empowerment and increase opportunities for the "engagement with learning" strategy across the whole school as identified in our Strategic Plan.</p>	
Key Improvement Strategies (KIS)	
<p>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.</p>	
Initiative:	KIS
Building Practice Excellence	<ol style="list-style-type: none"> 1. Build alignment in the Instructional practices across the College by developing a WSC Instructional Model for Years 7-12. 2. Build teacher capacity to deliver a stimulating, collaborative and creative learning environment (new KIS for 2016)

	<p>3. Improve Literacy outcomes for all students at all levels, especially Years 7 to 10.</p> <p>4. Invest in targeted Professional Learning to facilitate high level knowledge transfer and succession planning in leadership and staff professional learning processes</p>
Curriculum Planning and Assessment	<p>5. Build teacher capacity to collect and interpret data to inform teaching and learning of the needs of all students across the College.</p> <p>6. Build teacher capacity to make consistent and accurate assessment judgements of all students across the College.</p>
Setting expectations and promoting inclusion	<p>7. Increase student cognitive engagement with learning and capacity to be more independent, active and resilient learners.</p> <p>8. Investigate, develop and apply proactive programs that promote students' resilience, wellbeing, management of stress and the achievement of an appropriate work/life balance.</p> <p>9. Develop enhanced student pathways and key transitions as they move through the school.</p> <p>10. Increase parent and community engagement and connection with the College.</p> <p>11. Appropriately resource the wellbeing program to cater for the expected increase in size and complexity of the College over the next four years.</p> <p>12. Develop strategies that will improve student attendance.</p>
Non-aligned Strategic Plan/AIP Key Improvement Strategies	<p>13. Review leadership structures and functions to maximise achievement of specified Strategic Plan goals.</p> <p>14. Invest in new ICT trends to promote innovative use of new technologies by teachers, students and their families</p>

Annual Implementation Plan: for Improving Student Outcomes

ACHIEVEMENT							
Goals	Improve learning outcomes for all students from all levels and ability groups across the College so that they can achieve their full potential.	Targets	NAPLAN Year 7-9 Relative Growth – Low Category			2014	2018
			Writing			26.0	21.0
			NAPLAN Year 7-9 Relative Growth – High Category			2014	2018
			Numeracy			39.9	42.0
			Writing			19.5	24.5
			VCE Mean Study Score			2014	2018
			All Studies			29.2	30.0
ePotential Staff Survey			2014	2018			
Teaching and Learning			47% (Emerging)	80% (Transformative)			
Assessment and Reporting			48% (Emerging)	75% (Innovative)			
AusVELS Teacher Judgements – Ave % A's of English dimensions per Year Level			2014	2018			
Year 7 English			3	6			
Year 8 English			1	6			
Year 9 English			2	6			
Year 10 English			2	6			
12 month targets							
NAPLAN Year 7-9 Relative Growth – Low Category			2014	2015 Target	2015 Actual	2016 Target	2018
Writing			26.0	25.0	20.7	20.5	21.0
NAPLAN Year 7-9 Relative Growth – High Category			2014	2015 Target	2015 Actual	2016 Target	2018
Numeracy			39.9	40.5	31.8	35.0	42.0

Writing	19.5	21.0	30.7	31.0	24.5
VCE Mean Study Score	2014	2015 Target	2015 Actual	2016 Target	2018
All Studies	29.2	29.3	28.3	29.3	30.0
ePotential Staff Survey	2014	2015 Target	2015 Actual	2016 Target	2018
Teaching and Learning	47% (Emerging)	55%	49%	58.0	80% (Transformative)
Assessment and Reporting	48% (Emerging)	55%	50%	58.0	75% (Innovative)
AusVELS Teacher Judgements – Ave % As of English dimensions per Year Level	2014	2015 Target	2015 Actual	2016 Target	2018
Year 7 English	3	4	6.6	6.0	6
Year 8 English	1	3	5.1	6.0	6
Year 9 English	2	3	1.6	4.0	6
Year 10 English	2	3	3.6	4.0	6

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																		
1,2,4	Transform our teaching and learning program through specific, ongoing professional learning that focuses on creating curriculum and pedagogy that embraces 21st Century Learning.	<ul style="list-style-type: none"> Connect and engage with Lee Crockett (co-author of Literacy is Not Enough and founder of the 'Global Digital Citizen Foundation) In Year One of a three year program, Crockett will act as a collaborative coach and mentor with the teachers of our 'High Flyers' (formerly Accelerated) Program (up to 20 teachers) to create a group of teacher 'Champions'. In Years 2 and 3 these "Champions" will mentor and coach other colleagues This team will be supported by time release for consultation, collaboration 	Principal AP (Curriculum) LT Director of Curriculum LT Director of Professional Learning Curriculum Executive "Champion" teachers Lee Crockett (Consultant)	3 Year Program to be completed by 2018 2016 – First group of Champions to be trained during 2016. Training will occur on Day 1 and 2 of the school year with ongoing follow up meetings throughout the year via the meeting schedule, as well as targeted Professional	<ul style="list-style-type: none"> Champion teachers trained and ready to mentor 2017 cohort in Year 2 of the program - Certificated Documented change of practice in curriculum delivery of "High Flyers" accelerated programs in Years 7, 8 and 9 and reflected in teacher PDPs Improvement in 2016 DET Staff Survey Data (% Endorsement) – Collective Efficacy (59.7 to 62.5%) Increase % of AusVELs As and Bs in Years 7 and 8 <table border="1"> <thead> <tr> <th>AUSVELS 2016 Targets – Semester 2</th> <th>% As</th> <th>% Bs</th> </tr> </thead> <tbody> <tr> <td>Year 7 English Reading and Viewing</td> <td>9</td> <td>20</td> </tr> <tr> <td>Year 7 English Speaking and Listening</td> <td>7</td> <td>24</td> </tr> <tr> <td>Year 7 English Writing</td> <td>5</td> <td>20</td> </tr> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td>Year 7 Maths – Measurement & Geometry</td> <td>10</td> <td>28</td> </tr> </tbody> </table>	AUSVELS 2016 Targets – Semester 2	% As	% Bs	Year 7 English Reading and Viewing	9	20	Year 7 English Speaking and Listening	7	24	Year 7 English Writing	5	20				Year 7 Maths – Measurement & Geometry	10	28
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		and targeted professional learning. (Education State funding)		Learning on a specific needs basis.	<table border="1"> <tr> <td>Year 7 Maths – Number &Algebra</td> <td>10</td> <td>28</td> </tr> <tr> <td>Year 7 Maths – Statistics</td> <td>15</td> <td>28</td> </tr> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td>Year 8 English Reading and Viewing</td> <td>6</td> <td>15</td> </tr> <tr> <td>Year 8 English -Speaking and Listening</td> <td>5</td> <td>15</td> </tr> <tr> <td>Year 8 English - Writing</td> <td>6</td> <td>15</td> </tr> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td>Year 8 Maths – Measurement & Geometry</td> <td>12</td> <td>25</td> </tr> <tr> <td>Year 8 Maths – Number &Algebra</td> <td>12</td> <td>20</td> </tr> <tr> <td>Year 8 Maths – Statistics</td> <td>15</td> <td>20</td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </table>	Year 7 Maths – Number &Algebra	10	28	Year 7 Maths – Statistics	15	28				Year 8 English Reading and Viewing	6	15	Year 8 English -Speaking and Listening	5	15	Year 8 English - Writing	6	15				Year 8 Maths – Measurement & Geometry	12	25	Year 8 Maths – Number &Algebra	12	20	Year 8 Maths – Statistics	15	20			
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1,5,6	Adjust our assessment and reporting policies and practices to ensure the inclusion of all students and make a more effective and consistent use of data in making judgements about student progress.	<ul style="list-style-type: none"> Establish an Assessment and Reporting Team to review our policies and practices. Introduce a new Curriculum template for the documentation of learning sequences and units in Years 7 to 12 Develop a consistent language and assessment scheme to apply to all students from Years 7 to 11. Develop and enable the Analytics Compass module to provide staff with ready access to individual student data. Utilise Compass Learning tasks for all staff in order to provide real time feedback to students and parents on assessment tasks. 	Principal AP (Curriculum) LT Director of Curriculum Assessment and Reporting Working Party Curriculum Executive and Domain Leaders Heads of Sub School Teachers	Documentation available from February 2016 New assessment scheme applicable for 2016 interim and end of semester reporting cycles. This interim assessment scheme will be refined and prepared for the end of year reporting cycle.	<ul style="list-style-type: none"> Documentation for the 2016 reporting cycles to reflect consistent approach to assessment and reporting – for teachers, students and parents – with the new scheme refined and embedded in practice by the end of 2016. New assessment schemes utilised by 100% of teaching staff in 2016 reporting cycles All teaching staff to have completed one Learning Task per semester via Compass and documented and validated through the PDP process. Parent Surveys indicate support for consistent reports and assessment indicators across all domains. Document parent engagement in assessment conversations through Compass – benchmark data to be established. Improve rate of Compass usage by parents (60% accessing Compass at least once a week) 																																	
1,2,4	Introduce a culture of classroom sharing (peer observation) as a means of building collaboration and promoting best practice amongst teachers.	<ul style="list-style-type: none"> Communication protocols will be developed to assist Staff Peer Review Teams (aka PDP teams) to engage in peer observation. As part of the PDP, staff will prioritise one specific element of teaching practice in the Wellington Instructional Model in order to build improvement through engaging in a 	Principal AP (Curriculum) LT Director of Professional Learning LT Director of Curriculum Curriculum Executive	Communication protocols developed, endorsed and distributed early term 1. Protocols to be utilised by the Review Teams	<ul style="list-style-type: none"> Protocols documented and endorsed and used by staff. Evidence documented in 100% of teaching staff through their PDPs by the end of cycle conversation. Internal Staff surveys endorsing introduction of Peer Observation Improvement in 2016 DET Staff Survey Data - Collective Efficacy % Endorsement (59.7 to 62.5%) 																																	

		<p>peer observation process with colleagues. This will become part of the evidence portfolio presented by teaching staff in the 2016 PDP process.</p> <ul style="list-style-type: none"> Staff will be supported by time release for consultation, collaboration, reflection and observation. (Education State funding) 	<p>Staff Peer Review Teams Staff John Munro (Consultant)</p>	<p>and Reviewers in the PDP cycle conversations – March to November 2016</p> <p>Teachers to develop an appropriate Instructional Model practice in term 1 to deliver before the end of term 3 2016. All will be available on the Compass School Resources Module.</p> <p>Staff time release will be negotiated throughout the year on a needs basis to access key facilitators such as John Munro and Tracey Ezard</p>	
1,2,3,4	<p>Target and improve outcomes for underperforming students (especially those falling Below National Minimum Standards (NAPLAN) in Literacy and Numeracy.</p>	<ul style="list-style-type: none"> Establish a high impact intervention team to address Literacy and Numeracy needs across the College. Re-align and establish new leadership positions for 2016: <ul style="list-style-type: none"> ✓ LT Director of Literacy (Formerly English and Literacy) ✓ Literacy Coach Assistant ✓ LT Director of English and Innovative Learning ✓ LT Director of Mathematics and Innovative Learning Develop and utilise a learning environment for those in need, incorporating one to one intervention, team teaching and personalised curriculum for students at risk. Time Release for targeted intervention and new appointments 	<p>Principal AP Curriculum LT Director of Literacy Assistant Literacy Coach LT Director of English and Innovative Learning LT Director of Mathematics and Innovative Learning LT SWC and Director of Special Learning Needs Teachers of participating students</p>	<p>2016 Ongoing Targeted students identified by the beginning of 2016</p> <p>Coaching of staff with below benchmark students to commence in Semester 1.</p> <p>Post 2016 NAPLAN students to be identified as a new cohort and targeted in semester 2.</p> <p>Staff time release will be negotiated throughout the</p>	<ul style="list-style-type: none"> Documented changes of personalised learning for individuals and groups of students as targeted. Improvement in the lower bands demonstrated in 2016 NAPLAN and AusVELS levels across the school.

		(Education State funding)		year on a needs basis to access Literacy coaches	

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7, 8, 9,10, 11,12	Develop strategies that will monitor and improve attendance for individual students and targeted groups.	<ul style="list-style-type: none"> • In order to identify students at risk and to respond to specific need, establish an enhanced high impact student support team that utilises current structures with the addition of key new appointments: <ul style="list-style-type: none"> ✓ LT Director of Special Learning Needs and Junior School SWC (Formerly Director of Special Learning Needs) ✓ Full time ES STAs to each Sub School 	Principal AP Student Programs Student Programs Team and SWC/Pathways Teams Teachers and Support Staff Outside Agencies	Term 1 2016 -Key appointments made. Term 1 and 2 Students disengaged or at risk identified and individual attendance plans developed and enacted.	<ul style="list-style-type: none"> • Increase in attendance rates across all Year levels. <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="padding: 2px;">Student Absence Trends (Days per Full Time Equivalent by Year Level)</th> <th style="padding: 2px;">2016 Target</th> </tr> </thead> <tbody> <tr> <td style="padding: 2px;">Year 7 -12</td> <td style="padding: 2px;">10.90</td> </tr> <tr> <td style="padding: 2px;">Year 9</td> <td style="padding: 2px;">13.00</td> </tr> <tr> <td style="padding: 2px;">Year 10</td> <td style="padding: 2px;">12.50</td> </tr> </tbody> </table> <ul style="list-style-type: none"> • Reduce the number of long term, disengaged school refusers . Case studies on application. • Improve Attitudes to School Data - Morale, Distress. 	Student Absence Trends (Days per Full Time Equivalent by Year Level)	2016 Target	Year 7 -12	10.90	Year 9	13.00	Year 10	12.50
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Year 9	13.00												
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		<ul style="list-style-type: none"> ✓ Full time Social Worker(s) to support Sub Schools • Interrogate attendance data to identify key individuals or groups who are disengaged from school or non-attenders. • Establish protocols for ongoing deeper tracking of disengaged students and their families/carers. This will allow expanded intervention through: <ul style="list-style-type: none"> ✓ Home Visits ✓ One on one or small group activities with Coordinators, Social Workers or other wellbeing staff ✓ Engagement with outside agencies as appropriate • Develop individual attendance plans as per need with the option of staggering re-entry after extended absence. • Reorganise larger Sub Schools (Junior School in 2016) to personalise and improve student engagement opportunities with Year Level Coordinators and wellbeing support staff. • Promote increased communication with parents of all students by utilising COMPASS modules. • Increase staffing resources using Education State funding. 		<p>Term 3 Review data and strategies in preparation for 2017 pathways counselling</p>	<table border="1" data-bbox="2030 153 2733 338"> <tr> <td>Student Attitudes To School Survey – Mean Factor Score – Years 7 to 12</td> <td>2016 Target</td> </tr> <tr> <td>Distress</td> <td>5.36</td> </tr> <tr> <td>Morale</td> <td>5.52</td> </tr> <tr> <td></td> <td></td> </tr> </table> <ul style="list-style-type: none"> • Improve rate of Compass usage by parents (60% accessing Compass at least once a week) 	Student Attitudes To School Survey – Mean Factor Score – Years 7 to 12	2016 Target	Distress	5.36	Morale	5.52		
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7,14	<ul style="list-style-type: none"> • Continue to promote engagement with learning across Years 7 to 10. 	<ul style="list-style-type: none"> • Review the Year 9 Curriculum to promote greater engagement ‘with learning’ in Middle School offerings for 2017 and beyond. • Align the new offerings with the Australian/Victorian Curriculum – specifically we will change to the “curriculum areas” terminology and realign these with the Victorian Curriculum and reorganise our curriculum leadership structure to reflect this 	<p>Principal Class Curriculum Executive Domain Leaders ICT Executive Year 7 to 10 Teachers in all Curriculum Areas</p>	<p>2016 - Term 1 New Curriculum Leadership structure in place</p> <p>2016 – Term 1 Asia Education Foundation partnership brokered</p> <p>2016 - Year 9 Curriculum documented by</p>	<p>Student Improved attitudes to school survey data achieved by:</p> <ul style="list-style-type: none"> • Reviewed Year 9 Curriculum documented, tabled and distributed to Curriculum Area Leaders in preparation for implementation in 2017. • Asia Education Foundation partnership documented and approved by Council • Acceptable Social Media Usage policy published in term 1 • ICT Pedagogy documented and implemented as part of the Instructional Model – As part of the PDP, all staff will survey students using the Wellington SC Student Feedback survey – demonstrated via PDP plans • Participation in Young Leaders To China Program documented and student evaluations undertaken and tabled. • Skype participation with Sung Duk Middle School in Korea documented 								

		<ul style="list-style-type: none"> • Review Cyber Safe and ICT Acceptable Usage policies for both Staff and Students • Develop and deliver appropriate PL programs targeted at ICT Pedagogy. • Expand our collaborative learning experiences with local and international schools and students especially using ICT by formally engaging with the Asia Education Foundation, secondly by participating in the Young Leaders To China Program and building on our 2015 connection with Year 9 students from Sung Duk Middle School in Korea 		<p>end of semester 1</p> <p>2016 – Semester 2 Transition to Victorian Curriculum in English, Maths and Science.</p> <p>Full implementation for the start of 2017</p> <p>Young Leaders To China Trip – October 2016</p>	
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Annual Implementation Plan: for Improving Student Outcomes

WELLBEING																																																				
Goals	Foster a safe and inclusive environment for all students that supports diversity and positive relationships and promotes empathy and life readiness now and beyond school.	Targets																																																		
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8,10,11,13	Enhance wellbeing support to cater for the resilience and wellbeing needs of all students especially those at risk across the College.	<ul style="list-style-type: none"> • In order to identify students at risk and to respond to specific need, establish an enhanced high impact student support team that utilises current structures with the addition of key new appointments: <ul style="list-style-type: none"> ✓ LT Director of Special Learning Needs and Junior School SWC (Formerly Director of Special Learning Needs) ✓ Full time ES STAs to each Sub School ✓ Full time Social Worker(s) to support Sub Schools • Conduct Monash Youth and Family Services (MYFS) diagnostic survey for Year 7 to 10 students to identify deficits in student resilience and guide the development of a resilience 	Principal AP Student Programs Student Programs Team and support staff Teaching and Support Staff Community Providers Phil Owens (Consultant)	Term 1 2016 – Survey and Resilience Action Plan developed Term 1 2016 - Transition support to Year 6 to 7 students Term 1 2016 - Year 12 Jump Start Induction Program Terms 2 and 3 2016 – Year 9 Resilience Program and other community	Student Improved attitudes to school survey data achieved by: <ul style="list-style-type: none"> • Resilience Action Plan documented based on Resilience Australia Survey conducted in November 2015 • Wellbeing and Inclusion Plans documented for targeted students • Formal arrangements and programs documented and protocols developed with community providers • Attitudes to School Survey data improvement –Stimulating Learning, Learning Confidence, Morale and Distress. <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <tr> <td style="padding: 2px;">Student Attitudes To School Survey – Mean Factor Score Year 7</td> <td style="padding: 2px;">2016 Target</td> </tr> <tr> <td style="padding: 2px;">Connectedness to Peers</td> <td style="padding: 2px;">4.20</td> </tr> <tr> <td style="padding: 2px;">School Connectedness</td> <td style="padding: 2px;">4.10</td> </tr> </table> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <tr> <td style="padding: 2px;">Student Attitudes To School Survey – Mean Factor Score Year 12</td> <td style="padding: 2px;">2016 Target</td> </tr> <tr> <td style="padding: 2px;">Connectedness to Peers</td> <td style="padding: 2px;">3.88</td> </tr> <tr> <td style="padding: 2px;">School Connectedness</td> <td style="padding: 2px;">3.58</td> </tr> </table>		Student Attitudes To School Survey – Mean Factor Score Year 7	2016 Target	Connectedness to Peers	4.20	School Connectedness	4.10	Student Attitudes To School Survey – Mean Factor Score Year 12	2016 Target	Connectedness to Peers	3.88	School Connectedness	3.58																																		
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		<p>action plan as a result.</p> <ul style="list-style-type: none"> • Deliver a Resilience Program to all Year 9 students. • Deliver a student leadership module for student leadership with ongoing mentoring by Phil Owens • Engage with and build partnerships with community providers such as Monash YFS to access programs that maximise support for students at risk. • Provide transition and learning support for targeted funded and “non-funded” students at risk at key transition points in their schooling. For 2016 this will focus on Year 6 to 7 students and utilize NCCD data. • Increase Breakfast Club Provision from 3 to 5 Days per week. • Increased staffing resources and access to support programs funded by Education State 		<p>service provision as developed.</p> <p>Term 3 Phil Owens Leadership Module delivered</p> <p>Term 1 - Audit Year 7 cohort to identify and document inclusion needs of funded and un-funded students.</p> <p>Breakfast Club to operate from the start of term 1.</p>	<table border="1" data-bbox="2033 128 2733 275"> <tr> <td>Student Attitudes To School Survey – Mean Factor Score Years 7-12</td> <td>2016 Target</td> </tr> <tr> <td>Distress</td> <td>5.36</td> </tr> <tr> <td>Morale</td> <td>5.52</td> </tr> </table> <ul style="list-style-type: none"> • Student Feedback following Year 9 Resilience Program and Phil Owen’s Leadership Program • Students appointed to key leadership positions within the school • Baseline Breakfast Club attendance data established 	Student Attitudes To School Survey – Mean Factor Score Years 7-12	2016 Target	Distress	5.36	Morale	5.52
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Annual Implementation Plan: for Improving Student Outcomes

PRODUCTIVITY																																											
Goals	Manage the human, physical and financial resources of the College to support the goals of the WSC Strategic Plan 2015-2018.	Targets																																									
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11,13	<p>Establish a School Improvement Team (SIT) – made up of the Principal Class Team and the Strategic Planning Team - to monitor the improvement of student outcomes through the implementation of Education State initiatives at Wellington as outlined in the 2016 AIP.</p> <p>Utilise the Education State funding to appropriately resource the teaching, learning and wellbeing program to cater for the expected increase in size and complexity of the College over the next three years of the Strategic Plan.</p>	<ul style="list-style-type: none"> Principal Class Team will consult with the Strategic Planning Team (all Leading Teachers) to audit the various College Data sets to identify areas of need or improvement and to develop key initiatives to deliver Strategic Plan goals and Education State equity priorities. Principal Class Team and the Business Manager will consult to allocate appropriate funding to meet specific needs – in terms of provision of human resources, curriculum 	<p>Principal Class Team AP Staffing and Infrastructure Strategic Planning Team Business Manager College Council and Finance and Facilities Sub Committee of Council.</p>	<p>Weekly Principal Class Meetings (including Business Manager)</p> <p>Regular Timetabled Strategic Planning Meetings (3 Per term)</p> <p>Report to the scheduled Finance and Facilities Sub</p>	<ul style="list-style-type: none"> Document and report each month to the Finance and Facilities Committee of College Council an ongoing spread sheet to account for Education State equity funding expenditure. The spread sheet will account for Increased Staffing Resources, the provision of curriculum and equity based programs, professional learning and support for the delivery of Education State initiatives (as itemised in other parts of this AIP) Personnel hired as per strategies outlined in other parts of the AIP. Services engaged as per strategies outlined in other parts of the AIP. 																																						

	Complete satisfactory Financial Audit	<p>programs, professional learning and support services.</p> <ul style="list-style-type: none"> • Review time lines and protocols • Address 2015 Financial audit review • Work with the Business Manager and Finance and Facilities Sub Committee of Council to review protocols and timelines to ensure financial audit requirements are met 		<p>Committee of Council meetings</p> <p>End of Semester 2.</p>	<ul style="list-style-type: none"> • Satisfactory audit review completed
4,13	Increase leadership capacity for current and emergent leaders across the staff	<ul style="list-style-type: none"> • Identify target groups (“Leaders In the Making” and “Emerging Leaders”) and customise appropriate programs for aspiring leaders • Engage consultant Phil Owens (The Bigger Game) to deliver targeted programs • Develop protocols for embedding a mentoring environment within staff groups • Deliver a mentor program for selected staff • Resourcing and time release for collaboration and mentoring from the Education State 	<p>Principal Class Strategic Planning LTs</p> <p>Targeted staff groups</p> <p>Mentors and mentees</p> <p>Phil Owens (Consultant)</p>	<p>“Leaders in the Making”, “Emerging Leaders” and their mentors identified Term 1</p> <p>Professional Learning Program delivered through scheduled meeting time and individual time release throughout terms 1, 2 and 3</p>	<ul style="list-style-type: none"> • Mentor protocols established and documented • Staff trained and achievements celebrated – Participants feedback documented • Staff appointed to key leadership positions, both within and without the school • Improvement in DET Staff Survey – <ul style="list-style-type: none"> ○ Professional Learning – Active Participation 62% (% Endorsement) ○ School Leadership – Leaders’ Support For Change 58% (% Endorsement), Collective Efficacy 62.5% (% Endorsement)

Monitoring of Annual Implementation Plan: for Improving Student Outcomes

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