

2016 Annual Implementation Plan: for Improving Student Outcomes

8743

Ashwood High School 2016

Based on Strategic Plan 2015 - 2018

Endorsements

Endorsement by School Principal	Signed:  Name: Brett Moore Date: Monday 14 December, 2015
Endorsement by School Council	Signed:  Name: Lisa Sim Date: Monday 14 December, 2015
Endorsement by Senior Advisor	Signed:  Name: Allen McAuliffe Date: Friday 18 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	<p>Building practice excellence: Teachers, principals and schools will work together</p> <p>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</p>
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	<p>Empowering students and building school pride: Schools will develop approaches that give students a greater say</p> <p>Setting expectations and promoting inclusion: Schools will work across their communities to implement support to health, wellbeing, inclusion and engagement of all students</p>
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	✓
	Curriculum planning and assessment	✓
Professional leadership	Building Leadership Teams: implementation of new school organisational framework	✓
Positive climate for learning	Empowering students and building school pride	
	Setting expectations and promoting inclusion	
Community engagement in learning	Building communities: school identity – marketing, communications, primary school and community liaison	✓

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>The school will be tireless in its quest to make Ashwood High School the school of choice in the east and championing positive change by:</p> <p>Four Key Priorities</p> <ul style="list-style-type: none"> • Enhancing student culture • Growing pride and achievement • Valuing staff and building capacity • Increasing positive parental and community engagement <p>The school needs a highly visible profile in local primary schools based on a new image centred on:</p> <ul style="list-style-type: none"> ○ Academic excellence ○ Highly challenging ○ High status ○ Clear discipline processes 	
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
<p>EXCELLENCE IN TEACHING AND LEARNING</p> <ul style="list-style-type: none"> • Building Practice Excellence <p>Curriculum Planning and Assessment</p>	<p>1. BUILDING PRACTICE EXCELLENCE</p> <p>1.1 Implement Leadership Structure that aligns professional practice with curriculum goals and priorities</p> <p>1.2 Develop and implement a targeted and cohesive professional learning program that builds capacity and improves the core capabilities of staff</p> <p>2. CURRICULUM PLANNING AND ASSESSMENT</p> <p>2.1 Develop school-wide assessment criteria sheet template and rubric</p> <p>2.2 Develop revised assessment template to enable: reliable teacher judgements against AusVELS and backward mapping of the curriculum</p> <p>2.3 Develop and trial an Explicit Instructional Model in 2016 for implementation for in 2017.</p>

<p>PROFESSIONAL LEADERSHIP Building Leadership Teams Lead, manage and monitor the school improvement process through a current and critical understanding of the learning process. By the end of the year develop and implement a systems approach to enhance quality teaching and learning in every classroom in the school to further improve student outcomes.</p>	<p>3. IMPLEMENT NEW SCHOOL ORGANISATIONAL STRUCTURE</p> <p>3.1 Rationalise and define clear roles and responsibilities of Assistant Principal/s 3.2 Rationalise and delineate clear roles and responsibilities for Leading Teachers 3.3 Clear expectations re: Positions of Responsibility for 2016 3.4 Increased emphasis on curriculum leadership and coordination 3.5 Clearly delineated teams with position descriptions focused on people leadership and team development 3.6 Staff Training (mentoring / coaching and professional learning).</p>
<p>COMMUNITY ENGAGEMENT IN LEARNING Building communities Marketing, communications, community and primary school liaison</p> <p>Enhance the perception of the school within the community.</p> <p>Reposition Ashwood as a high performing school based on traditional values and high academic expectations in the local and broader community by further developing positive community relationships.</p> <p>Further develop positive relationships with all members of the community in order to further improve parent opinion with a particular focus on:</p> <ul style="list-style-type: none"> • Parent input • Approachability • General satisfaction • Connecting with parents in the community who currently do not choose this school 	<p>4. REBRAND THE SCHOOL</p> <p>4.1 Embed new school identity – rebranding of the school including name, logo, motto, vision, values through broad consultation and community liaison 4.2 Year 7 Enrolment focus – increasing student enrolments through positive and purposeful engagement with primary schools 4.3 Introduce <i>Ashwood REVEALED 2016</i> 4.4 Implement Accelerated Curriculum and Enrichment (ACE) Program 4.5 Implement Scholarships Program 4.6 Utilise Sleeping Giant Committee as key vehicle to promoting new image 4.7 Implement new School Organisational Structure 4.8 Build and enhance relationships with feeder primary schools 4.9 Implement program of activities and Parent Forums to engage parent commitment.</p>

Glossary

ACE	Accelerated Curriculum and Enrichment Program
ALAs	Allied Learning Areas
ALACs	Allied Learning Area Coordinator
AP	Assistant Principal
ART	Action Research Team
BM	Business Manager
CAPs	Career Action Plans
CCM	Consultative Committee Meeting
CE	Curriculum Executive
CPA	Careers Pathway Advisor

DO	Daily Organiser
EAMC	Executive Assistant, Marketing and Communications
FM	Facilities Manager
HC	House Coordinators
HoC	Head of Curriculum
IMC	Instrumental Music Coordinator
ISPC	International Student Program
P and F	Parents and Friends
PLT	Professional Learning Team
PPaPLL	Pedagogy, Partnerships and Professional Learning Leader

PRIN	Principal
SE	Senior Executive
SEWTL	Student Engagement, Wellbeing and Transitions Leader
SRC	Student Representative Council
SRP	Student Resource Package
SSC	Senior School Coordinator
SMM	Student Management Meeting
SSM	Student Services Manager
STAR	Student Teams of Action and Reflection
TLC	Teaching and Learning Committee

Annual Implementation Plan: for Improving Student Outcomes

ACHIEVEMENT	
Goals To raise every student's achievement, across all performance levels, and in all pathways, ensuring that each student is appropriately challenged to achieve excellence.	Targets <ul style="list-style-type: none"> • Improve teacher judgements, consistent with AusVELS and each other, to reach 10% A- grades by 2018 and reduce the 'tail' to less than 10% by 2018 • Improve NAPLAN matched cohort data for Year 7 – 9 Relative Growth: Grammar; Reading; Spelling; Writing; Numeracy; 10% or less students in the low category. 40% or more in the high category • Improve the VCE median study score 3-year average (2015-2018) to 30 or above • Ensure all VCE subjects have a mean study score of at least 30 • Improve the percentage of VCE study scores above 40 so that the 3-year average (2015-2018) is at or above the state mean (6.0%) • Maintain 40% or more of ATAR scores 3-year average (2015-2018) at above 80 and 20% above 90 • Increase VCAL completion rates from 56.2% (2013) to 100% at Intermediate and Senior levels • Ensure 100% of work placements are secured at the commencement of each year <p>Improve the Student Attitude to School data so that by 2018:</p> <ul style="list-style-type: none"> • Stimulating Learning is at or above 3.4 on the 5-point scale (3.21 in 2014) • Teacher Effectiveness is at or above 3.8 on the 5-point scale (3.68 in 2014) <p>Improve Parent Opinion data so that by 2018:</p> <ul style="list-style-type: none"> • Homework is at or above 4.3 on the 7-point scale (4.15 in 2013) • Learning Focus is at or above 5.5 on the 7-point scale (5.31 in 2013) • Stimulating Learning is at or above 5.0 on the 7-point scale (4.88 in 2013).
	12 month targets <ul style="list-style-type: none"> • VCE results consistently above schools with students of similar characteristics • At VCE, the percentage of Study Scores above 40 maintained with small sample size • The VCE All Study Median ('average') maintained at 29 (reduce the tail) • VCAA data service indicates 75% Studies above predicted GAT scores. (2015 – 15/19 Studies) • High percentage of students undertaking Mathematical Methods and Further Maths Units 1 – 4 • At the end of 2015, over 80% of Year 12 graduates will go on to further study • The % of students achieving above expected level based upon previous years AusVELS teacher judgements increases by 5% in all KLAs • NAPLAN results indicate improvement in relative growth across all areas – above SFO/LSG – as outlined in the AIP.

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
Provision of a guaranteed and viable curriculum	<ul style="list-style-type: none"> • Align current curriculum with Victorian Curriculum and VCE • Re-allocate curriculum time to improve student outcomes in core areas • Develop consistent curriculum content to ensure students cover required standards at each level of the 7 – 10 curriculum and are adequately prepared for VCE. 	<ul style="list-style-type: none"> • Establishment of Allied Learning Area (ALA) teams within set meeting schedule • Familiarisation with curriculum changes (Victorian and VCE studies) • Audit and review current curriculum offerings and align with Victorian Curriculum • Curriculum and timetable review to apportion curriculum time according to identified needs • ALA team focus on VCE skills to inform curriculum design at 7 – 10 • Use of <i>Unit Hero</i> to plan units using backward design model. 	PCOs /HoC Allied Learning Area Coordinators (ALACs) HoC / ALACs Leadership Team HoC / ALACs All staff	Start of term 1 End of term 2 End of term 2 End of term 2 Semester 2	<ul style="list-style-type: none"> • Appointment of ALA Coordinators (ALACs) • Schedule of ALA meetings with documentation of agenda and minutes completed for for each meeting • New curriculum units documented on Unit Hero, Moodle, VCE and 7-10 curriculum guides for 2017 • 2017 subject allocation to increase instruction time for VCE classes (e.g. increase from 45 minute to 50 minute periods within the VCE block for 2017) • Re-distribution of time across the timetable to reflect priorities in curriculum needs.

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Enhance teacher data analysis skills to drive improvements in pedagogy and assessment	<ul style="list-style-type: none"> Develop a schedule of data analysis Collect data relevant to achievement, such as: NAPLAN, VCE, Competition results, teacher assessments. Build teacher capacity in analysing data Strengthen data literacy, including data collection and analysis techniques and the use of data for goal setting 	<ul style="list-style-type: none"> Engage with VCE specialist consultant Carmel Richardson in 2016 with a focus on targeted teaching practices to lift outcomes. This has been arranged in 2015 Investigate the introduction of a Year 7 to 10 GAT assessments Analyse student achievement data sets to identify school focus in 2016 (eg. NAPLAN, Year 7-9 GATs) Targeted professional learning on data analysis (see Engagement) Incorporate into performance and development plans the identification of appropriate data that demonstrates student improvement Formation of professional learning teams called ARTs (Action Research Teams) will occur. These have been initiated in 2015. Development of clear goals and timelines, including procedures Allied Learning Area Teams (ALAs) to engage with relevant data sets Analysis of VCE moderation data difference between SAC scores, exam scores and indicative grades. Networking with other schools and professional associations to moderate work and identify benchmarks for assessment Implement new assessment schedule indicators (A – E) Continuous reporting through Compass - learning tasks and work habits Refine Grade Point Average (GPA) with a view to providing students with regular positive assessment feedback on the value of effort. 	<p>Leadership Team (PLTs) SSC</p> <p>AP / HoC / PPaPLL</p> <p>Leadership Team</p> <p>Leadership Team</p> <p>All Staff/VCE teachers</p> <p>PPaPLL / HoC</p> <p>All staff/ALACs</p> <p>HoC/PPaPLL/SSC/ VCE teachers All Staff</p> <p>ALACs / HoC</p> <p>HUG / HoC / VCE teachers VCE teachers</p>	<p>End of 2015 and ongoing</p> <p>Sem 1 2015</p> <p>End of 2015</p> <p>End Semester 2</p> <p>Semester 2</p> <p>Start of 2016</p> <p>Sem 1 2016/ ongoing</p> <p>Start of 2016</p> <p>Semester 2 Semester 2</p> <p>Start 2016</p> <p>Sem 2 2016</p>	<ul style="list-style-type: none"> Publication and implementation of data schedule Documentation and dissemination of data Improved sharing and use of data in development of curriculum and assessment as evidenced by minutes of ALA meetings and documentation in PD plans Implementation and use of Yr 7 – 10 GAT PL sessions with data analysis focus ARTs recommendations and implementation Improved indicative grade accuracy at VCE Improved student outcomes when compared with GAT predictors of performance New assessment indicators in rubrics and on reports Continuous reporting by all teachers through Compass Learning Tasks.
Build teacher capacity in identifying and catering for individual learning needs through provision of differentiated curriculum	<ul style="list-style-type: none"> Provide individualised learning programs where students can progress according to their own levels through vertically structured curriculum Develop a model and resources for differentiating work for students of different abilities and language backgrounds. 	<ul style="list-style-type: none"> Maintain and further develop vertical curriculum model at Years 7 – 10. Individualised course counselling Commitment to professional learning opportunities to build teacher capacity in developing units of work with embedded differentiation Explore models of differentiation through ARTs Embedded differentiation within the Explicit Instruction Model Investigation of a scaffolded template for differentiation Investigate a process to compile student information in student profiles Investigate and prepare for introduction of the Year 9 GAT in 2017 to provide students, parents and staff with student capability and intelligences data. 	<p>HoC / ALACs</p> <p>AP / Course Counselling team</p> <p>PPaPLL</p> <p>ARTs/PPaPLL</p> <p>PPaPLL HoC / PPaPLL Leadership Team / HoC</p>	<p>Ongoing</p> <p>31st Aug 2016 ongoing</p> <p>ongoing</p> <p>Dec 2016</p> <p>Dec 2016</p> <p>Sem 12016</p>	<ul style="list-style-type: none"> Curriculum Course Guides 2017 Students being able to select and be enrolled in individual and desired courses of study. Documented differentiation of lesson plans and learning tasks Scaffolded template for differentiation Documented information about specific students to inform 2016 teachers of differentiation strategies to use with them.
Increase teacher expectation for	<ul style="list-style-type: none"> Prioritise aspiration and excellence School wide assessment policy, 	<ul style="list-style-type: none"> Incorporate 'Student Voice' and data into the way curriculum is envisaged, designed, documented, 	ALACs	Ongoing	<ul style="list-style-type: none"> Student opinion surveys Other student feedback from classroom teachers

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excellence for all students	<ul style="list-style-type: none"> including Homework Develop a promotions policy for students progressing from one year level to the next Implement GPA system to monitor and report student progress and provide clearer benchmarks for progression. Build teacher capacity in moderation and assessment Homework Policy 	<ul style="list-style-type: none"> delivered, experienced and evaluated Develop and refine Accelerated Curriculum & Enrichment (ACE) Program for implementation in 2016 at Year 7 Develop, document and implement a homework policy with consistent expectations (amount, quality of work set and work received, time allowed) and consequences across 7 – 12 Implement PLT structural reform and align action research projects with curriculum development and instructional practice Review and refine processes for identification, flagging and management of students at risk of failing Review use of Compass to flag non-completion/unsatisfactory completion of homework Review of current moderation practices Increase subject provision for VCE subjects. 	<ul style="list-style-type: none"> ACE Coordinator Curriculum Executive Leadership Team SMM AP/HoC/SEWTL HoC / SSC AP/HoC/ALAC 	<ul style="list-style-type: none"> Dec 2016 End of term 2 2016 Start of 2016 Ongoing Sem1 2016 Term 1 2016 Dec 2016 	<ul style="list-style-type: none"> Documented ACE Program Documented homework policy in 2017 and in School Documentation ARTs recommendations and implementation Consistent use of Compass to flag students at risk. New curriculum structure 2016.
Implement consistent assessment processes across learning pathways and stages of learning	<ul style="list-style-type: none"> Implement whole-school approach to assessment and feedback Develop alternative assessment program in English allied learning area for EAL students in 7 – 10 who will be eligible to study EAL in VCE Begin the transition to use of the Victorian Curriculum achievement standards to design programs and monitor student progression 	<ul style="list-style-type: none"> Introduce Compass Learning Tasks for assessment of SACs at VCE level Investigate the use of Learning Tasks on Compass to assess common assessment tasks across Years 7 – 10 by 2017 Introduce Victorian Curriculum and new VCE curriculum through ALA and review current units. Align staff to appropriately differentiated and weighted assessment tools to enable assessment for, and, and of student learning Implement PLT structural reform and align action research projects with curriculum development and instructional practice Regularly monitor and adjust learning programs based on analysis of performance data and other information sources Establish whole school criteria for development of rubrics. Investigate and implement consistent use of analytical and information writing rubrics across all ALA. Investigate and implement consistent use of literacy rubrics across all ALAs. 	<ul style="list-style-type: none"> Leadership Team / HoC HoC/ALACs HoC / PPaPLL PPaPLL All staff HoC /ALACs HoC HoC /ALACs 	<ul style="list-style-type: none"> Sem 2 2016 Jan 2017 Nov 2016 and ongoing Ongoing Start of 2016 Ongoing Ongoing End of term 1 2016 July 2016 	<ul style="list-style-type: none"> Use of Compass for VCE SACs Parent opinion survey / forum feedback New curriculum units on Unit Hero and in Curriculum Guides ARTs recommendations and implementation New rubrics on Compass and Moodle School Resources.
Improve the perception of VCAL as a rigorous educational and vocational pathway	<ul style="list-style-type: none"> Invest in development of mapped pathways for all students in Years 10, 11 and 12. Review information communicated to parents/students/staff Continued development and documentation of rigorous VCAL programs 	<ul style="list-style-type: none"> ARTs – relaunch work in this area as commenced in 2015. Clear pathway advice based on achievement data and knowledge of students. Publicity and positive information to parents/students – regular newsletter updates, celebration of successes, career information evenings, presentations by successful ex-students of VCAL. Planning of assemblies and major events must consider VCAL attendance days. 	<ul style="list-style-type: none"> ARTs 2016 CPA SSM SEWTL EA AP/SEWTL 	<ul style="list-style-type: none"> Start of 2016 Ongoing Ongoing Ongoing 	<ul style="list-style-type: none"> ARTs recommendations and implementation Student / parent / teacher feedback Student retention rates Improved enrolments in VCE/ VCAL.

Annual Implementation Plan: for Improving Student Outcomes

ENGAGEMENT					
Goals	To improve students' motivation and learning confidence	Targets	Improve the Student Attitude to School data so that by 2018:		
		12 month targets	<ul style="list-style-type: none"> • Stimulating Learning is at or above 3.4 on the 5-point scale (3.21 in 2014) • Teacher Effectiveness is at or above 3.8 on the 5-point scale (3.68 in 2014) • Learner Confidence is at or above 3.7 on the 5-point scale (3.54 in 2014) • Student Motivation is at or above 4.3 on the 5-point scale (4.11 in 2014). <ul style="list-style-type: none"> • VCE results consistently above schools with students of similar characteristics • At VCE, the percentage of Study Scores above 40 maintained with small sample size • The VCE All Study Median ('average') maintained at 29 (reduce the tail) • VCAA data service indicates 75% Studies above predicted GAT scores. (2015 – 15/19 Studies) • High percentage of students undertaking Mathematical Methods and Further Maths Units 1 – 4 • At the end of 2015, over 80% of Year 12 graduates will go on to further study • The % of students achieving above expected level based upon previous years AusVELS teacher judgements increases by 5% in all KLAs • NAPLAN results indicate improvement in relative growth across all areas – above SFO/LSG – as outlined in the AIP. 		
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
Enhance teacher data analysis skills to drive improvements in pedagogy and assessment	<ul style="list-style-type: none"> • Building staff capacity through the trialling and action research of a school wide Explicit Instructional Model and robust and transparent peer observation program • Further development and implementation of an action research model • Strengthen data literacy, including data collection and analysis techniques and the use of data for goal setting 	<ul style="list-style-type: none"> • Formation of professional learning groups called ARTs (Action Research Teams) will occur. These have been initiated in 2015. Development of clear goals and timelines, including procedures. • Establish Allied Learning Area Teams (ALAs) to engage with relevant data sets. • Targeted professional learning on data analysis • Analyse student achievement data sets to identify school focus in 2016 (eg NAPLAN, Year 7-9 GAT in 2017) • Determine actions to inform improved pedagogy and assessment • Incorporate into performance and development plans the identification of appropriate data that demonstrates student improvement • Engage with VCE specialist consultant Carmel Richardson in 2016 with a focus on targeted teaching practices to lift outcomes. This has been arranged in 2015. • Develop a school wide peer observation program to improve reflective practice • Develop a targeted professional learning program for all staff. 	<ul style="list-style-type: none"> PPaPLL PRIN/HoC PPaPLL HoC/PPaPLL PPaPLL Leadership Team SSC, PPaPLL, All staff PRIN/PPaPLL PPaPLL 	<ul style="list-style-type: none"> End of Feb (2015 data) Ongoing (2016 data) End of Term 1 Ongoing Start of Term 1 Start 2016 Ongoing Start of Term 1 Start of Term 1 Term 1 2016 Term 1 2016 	<ul style="list-style-type: none"> • Identified foci for student achievement • Trial of Ashwood explicit instructional model • Increased staff use of data to inform pedagogy and student outcomes as evidenced in PDPs and reflected in meeting minutes. • Improvement in student reporting data • Allied Learning Areas presentations on data • ARTs research and presentation • Carmel Richardson professional learning presentations.
Build teacher capacity in identifying and catering for individual learning needs through provision of	<ul style="list-style-type: none"> • Investigate, develop and implement evidence Based Explicit Instructional Model for trialling in 2016 • Increased teacher understanding of and confidence in differentiation 	<ul style="list-style-type: none"> • Establish teams (ALA PLTs) across year levels and subjects to develop comprehensive whole-school teaching and learning programs based on the Victorian Curriculum • Documenting the teaching practices and techniques to be adopted school-wide 	<ul style="list-style-type: none"> PPaPLL HoC 	<ul style="list-style-type: none"> Ongoing Start of Term 1 Term 1 	<ul style="list-style-type: none"> • Trial of Ashwood explicit instructional model • ALA protocols established and implemented, including meeting schedule • Peer observation program fully documented and underway • Carmel Richardson professional learning presentations • Scheduled time for teachers to meet to complete handovers.

differentiated curriculum		<ul style="list-style-type: none"> Review of individual learning plans to explore how assessment data can more effectively inform goal-setting and monitoring of student learning progress. Develop efficient method of transferring student learning needs between staff (eg. Semester one year 10 teachers with semester two year 10 teachers) Explore models of differentiation and incorporate into explicit instructional model through ARTs. 	PPaPLL SSM STM PPaPLL	Ongoing Ongoing Semester change over Ongoing	
Expand teacher pedagogical repertoire	<ul style="list-style-type: none"> Investigate, develop and implement evidence Based Explicit Instructional Model for trialling in 2016 Improve teacher expertise in the use of ICT in the classroom 	<ul style="list-style-type: none"> See above Share examples of the most effective teaching across teams (and, wherever possible, across schools) Implementing processes for supporting teachers to incrementally expand their mastery of high-impact feedback techniques Supporting teachers to collaborate, model and share effective practices In house professional learning on how to give and receive feedback will be undertaken Setting and communicating clear targets and expectations to students through development of instructional model Establish team to review and refine the student goal setting element of STAR program, including the development and implementation of a training program for STAR teachers eLearning Strategy fully documented . 	PPaPLL Leadership Team Leadership Team PPaPLL All staff SEWTL Leadership Team	Ongoing Ongoing Ongoing Ongoing Ongoing End of Term 3 End of Term 2	<ul style="list-style-type: none"> Trial of Ashwood explicit instructional model ALA protocols established and implemented, including meeting schedule Giving and receiving feedback in house professional learning opportunities. ARTs research and presentation Documented STAR program around goal setting Documented eLearning strategy.
Increase teacher expectation for excellence for all students	<ul style="list-style-type: none"> Prioritise higher expectations as set out in the path forward. 	<ul style="list-style-type: none"> Implement ALAC/ARTs PLT structural reform and align action research projects with curriculum development and instructional practice Review and refine processes for identification, flagging and management of students at risk of failing Review of Homework policy, including student and teacher engagement. (see Achievement). 	HoC and PPaPLL SEWTL and HCs	Start of Term 1 End of Term 2	<ul style="list-style-type: none"> ARTs research and presentation ALA protocols established and implemented, including meeting schedule Student tracking meetings Documented and consistent practice of homework policy.
Implement consistent assessment processes across learning pathways and stages of learning	<ul style="list-style-type: none"> Begin transitioning to use of the Victorian Curriculum achievement standards to design programs and monitor student progression 	<ul style="list-style-type: none"> Introduce Victorian Curriculum and new VCE curriculum through ALA and review current units Regularly monitor and adjust learning programs based on analysis of performance data and other information sources Establish whole school criteria for development of rubrics Investigate and implement consistent use of analytical and information writing rubrics across all ALAs. 	HoC Leadership Team HoC HoC	Ongoing Ongoing End of Term 4 End of Term 4	<ul style="list-style-type: none"> ALA protocols established and implemented, including meeting schedule Identified foci for student achievement Increased staff use of data to inform pedagogy and student outcomes as evidenced in PDPs and reflected in meeting minutes. Assessment practices documents, including rubrics.
Increase active parent participation in student's learning and educational	<ul style="list-style-type: none"> Increase parent and the wider community participation at Ashwood 	<ul style="list-style-type: none"> Expand opportunities across all ALAs to showcase student learning samples Review and evaluate student led conferences with focus on timing duration 	HoC Curriculum Committee	Ongoing End of Term 1	<ul style="list-style-type: none"> GPA reports completed frequently with regularity Parent forums held Improve in parent survey data

experiences		<p>and purpose</p> <ul style="list-style-type: none"> Investigate continuous reporting through Compass Continue to schedule regular parent forums and other opportunities for parent engagement and involvement in school community. 	<p>HoC</p> <p>Prin</p>	<p>Start of Term 1</p> <p>Ongoing</p>	<ul style="list-style-type: none"> Professional learning schedule developed and published.
Increase student pride and connectedness to school	<ul style="list-style-type: none"> Development and implementation of a student leadership executive 	<ul style="list-style-type: none"> Formation of a student cabinet will occur with house captains and SRC representatives from each year level Develop and implement program to skill students in shared positive language so they can articulate pride (peer support, year 9 inquiry) Develop a highly structured and tiered student award/ambassadorial program with student badges for each category, including the introduction of the Ashwood Colours award program in 2017 Staged introduction of new school uniform Develop, document and publish a calendar of events to showcase student accomplishments Investigate and promote a 'where are they now' program for past Ashwood students. 	<p>AP, SEWTL, HCs, School & House Captains, SRC Reps</p> <p>SEWTL, HCs</p> <p>Principal, APs</p> <p>AP/SETWL</p> <p>Inquiry classroom teachers</p>	<p>Start of Term 1</p> <p>Ongoing</p> <p>Start 2016 (year 7)</p> <p>Ongoing (year 8-12)</p> <p>Start of each semester</p> <p>Ongoing</p>	<ul style="list-style-type: none"> SRC selected and held, including leadership camp Improvement in student connectedness to school data All year 7 in new school uniform Regular authentic events held showcasing student accomplishments.
Improve student ability, understanding of, and accountability for their own learning	<ul style="list-style-type: none"> Investigate, development and implement evidence Based Explicit Instructional Model for trialling in 2016 Develop program and implement explicit teaching of higher order thinking skills and styles of learning 	<ul style="list-style-type: none"> Explicitly link student learning goals and strategies to previous semester reports Incorporate common peer assessment and self-evaluation into each program. 	<p>AP, SEWTL, HCs</p> <p>SEWTL</p>	<p>End of semesters</p> <p>Ongoing</p>	<ul style="list-style-type: none"> STAR learning goals linked to previous reports Common school rubric adopted.

Annual Implementation Plan: for Improving Student Outcomes

WELLBEING					
Goals	<p>To improve the school's enrolment and retention data</p> <p>To improve students' pride in, and connectedness to, the school and their peers.</p>		Targets	<p>Improve the Student Attitude to School data so that by 2018:</p> <ul style="list-style-type: none"> • Decrease gender variations in enrolments; increase enrolment to at least 450 students by 2018 • Improve retention Year 7 to Year 12 to above 50% by 2018 <p>Improve the Parent Opinion data so that by 2018:</p> <ul style="list-style-type: none"> • Student Motivation is at or above 4.75% on the 7-point scale by 2018 (4.54 in 2013) • Transition is at or above 5.2 on the 7-point scale by 2018 (4.53 in 2013) • Transition is at or above 5.2 on the 7-point scale by 2018 (4.96 in 2013) <p>Reduce student absence to 10 days per full-time equivalent by Year Level by 2018. (14.17 in 2013 / 1821 state mean 2013)</p> <p>Improve the Student Attitude to School data so that by 2018:</p> <ul style="list-style-type: none"> • Connectedness to Peers is at or above 4.3 on the 5-point scale (3.94 in 2014) • School Connectedness is at or above 3.7 on the 5-point scale (3.53 in 2014) • Student Safety is at or above 4.65 on the 5-point scale (4.45 in 2014) • Student Distress is at or above 5.3 on the 7-point scale (4.97 in 2014) • Student Morale is at or above 4.9 on the 7-point scale (4.63 in 2014) • Decrease gender variations in Student Safety, Student Morale and Student Distress to within 20% at all year levels <p>Improve Parent Opinion data so that by 2018:</p> <ul style="list-style-type: none"> • School Connectedness is at or above 4.8 on the 7-point scale by 2018 (4.62 in 2013). 	
		12 month targets	<ul style="list-style-type: none"> • Student Attitudes to School Survey data continues to improve – focus on school connectedness, stimulating learning and student motivation • Student absenteeism reduce from 14.17 to 13 days per EFS by year level(State average: 18.2). Student attendance increased Years 7-12 on basis of parents/student/staff attitude that attendance is linked to student learning outcomes • The following elements of the Attitudes to School Survey to be within the effective range (50% - 75%) <ul style="list-style-type: none"> ○ Student safety at or above 4.6 (.4.45) ○ School connectedness at or above 3.7 (>3.53) ○ Student morale at or above 4.9 (>4.63) ○ Connected to peers at or above 4.3 (>3.94) ○ Student motivation at or above 4.3 (>4.11) ○ Learning confidence at or above 3.7 (>3.54). 		
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
Develop strategies to increase future enrolments	<p>Marketing and promotion campaign in the local primary schools for grade 4, 5 and 6 students, families and staff.</p> <p>Review Grade 6 enrolment process</p>	<ul style="list-style-type: none"> • Sleeping Giant Committee will implement: <ul style="list-style-type: none"> - Primary school visits program - Triple EEE Program Enrich, Extend, Enhance Program - 'Ashwood Revealed' open night, discovery day, and 'A day in the life' of Ashwood • Publicity and marketing: Publications, website, signage, Location, online marketing • Continued strengthening of partnerships with primary schools. • Review of current process and documentation of recommendation for 	<p>SEWTL, Sleeping Giant Committee, EAMC</p> <p>EAMC</p> <p>PRIN, SEWTL, EAMC</p> <p>PRIN, AP, SEWTL, EAMC</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing Term 3 and 4</p>	<ul style="list-style-type: none"> • Increased Enrolments in 2017 • Positive feedback from primary schools and students • Implementation of an improved enrolment procedure for 2016/2017.

		changes in 2016/2017.			
Improve retention rates	Investigate reasons for attrition rates and develop strategies to address the issues.	<ul style="list-style-type: none"> Implementing a system to establish exits and student intentions Ensure Breadth of curriculum (see Achievement/Engagement section) Stimulating and engaging curriculum (see Achievement) Clear and consistent well documented curriculum across all year levels (see Achievement section) Consultation with the HoC in the development of the course counselling process and blocking options. 	HoC, HC HoC, SSC, CPA	Term 2 Ongoing Term 3 and 4	<ul style="list-style-type: none"> Improvement in stimulating learning data in the Students attitudes to school survey Less exits in years 7-10.
Improve student engagement through provision of personal development and leadership opportunities	Expand student leadership development programs	<ul style="list-style-type: none"> Develop student leadership training opportunities Launch the SRC Commit to internal and external student leadership development programs Hold regular meetings and give the Student Cabinet meaningful and deliberate tasks to complete to enhance the profile of the school in the external community. Review and obtain feedback from the leaders and participants in the peer support program for improvement in 2017. 	AP, SEWTL AP, SETWL SETWL PRIN, AP, SEWTL SSM, SETWL	Term 1, Ongoing TERM 1 ONGOING ONGOING TERM 2	<ul style="list-style-type: none"> Leadership training program implemented. SRC Launched Student cabinet meetings held
Raise student levels of Aspiration through clearly identifiable academic and vocational pathways	Embed career development programs across the curriculum for all students, Year 7 to Year 12	<ul style="list-style-type: none"> A clear and published careers plan for all year levels, developed through feedback from the SRC, staff and research in STAR groups Expand CAPs interviews into year 9 Using Inquiry class time to conduct CAPs interviews for Year 9 students Audit and map career development activities within existing curriculum Year 7-11 Documentation of current career programs across all year levels Engaging parents in career conversations program in Term 2 and 3. 	CPA, Careers coordinator, STAR teachers CPA CPA CPA CPA CPA	Ongoing Term 1 Ongoing Term 3 Term 2 Term 2 and 3	<ul style="list-style-type: none"> Clear documentation of the careers structure across years 7-12 Use of CAPS documentation in course counselling sessions Parent evenings held in Term 2 and 3 Implementation of career actions in STAR program Destination data.
Continue to implement clear and consistent student behavioural expectations	Communicate expectations to all students, parents and staff. Implement consistent and transparent student management system.	<ul style="list-style-type: none"> Review models of student management Schedule staff PL on expected behaviours, methods of managing challenging behaviours, restorative behaviours Investigate system for publicly acknowledging and rewarding positive behaviours. Develop and publish clear discipline and consequence plan through consultation with staff students and parents. Update and publish processes for student referrals to SSM, Chaplain, Adolescent Health Nurse. Internal and external training in restorative practice for House Coordinators Incorporate student management process 	SEWTL, AP, staff, SRC, HCs, ISPC PPaPLL AP, SWETL SETWL, STM, Leadership team SSM PPaPLL/SEWTL/HC	Ongoing Term 1 Term 2 Term 2 Term 1 As per schedule	<ul style="list-style-type: none"> Protocols developed with consultation ready for implementation in 2017 Training undertaken and staff trained in restorative practice.

		into new staff induction process.	SEWTL, PPaPLL	Term 3	
Increase active parent participation (in student's learning and educational experiences)	Development of communication strategy Development of calendar of events for display of student work Introduction of Parents and Friends	<ul style="list-style-type: none"> Develop a common calendar for staff to suggest the term's celebration of learning on for distribution to parents via the agreed communication strategy Initial promotion of the Parents & Friends through the Year 7 parents and development through the year levels at parent forums Transform Parent Teacher Interviews into Student led Conferences. 	Leadership Team School Council Sleeping Giant Committee	Ongoing Ongoing Ongoing	<ul style="list-style-type: none"> Clear and consistent communication strategies used for dissemination of information Published calendar of events at the beginning of each term for parent involvement in demonstration of student learning Parents and Friends established.
Increase student pride and connectedness to school	Investigate positive psychology Develop a shared and common language in and around the school to articulate pride and enhance wellbeing and self-confidence Calendar of celebration of success	<ul style="list-style-type: none"> Undertake professional learning in positive psychology and embed in the student body through the Student Leadership Executive and Student Cabinet Articulated and published information for the attainment of principals awards, presentation evening awards, and winners of other prizes STAR Group celebration of success Through Inquiry classes investigate and promote the 'Where are they now' of past Alumni. 	AP, SEWTL, SSM, HoC, Student leaders, SRC PRIN, AP, Leadership Team HC Inquiry Teachers	Ongoing Term 1/term 3 Ongoing Term 2	<ul style="list-style-type: none"> Change in positive Psychology culture within the school Published celebration of success events and clear guidelines for attainment of awards Implementation of Principal's Awards Development of Ashwood Colours Program for 2017.

Annual Implementation Plan: for Improving Student Outcomes

PRODUCTIVITY			
Goals	To ensure that staffing, funding and resources are aligned with the strategic directions of the school	Targets	<ul style="list-style-type: none"> Re-branding of the school (name, motto, logo, vision, values, philosophy and uniform) during 2015 All staff successfully meet Professional Learning Plan end of cycle accountability goals Ensure balanced yearly operating costs in the College Financial Report.
		12 month targets	Complete projected stages of Building Futures Program.

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
Re-brand the school name, motto, vision, values and logo through broad consultation.	<ul style="list-style-type: none"> Improve community perception of the School as a high performing academic school of first choice 	<ul style="list-style-type: none"> Communicate vision and values to all stakeholders Enact vision, values and motto in all school practices on a daily basis Develop a marketing and publicity strategy, plan, timeline Implement appropriate advertising, marketing and communication campaigns (newsletters, website, local papers, newspapers, billboards, prospectus, schools guides, <i>Ashwood Revealed</i> campaign) International version of this advertising and marketing material Update signage (blade signage, Boundary signage, directional signage, electronic sign) as part of refurbishment and upgrade works in line with new school branding Update stationery with new logo and motto. 	Prin/Leadership all staff EA EA EA/ISPC FM EA EA	Beginning of 2016 ongoing End Feb 2016 As per strategy As per strategy As per building program and name change End 2015 As per name change	Changed behaviours reflected in improved student opinion data Verbalised response from staff students reflected in meetings Strategy in place and underway Materials available Material available Signage completed Stationery available
Establish strong distributive leadership	<ul style="list-style-type: none"> Implement a clear organisational structure for all staff (Ensure that role clarity, accountability and lines of communication and responsibility are defined) 	<ul style="list-style-type: none"> Define PORs and organisational duties for 2017 Develop and Implement an efficient process for POR/duties internal appointments Refine leading teacher roles to focus attention on areas of strategic importance (PPaPL, SEWTL, HoC) Establish and re-culture staff understanding of leadership and team-building Establish Allied Learning Area teams Establish ARTs Increase individual and team accountability (PDP) Initiate a consistent and targeted professional learning program of team-building and leadership skills with an obligation of sharing the new learning with colleagues Develop and implement PD budget to manage the external PD Build staff capacity to promote succession planning Develop and implement a meeting schedule to provide opportunity for various PLTs (e.g. ARTs, ALAs, CCM, CC, TLC, SMM, STM) to meet regularly. 	CCM SE(SENIOR EXEC) PRIN Leadership Team PPaPLL PPaPLL LEADERSHIP TEAM PPaPLL PP&PLL PRIN AP/AOC	TERM 4 WEEK 1 TERM 3 End term 1 ONGOING TERM 1 WEEK 1 TERM 1 WEEK 4 Feb/June/Nov Each semester Ongoing and term4 Beginning 2016 and ongoing	Document distributed Documented PD Staff opinion survey improved ALAs in place ARTs in place Teams in operation, reports As per individual PDP PD Tracker Financial reports Calendar available



<p>Full utilisation of new and existing facilities for the purpose of improving and supporting pedagogy</p>	<ul style="list-style-type: none"> Timetable classes, programs, staff and other resources to optimise the teaching and learning spaces. 	<ul style="list-style-type: none"> Provide professional learning on use of flexible learning spaces. E.g. Such as school visits, observation/ modelling; targeted co-research project, Melbourne University site visits Identify and investigate uses of outdoor learning spaces Manage and coordinate use of existing new learning facilities (timetabling) Ensure safe operations of existing facilities during building program Ensure provision of resources/classrooms etc during building program Liaise with the architects and builders for timely completion of building works Investigate efficiency and speed of ICT provision within the school Upgrade access to network, online services and the internet Develop e-learning strategy Plan budget and resourcing of ICT Investigate the options to better utilise the commercial food technology facility (eg VET hospitality) Manage and coordinate movement the out of old buildings into new learning facilities as per building program. 	<p>PPaPLL</p> <p>AP/ PPaPLL</p> <p>AP</p> <p>AP/FM</p> <p>AP/DO</p> <p>PRIN/FM</p> <p>AP/BM</p> <p>AP/BM</p> <p>AP/HoC</p> <p>PRIN</p> <p>PRIN/HoC</p> <p>DO/FM</p>	<p>Sem 2</p> <p>For 2017</p> <p>Start of semesters</p> <p>ongoing</p> <p>ongoing</p> <p>ongoing</p> <p>term 1 2016</p> <p>term 1 2016</p> <p>T3 WEEK 4</p> <p>End term 2</p> <p>End term 2</p> <p>ongoing</p>	<p>Learning delivered</p> <p>As per timetable</p> <p>Timetabling</p> <p>Incident reports</p> <p>Timetabling</p> <p>Progress against schedule</p> <p>Data available</p> <p>Data analysis</p> <p>Strategy completed (school council sub committee endorsement)</p> <p>Included in budget</p> <p>Options identified</p> <p>Progress against building schedule</p>
<p>Optimise staff allocations across all areas of the School</p>	<ul style="list-style-type: none"> Recruiting and timetabling of staff to reflect curriculum and strategic needs 	<ul style="list-style-type: none"> Optimise teaching allotments to reduce DRTs Continue to utilise rigorous recruitment process Identify a 5 day consistent timetable Review structure of school day to create flexibility for VCE VET and optimise instruction for Years 7-12. 	<p>AP/DO</p> <p>PRIN</p> <p>AP Curriculum executive</p>	<p>SEM1/SEM 2</p> <p>Jan 2016</p> <p>End Sem 1</p>	<p>Data collected SRP</p> <p>New structure with consistent bell times.</p>
<p>Ensure financial management of the School by aligning resources with the Strategic directions of the school</p>		<ul style="list-style-type: none"> Increase enrolments and reduce the SRP deficit Identify and maintain optimum International Student Numbers Review effectiveness of International Student Program (student outcomes, financial, recruitment process etc) Identify and implement opportunities for 	<p>School Community</p> <p>PRIN/ISPC</p> <p>AP/ISPC</p>	<p>2016</p> <p>Start 2016</p> <p>ongoing</p>	<p>Unified response</p> <p>Agreement signed</p> <p>MOU and contracts in place</p>

		<ul style="list-style-type: none"> partnerships and strategic alliances (including Deakin Alliance) Increase income through contractual arrangements with hirers Define and implement revised budget allocations and procedures Annual review of fee structures Review of timeline for payments (educational costs, booklists) Implement revised Costing Policy associated with excursions, incursions and camps Establish second hand uniform and second hand books sales via Parents and Friends Investigate financial support mechanisms for those in need Support the establishment of parents and friends Minimise photo copying of coloured sheets Budgets to included photocopy for exams Review cleaning contract Review costs of utilities and opportunities to reduce ongoing expense Review instrumental music program to ensure provision of quality program and minimise expense. 	<p>PRIN/ PP&PLL</p> <p>BM</p> <p>BM - Finance subcommittee BM – finance subcommittee BM</p> <p>PRIN/AP</p> <p>BM/P&F</p> <p>AP/BM</p> <p>LEADERSHIP</p> <p>BM</p> <p>BM</p> <p>PRIN/BM</p> <p>BM/FM</p> <p>PRIN/IMC</p>	<p>ongoing</p> <p>ongoing</p> <p>term 1 2016</p> <p>AUGUST</p> <p>Term 3</p> <p>Term 3</p> <p>Term 1</p> <p>Term 1</p> <p>FEB 2016</p> <p>Ongoing</p> <p>Ongoing</p> <p>Feb 2016</p> <p>Ongoing</p> <p>March 2016</p>	<p>Budgets in place</p> <p>Contribution sheets</p> <p>Timeline published</p> <p>Policy ratified</p> <p>Tabled at school council</p> <p>Photocopying data Budget process</p> <p>Renewed contract</p> <p>Cost analysis</p> <p>SRP</p>
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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	