

2016 Annual Implementation Plan: for Improving Student Outcomes

Mullauna College
8744

Based on Strategic Plan 2016 - 2019

Endorsements

Endorsement by School Principal	Signed:  Name: Barbara Laidlaw Date: 31/03/2016
Endorsement by School Council	Signed:  Name: Sharon Breeland-Clencie Date: 31/03/2016
Endorsement by Senior Advisor	Signed:  Name: Rod Williamson Date: 31/03/16

student outcomes. The initiatives are done in a way (please refer to the *Framework for In*

Priority	Initiatives
Excellence in teaching and learning	Building pr together Curriculum curriculum pl to suit individ
Professional leadership	Building lea develop the c
Positive climate for learning	Empowering approaches t Setting exp communities engagement
Community engagement in learning	Building c relationships

To guide the development of the 2016 Outcomes (AIP) schools will work with sup to conduct an annual evaluation of stude Strategic Plan. Schools then diagnose th more initiative.

Principal and teacher performance and de School Strategic Plan. This ensures a line to each individual's plan. The *Guidelines* p this work.

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

Initiatives Rationale:

Explain why the school, in consultation with the SEIL, has selected this initiative/s. Please make reference to the evaluation of school data, the pro requiring particular attention.

Based on the school data as embedded in this AIP, we have chosen the following initiatives as being the major areas of need for improvement as per the School Strategic Plan.

Curriculum Planning and Assessment and Curriculum Planning and Assessment.

1. The VCE results, NAPLAN data, On-Demand testing, AusVELS/Victorian Curriculum as well as DET Opinion Survey data indicate the need to improve student learning outcome *Learning* instructional model over a four year period then we will have developed a common approach to teaching practice leading to improved student outcomes. We will know the value adding within student learning growth.
2. DET Staff, Student and Parent Opinion Survey data indicates the need to improve student engagement and wellbeing. If the college embeds the *Curiosity and Powerful Learning* and marketing strategy, we will have created an environment that is welcoming, supportive and attractive to current and prospective students and parents. We will know that these connectedness targets will have been met, and enrolments will have grown.
3. If the efficiency and effectiveness of college operations are improved then we will be better able to manage and plan for future growth and development of all college programs. Well managed, adequately funded and forward looking. Progress will be measured through school-based survey data, a successful DET financial audit report, DET Opinion Survey data

Building Leadership Teams:

4. To achieve the initiatives within the **Excellence in Teaching and Learning Priority** we recognise the need to build leadership capacity, including for faculty leaders, to assist our engagement and stimulate students in their learning. Progress will be measured through DET Staff, Student and Parent Opinion Survey data.

Building practice excellence

Curriculum planning and assessment

Building leadership teams

1. Develop and embed the college instructional model Curiosity and Powerful Learning (CPL) over the course of the four years and work towards
2. Ensure that the CPL model includes:
 - 2.1. Teachers building capacity to consistently and seamlessly apply Learning Intentions and Success Criteria in every class, and to then move to a suite of CPL theories of action;
 - 2.2. Developing high expectations and practice for TRIAD observations and reflections as a means through which teachers interact with each other;
 - 2.3. Developing a data system for testing students' learning levels and enhancing teacher capacity to understand and use the data to differentiate their teaching; post test as a means of determining and articulating a student's growth in learning
 - 2.4. Embedding the use of digital technologies in teacher practice
 - 2.5. Building teacher capacity to effectively seek feedback from their students on how engaging and stimulating they find their teaching.
 - 2.6. Improving the correlation between the design of AusVELs (Victorian Curriculum) assessment tasks and the rubrics teachers use to describe student learning.
 - 2.7. Ensuring that PDP processes are geared to the strategic priority of embedding the Phase One of the CPL instructional model.
3. Build leadership capacity, including for Heads of Faculty, to assist teachers build capacity to consistently and seamlessly apply Learning Intentions beyond this to higher order activities and practice associated with the suite of CPL theories of action.
4. Develop a comprehensive 12-7 curriculum backward mapping process for all faculties that is reflected on the college's agreed curriculum template of the community.

2016 - 2019	2015	2016 Targets	2017	2018
Stimulating Learning	3.14	3.16	3.17	3.18
Region	(3.14)	()	()	()
State	(3.16)	()	()	()
Student Motivation	4.31	4.33	4.34	4.35
Region	(4.24)	()	()	()
State	(4.24)	()	()	()
Teacher Effectiveness	3.63	3.65	3.66	3.67
Region	(3.61)	()	()	()
State	(3.64)	()	()	()
Teacher Empathy	3.65	3.67	3.68	3.69
Region	(3.61)	()	()	()
State	(3.63)	()	()	()

NAPLAN

For the four year period 2016 – 2019 the year 7 and 9 cohort data for students achieving NAPLAN or increased i.e. year 7 Bands 8 & 9 to year 9 Bands 9 & 10.

	2014	2016	2015	2017	2016	2018	2017
	Year 7	Year 9	Year 7	Year 9	Year 7	Year 9	Year 7
READING	26.8	28.8	30.3	32.3			
WRITING	13.2	15.2	12.5	14.5			
SPELLING	28.9	30.9	26.2	28.2			
GRAMMAR & PUNCTUATION	32.6	34.6	38.5	40.5			
NUMERACY	21.0	23.0	30.7	32.7			

For the four year period 2016 – 2019 the year 7 and 9 cohort data for students achieving year 7 Band 4 to year 9 Band 5 is maintained or decreased.

	2014	2016	2015	2017	2016	2018	2017
	Year 7	Year 9	Year 7	Year 9	Year 7	Year 9	Year 7
READING	3.7	3.7	4.5	3.5			
WRITING	10.8	9.8	15.6	14.6			
SPELLING	6.0	5.0	6.2	5.2			
GRAMMAR & PUNCTUATION	8.4	7.4	7.7	6.7			
NUMERACY	1.2	1.2	1.5	1.5			

THE VICTORIAN CERTIFICATE OF EDUCATION

	2015	2016 Targets	2017	2018
All Study School Mean	28.0	29.0	29.0	29.5
Percentage of Study Scores 40 and over	5.2%	6.5%	8%	9%

Subject	Year	Count	0.0%	0.0%	95.5%	4.5%	0.0%	0	0	0
Measurement, chance and data	2015	66	0.0%	0.0%	95.5%	4.5%	0.0%	0	0	0
	2013	0	0.0%	0.0%	0.0%	0.0%	0.0%	0	0	0
	2014	0	0.0%	0.0%	0.0%	0.0%	0.0%	0	0	0
	2015	0	0.0%	0.0%	0.0%	0.0%	0.0%	0	0	0
Number and algebra	2013	89	0.0%	9.0%	88.8%	2.2%	0.0%	0	8	7
	2014	0	0.0%	0.0%	0.0%	0.0%	0.0%	0	0	0
	2015	66	0.0%	6.1%	87.9%	6.1%	0.0%	0	4	0
Space	2013	0	0.0%	0.0%	0.0%	0.0%	0.0%	0	0	0
	2014	0	0.0%	0.0%	0.0%	0.0%	0.0%	0	0	0
	2015	0	0.0%	0.0%	0.0%	0.0%	0.0%	0	0	0
Statistics and probability	2013	90	0.0%	8.9%	91.1%	0.0%	0.0%	0	8	0
	2014	0	0.0%	0.0%	0.0%	0.0%	0.0%	0	0	0
	2015	66	0.0%	1.5%	95.5%	3.0%	0.0%	0	1	0
Structure	2013	0	0.0%	0.0%	0.0%	0.0%	0.0%	0	0	0
	2014	0	0.0%	0.0%	0.0%	0.0%	0.0%	0	0	0
	2015	0	0.0%	0.0%	0.0%	0.0%	0.0%	0	0	0
Working mathematically	2013	0	0.0%	0.0%	0.0%	0.0%	0.0%	0	0	0
	2014	0	0.0%	0.0%	0.0%	0.0%	0.0%	0	0	0
	2015	0	0.0%	0.0%	0.0%	0.0%	0.0%	0	0	0

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	M
<p>1. Develop and embed the college instructional model Curiosity and Powerful Learning (CPL) over the course of the four years and work towards achieving whole school understanding and commitment to the model.</p> <p>2. Ensure that the model includes: 2.1. Teachers building capacity to consistently and seamlessly apply</p>	<ul style="list-style-type: none"> AP - Curriculum, the Head of Curriculum and the Director of Teaching continue to work with Faculty leaders at Curriculum Team meetings, in faculty meetings, in classroom observations and reflections, and in Performance & Development Plan (PDP) triads to build teacher capacity in: <ul style="list-style-type: none"> the use of learning intentions, success criteria, exit passes designing learning tasks that are differentiated according to students' identified learning levels, assessment task and rubrics that teachers use to describe and report on students' learning levels, using student feedback to inform teaching practices. <p>They do this through running meetings which</p>	<ul style="list-style-type: none"> Restructure of the Leadership team to reflect the Key Improvement focusses of the new SSP. Increase time allowances for the LT team and the HoF to lead the improvement strategies. Engagement of a coach from VASSP to work with and coach the school leaders including HoF. Restructure the meeting schedule to provide time for the teams to work collaboratively to achieve the school wide goals and improvement strategies. Subscribe to the appropriate modules in Compass to provide the digital platform for school improvement. 	<ul style="list-style-type: none"> Principal. AP – Curriculum. The Head of Curriculum. The Director of Teaching. The Heads of Faculty. Teachers. 	<p>The 2016 academic year.</p>	<ul style="list-style-type: none">

each other to better inform their teaching practices.

2.3. Developing a data system for testing students' learning levels and enhancing teacher capacity to understand and use the data to differentiate their teaching and assessment practices and their curriculum design, in order to better pre and post test as a means of determining and articulating a student's growth in learning.

2.4. Embedding the use of digital technologies in teacher practice

2.5. Building teacher capacity to effectively seek feedback from their students on how engaging and stimulating they find their teaching.

2.6. Improving the correlation between the design of AusVELS (Vic_Curric) assessment tasks and the rubrics teachers use to describe students' points of learning

2.7. Ensuring that PDP processes are geared to the strategic priority of embedding the Phase 1 of the CPL instructional

- AP - Curriculum, the Head of Curriculum and the Director of Teaching continue to lead and work with HoF to extend teachers' use and understanding of Compass.
 - Chronicle.
 - Attendance data.
 - Recording the Learning Intention, Success Criteria & Exit Pass for every lesson.
 - Accessing student achievement data to inform practice via Analytics..
 - Introduce the delivery of on-line curriculum, feedback & assessment via Learning Tasks.
- AP - Curriculum, the Head of Curriculum and the Director of Teaching will support teachers with strategies to collect, analyse and use student data to inform improvements to teaching practice. This will be a strategy in the PDP common to all teachers.
- AP - Curriculum, the Head of Curriculum and the Director of Teaching support HoFs and teachers in the transition from AusVELS to the Victorian Curriculum with a focus on ensuring that assessment tasks and rubrics are designed to facilitate differentiation. The objective is to ensure that judgements more accurately reflect students learning points on the learning continuum.
- As per points the first two dot points above.

<p>...to higher order activities and practice associated with the suite of CPL theories of action.</p>					
<p>4. Develop a comprehensive 12-7 curriculum backward mapping process for all Faculties that is reflected on the college's agreed curriculum template and uploaded onto COMPASS so it is readily accessible to all sectors of the community.</p>	<ul style="list-style-type: none"> • AP - Curriculum, the Head of Curriculum and the Director of Teaching use exemplar curriculum templates with the HoF and in faculty teams to build teacher capacity to document their curriculum according to the required format. • AP - Curriculum, the Head of Curriculum and the Director of Teaching introduce Learning Tasks on Compass and run a pilot program with the intention of all staff using Compass Learning Tasks in 2017. 				<ul style="list-style-type: none"> • • • • •

School Connectedness	3.51	3.54	3.57	3.60
Region	(3.62)	()	()	()
State	(3.62)	()	()	()
Learning Confidence	3.72	3.74	3.76	3.77
Region	(3.70)	()	()	()
State	(3.71)	()	()	()
Student Motivation	4.31	4.33	4.35	4.36
Region	(4.24)	()	()	()
State	(4.24)	()	()	()
Classroom Behaviour	2.98	3.0	3.03	3.07
Region	(3.10)	()	()	()
State	(3.07)	()	()	()
Teacher Empathy	3.65	3.67	3.68	3.69
Region	(3.61)	()	()	()
State	(3.63)	()	()	()

Student Attendance Data

ABSENCE DAYS PER FULL TIME EQUIVALENT (FTE)

For the four year period 2016 – 2019 the School Mean for Absence Days FTE is at 14.5.

For the four year period 2016 – 2019 the year 9 Absence Days FTE will be an improvement focus

2016 - 2019	2011	2012	2013 n/a	2014	2015
Year 7	17.34	17.74		16.32	11.01
Year 8	19.43	22.67		14.05	19.71
Year 9	26.90	23.55		20.17	17.61
Year 10	31.06	27.21		14.46	16.61
Year 11	24.14	19.79		14.40	10.71
Year 12	16.90	19.12		12.88	13.41
SCHOOL MEAN	22.72	21.90		15.69	15.31

School Staff Survey

For the four year period 2016 – 2019 the data is at or above the NEV secondary schools.

2016 - 2019	2015	2016 Targets	2017	2018
Collective Focus on Student Learning	70.25	71.25	72.25	73.25
NEV Secondary schools	(74.21)	()	()	()
State Secondary schools	(73.07)	()	()	()
Guaranteed & Viable Curriculum	65.53	66.0	66.5	67.0
NEV Secondary Schools	(67.59)	()	()	()
State Secondary Schools	(66.82)	()	()	()

Parent Opinion Survey

For the four year period 2016 – 2019 the Parent Opinion Data is at or above Secondary Schools

2016 - 2019	2014 (2015 n/a)	2016 Targets	2017	2018
School Connectedness	4.97	5.05	5.10	5.18
Secondary Schools	(5.23)	()	()	()
State mean	(5.76)	()	()	()
Student Motivation	4.98	5.0	5.02	5.04()

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	M
<p>1. Increase shared teacher knowledge and practice associated with factors that engage and stimulate students in their learning through development and implementation of the College Instructional Model.</p>	<ul style="list-style-type: none"> Implement Phase 1 of the CPL instructional model as per actions outlined in the Achievement section of the AIP. 	<ul style="list-style-type: none"> Restructure of the Leadership team to reflect the Key Improvement focusses of the new SSP. Increase time allowances for the LT team and the HoF to lead the improvement strategies. Engagement of a coach from VASSP to work with and coach the school leaders including HoF. Restructure the meeting schedule to provide time for the teams to work collaboratively to achieve the school wide goals and improvement strategies. Subscribe to the appropriate modules in Compass to provide the digital platform for school improvement. 	<ul style="list-style-type: none"> Principal. AP – Curriculum. The Head of Curriculum. The Director of Teaching. The Heads of Faculty. Teachers. 	<p>The 2016 academic year.</p>	<ul style="list-style-type: none"> • • • •
<p>2. Increase student engagement and connectedness</p>	<ul style="list-style-type: none"> Investigate how the House system might be integrated with students' learning and wellbeing needs to increase student connectedness with the college and their peers Investigate best practice regarding House and/or Mentor systems and recommend actions for 2017. Review the student planner to ensure that pastoral activities are included. Build upon the improvements to the 2015 Course Confirmation process including: <ul style="list-style-type: none"> Scheduling interviews at times that encourages parents' participation in course counselling. 	<ul style="list-style-type: none"> Form a Working Party led by the Director of Student Development to research pastoral care models and the impact on student learning outcomes e.g. Western Port SC, Lara SC, Wantirna College, Elizabeth Murdoch College, Northcote HS. Form a Working Party led by Director of Student Development to review past practice including efficiency, effectiveness, communication, 	<ul style="list-style-type: none"> Director of Student Development. Head of Curriculum and Innovation. AP s YLCs Careers/ Pathways Coordinator Interested teachers 	<ul style="list-style-type: none"> End of Term 2 2016 	<ul style="list-style-type: none"> • • • •

	<ul style="list-style-type: none"> The Director of Student Development and the YLCs support teachers to improve the use of Compass Chronicle and Digest to record and track student behaviour. 	<p>Assemblies are used as the opportunity to promote the college values and expectations of student Code of Conduct.</p> <ul style="list-style-type: none"> The Director of Student Development and the YLCs actively monitor student behaviour on Compass Chronicle and Digest to intervene and support students at risk, and to acknowledge positive student behaviours, and to consult with parents as appropriate. 		<p>Digest from the start of the 2016 school year.</p>
<p>4. Develop a transitions and marketing strategy that targets identified primary schools and investigates the use of social media to increase the proportion of students from our catchment who enrol at Mullauna</p>	<ul style="list-style-type: none"> The Director of Transitions and Community Partnerships, in conjunction with the Marketing Committee will review the 2015 marketing strategy to improve and develop the plan for 2016. The Leadership Team works with the College Council and college community to investigate the development and implementation of a rebrand of the college including a new name: Mitcham College. Launch the new website in Term 1 which was developed late 2015. Publish the new college values on all marketing materials and college documentation. Develop plans for the new prospectus to be used in 2017. Seek feedback from participants in school tours and act upon this information 	<ul style="list-style-type: none"> The Marketing Committee meetings are included on the meeting schedule. Survey staff and students regarding a name change; collate results and present these to the Education Community sub-committee of School Council. Then formally present the results of the survey to School Council for their input prior to surveying parents. Publish the results to the Mullauna Community. Simultaneously investigate the DET process for a name change and draft a timeline for actioning the process. The marketing committee to promote the new website once it is live. The marketing committee reviews the current prospectus and drafts the new 'look' for 2017 – 2020. Published photos of the new buildings can be incorporated. Investigate using Survey Monkey to collect and collate the information regarding school tours. 	<ul style="list-style-type: none"> The Director of Transitions and Community Partnerships and the marketing committee. The Principal Team. The Director of Transitions and Community Partnerships and the marketing committee The Director of Transitions and Community Partnerships and the marketing committee 	<ul style="list-style-type: none"> Survey staff and students in term 1, 2016. Present finding to School Council in the first meeting of Term 2. Survey parents in term 2. School Council to make the final decision at the 2nd meeting of term 2. Term 1 2016 Draft in Term 3 2016 Term 1 and ongoing in 2016.

WELLBEING

Goals

To improve students' wellbeing as a basis for their engagement and achievement.

Targets

Student Attitudes to School

For the four year period 2016 – 2019 the Student Attitudes to School Data 7 – 12 is at or above

2016 - 2019	2015	2016 Targets	2017	2018
School Connectedness	3.51	3.54	3.57	3.60
Region	(3.62)	()	()	()
State	(3.62)	()	()	()
Learning Confidence	3.72	3.74	3.75	3.77
Region	(3.70)	()	()	()
State	(3.71)	()	()	()
Student Motivation	4.31	4.33	4.35	4.36
Region	(4.24)	()	()	()
State	(4.24)	()	()	()
Classroom Behaviour	2.98	3.0	3.03	3.07
Region	(3.10)	()	()	()
State	(3.07)	()	()	()
Teacher Empathy	3.65	3.67	3.68	3.70
Region	(3.61)	()	()	()
State	(3.63)	()	()	()

School Staff Survey

For the four year period 2016 – 2019 the data is at or above the NEV secondary schools.

2016 - 2019	2015	2016 Targets	2017	2018
Trust in Students & Parents	69.77	69.80	69.90	69.95
NEV Secondary Schools	(68.39)	()	()	()
State Secondary Schools	(65.75)	()	()	()
Parent & Community Involvement	60.50	62.5	64.5	66.5
NEV Secondary Schools	(67.12)	()	()	()
State Secondary Schools	(64.94)	()	()	()

Parent Opinion Survey

For the four year period 2016 – 2019 the Parent Opinion Data is at or above Secondary Schools

2016 - 2019	2014 (2015 n/a)	2016 Targets	2017	2018
Student Safety	5.78	5.80	5.82	5.84
Secondary Schools	(5.72)	()	()	()
State	(5.47)	()	()	()
Connectedness to Peers	5.56	5.60	5.65	5.70
Secondary Schools	(5.76)	()	()	()
State	(5.87)	()	()	()
Social Skills	5.44	5.46	5.48	5.50
Secondary Schools	(5.51)	()	()	()
State	(5.76)	()	()	()

<p>through the possible development of a mentoring scheme for all students through which students can identify with a specific mentoring or pastoral teacher who can also oversee the student's engagement, wellbeing and learning needs and progress</p>					<ul style="list-style-type: none"> •
<p>2. To improve student connectedness and wellbeing through continuing to generate and review the college's range of co-curricular programs including their relevance and effectiveness.</p>	<ul style="list-style-type: none"> • Tool developed for auditing, then evaluating all co-curricular and wellbeing programs. • Increase participation by staff and possibly trainees (AFL program) in extra curricula programs through encouragement strategies developed by program leaders • Regularly seek student feedback via a survey regarding co-curricular programs offered at the college. Analyse the results and act accordingly. 	<ul style="list-style-type: none"> • The Director of Student Development and AP Student Services conduct focus groups with student leaders and use this information to develop a survey for capturing student and teacher opinion. 	<ul style="list-style-type: none"> • The Director of Student Development • AP Student Services 	<ul style="list-style-type: none"> • Term 2 2016 in preparation for allocation of PoR duties in Term 3 for 2017. 	<ul style="list-style-type: none"> • • • •
<p>3. Develop a whole school Year 7 – 12 Wellbeing Strategy</p>	<ul style="list-style-type: none"> • Determine the particular wellbeing needs of each year level. • Once established, develop programs that cater for these needs. 	<ul style="list-style-type: none"> • Survey the YLCs. • Research appropriate programs. • Develop a whole school map of where and how wellbeing programs are implemented. 	<ul style="list-style-type: none"> • The Director of Student Development • AP Student Services 	<p>Term 1 - 4</p>	<p>Pr</p>

resources to enhance student learning, engagement and wellbeing outcomes.

2016 - 2019	2015	2016 Targets	2017	2018
Leading Change	61.90	62.90	63.90	64.90
NEV Secondary Schools	(65.06)	()	()	()
State Secondary Schools	(63.77)	()	()	()
Instructional Leadership	55.51	57.51	59.51	61.50
NEV Secondary Schools	(62.54)	()	()	()
State Secondary Schools	(61.09)	()	()	()

Parent Opinion Survey

For the four year period 2016 – 2019 the Parent Opinion Data is at or above Secondary Schools

2016 - 2019	2014 (2015 n/a)	2016 Targets	2017	2018
School Improvement	5.13	5.20	5.25	5.30
Secondary Schools	(5.33)	()	()	()
State	(5.65)	()	()	()
Reporting	5.12	5.18	5.24	5.28
Secondary Schools	(5.25)	()	()	()
State	(5.54)	()	()	()
General Satisfaction	5.50	5.54	5.58	5.62
Secondary Schools	(5.60)	()	()	()
State	(5.88)	()	()	()

12 month targets

1. Collect data via 'Survey Monkey' to determine community satisfaction with Compass as a wh
2. School Staff Survey shows improvement as per the table above.
3. School Staff Survey shows improvement as per the table above.
4. Successful School Financial Audit report.
5. Successful Work Force Bridging funding application.

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	M
1. Ensure that the 2016 building project proceeds according to the agreed plan.	<ul style="list-style-type: none"> • Liaise regularly with Brand Architects and the Adma Group builders to ensure that the project management delivers the key milestones on time. 	<ul style="list-style-type: none"> • Regular meetings throughout the build. • Specified School Funds are allocated to the project. 	<ul style="list-style-type: none"> • The Principal • AP Facilities • Resources sub-committee of School Council. 	Term 1 2016 and ongoing to completion.	<ul style="list-style-type: none"> •
2. Build leadership capacity and	<ul style="list-style-type: none"> • Change the intent, focus and structure of staff meetings to ensure their purpose is to build 	<ul style="list-style-type: none"> • 'Insight Meeting Planner' model is implemented wherein 50% of all meeting time is 'developmental, 	<ul style="list-style-type: none"> • The AP Curriculum and LTs. 	<ul style="list-style-type: none"> • Term 1 and ongoing. 	<ul style="list-style-type: none"> •

		future needs.			
3. Continue to develop Compass as the management and communication tool	<ul style="list-style-type: none"> Introduce the Learning Tasks module for curriculum delivery and assessment as a pilot in 2016 with a view to whole school use in 2017. Provide teacher training in the effective use of Compass modules. Staff use of <u>all</u> Compass modules is monitored by the Leadership Team, and actions taken to enhance effective use. In Term 3 seek feedback from all stakeholders involved in the pilot (teachers, students, parents). 	<ul style="list-style-type: none"> As an outcome of the pilot, the Leadership Team evaluates the readiness of teachers to use Compass Learning Tasks for curriculum delivery and assessment with a view to fully implementing its use across 7 – 12 in 2017. Provide one-to-one point of need support for teachers and programmed PL opportunities for <u>all</u> Compass modules. Gather feedback and act accordingly. 	<ul style="list-style-type: none"> AP and Curriculum LTs. Teacher volunteers. 	<ul style="list-style-type: none"> Term 1 – 3 pilot. Term 4 whole staff training. 	<p>Te Le</p> <p>Te scl</p>
4. Review the effectiveness and efficiency of the BYOD program as a means of facilitating student learning outcomes.	<ul style="list-style-type: none"> iPad program reviewed in terms of its effectiveness and teacher use as a key teaching and learning resource. Review and analyse the adoption and effectiveness of the BYOD program. 	<ul style="list-style-type: none"> Develop a strategy to collect data from teachers, students and parents regarding the effectiveness of iPads. Gather statistics on BYOD uptake. Develop strategies to promote BYOD across 7 – 12. 	<ul style="list-style-type: none"> AP & LTs curriculum & pedagogy. 	<ul style="list-style-type: none"> Completed by the end of Term 2 2016. 	<ul style="list-style-type: none">
5. Improve financial systems to support planning for resourcing and growth of the teaching and learning programs of the college.	<ul style="list-style-type: none"> College implements all processes of Compass Ordering and Financial Management module. Work closely with the Work Force Bridging Officer to maximise WFB funding 2016-17. Ensure that DET fiscal procedures and requirements are adhered to on all occasions. 	<ul style="list-style-type: none"> A complete switch to Compass Ordering and Financial Management module. Provide PL for appropriate personnel. Prepare documentation for WFB application to the panel. Protocols for fiscal management are explicit and published. 	<ul style="list-style-type: none"> The Principal Assistant Prins Compass Sponsor Office Staff Principal Business Manager 	<ul style="list-style-type: none"> Ongoing during 2016-2019. 	<ul style="list-style-type: none">

Actions:	6 month progress against success criteria and /or targets		12 month progress against success criteria and /or targets	
	Status	Evidence	Status	Evidence

ENGAGEMENT

Actions:	6 month progress against success criteria and /or targets		12 month progress against success criteria and /or targets	
	Status	Evidence	Status	Evidence

WELLBEING

Actions:	6 month progress against success criteria and /or targets		12 month progress against success criteria and /or targets	
	Status	Evidence	Status	Evidence

PRODUCTIVITY

Actions:	6 month progress against success criteria and /or targets		12 month progress against success criteria and /or targets	
	Status	Evidence	Status	Evidence