

## Endorsement:

Principal **Barbara LAIDLAW** 25 July 2017

Senior Education Improvement Leader **Rc**

School Council **Brett ARANDALL** 25 July 2017

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

Report here the goals identified in the current School Strategic Plan and tick the Improvement Initiative/s that your school will address in this Annual

School Strategic Plan goals	Improvement Priorities
<ul style="list-style-type: none"><li>To improve students' learning outcomes and teachers' capacity to develop classroom teaching strategies that enhance such improvements.</li><li>To improve students' engagement in their learning and their connectedness to school.</li><li>To improve students' wellbeing as a basis for their engagement and achievement.</li><li>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.</li></ul>	<p><b>Excellence in teaching and learning</b></p> <hr/> <p><b>Professional leadership</b></p> <hr/> <p><b>Positive climate for learning</b></p> <hr/> <p><b>Community engagement in learning</b></p>

### Improvement Initiatives rationale:

Explain why the school, in consultation with the Senior Education Improvement Leader (SEIL), has selected the above Improvement Initiative/s as a focus for this year, based on the school data, the progress against School Strategic Plan (SSP) goals and targets, and the diagnosis of issues 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.

- The VCE results, NAPLAN data, On-Demand testing, Victorian Curriculum as well as DET Opinion Survey data indicate the need to improve student learning outcomes and teaching practice 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 when we see learning growth.
- 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* 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 strategic targets will have been met, and enrolments will have grown.
- Explore and research the Makerspace philosophy in order to develop and build a Mullauna Makerspace. We are planning for this space to be incorporated across all curriculum areas.
- 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. Progress will be measured through school-based survey data, a successful DET financial audit report, DET Opinion Survey

#### Building Leadership Teams:

- 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

Improvement initiative:	Key improvement strategies (KIS)
<p><b>Building practice excellence</b></p> <p><b>Curriculum planning and assessment</b></p> <p><b>Building leadership teams</b></p>	<ol style="list-style-type: none"> <li>1. Develop and embed the college instructional model Curiosity and Powerful Learning (CPL) over the course of the four years and work i</li> <li>2. Ensure that the CPL model includes: <ol style="list-style-type: none"> <li>2.1. Teachers building capacity to consistently and seamlessly apply Learning Intentions and Success Criteria in every class, and to the suite of CPL theories of action;</li> <li>2.2. Developing high expectations and practice for TRIAD observations and reflections as a means through which teachers interact with</li> <li>2.3. Developing a data system for testing students' learning levels and enhancing teacher capacity to understand and use the data to c in order to better pre and post test as a means of determining and articulating a student's growth in learning</li> <li>2.4. Embedding the use of digital technologies in teacher practice</li> <li>2.5. Building teacher capacity to effectively seek feedback from their students on how engaging and stimulating they find their teaching</li> <li>2.6. Improving the correlation between the design of the Victorian Curriculum assessment tasks and the rubrics teachers use to descrik</li> <li>2.7. Ensuring that PDP processes are geared to the strategic priority of embedding the Phase One of the CPL instructional model.</li> </ol> </li> <li>3. Create a new Leading Teacher position for 'Interdisciplinary Learning'. This will person will lead the exploration and research into the N are planning for this space to be incorporated across all curriculum areas to further engage and stimulate students in their learning.</li> <li>4. Continue to build leadership capacity, including for Heads of Faculty, to assist teachers build capacity to consistently and seamlessly a</li> <li>5. Develop a comprehensive documented curriculum for all faculties that is reflected on the college's agreed curriculum template and uplc</li> </ol>

**STRATEGIC PLAN GOALS**

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

**IMPROVEMENT INITIATIVE**

- Building Practice and excellence
- Curriculum Planning and assessment
- Building Leadership Teams

**STRATEGIC PLAN TARGETS**

Red = target & Blue = 2016 actual

**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 tab

2016 - 2019	2015	2016 Targets	2017	2018	2019
<b>Stimulating Learning</b>	3.14	3.16 → 3.14	3.17	3.18	3.20
Region	(3.14)	(3.14)	()	()	()
State	(3.16)	(3.14)	()	()	()
<b>Student Motivation</b>	4.31	4.33 → 4.26	4.34	4.35	4.37
Region	(4.24)	(4.23)	()	()	()
State	(4.24)	(4.23)	()	()	()
<b>Teacher Effectiveness</b>	3.63	3.65 → 3.64	3.66	3.67	3.69
Region	(3.61)	(3.61)	()	()	()
State	(3.64)	(3.63)	()	()	()
<b>Teacher Empathy</b>	3.65	3.67 → 3.71	3.68	3.69	3.71
Region	(3.61)	(3.62)	()	()	()
State	(3.63)	(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 S

	2014	2016	2015	2017	2016	2018	2017	2019
	Year 7	Year 9	Year 7	Year 9	Year 7	Year 9	Year 7	Year 9
<b>READING</b>	26.8	28.8 → 21.8	30.3	32.3	35.4			
<b>WRITING</b>	13.2	15.2 → 13.9	12.5	14.5	20.3			
<b>SPELLING</b>	28.9	30.9 → 20.3	26.2	28.2	29.7			
<b>GRAMMAR &amp; PUNCTUATION</b>	32.6	34.6 → 27.8	38.5	40.5	36.0			
<b>NUMERACY</b>	21.0	23.0 → 26.6	30.7	32.7	35.4			

For the four year period 2016 – 2019 the year 7 and 9 cohort data for students achieving NAPLAN outcomes **Below** the National Min

	2014	2016	2015	2017	2016	2018	2017	2019
	Year 7	Year 9	Year 7	Year 9	Year 7	Year 9	Year 7	Year 9
<b>READING</b>	3.7	3.7 → 5.1	4.5	3.5	0			
<b>WRITING</b>	10.8	9.8 → 13.9	15.6	14.6	3.1			
<b>SPELLING</b>	6.0	5.0 → 3.8	6.2	5.2	7.8			
<b>GRAMMAR &amp;</b>	8.4	7.4 → 6.3	7.7	6.7	3.1			

Percentage of Study Scores 40 and over	5.2%	6.5% → 8.8%	8%	9%	10.0%
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### 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
<b>Collective Efficacy</b>	<b>71.59</b>	<b>72.0 → 68.69</b>	<b>72.25</b>	<b>72.75</b>	<b>73.0</b>
NEV Secondary schools	(69.00)	(68.81)	()	()	()
State	(66.60)	(66.24)	()	()	()
<b>Collective Responsibility</b>	<b>73.95</b>	<b>74.5 → 75.36</b>	<b>75.5</b>	<b>76.8</b>	<b>77.40</b>
NEV Secondary schools	(77.40)	(77.52)	()	()	()
State Secondary schools	(75.92)	(75.80)	()	()	()
<b>Academic Emphasis</b>	<b>61.45</b>	<b>62.0 → 63.01</b>	<b>62.8</b>	<b>63.5</b>	<b>64.19</b>
NEV Secondary schools	(64.19)	(64.11)	()	()	()
State	(62.21)	(61.91)	()	()	()
<b>Teacher Collaboration</b>	<b>60.80</b>	<b>61.6 → 52.28</b>	<b>62.2</b>	<b>62.9</b>	<b>63.24</b>
NEV Secondary schools	(63.24)	(62.86)	()	()	()
State Secondary schools	(62.03)	(62.09)	()	()	()

### 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
<b>Stimulating Learning</b>	<b>4.88</b>	<b>4.94 → 4.49</b>	<b>5.0</b>	<b>5.06</b>	<b>5.12</b>
Secondary schools	(5.12)	(5.14)	()	()	()
State	(5.74)	(5.74)	()	()	()
<b>Learning Focus</b>	<b>5.33</b>	<b>5.37 → 4.67</b>	<b>5.42</b>	<b>5.46</b>	<b>5.51</b>
Secondary schools	(5.51)	(5.50)	()	()	()
State	(5.73)	(5.70)	()	()	()
<b>Reporting</b>	<b>5.12</b>	<b>5.16 → 4.75</b>	<b>5.19</b>	<b>5.22</b>	<b>5.25</b>
Secondary schools	(5.25)	(5.12)	()	()	()
State	(5.54)	(5.52)	()	()	()

### 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

Dimension		Students Assessed	Percentage of Students					Number 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

<p>1. Continue to develop and embed the college instructional model Curiosity and Powerful Learning (CPL)</p>	<ul style="list-style-type: none"> <li>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 &amp; Development Plan (PDP) triads to build teacher capacity in: <ul style="list-style-type: none"> <li>the use of learning intentions,</li> <li>success criteria,</li> <li>exit passes</li> <li>designing learning tasks that are differentiated according to students' identified learning levels,</li> <li>assessment task and rubrics that teachers use to describe and report on students' learning levels,</li> <li>using student feedback to inform teaching practices.</li> </ul> </li> </ul> <p>They do this through running meetings which have both a professional learning (PL) and strategic focus, and through coaching.</p>	Principal AP Curriculum The Head of Curriculum Director of Interdisciplinary Learning The Heads of Faculty Teachers.	The 2017 academic year.	6 months: <ul style="list-style-type: none"> <li>Meeting agendas and Minutes, classroom visits and general observations &amp; the PDP data demonstrate authentic use of the CPL instructional model.</li> <li>Qualitative data collected through the mid-cycle PDP conversations indicates teacher self-reflection and professional growth.</li> <li>The use of data to inform the improvement of teacher practice.</li> <li>The curriculum is documented and uploaded onto Compass.</li> <li>The Compass Learning Task is embedded and monitored as a component of the PDP process.</li> <li>A spreadsheet has been developed and used to track teacher professional learning.</li> <li>Regular coaching sessions have occurred facilitated by the VASSP Field Officer Ian Wallis.</li> </ul>	●
				12 months: <ul style="list-style-type: none"> <li>Meeting agendas and Minutes, classroom visits and general observations &amp; the PDP data demonstrate authentic use of the CPL instructional model.</li> <li>The use of data to inform the improvement of teacher practice.</li> <li>The curriculum is documented and uploaded onto Compass.</li> <li>The Compass Learning Task is embedded and monitored as a component of the PDP process.</li> <li>The Compass Continuous Reporting pilot is completed, analysed and shared with teachers in readiness for whole school implementation in 2018.</li> <li>A spreadsheet has been developed and used to track teacher professional learning.</li> <li>Regular coaching sessions have occurred facilitated by the VASSP Field Officer Ian Wallis.</li> </ul>	●
<p>2. Ensure that the instructional model includes:</p> <p>2.1 Teachers consistently and seamlessly apply Learning Intentions and Success Criteria in every class.</p>	<ul style="list-style-type: none"> <li>AP – Curriculum and the Head of Curriculum 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.</li> <li>All teachers provided with VASS and VCAA data from their teaching subjects and receive PL in interrogating the data to enhance their teaching of their subjects</li> </ul>	Principal AP Curriculum The Head of Curriculum	The 2017 academic year	6 months: <ul style="list-style-type: none"> <li>Meeting agendas and Minutes, classroom visits and general observations &amp; the PDP data demonstrate authentic use of the CPL instructional model.</li> <li>Qualitative data collected through the mid-cycle PDP conversations indicates teacher self-reflection and professional growth.</li> <li>The use of data to inform the improvement of teacher practice</li> </ul>	●

<p>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>2.3 Embedding the use of digital technologies in teacher practice</p> <p>2.4 Build teacher capacity to effectively seek feedback from their students on how engaging and stimulating they find their teaching.</p> <p>2.5 Assessment tasks and the rubrics teachers use reflect the Vic Curric.</p> <p>2.6 Ensuring that PDP processes are geared to the strategic priority of embedding the CPL instructional model.</p>	<ul style="list-style-type: none"> <li>• All Leading Teachers ensure that teachers in their PDP Triads are setting goals and providing evidence in alignment with the above</li>   <li>• AP – Curriculum and the Head of Curriculum continue to lead and work with HoF to extend teachers' use and understanding of Compass. <ul style="list-style-type: none"> <li>○ Introduce the delivery of on-line curriculum, feedback &amp; assessment via Learning Tasks.</li> <li>○ Pilot Compass Continuous Reporting and Assessment model.</li> <li>○ Chronicle.</li> <li>○ Attendance data.</li> <li>○ Recording the Learning Intention, Success Criteria &amp; Exit Pass for every lesson.</li> <li>○ Accessing student achievement data to inform practice via Analytics.</li> </ul> </li>   <li>• AP – Curriculum and the Head of Curriculum and 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.</li>   <li>• AP – Curriculum and the Head of Curriculum support HoFs and teachers to ensure that assessment tasks and rubrics reflect the Victorian Curriculum. The objective is to ensure that judgements more accurately reflect students learning points on the learning continuum.</li>   <li>• The PDP dimensions reflect the instructional model and the use of Compass to deliver curriculum and assess learning.</li> </ul>			<p>12 months:</p> <ul style="list-style-type: none"> <li>• Meeting agendas and Minutes, classroom visits and general observations &amp; the PDP data demonstrate authentic use of the CPL instructional model.</li> <li>• The use of data to inform the improvement of teacher practice.</li> <li>• Bootcamp literacy (Toe By Toe) running, fully staffed and provisioned.</li> <li>• Bootcamp numeracy (Quicksmart Maths) running, fully staffed and provisioned.</li> <li>• The curriculum is documented and uploaded onto Compass.</li> <li>• The Compass Learning Task is embedded and monitored as a component of the PDP process.</li> <li>• The Compass Continuous Reporting pilot is completed, analysed and shared with teachers in readiness for whole school implementation in 2018.</li> <li>• A spreadsheet has been developed and used to track teacher professional learning.</li> <li>• Regular coaching sessions have occurred facilitated by the VASSP Field Officer Ian Wallis.</li> </ul>
<p>3. Build leadership capacity, including the</p>	<ul style="list-style-type: none"> <li>• Leadership capacity of HoF is built through the following actions:</li> </ul>	<p>Principal</p>	<p>The 2017 academic</p>	<p>6 months:</p> <ul style="list-style-type: none"> <li>• Regular coaching sessions have occurred facilitated by the</li> </ul>

		<p>nary Learning</p> <p>The Heads of Faculty Teachers.</p>		<p>analysed and shared with teachers in readiness for whole school implementation in 2018.</p> <p>12 months:</p> <ul style="list-style-type: none"> <li>Regular coaching sessions have occurred facilitated by the VASSP Field Officer Ian Wallis and feedback from the HoF has been collected.</li> <li>Meeting agendas and Minutes, classroom visits and general observations &amp; the PDP data demonstrate authentic use of the CPL instructional model.</li> <li>The use of data to inform the improvement of teacher practice.</li> <li>The curriculum is documented and uploaded to Compass</li> <li>The Compass Continuous Assessment and Reporting pilot is completed, analysed and shared with teachers in readiness for whole school implementation in 2018.</li> </ul>	●
<p>4. Ensure that all curriculum reflects the Victorian Curriculum and is documented using 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"> <li>AP – Curriculum and the Head of Curriculum support the HoF and faculty teams to build teacher capacity to document their curriculum according to the required format.</li> <li>AP – Curriculum and the Head of Curriculum support teachers in their use of Learning Tasks on Compass and run a pilot program of Compass Continuous Reporting in semester 2.</li> </ul>	<p>Principal AP Curriculum</p> <p>The Head of Curriculum</p> <p>Director of Interdisciplinary Learning</p> <p>The Heads of Faculty Teachers.</p>	<p>The 2017 academic year</p>	<p>6 months:</p> <ul style="list-style-type: none"> <li>Meeting agendas and Minutes, classroom visits and general observations &amp; the PDP data demonstrate authentic use of the CPL instructional model.</li> <li>The use of data to inform the improvement of teacher practice.</li> <li>The curriculum is documented and uploaded to Compass.</li> <li>The Compass Continuous Assessment and Reporting pilot is completed, analysed and shared with teachers in readiness for whole school implementation in 2018.</li> </ul> <p>12 months:</p> <ul style="list-style-type: none"> <li>Meeting agendas and Minutes, classroom visits and general observations &amp; the PDP data demonstrate authentic use of the CPL instructional model.</li> <li>The use of data to inform the improvement of teacher practice.</li> <li>The curriculum is documented and uploaded to Compass.</li> <li>The Compass Continuous Assessment and Reporting pilot is completed, analysed and shared with teachers in readiness for whole school implementation in 2018.</li> </ul>	●



Building practice excellence  
Curriculum planning and assessment  
Building leadership teams

STRATEGIC PLAN TARGETS

Red = target & Blue = 2016 actual

**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
<b>School Connectedness</b>	3.51	3.54 → 3.60	3.57	3.60	3.62
Region	(3.62)	(3.60)	()	()	()
State	(3.62)	(3.59)	()	()	()
<b>Learning Confidence</b>	3.72	3.74 → 3.61	3.76	3.77	3.78
Region	(3.70)	(3.69)	()	()	()
State	(3.71)	(3.70)	()	()	()
<b>Student Motivation</b>	4.31	4.33 → 4.26	4.35	4.36	4.37
Region	(4.24)	(4.23)	()	()	()
State	(4.24)	(4.23)	()	()	()
<b>Classroom Behaviour</b>	2.98	3.0 → 2.94	3.03	3.07	3.10
Region	(3.10)	(3.12)	()	()	()
State	(3.07)	(3.10)	()	()	()
<b>Teacher Empathy</b>	3.65	3.67 → 3.71	3.68	3.69	3.71
Region	(3.61)	(3.62)	()	()	()
State	(3.63)	(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
Year 7	17.34	17.74		16.32	11.06	11.28	
Year 8	19.43	22.67		14.05	19.75	11.14	
Year 9	26.90	23.55		20.17	17.68	17.0 → 15.81	16.5
Year 10	31.06	27.21		14.46	16.66	10.69	
Year 11	24.14	19.79		14.40	10.75	13.61	
Year 12	16.90	19.12		12.88	13.41	9.38	
SCHOOL MEAN	22.72	21.90		15.69	15.37	15.20 → 12.18	15.0

**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
<b>Collective Focus on Student Learning</b>	70.25	71.25 → 69.29	72.25	73.25	74.21
NEV Secondary schools	(74.21)	(74.72)	()	()	()
State Secondary schools	(73.07)	(72.84)	()	()	()

<b>Student Motivation</b>	<b>4.98</b>	<b>5.0</b> → 4.36	<b>5.02</b>	<b>5.04()</b>	<b>5.06</b>
Secondary Schools	(5.05)	(5.03)	()	()	()
State mean	(5.59)	(5.56)	()		()
<b>Classroom Behaviour</b>	<b>4.08</b>	<b>4.10</b> → 3.64	<b>4.15</b>	<b>4.15</b>	<b>4.20</b>
Secondary Schools	(3.88)	(3.96)	()	()	()
State mean	(4.24)	(4.24)	()	()	()
<b>Teacher Morale</b>	<b>5.05</b>	<b>5.10</b> → 4.65	<b>5.15</b>	<b>5.20</b>	<b>5.23</b>
Secondary Schools	(5.23)	(5.26)	()	()	()
State mean	(5.79)	(5.80)	()	()	()

## 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

KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA
[Drafting Note report here the KIS from the previous summary page]	[Drafting Note report here <u>what</u> the school will do and <u>how</u> - including financial and human resources]	[Drafting Note report here the person responsible]	[Drafting Note report here the timeframe for completion]	6 months: [Drafting Note report here the tangible markers or indicators of success reflecting observable changes in practice, behaviour, and measures of progress] 12 months:
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"> <li>Implement the CPL instructional model as per actions outlined in the Achievement section of the AIP.</li> <li>Create a new Leading Teacher position for 'Interdisciplinary Learning'.</li> </ul>	Principal AP Curriculum The Head of Curriculum Director of Interdisciplinary Learning The Heads of	The 2017 academic year.	6 months: <ul style="list-style-type: none"> <li>Meeting agendas and Minutes, classroom visits and general observations &amp; the PDP data demonstrate authentic use of the CPL instructional model.</li> <li>The use of data to inform the improvement of teacher practice.</li> <li>The curriculum is documented and uploaded on Compass.</li> <li>Exploration and research into the Makerspace philosophy is undertaken.</li> </ul> 12 months: <ul style="list-style-type: none"> <li>The Compass Reporting pilot is completed, analysed and shared with teachers in readiness for whole school</li> </ul>

	<ul style="list-style-type: none"> <li>Review the student planner to ensure that pastoral activities are included.</li> <li>Build upon the improvements to the 2016 Course Confirmation process including: <ul style="list-style-type: none"> <li>Scheduling interviews at times that encourages parents' participation in course counselling.</li> <li>Upskilling teachers regarding courses and protocols around the giving of course advice.</li> </ul> </li> </ul>	<p>Director of Interdisciplinary Learning</p> <p>The Heads of Faculty</p> <p>Teachers.</p>		<ul style="list-style-type: none"> <li>The improved model is ready for implementation for course counselling at the start of term 3 2017.</li> <li>Teachers are trained and implement the model with confidence.</li> </ul>
3. Ensure consistent and whole school implementation of an agreed student behaviour management framework.	<ul style="list-style-type: none"> <li>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.</li> <li>Collaboratively and in consultation with all staff, develop and publish an agreed Student Behaviour Management Framework.</li> <li>The YLC team plan to instil the new college values of <i>Curiosity, Courage and Community</i> in the daily life of the college.</li> <li>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.</li> </ul>	<p>The Director of Student Development</p> <p>AP Student Services</p> <p>YLCs</p> <p>Teachers</p>	<p>Behaviour Management Framework presented to teachers by the end of the academic year.</p> <p>School Values from the start of 2017.</p> <p>Compass Chronicle &amp; Digest from the start of the 2017 school year.</p>	<p>6 months:</p> <ul style="list-style-type: none"> <li>The Behaviour Management Framework is developed, accepted by teachers and School Council, and implemented.</li> <li>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 dialogue.</li> <li>Ensure consistent and whole school implementation of an agreed student behaviour management framework.</li> </ul> <hr/> <p>12 months:</p> <ul style="list-style-type: none"> <li>Ensure consistent and whole school implementation of an agreed student behaviour management framework.</li> </ul>
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	<ul style="list-style-type: none"> <li>The Director of Transitions and Community Partnerships, in conjunction with the Marketing Committee will review the 2016 marketing strategy to improve and develop the plan for 2017.</li> <li>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.</li> </ul>	<p>The Director of Transitions and Community Partnerships</p> <p>The marketing committee.</p> <p>The Principal Team.</p>	<p>Present the plan to staff and School Council in semester 1. School Council to make the final decision at the 2nd meeting of</p>	<ul style="list-style-type: none"> <li>The new marketing plan is updated and implemented for 2017.</li> <li>If approved, the DET process is set in action ready for the official opening of the new buildings in 2018.</li> </ul>

	<ul style="list-style-type: none"> <li>• Seek feedback from participants in school tours and act upon this information</li> <li>• Streamline the on-site enrolment process including personal meetings with parents and their child.</li> </ul>		<p>Term 1 and ongoing in 2017.</p> <p>Term 1 2017.</p>	<ul style="list-style-type: none"> <li>• Evidence of feedback is used to inform future school tours.</li> <li>• Enrolment documents being used to increase the efficiency of the enrolment process.</li> </ul>
5. Improve student attendance through adopted targeted actions.	<ul style="list-style-type: none"> <li>• Develop and build upon current strategies to improve student absence rates and consistent follow up by YLC.</li> </ul>	<p>The Director of Student Development.</p> <p>The YLCs</p> <p>The Mullauna Compass sponsor</p>	<p>Term 1 and ongoing.</p>	<p>6 months:</p> <ul style="list-style-type: none"> <li>• The Attendance data is accurate.</li> <li>• Parents make fewer complaints about errors in attendance data on Compass.</li> </ul> <hr/> <p>12 months:</p> <ul style="list-style-type: none"> <li>• The Attendance data is accurate.</li> <li>• Parents make fewer complaints about errors in attendance data on Compass.</li> </ul>

- Curriculum Planning and Assessment

- Building Leadership Teams

**STRATEGIC PLAN TARGETS**

**Red = target & Blue = 2016 actual**

**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.

2016 - 2019	2015	2016 Targets	2017	2018	2019
<b>Leading Change</b>	<b>61.90</b>	<b>62.90</b>	<b>63.90</b>	<b>64.90</b>	<b>65.10</b>
NEV Secondary Schools	(65.06)	()	()	()	()
State Secondary Schools	(63.77)	()	()	()	()
<b>Instructional Leadership</b>	<b>55.51</b>	<b>57.51</b>	<b>59.51</b>	<b>61.50</b>	<b>62.60</b>
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 in the areas listed in the table.

2016 - 2019	2014 (2015 n/a)	2016 Targets	2017	2018	2019
<b>School Improvement</b>	<b>5.13</b>	<b>5.20</b>	<b>5.25</b>	<b>5.30</b>	<b>5.40</b>
Secondary Schools	(5.33)	()	()	()	()
State	(5.65)	()	()	()	()
<b>Reporting</b>	<b>5.12</b>	<b>5.18</b>	<b>5.24</b>	<b>5.28</b>	<b>5.30</b>
Secondary Schools	(5.25)	()	()	()	()
State	(5.54)	()	()	()	()
<b>General Satisfaction</b>	<b>5.50</b>	<b>5.54</b>	<b>5.58</b>	<b>5.62</b>	<b>5.65</b>
Secondary Schools	(5.60)	()	()	()	()
State	(5.88)	()	()	()	()

**12 MONTH TARGETS**

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.

KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	Pr S
1. Ensure that the 2016/2017 building project proceeds according to the agreed plan	<ul style="list-style-type: none"> <li>• Liaise regularly with Brand Architects and the Adma Group builders to ensure that the project management delivers the key milestones on time.</li> </ul>	Principal Facilities Manager	Term 1 2017 and ongoing to completion	6 months: Key Milestones are met according to the project management plan.	●

	<ul style="list-style-type: none"> <li>Leadership Team works with curriculum teams to evaluate effectiveness and efficiency of meeting time.</li> <li>Adopt a tool for measuring effectiveness of strategies designed to build leadership capacity.</li> </ul>			<p>capacity in implementing instructional model</p> <p>12 months:</p> <ul style="list-style-type: none"> <li>Meetings are conducted with a PL focus.</li> <li>Meeting schedules reflect a focus on building teacher capacity in implementing instructional model</li> <li>Tool researched and used and actions effected (AITSL tool)</li> </ul>	●
3. Continue to develop Compass as the management and communication tool	<ul style="list-style-type: none"> <li>Embed the Learning Tasks module for whole school use in 2017.</li> <li>Introduce the Compass Reporting module as a pilot in 2017 with a view to whole school use in 2018.</li> <li>Provide teacher training in the effective use of Compass modules.</li> <li>Staff use of <u>all</u> Compass modules is monitored by the Leadership Team, and actions taken to enhance effective use.</li> <li>In Term 4 seek feedback from all stakeholders involved in the pilot (teachers, students, parents).</li> </ul>	APs	Term 1 and ongoing	6 months: <ul style="list-style-type: none"> <li>Teachers, students and parents express satisfaction with Compass as a whole school Learning Management System.</li> </ul>	●
		LTs	Semester 2	12 months: <ul style="list-style-type: none"> <li>Teachers, students and parents express satisfaction with the manner in which the Reporting module works.</li> </ul>	●
4. Review the college ICT infrastructure and network capacity.	<ul style="list-style-type: none"> <li>Network set-up reviewed and improvement strategy mapped.</li> <li>Review the total number of school-owned devices and develop plans for downsizing.</li> <li>Monitor the uptake of the the BYOD program.</li> </ul>	AP Curriculum	Semester 1	<ul style="list-style-type: none"> <li>School based audit of infrastructure, school owned devices and BYOD.</li> <li>Based on this data, strategies are developed and are ready for implementation in semester 2, 2017 onwards.</li> </ul>	
		TSSP	Ongoing		
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"> <li>College embeds all processes of Compass Ordering and Financial Management module.</li> <li>Work closely with the Work Force Bridging Officer to maximise WFB funding 2017-18.</li> <li>Ensure that DET fiscal procedures and requirements are adhered to on all occasions.</li> </ul>	Principal	Ongoing 2016-2019	6 months: <ul style="list-style-type: none"> <li>Compass Financial Modules implemented fully and accountabilities monitored by Principal and verified by School Council.</li> <li>Protocols for fiscal management are explicit and followed.</li> <li>A successful auditor's report tabled at School Council.</li> </ul>	●
		APs		12 months: <ul style="list-style-type: none"> <li>Compass Financial Modules implemented fully and</li> </ul>	●
		Compass Sponsors			
		Business Manager			



	Wide improvement initiatives are bolded	Initiative or dimension in the AIP?		
Excellence in teaching and learning	<b>Building practice excellence</b>	Select	Select status	[Drafting note For current AIP improvement initiatives and/or dimensions, please provide a succinct statement can refer to the progress status and/or make reference to the achievement of the appropri
	<b>Curriculum planning and assessment</b>	Select	Select status	
	Evidence-based high impact teaching strategies	Select	Select status	
	Evaluating impact on learning	Select	Select status	
Professional leadership	<b>Building leadership teams</b>	Select	Select status	
	Instructional and shared leadership	Select	Select status	
	Strategic resource management	Select	Select status	
	Vision, values and culture	Select	Select status	
Positive climate for learning	<b>Empowering students and building school pride</b>	Select	Select status	
	<b>Setting expectations and promoting inclusion</b>	Select	Select status	
	Health and wellbeing	Select	Select status	
	Intellectual engagement and self-awareness	Select	Select status	
Community engagement in learning	<b>Building communities</b>	Select	Select status	
	Global citizenship	Select	Select status	
	Networks with schools, services and agencies	Select	Select status	
	Parents and carers as partners	Select	Select status	

**Reflective comments:** [Drafting Note Please use this section to summarise your learnings from the self-evaluation process, including professional growth and

**Confidential cohorts analysis:** [Drafting note This section is not for public distribution. Report here the extent to which cohorts of students within the school students, etc.) are being supported and challenged, leading to an inclusive and stimulating environment for all students]

**Considerations for 2018:**