

# Annual Implementation Plan: for Improving Student Outcomes

School name: Lilydale High School

Year: 2017

School number: 7995

Based on strategic plan: 2015 - 2018

Endorsement:

Principal Wendy Powson

March 2017

Senior Education Improvement Leader Jeremy Beard

December 2016

School council Lynne Brodie

March 2017

## Section 1: The school's Improvement Priorities and Initiatives

Report here the goals identified in the current School Strategic Plan and tick the Improvement Initiative/s that your school will address in this Annual Implementation Plan: for Improving Student Outcomes.

School Strategic Plan goals	Improvement Priorities	Improvement Initiatives	✓
<ul style="list-style-type: none"> <li>Improve student achievement across the whole curriculum, particularly in Literacy and Numeracy</li> <li>Create a stimulating learning environment for students where there are increased opportunities for higher levels of active engagement in their learning</li> <li>Foster a culture that promotes resilience, positive relationships and the development of students' social and emotional skills</li> <li>Build the capacity of the school to function as a strategic organisation</li> </ul>	Excellence in teaching and learning	Building practice excellence	
		Curriculum planning and assessment	✓
	Professional leadership	Building leadership teams	✓
	Positive climate for learning	Empowering students and building school pride	
		Setting expectations and promoting inclusion	
	Community engagement in learning	Building communities	

**Improvement Initiatives rationale:**  
 Explain why the school, in consultation with the Senior Education Improvement Leader (SEIL), has selected the above Improvement Initiative/s as a focus for this year. Please make reference to the evaluation of school data, the progress against School Strategic Plan (SSP) goals and targets, and the diagnosis of issues requiring particular attention.

In 2017 the work to create a guaranteed and viable curriculum will continue. The common template being used by all Key Learning Areas was developed collaboratively and includes the elements of the instructional model, content, skills and resources.

The data collected across the school indicates a need for a whole school reading strategy. This will involve all teachers being trained with a number of strategies to assist students who have been identified as needing support.

The Instructional Model will continue to be embedded across all classrooms to ensure students understand what they are learning and when they have learnt it. The IM enables an orderly learning environment to be created, one of the pre conditions for learning.

Key improvement strategies (KIS)	
Improvement initiative:	Key improvement strategies (KIS)
Curriculum Planning & Assessment	<ul style="list-style-type: none"> <li>Create a documented guaranteed and viable curriculum</li> <li>Build capacity of all teachers to be teachers of literacy</li> <li>Curriculum is differentiated to better cater for individual learning needs.</li> </ul>
Building Leadership teams	<ul style="list-style-type: none"> <li>Build the capacity of the leadership team to implement strategies that will transform the school.</li> </ul>

## Section 2: Improvement Initiatives

STRATEGIC PLAN GOALS		Improve student achievement across the whole curriculum, particularly in Literacy and Numeracy																														
IMPROVEMENT INITIATIVE		Curriculum planning & Assessment																														
STRATEGIC PLAN TARGETS		<b>Teacher judgements:</b> ≥12 months growth for all students deemed capable					<table border="1"> <thead> <tr> <th rowspan="2">School Staff Survey</th> <th colspan="2">% endorsement</th> </tr> <tr> <th>2016</th> <th>2017</th> </tr> </thead> <tbody> <tr> <td>Collective efficacy</td> <td>48</td> <td>&gt; 55</td> </tr> <tr> <td>Instructional leadership</td> <td>60</td> <td>&gt; 70</td> </tr> <tr> <td>Teacher collaboration</td> <td>51</td> <td>&gt; 65</td> </tr> </tbody> </table>		School Staff Survey	% endorsement		2016	2017	Collective efficacy	48	> 55	Instructional leadership	60	> 70	Teacher collaboration	51	> 65										
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Create a documented guaranteed and viable curriculum	Collaborative teams working to create the curriculum in years 7-10 and VCE	Principal	<ul style="list-style-type: none"> <li>Resources allocated to enable teams to work together - Big Days Out</li> <li>Regular leadership meetings to track progress</li> <li>Leading the prin team to meet with LTs regularly</li> <li>Allocate time to visit classrooms to check progress</li> </ul>	● ● ●	<b>Teachers</b> <ul style="list-style-type: none"> <li>Reading with the students using reading strategies - predicting, making connections</li> <li>Greater awareness of student learning and how to address the deficits</li> <li>Observations - teachers providing more professional feedback to colleagues</li> <li>Collaborative teams working together in Planning Workshops to create curriculum on google docs</li> </ul> <b>Students</b> <ul style="list-style-type: none"> <li>Students posing questions and connecting reading to their context/life</li> <li>Students be able to articulate when they have achieved success</li> <li>Be able to access work at their level</li> </ul> <b>Leaders</b> <ul style="list-style-type: none"> <li>Observed more frequently in classrooms speaking with students</li> <li>Providing meaningful feedback</li> <li>More focused on student learning</li> <li>Able to clearly articulate the strategies for improvement</li> </ul>	\$45,000																										
		Assistant Principal Silk	<ul style="list-style-type: none"> <li>Collaborative planning teams to write curriculum documents on agreed google doc templates</li> <li>Continuous review of the curriculum against the Victorian Curriculum to ensure its viability</li> <li>Learning Goals and Success Criteria to be included in curriculum documents</li> <li>Assessments reviewed in all areas</li> <li>Time allocated for moderation</li> <li>Planning workshop schedule to reflect the time required for collaboration</li> <li>PD all staff in learning by design – full staff PD day (August)</li> <li>SEALP curriculum to be developed to satisfy requirements of TAASS</li> <li>Introduce English Language unit ½</li> </ul>	● ● ●		\$30,000																										
		KLA Leaders	<ul style="list-style-type: none"> <li>KLA leaders to lead the collaborative planning teams</li> <li>Set up teams and link teams to ensure links between standards are in place</li> <li>Ensure agendas are distributed prior to planning workshops</li> <li>Collate student data information for teams</li> <li>Participate in and lead PD sessions</li> <li>Set up google docs for use by teachers</li> <li>Have a thorough understanding of the Victorian Curriculum and VCE Study Designs</li> <li>Check that the SEALP curriculum is rigorous and meets the required standard</li> </ul>	● ● ●		\$10,000																										
		Teachers	<ul style="list-style-type: none"> <li>Developing curriculum in teams</li> <li>Documenting the curriculum on Google Docs</li> <li>Implementing the curriculum in the classroom</li> <li>Meeting with teams regularly to plan assessments and moderate</li> <li>Checking student data/engaging with existing data process at VCE</li> <li>Gathering feedback on the curriculum</li> <li>5 teachers to complete Bastow Leading Curriculum and Assessment</li> <li>PD for staff with Glen Pearsall - curriculum writing / pedagogy</li> </ul>	● ● ●		\$2000																										
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KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	SUCCESS CRITERIA	MONITORING			
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Build capacity of all teachers to be teachers of literacy	All staff to be involved in building reading strategies into their curriculum documentation and using the strategies in class	Principal	<ul style="list-style-type: none"> <li>Resources allocated to enable teams to work together</li> <li>Attendance at FISO meetings</li> <li>Contribution to the collaborative work with all schools</li> <li>Coordinate pairs with Principals and LTs to do walk arounds in classrooms- focus on LG and SC, read alouds.</li> </ul>	● ● ●	<p><b>Teachers</b></p> <ul style="list-style-type: none"> <li>Confidently implement read 'alouds' in classes (all teachers/subjects)</li> <li>Providing feedback in PLTs in relation to professional reading</li> <li>Moderating student work in dedicated sessions</li> </ul> <p><b>Students</b></p> <ul style="list-style-type: none"> <li>TORCH test results improve</li> <li>Able to predict what may happen in a text</li> <li>Able to relate the text to real life situations</li> <li>Able to ask insightful questions about a text</li> </ul> <p><b>Leaders</b></p> <ul style="list-style-type: none"> <li>Can demonstrate expertise in literacy and reading strategies</li> <li>Leading their teams in reading strategies, modelling the strategies</li> </ul>	\$10000	
		Assistant Principal McMillan	<ul style="list-style-type: none"> <li>All students pre tested with a TORCH test to identify ability to comprehend text</li> <li>Organise and implement PD strategies to assist students to comprehend text</li> <li>Provide teachers with professional reading in relation to how kids learn to read for understanding- to be discussed in PLTs</li> <li>Organise 10 teachers from across KLAs to complete Bastow Leading Literacy</li> <li>Organise PD required to enable implementation of read alouds into every class</li> <li>Other strategies to be introduced through the year during Teaching Labs</li> <li>Present at Staff meetings - reading data and strategies</li> <li>Attend FISO meetings</li> <li>Create and implement induction for new and returning staff on reading.</li> </ul>	● ● ●		<ul style="list-style-type: none"> <li>\$1000 marking of TORCH</li> <li>\$6000 Bastow (E)</li> </ul>	
		Leadership team - LTs	<ul style="list-style-type: none"> <li>Leadership team to continue to engage with text 'When Kids can't read what teacher can do' - lead KLA meetings with findings</li> <li>Implement the strategies in their own classes</li> <li>Lead PD and Teaching Labs in relation to literacy</li> </ul>	● ● ●		\$800 texts	
		Head of English - Ben Taylor	<ul style="list-style-type: none"> <li>Ensuring all teachers are implementing the reading CATS</li> <li>Ensure moderation of reading outcomes</li> <li>Monitor data input against TORCH</li> <li>Agenda discussion of student reading progress in KLA meetings</li> </ul>	● ● ●			
		English Teachers	<ul style="list-style-type: none"> <li>Monitor student progress against TORCH.</li> <li>Inform students explicitly of where their reading is at, and how they are improving.</li> </ul>	● ● ●			
		Teachers	<ul style="list-style-type: none"> <li>One strategy to be introduced immediately in every classroom - read alouds</li> <li>Attending and leading Teaching Labs</li> <li>Attending Leading Literacy (10)</li> <li>Reading all text with classes whilst implementing strategies such as predicting, inferring</li> <li>Checking student TORCH test data - improve knowledge of Torch Testing</li> <li>Participate in the observations with triads - Trent</li> </ul>	● ● ●			

<b>STRATEGIC PLAN GOAL 2</b>	Create a stimulating learning environment for students where there are increased opportunities for higher levels of active engagement in their learning																											
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Curriculum is differentiated to better cater for individual learning needs.	Continue to embed the Instructional Model into every class	Assistant Principal Silk	<ul style="list-style-type: none"> <li>Continue the implementation of the Instructional Model through organisation of workshops, PD and triad observations</li> <li>Allocate time for teachers to access student data: NAPLAN, Torch,</li> <li>Teaching Labs and KLA workshops to include data analysis of students</li> <li>PD and guide teachers to focus on growth of individual students</li> </ul>	● ● ●	<b>Teachers</b> <ul style="list-style-type: none"> <li>Learning Goals and success criteria are on boards all over school – quality goals</li> <li>Criteria are being used to differentiate the learning</li> <li>Teacher dialogue reflects use of instructional model</li> </ul> <b>Students</b> <ul style="list-style-type: none"> <li>Students use and understand the language of learning goals and success criteria,</li> <li>can articulate what it means to meet the criteria</li> <li>Students in year 9 can articulate how to apply for part time jobs, what to wear/best answers in interviews</li> <li>OoHC and Koorie students have requirements in place</li> </ul> <b>Leaders</b> <ul style="list-style-type: none"> <li>VCAL is in place</li> <li>OoHC and Koorie new coordinator in place</li> <li>Act on data presented to them</li> </ul>	\$3,000	
		KLA Leaders	<ul style="list-style-type: none"> <li>Organise triads to observe/team teach to implement the IM</li> <li>Lead teams to embed the instructional model into the documented curriculum</li> <li>Lead discussion in planning workshops and PLTs - what constitutes high expectation</li> </ul>	● ● ●			
		Teachers	<ul style="list-style-type: none"> <li>Show learning goals and success criteria on the whiteboard every lesson</li> <li>Attend triad meetings to discuss pre observation and post observations</li> <li>Embed Learning Goals and Success criteria into documented curriculum</li> <li>Attend Teaching Labs and PD on Instructional Model</li> <li>Lead PD and Teaching Labs</li> </ul>	● ● ●			
Further enhance student pathways and transitions as students move through the school	Further enhance information handover including learning data and wellbeing information. Prepare for the introduction of VCAL in 2018	Principal	<ul style="list-style-type: none"> <li>Investigate new CASES requirements</li> <li>Allocate resources to enable CASE to be up to date</li> <li>Meet with VCAA to arrange VCAL requirements</li> </ul>	● ● ●	<b>Students</b> <ul style="list-style-type: none"> <li>Students in year 9 can articulate how to apply for part time jobs, what to wear/best answers in interviews</li> <li>OoHC and Koorie students have requirements in place</li> </ul> <b>Leaders</b> <ul style="list-style-type: none"> <li>VCAL is in place</li> <li>OoHC and Koorie new coordinator in place</li> <li>Act on data presented to them</li> </ul>	\$20,000	ES support
		Assistant Principal Stuart Young	<ul style="list-style-type: none"> <li>Organise Information on all students to be added to CASES as per new process</li> <li>Identify OoHC and Koorie students for SSGs/ILPs/learning mentor</li> <li>Oversee the Introduction of the year 9 Work skills Day</li> <li>Hand over of student learning and careers information - organise dedicated time</li> <li>Plan for introduction of Intermediate VCAL in 2018</li> <li>Meet with LLEN to assist with VCAL implementation in 2018</li> <li>Arrange documentation for introduction at VCE information evening in July</li> </ul>	● ● ●		\$40,000	0.6 (E)
		Leadership And Careers/pathways team	<ul style="list-style-type: none"> <li>Year level heads to organise, in consultation with the SWANs coordinator SSGs and ILPs for OoHC and Koorie students</li> <li>Head of Year 9 to work with careers team to identify the Workskills Day for year 9</li> <li>Arrange students from year 11 to assist with Workskills program - mock interview panels</li> </ul>	● ● ●		\$16,000	0.4 pathways (E)
		Teachers	<ul style="list-style-type: none"> <li>Attend SSGS when required</li> <li>Contribute to ILPs for OoHC and Koorie students</li> <li>Access and know both learning data and wellbeing information on the students they teach</li> <li>Volunteer to participate in the Year 9 Work Skills Day</li> </ul>	● ● ●		\$10,000	
		ES staff	<ul style="list-style-type: none"> <li>Understand and support the pathways programs and initiatives and how they contribute to the success of the students</li> </ul>	● ● ●		\$20,000	ES support

<b>STRATEGIC PLAN GOALS</b>	Foster a culture that promotes resilience, positive relationships and the development of students' social and emotional skills																											
<b>IMPROVEMENT INITIATIVE</b>	Empowering students and building school pride																											
<b>STRATEGIC PLAN TARGETS</b>	<b>Attendance</b> Year 9 - % of students absent over 20 days <15% (21%) Year 10 - % of students absent over 20 days <15% (26%)		<table border="1"> <tr> <td><b>School Staff Survey</b></td> <td><b>2016</b></td> <td><b>2017</b></td> </tr> <tr> <td>Staff professional safety</td> <td>47</td> <td>&gt;55</td> </tr> <tr> <td>Build Resilience and a Resilient, Supportive Environment</td> <td><b>53</b></td> <td><b>&gt;60</b></td> </tr> </table>		<b>School Staff Survey</b>	<b>2016</b>	<b>2017</b>	Staff professional safety	47	>55	Build Resilience and a Resilient, Supportive Environment	<b>53</b>	<b>&gt;60</b>															
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Strengthen the school's wellbeing programs with a focus on resilience and a positive school culture		Principal	<ul style="list-style-type: none"> <li>Allocate resources for the wellbeing initiatives</li> <li>Present information about the initiatives at public forums</li> <li>Model the resilience language with staff and students</li> <li>Attend the Resilience Project parents evening</li> </ul>	● ● ●	<b>Teachers</b> <ul style="list-style-type: none"> <li>Staff confident in dealing with students who are suffering anxiety and depression</li> <li>Home group teachers can identify each student's progress academically and socially</li> <li>ongoing knowledge of the learning data and progress of every student,</li> <li>taking responsibility for absences of each student,</li> <li>introducing resilience activities during Home Group</li> </ul> <b>Students</b> <ul style="list-style-type: none"> <li>Number of students referred to wellbeing decreases</li> <li>Students across the school involved in the initiatives listed</li> </ul> <b>Leaders</b> <ul style="list-style-type: none"> <li>Coordinators know each student who has attendance issues and the circumstances – processes actioned</li> </ul>	\$3000		
		Assistant Principal's McMillan Thompson	<ul style="list-style-type: none"> <li>Continue to introduce The Resilience Project initiatives year 7 - 12</li> <li>Oversee the modification of the role of a Home Group teacher</li> <li>Gratitude boards and Resilience Project posters to be placed around school</li> <li>Parent Night for Resilience Project - offer to local Primary Schools</li> <li>Year 8 and 9 Wellbeing Days</li> <li>Continue to increase the student leadership profile through taking opportunities for students to lead initiatives: Tech School, student tutoring</li> <li>Introduce lunchtime meditation/mindfulness sessions in P1</li> <li>Breakfast Club with Community Church group</li> <li>Year 8 Lunch Cafe</li> </ul>	● ● ●		\$2000		
		KLA and Year Level Heads	<ul style="list-style-type: none"> <li>Lead the modification of the role of a Home Group teacher</li> <li>Know the learning data and progress of every student, taking responsibility for absences of each student, introducing resilience activities during Home Group</li> <li>Organise Year 12 retreat at Deakin University</li> <li>Organise the wellbeing Days and year 8 and 9</li> <li>Attend Resilience Project parent evening/model the use of the language in everyday interactions</li> <li>Support the Lunch Café initiative</li> </ul>	● ● ●		\$20,000 (E) ES-SW		
		Teachers	<ul style="list-style-type: none"> <li>Volunteer to assist with the wellbeing days</li> <li>Build strong relationships with students in Home Groups and know their learning data to enable discussion and follow through with resilience activities</li> <li>Encourage students to be involved in leadership activities/initiatives</li> <li>Support the Lunch Café and other initiatives</li> <li>Use The Resilience Project language in daily interactions with students</li> </ul>	● ● ●		\$40,000 (E) 0.6 SWB		
		ES staff	<ul style="list-style-type: none"> <li>Use The Resilience Project language in daily interactions with students</li> <li>Be involved in initiatives and projects across the school to build a sense of community</li> </ul>	● ● ●				
		Improve student attendance, particularly across Years 7-10.	Assistant Principal Thompson	<ul style="list-style-type: none"> <li>Data to be distributed to the Home Group teachers weekly</li> <li>Attendance becomes part of the S and N process</li> <li>Attendance ladders to be introduced across the school</li> </ul>		● ● ●		
			LTs	<ul style="list-style-type: none"> <li>Monitor the Home Group teacher work with their students</li> <li>Support the HG teachers</li> <li>Remind students and parents of the S and N process via forums and newsletters/texts</li> </ul>		● ● ●		
			Teachers	<ul style="list-style-type: none"> <li>Monitoring attendance of their Home Group students &amp; discuss attendance with students</li> <li>Contacting year level heads regarding attendance issues</li> <li>Making contact home to parents for attendance issues</li> </ul>		● ● ●		



<b>STRATEGIC PLAN GOALS</b>		Raise the capability of leadership team to influence change					
<b>IMPROVEMENT INITIATIVE</b>		Strategic Resource Management					
<b>STRATEGIC PLAN TARGETS</b>		<b>School Staff Survey</b>		<b>% endorsement</b>			
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<b>12 MONTH TARGETS</b>		<b>Visibility</b>	50	>65			
		<b>Parent Opinion</b>	<b>2016</b>	<b>2017</b>			
		<b>School Improvement</b>	23	>35			
<b>KEY IMPROVEMENT STRATEGIES</b>	<b>ACTIONS</b>	<b>WHO</b>	<b>SUCCESS CRITERIA</b>	<b>MONITORING</b>			
				<b>Progress Status</b>	<b>Evidence of impact</b>	<b>Budget</b>	
						<b>Estimate</b>	<b>YTD</b>
Build the capacity of the school to function as a strategic organisation	Build the capacity of the leadership team to implement strategies that will transform the school.	Principal	<ul style="list-style-type: none"> <li>Continue with leadership meetings in which everyone contributes and presents</li> <li>Continue professional readings for the 'Everyone is a leader of literacy' initiatives</li> <li>All LTs to undertake a Bastow Course</li> <li>Leadership Retreat at the beginning of term 2 (1 day) and November (2 days)</li> <li>Provide professional readings for all staff</li> <li>Identify teachers for future leadership positions and promote PD opportunities</li> </ul>	● ● ●	<ul style="list-style-type: none"> <li>Whole leadership team can articulate the goals and demonstrate a genuine belief in the goals in their everyday interactions</li> <li>New leaders have undertaken leadership external training</li> </ul>	\$20,000	
		LTs	<ul style="list-style-type: none"> <li>Undertake professional readings - literacy/school improvement</li> <li>Contribute to planning strategic direction at both retreats</li> <li>Model leadership behaviours in all interactions</li> </ul>	● ● ●			
		Teachers	<ul style="list-style-type: none"> <li>POR's to lead Teaching Labs and undertake Bastow Courses</li> <li>Be open to new ideas and contribute to building innovative curriculum - lead others</li> </ul>	● ● ●			
		ES staff	<ul style="list-style-type: none"> <li>Continue to understand how their role links to the strategic direction</li> <li>Engage in team meetings to further enhance their areas</li> <li>Be open to new and innovative practices to ensure efficiency across the school</li> <li>Undertake PD when and where needed to ensure skill sets are up to date</li> </ul>	● ● ●			
	Lead the introduction of the Yarra Ranges Technical School introduction in 2017	Principal	<ul style="list-style-type: none"> <li>Continue on the Yarra Valley Technical School Committee</li> <li>Lead the introduction of year 8 groups to attend the tech school</li> <li>Introduce a STEAM POR for 2017 to coordinate visits and set up links with LHS STEAMWORKS</li> </ul>	● ● ●	<ul style="list-style-type: none"> <li>Year 8 science classes have all had the Tech School experience and can discuss what they have learned</li> </ul>	\$12,000	
		LTs Heads of KLAs	<ul style="list-style-type: none"> <li>Lead the introduction of the Tech School</li> <li>attend PD</li> <li>evaluate program progress and recommend modifications</li> </ul>	● ● ●			
		Teachers	<ul style="list-style-type: none"> <li>Undertake the required PD to enable attendance at the tech school</li> <li>Set up online platforms for students going to tech school</li> <li>Write the tech school projects into the documented curriculum</li> <li>Complete the reflection activities in class following the tech school projects</li> </ul>	● ● ●			