

2016 Annual Implementation Plan: for Improving Student Outcomes

Mullauna College
8744

Mullauna College 2016

Based on Strategic Plan 2016 - 2019

Endorsements

Endorsement by School Principal	Signed..... Name: Barbara Laidlaw Date: 15 March 2016
Endorsement by School Council	Signed..... Name: Sharon Breeland-Clencie Date: 15 March 2016
Endorsement by Senior Advisor	Signed..... Name: Rod Williamson (SEIL Whitehorse Network) Date: 15 March 2016

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

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

- Excellence in teaching and learning
- Professional leadership

- Positive climate for learning
- Community engagement in learning.

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

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

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

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

Summary page: the school's priorities and initiatives

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

Priorities	Initiatives	
Excellence in teaching and learning	Building practice excellence	✓
	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:
<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>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.</p> <p>Curriculum Planning and Assessment and Curriculum Planning and Assessment.</p> <ol style="list-style-type: none"> 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 outcomes and teacher capacity. If the college embeds the <i>Curiosity and Powerful Learning</i> 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 that this model has been successful because student data will demonstrate 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 <i>Curiosity and Powerful Learning</i> instructional model, develops a pastoral care model and builds our transition 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 strategies have been successful because our student engagement and 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. We will know that we have been successful because programs will be 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 <p>Building Leadership Teams:</p> <ol style="list-style-type: none"> 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 teachers to build their own capacity in teaching and learning and thereby engage and stimulate students in their learning. Progress will be measured through DET Staff, Student and Parent Opinion Survey data.

Key Improvement Strategies (KIS)

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.

Initiative:	KIS
<p>Building practice excellence</p> <p>Curriculum planning and assessment</p> <p>Building leadership teams</p>	<ol style="list-style-type: none">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.2. Ensure that the CPL model includes:<ol style="list-style-type: none">2.1. Teachers building capacity to consistently and seamlessly apply Learning Intentions and Success Criteria in every class, and to then move beyond this to higher order activities and practice associated with the 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 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 learning2.4. Embedding the use of digital technologies in teacher practice2.5. 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 students' points of 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, Success Criteria and the Exit Pass in every class, and to then move 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 and uploaded onto COMPASS so it is readily accessible to all sectors of the community.

Annual Implementation Plan: for Improving Student Outcomes

ACHIEVEMENT

To improve students' learning outcomes and teachers' capacity to develop classroom teaching strategies that enhance such improvements

Targets

Student Attitudes to School

For the four year period 2016 – 2019 the **Student Attitudes to School Data 7 – 12** is at or above State and Region in the areas listed in the table.

2016 - 2019	2015	2016 Targets	2017	2018	2019
Stimulating Learning	3.14	3.16	3.17	3.18	3.20
Region	(3.14)	()	()	()	()
State	(3.16)	()	()	()	()
Student Motivation	4.31	4.33	4.34	4.35	4.37
Region	(4.24)	()	()	()	()
State	(4.24)	()	()	()	()
Teacher Effectiveness	3.63	3.65	3.66	3.67	3.69
Region	(3.61)	()	()	()	()
State	(3.64)	()	()	()	()
Teacher Empathy	3.65	3.67	3.68	3.69	3.71
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 outcomes Well Above the National Minimum Standard (NMS) is maintained or increased i.e. year 7 Bands 8 & 9 to year 9 Bands 9 & 10.

	2014	2016	2015	2017	2016	2018	2017	2019
	Year 7	Year 9	Year 7	Year 9	Year 7	Year 9	Year 7	Year 9
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 NAPLAN outcomes **Below** the National Minimum Standard (NMS) i.e. year 7 Band 4 to year 9 Band 5 is maintained or decreased.

	2014	2016	2015	2017	2016	2018	2017	2019
	Year 7	Year 9	Year 7	Year 9	Year 7	Year 9	Year 7	Year 9
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	2019
All Study School Mean	28.0	29.0	29.0	29.5	30.5
Percentage of Study Scores 40 and over	5.2%	6.5%	8%	9%	10.0%

SCHOOL STAFF SURVEY (principals and teachers)

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

2016 - 2019	2015	2016 Targets	2017	2018	2019
Collective Efficacy	71.59	72.0	72.25	72.75	73.0
NEV Secondary schools	(69.00)	()	()	()	()
State	(66.60)	()	()	()	()
Collective Responsibility	73.95	74.5	75.5	76.8	77.40
NEV Secondary schools	(77.40)	()	()	()	()
State Secondary schools	(75.92)	()	()	()	()
Academic Emphasis	61.45	62.0	62.8	63.5	64.19
NEV Secondary schools	(64.19)	()	()	()	()
State	(62.21)	()	()	()	()
Teacher Collaboration	60.80	61.6	62.2	62.9	63.24
NEV Secondary schools	(63.24)	()	()	()	()
State Secondary schools	(62.03)	()	()	()	()

PARENT OPINION SURVEY

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

2016 - 2019	2014 (2015 n/a)	2016 Targets	2017	2018	2019
Stimulating Learning	4.88	4.94	5.0	5.06	5.12
Secondary schools	(5.12)	()	()	()	()
State	(5.74)	()	()	()	()
Learning Focus	5.33	5.37	5.42	5.46	5.51
Secondary schools	(5.51)	()	()	()	()
State	(5.73)	()	()	()	()
Reporting	5.12	5.16	5.19	5.22	5.25
Secondary schools	(5.25)	()	()	()	()
State	(5.54)	()	()	()	()

12 month targets

Attitudes to School > as per the table above

NAPLAN > as per the table above

VCE > as per the table above

School Staff Survey > as per the table above

Parent Opinion > as per the table above

AusVELS

In 2016 the year 8 AusVELS data in English and maths for semester 2 better reflects the students' actual achievements in line with the on-demand testing data.

AusVELS - Year 7 Students by Rating Yearly Comparison - Domain English 2015 - Semester 2 - Mullauna Secondary College (8744) [Return to Previous Report](#)

Dimension	Year	Students Assessed	Rating					Number of Students					Mean		
			Percentage of Students										School	State	Region
			A	B	C	D	E	A	B	C	D	E			
Reading and viewing	2013	90	6.7%	20.0%	64.4%	6.7%	2.2%	6	18	58	6	2	6.99	6.88	6.94
	2014	0	0.0%	0.0%	0.0%	0.0%	0.0%	0	0	0	0	0	0.00	6.86	6.92
	2015	67	1.5%	13.4%	79.1%	4.5%	1.5%	1	9	53	3	1	6.96	6.85	6.91
Speaking and listening	2013	90	7.8%	20.0%	67.8%	3.3%	1.1%	7	18	61	3	1	7.08	6.85	6.92
	2014	0	0.0%	0.0%	0.0%	0.0%	0.0%	0	0	0	0	0	0.00	6.85	6.93
	2015	67	0.0%	10.4%	89.6%	0.0%	0.0%	0	7	60	0	0	7.01	6.84	6.91
Writing	2013	90	7.8%	17.8%	58.9%	12.2%	3.3%	7	16	53	11	3	6.92	6.77	6.84
	2014	0	0.0%	0.0%	0.0%	0.0%	0.0%	0	0	0	0	0	0.00	6.76	6.83
	2015	67	0.0%	16.4%	77.6%	4.5%	1.5%	0	11	52	3	1	6.96	6.77	6.84

AusVELS - Year 7 Students by Rating Yearly Comparison - Domain Mathematics 2015 - Semester 2 - Mullauna Secondary College (8744) [Return to Pre](#)

Dimension		Students Assessed	Rating										Mean		
			Percentage of Students					Number of Students					School	State	Region
			A	B	C	D	E	A	B	C	D	E			
Measurement and geometry	2013	61	0.0%	4.9%	95.1%	0.0%	0.0%	0	3	58	0	0	6.97	6.75	6.88
	2014	0	0.0%	0.0%	0.0%	0.0%	0.0%	0	0	0	0	0	0.00	6.74	6.82
	2015	66	0.0%	0.0%	95.5%	4.5%	0.0%	0	0	63	3	0	6.90	6.71	6.77
Measurement, chance and data	2013	0	0.0%	0.0%	0.0%	0.0%	0.0%	0	0	0	0	0	0.00	0.00	0.00
	2014	0	0.0%	0.0%	0.0%	0.0%	0.0%	0	0	0	0	0	0.00	0.00	0.00
	2015	0	0.0%	0.0%	0.0%	0.0%	0.0%	0	0	0	0	0	0.00	0.00	0.00
Number and algebra	2013	89	0.0%	9.0%	88.8%	2.2%	0.0%	0	8	79	2	0	6.96	6.74	6.86
	2014	0	0.0%	0.0%	0.0%	0.0%	0.0%	0	0	0	0	0	0.00	6.73	6.82
	2015	66	0.0%	6.1%	87.9%	6.1%	0.0%	0	4	58	4	0	6.89	6.71	6.80
Space	2013	0	0.0%	0.0%	0.0%	0.0%	0.0%	0	0	0	0	0	0.00	0.00	0.00
	2014	0	0.0%	0.0%	0.0%	0.0%	0.0%	0	0	0	0	0	0.00	0.00	0.00
	2015	0	0.0%	0.0%	0.0%	0.0%	0.0%	0	0	0	0	0	0.00	0.00	0.00
Statistics and probability	2013	90	0.0%	8.9%	91.1%	0.0%	0.0%	0	8	82	0	0	7.02	6.74	6.86
	2014	0	0.0%	0.0%	0.0%	0.0%	0.0%	0	0	0	0	0	0.00	6.74	6.83
	2015	66	0.0%	1.5%	95.5%	3.0%	0.0%	0	1	63	2	0	6.89	6.73	6.79
Structure	2013	0	0.0%	0.0%	0.0%	0.0%	0.0%	0	0	0	0	0	0.00	0.00	0.00
	2014	0	0.0%	0.0%	0.0%	0.0%	0.0%	0	0	0	0	0	0.00	0.00	0.00
	2015	0	0.0%	0.0%	0.0%	0.0%	0.0%	0	0	0	0	0	0.00	0.00	0.00
Working mathematically	2013	0	0.0%	0.0%	0.0%	0.0%	0.0%	0	0	0	0	0	0.00	0.00	0.00
	2014	0	0.0%	0.0%	0.0%	0.0%	0.0%	0	0	0	0	0	0.00	0.00	0.00
	2015	0	0.0%	0.0%	0.0%	0.0%	0.0%	0	0	0	0	0	0.00	0.00	0.00

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
<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 Learning Intentions and Success Criteria in every class, and to then move beyond this to higher order activities and practice associated with the suite of CPL theories of</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. They do this through running meetings which have both a professional learning (PL) and strategic focus, and through coaching. AP - Curriculum, the Head of Curriculum and the Director of Teaching conduct staff PL in curriculum meetings, faculty meetings and staff meetings on analysing data sets and how they can be used to inform teaching practices. All year 12 teachers and Heads of Faculty (HoF) access VASS and VCAA data from their 	<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. 	The 2016 academic year.	<ul style="list-style-type: none"> Meeting agendas and Minutes, classroom visits and general observations & the PDP data demonstrate authentic use of Phase 1 of the CPL instructional model. Qualitative data collected through the mid-cycle PDP conversations indicates teacher self-reflection and professional growth. The use of data to inform the improvement of teacher practice. The curriculum is developed collaboratively using backward design from 12 – 7. Curriculum documentation has been prepared in readiness for the implementation of the Victorian Curriculum. The Compass Learning Task pilot is completed, analysed and shared with teachers in readiness for whole school implementation in 2017. A spreadsheet has been developed and used to track teacher professional learning. Regular coaching sessions have occurred facilitated by the VASSP Field Officer Ian Wallis.

<p>action;</p> <p>2.2. Developing high expectations and practice for TRIAD observations and reflections as a means through which teachers interact with each other to better inform their teaching practices.</p> <p>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.</p> <p>2.4. Embedding the use of digital technologies in teacher practice</p> <p>2.5. Building teacher capacity to effectively seek feedback from their students on how engaging and stimulating they find their teaching.</p> <p>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</p> <p>2.7. Ensuring that PDP processes are geared to the strategic priority of embedding the Phase 1 of the CPL instructional model.</p>	<p>teaching subjects and receive PL in interrogating the data to enhance their teaching of their subjects</p> <ul style="list-style-type: none"> • All Leading Teachers ensure that teachers in their PDP Triads are setting goals and providing evidence in alignment with the above • 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. <ul style="list-style-type: none"> ○ 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>3. Build leadership capacity, including for Heads of Faculty, to assist teachers build capacity to consistently and</p>	<ul style="list-style-type: none"> • Leadership capacity of HoF is built through the following actions: <ul style="list-style-type: none"> ○ job descriptions and time allowances changed; ○ regular PL and internal and external coaching in leadership, ○ involvement with LTs in classroom 			<ul style="list-style-type: none"> • Regular coaching sessions have occurred facilitated by the VASSP Field Officer Ian Wallis and feedback from the HoF has been collected. • Meeting agendas and Minutes, classroom visits and general observations & the PDP data demonstrate authentic use of Phase 1 of the CPL instructional model. • The use of data to inform the improvement of teacher practice. • The curriculum is developed collaboratively using backward design from 12

<p>seamlessly apply Learning Intentions, Success Criteria and Exit Passes in every class, and to then move beyond this to higher order activities and practice associated with the suite of CPL theories of action.</p>	<p>observations and reflections</p> <ul style="list-style-type: none"> ○ Shared meeting protocols & meeting templates developed to reflect 'Insight Meeting Planner' model. ● Leadership capacity of all members of the Leadership Team is built through regular PL and external coaching 			<p>– 7.</p> <ul style="list-style-type: none"> ● Curriculum documentation has been prepared in readiness in readiness for the implementation of the Victorian Curriculum. ● The Compass Learning Task pilot is completed, analysed and shared with teachers in readiness for whole school implementation in 2017.
<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"> ● Meeting agendas and Minutes, classroom visits and general observations & the PDP data demonstrate authentic use of Phase 1 of the CPL instructional model. ● The use of data to inform the improvement of teacher practice. ● The curriculum is developed collaboratively using backward design from 12 – 7. ● Curriculum documentation has been prepared in readiness in readiness for the implementation of the Victorian Curriculum. ● The Compass Learning Task pilot is completed, analysed and shared with teachers in readiness for whole school implementation in 2016.

Annual Implementation Plan: for Improving Student Outcomes

ENGAGEMENT

Goals

To improve students' engagement in their learning and their connectedness to school

Targets

Student Attitudes to School

For the four year period 2016 – 2019 the Student Attitudes to School Data 7 – 12 is at or above State and Region in the areas listed in the table.

2016 - 2019	2015	2016 Targets	2017	2018	2019
School Connectedness	3.51	3.54	3.57	3.60	3.62
Region	(3.62)	()	()	()	()
State	(3.62)	()	()	()	()
Learning Confidence	3.72	3.74	3.76	3.77	3.78
Region	(3.70)	()	()	()	()
State	(3.71)	()	()	()	()
Student Motivation	4.31	4.33	4.35	4.36	4.37
Region	(4.24)	()	()	()	()
State	(4.24)	()	()	()	()
Classroom Behaviour	2.98	3.0	3.03	3.07	3.10
Region	(3.10)	()	()	()	()
State	(3.07)	()	()	()	()
Teacher Empathy	3.65	3.67	3.68	3.69	3.71
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	2016 Targets	2017	2018	2019
Year 7	17.34	17.74		16.32	11.06				
Year 8	19.43	22.67		14.05	19.75				
Year 9	26.90	23.55		20.17	17.68	17.0	16.5	16.0	15.5
Year 10	31.06	27.21		14.46	16.66				
Year 11	24.14	19.79		14.40	10.75				
Year 12	16.90	19.12		12.88	13.41				
SCHOOL MEAN	22.72	21.90		15.69	15.37	15.20	15.0	14.75	14.5

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	2019
Collective Focus on Student Learning	70.25	71.25	72.25	73.25	74.21
NEV Secondary schools	(74.21)	()	()	()	()
State Secondary schools	(73.07)	()	()	()	()
Guaranteed & Viable Curriculum	65.53	66.0	66.5	67.0	67.59
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 in the areas listed in the table.

2016 - 2019	2014 (2015 n/a)	2016 Targets	2017	2018	2019
School Connectedness	4.97	5.05	5.10	5.18	5.23
Secondary Schools	(5.23)	()	()	()	()
State mean	(5.76)	()	()	()	()
Student Motivation	4.98	5.0	5.02	5.04()	5.06
Secondary Schools	(5.05)	()	()	()	()
State mean	(5.59)	()	()	()	()
Classroom Behaviour	4.08	4.10	4.15	4.15	4.20
Secondary Schools	(3.88)	()	()	()	()
State mean	(4.24)	()	()	()	()
Teacher Morale	5.05	5.10	5.15	5.20	5.23
Secondary Schools	(5.23)	()	()	()	()
State mean	(5.79)	()	()	()	()

		12 month targets	<p>Attitudes to School > as per the table above</p> <p>NAPLAN > as per the table above</p> <p>VCE > as per the table above</p> <p>School Staff Survey > as per the table above</p> <p>Parent Opinion > as per the table above</p>		
KIS	ACTIONS: what the school will do	HOW the school will do it (including financial and human resources)	WHO has responsibility	WHEN timeframe for completion	SUCCESS CRITERIA: Markers of success reflecting observable changes in practice, behaviour, and measures of progress
1. 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.	<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. 	The 2016 academic year.	<ul style="list-style-type: none"> Meeting agendas and Minutes, classroom visits and general observations & the PDP data demonstrate authentic use of Phase 1 of the CPL instructional model. The use of data to inform the improvement of teacher practice. The curriculum is developed collaboratively using backward design from 12 – 7. Curriculum documentation has been prepared in readiness in readiness for the implementation of the Victorian Curriculum. The Compass Learning Task pilot is completed, analysed and shared with teachers in readiness for whole school implementation in 2016.
2. Increase student engagement and connectedness	<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. Upskilling teachers regarding courses and protocols around the giving of course advice. 	<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 Teaching to review past practice including efficiency, effectiveness, communication, inclusiveness, impact on student course selections, teachers ability and confidence to offer course advice. 	<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"> Appropriate consultation has taken place. A model has been recommended and presented to staff with the majority of staff then agreeing to proceed with the model. A timeline for implementation has been developed. The improved model is ready for implementation for course counselling at the start of term 3 2016. Teachers are trained and implement the model with confidence.
3. Ensure consistent and whole school implementation of an agreed student behaviour	<ul style="list-style-type: none"> The Director of Student Development meets with YLCs at the beginning of the year to review the Expectations and Processes document and achieve common commitment to its priority areas. 	<ul style="list-style-type: none"> YLCs have had common PL with Real Schools regarding the Restorative Practices model of behaviour management. The YLCs meet fortnightly to implement agreed 	<ul style="list-style-type: none"> The Director of Student Development AP Student 	<ul style="list-style-type: none"> Behaviour Management Framework presented to teachers by the 	<ul style="list-style-type: none"> The Behaviour Management Framework is developed, accepted by teachers and School Council, and implemented. The new school values of <i>Curiosity, Courage and Community</i> are published throughout the campus and embedded as part of the college culture and

<p>management framework.</p>	<ul style="list-style-type: none"> • Collaboratively and in consultation with all staff, develop and publish an agreed Student Behaviour Management Framework. • The YLC team plan to instil the new college values of <i>Curiosity, Courage and Community</i> in the daily life of the college. • 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>actions and incorporate college values in their work with teachers and students.</p> <ul style="list-style-type: none"> • YLCs to require consistency of teacher behaviours in implementing agreed aspects of the Student Behaviour Management Framework. • Whole School assemblies and Year Level Assemblies are used as the opportunity to promote the college values and expectations of student Code of Conduct. • 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>Services</p> <ul style="list-style-type: none"> • YLCs • Teachers 	<p>end of Term 2.</p> <ul style="list-style-type: none"> • School Values from the start of 2016. • Compass Chronicle & Digest from the start of the 2016 school year. 	<p>dialogue.</p> <ul style="list-style-type: none"> • Ensure consistent and whole school implementation of an agreed student behaviour management framework.
<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 • Streamline the on-site enrolment process including personal meetings with parents and their child. 	<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. • Develop a checklist of procedures to improve the efficiency and effectiveness of the enrolment process. 	<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 AP – Margaret G. 	<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. • Term 1 2016. 	<ul style="list-style-type: none"> • The new marketing plan is updated and implemented for 2016. • If approved, the DET process is set in action ready for the official opening of the new buildings in 2017. • The website is live and has been actively promoted. • The prospectus is published and ready to use in 2017. • Evidence of feedback is used to inform future school tours. • Enrolment documents being used to increase the efficiency of the enrolment process.
<p>5. Improve student attendance through adopted targeted</p>	<ul style="list-style-type: none"> • Develop and build upon current strategies to improve student absence rates and consistent follow up by YLC. 	<ul style="list-style-type: none"> • Build YLCs and teachers' capacity to interpret attendance data available on Compass. • Build parent capacity be able to navigate and 	<ul style="list-style-type: none"> • The Director of Student Development. • The YLCs 	<ul style="list-style-type: none"> • Term 1 and ongoing 	<ul style="list-style-type: none"> • The Attendance data is accurate. • Parents make fewer complaints about errors in attendance data on Compass.

actions.		<ul style="list-style-type: none"> confidently use confidently for attendance. YLCs to monitor and check the accuracy of Compass Attendance data and investigate anomalies. 	<ul style="list-style-type: none"> The Mullauna Compass sponsor. 		
6. Develop processes to support the transition and ongoing inclusion of ISP students into the Mullauna community	<ul style="list-style-type: none"> Allocate the MEA to classroom support for the ISP students most at risk. Survey staff to determine the ISP students with the greatest learning and pastoral needs. Set up Compass Digest for the ISP Coordinator and AP to monitor progress and behaviour. Create an after school program 4 nights per week that is compulsory for ISP students. Provide all parents and homestay/guardians with Compass logins to enable access to data on the portal. 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 		

Annual Implementation Plan: for Improving Student Outcomes

WELLBEING																																																																																																																																																																											
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1. Improve student wellbeing and connectedness 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	<ul style="list-style-type: none"> Investigation of House and Mentoring systems as per engagement section above. 	<ul style="list-style-type: none"> As per Engagement Section above 	<ul style="list-style-type: none"> As per Engagement Section above 	<ul style="list-style-type: none"> As per Engagement Section above 	<ul style="list-style-type: none"> Appropriate consultation has taken place. A model has been recommended and presented to staff with the majority of staff then agreeing to proceed with the model. A timeline for implementation has been developed.
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.	<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"> Tool developed and surveying completed. Evaluation of results leads to actions for following year A PoR is created, a job description is prepared and appointed for 2017 The PoR appointee is to plan for increased involvement and participation by staff and additional community resource personnel in co-curricular programs in 2017.
3. Develop a whole school Year 7 – 12 Wellbeing Strategy	<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 	Term 1 - 4	Program full developed and implemented.

Secondary Schools State	(5.76) (5.87)	() ()	() ()	() ()	() ()
Social Skills Secondary Schools State	5.44 (5.51) (5.76)	5.46 () ()	5.48 () ()	5.50 () ()	5.52 () ()

12 month targets


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Annual Implementation Plan: for Improving Student Outcomes

PRODUCTIVITY																																																																																																											
Goals	To improve the efficiency and effectiveness of college operations as a means of better aligning college resources to enhance student learning, engagement and wellbeing outcomes.	Targets	<p>School Staff Survey For the four year period 2016 – 2019 the data is at or above the NEV secondary schools in the areas listed in the table.</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: small;"> <thead> <tr style="background-color: #d9e1f2;"> <th>2016 - 2019</th> <th>2015</th> <th>2016 Targets</th> <th>2017</th> <th>2018</th> <th>2019</th> </tr> </thead> <tbody> <tr> <td>Leading Change</td> <td>61.90</td> <td>62.90</td> <td>63.90</td> <td>64.90</td> <td>65.10</td> </tr> <tr> <td>NEV Secondary Schools</td> <td>(65.06)</td> <td>()</td> <td>()</td> <td>()</td> <td>()</td> </tr> <tr> <td>State Secondary Schools</td> <td>(63.77)</td> <td>()</td> <td>()</td> <td>()</td> <td>()</td> </tr> <tr> <td>Instructional Leadership</td> <td>55.51</td> <td>57.51</td> <td>59.51</td> <td>61.50</td> <td>62.60</td> </tr> <tr> <td>NEV Secondary Schools</td> <td>(62.54)</td> <td>()</td> <td>()</td> <td>()</td> <td>()</td> </tr> <tr> <td>State Secondary Schools</td> <td>(61.09)</td> <td>()</td> <td>()</td> <td>()</td> <td>()</td> </tr> </tbody> </table> <p>Parent Opinion Survey For the four year period 2016 – 2019 the Parent Opinion Data is at or above Secondary Schools in the areas listed in the table.</p> <table border="1" style="width: 100%; border-collapse: collapse; font-size: small;"> <thead> <tr style="background-color: #d9e1f2;"> <th>2016 - 2019</th> <th>2014 (2015 n/a)</th> <th>2016 Targets</th> <th>2017</th> <th>2018</th> <th>2019</th> </tr> </thead> <tbody> <tr> <td>School Improvement</td> <td>5.13</td> <td>5.20</td> <td>5.25</td> <td>5.30</td> <td>5.40</td> </tr> <tr> <td>Secondary Schools</td> <td>(5.33)</td> <td>()</td> <td>()</td> <td>()</td> <td>()</td> </tr> <tr> <td>State</td> <td>(5.65)</td> <td>()</td> <td>()</td> <td>()</td> <td>()</td> </tr> <tr> <td>Reporting</td> <td>5.12</td> <td>5.18</td> <td>5.24</td> <td>5.28</td> <td>5.30</td> </tr> <tr> <td>Secondary Schools</td> <td>(5.25)</td> <td>()</td> <td>()</td> <td>()</td> <td>()</td> </tr> <tr> <td>State</td> <td>(5.54)</td> <td>()</td> <td>()</td> <td>()</td> <td>()</td> </tr> <tr> <td>General Satisfaction</td> <td>5.50</td> <td>5.54</td> <td>5.58</td> <td>5.62</td> <td>5.65</td> </tr> <tr> <td>Secondary Schools</td> <td>(5.60)</td> <td>()</td> <td>()</td> <td>()</td> <td>()</td> </tr> <tr> <td>State</td> <td>(5.88)</td> <td>()</td> <td>()</td> <td>()</td> <td>()</td> </tr> </tbody> </table>			2016 - 2019	2015	2016 Targets	2017	2018	2019	Leading Change	61.90	62.90	63.90	64.90	65.10	NEV Secondary Schools	(65.06)	()	()	()	()	State Secondary Schools	(63.77)	()	()	()	()	Instructional Leadership	55.51	57.51	59.51	61.50	62.60	NEV Secondary Schools	(62.54)	()	()	()	()	State Secondary Schools	(61.09)	()	()	()	()	2016 - 2019	2014 (2015 n/a)	2016 Targets	2017	2018	2019	School Improvement	5.13	5.20	5.25	5.30	5.40	Secondary Schools	(5.33)	()	()	()	()	State	(5.65)	()	()	()	()	Reporting	5.12	5.18	5.24	5.28	5.30	Secondary Schools	(5.25)	()	()	()	()	State	(5.54)	()	()	()	()	General Satisfaction	5.50	5.54	5.58	5.62	5.65	Secondary Schools	(5.60)	()	()	()	()	State	(5.88)	()	()	()	()
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12 month targets	<ol style="list-style-type: none"> 1. Collect data via 'Survey Monkey' to determine community satisfaction with Compass as a whole school Learning Management System. 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	SUCCESS CRITERIA: Markers of success reflecting observable changes in practice, behaviour, and measures of progress																																																																																																						
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"> • Key milestones are met according to the project management plan. 																																																																																																						
2. Build leadership capacity and develop means to evaluate its effectiveness.	<ul style="list-style-type: none"> • Change the intent, focus and structure of staff meetings to ensure their purpose is to build teacher capacity in implementing the instructional model. • Leadership Team works with curriculum teams to evaluate effectiveness and efficiency of 	<ul style="list-style-type: none"> • 'Insight Meeting Planner' model is implemented wherein 50% of all meeting time is 'developmental', 25% is 'strategic' and 25% is 'organisational'. • Distribute the agreed meeting template to be used in Leadership, Curriculum, YLC and staff meetings. • Distribute agreed meeting protocols which include agenda and minutes distribution and behaviour expectations at meetings. • Formal and informal feedback and discussions with the HoFs. 	<ul style="list-style-type: none"> • The AP Curriculum and LTs. • The AP Curriculum and LTs. 	<ul style="list-style-type: none"> • Term 1 and ongoing. • Terms 2 & 4. 	<ul style="list-style-type: none"> • Meetings are conducted with a PL focus, and evaluations demonstrate acquisition of learning by teachers. • Meeting schedules reflect renewed focus on building teacher capacity in implementing instructional model 																																																																																																						

	<p>meeting time.</p> <ul style="list-style-type: none"> Develop a tool for measuring effectiveness of strategies designed to build leadership capacity. 	<ul style="list-style-type: none"> The AP Curriculum and Head of Curriculum attend faculty meetings as peer observers. The Principal Team collects feedback via focus groups and a survey to gather data on evaluating the PL for HoF and LTs. Seek feedback from the VASSP coach and critical friend on the development of the team and their future needs. 	<ul style="list-style-type: none"> The Principal Team 	<ul style="list-style-type: none"> Terms 2 & 4 	<ul style="list-style-type: none"> Tool developed and used and actions effected
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>Teachers, students and parents express satisfaction with the manner in which Learning Tasks module works.</p> <p>Teachers, students and parents express satisfaction with Compass as a whole school Learning Management System.</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"> School based audit of BYOD gives base-line data that can be used to determine student and teacher use by the end of semester 1 2016. Based on this data, strategies are developed and are ready for implementation in semester 2 2016. iPad program reviewed and recommendations drafted for implementation in 2017.
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"> Compass Financial Modules implemented fully and accountabilities monitored by Principal and verified by School Council. Protocols for fiscal management are explicit and followed. A successful auditor's report tabled at School Council. WFB funding approved.
6. Grow the ISP enrolments to a maximum of 35 for 2016 & 2017.	<ul style="list-style-type: none"> Confirm with the IED the ISP enrolment cap of 35 students. Revise the 'special admission requirements'. Revise the ISP intake dates. 				

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 us	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
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