

2016 Annual Implementation Plan: for Improving Student Outcomes

[8022]

[Matthew Flinders Girls Secondary College]

[2016]

Based on Strategic Plan [2016 - 2019]

Endorsements

Endorsement by School Principal	Signed..... Name: Michelle Crofts Date.....
Endorsement by School Council	Signed..... Name...: Jane Cowan Date.....
Endorsement by Senior Advisor	Signed..... Name: Alan Davis Date.....

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

Priorities	Initiatives	
Excellence in teaching and learning	Building practice excellence	✓
	Curriculum planning and assessment	✓
Community engagement in learning	Building communities	✓

<p>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 progress against SSP targets, and the diagnosis of issues requiring particular attention.</p>	
<p>Achievement: This will be the first year of the school's new Strategic Plan. We are focussing developing a Guaranteed and Viable Curriculum and creating opportunities for looking at the "how" of teaching, not just the "what". We will begin work on establishing a set of teaching and learning strategies that will then be embedded into the practice of teachers at MFG. These strategies and practices will be drawn from Tomlinson, Project Zero, Marzano, PEEL and Visible Learning strategies and will form our teaching suite: The Matthew Flinders Way.</p> <p>Productivity: Engaging parents in their children's learning is key to ensuring improved academic outcomes. School Council, staff, students and parents will work with Sharon Butler to establish a plan to build relationships between stakeholders that will foster this engagement.</p>	
<p>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.</p>	
Initiative:	KIS
Excellence in Teaching and Learning	<p>KIS A2: Continue to build teacher capacity to deliver consistent high quality teaching and learning and feedback, which is informed by data, in all areas of the school by:</p> <ul style="list-style-type: none"> Continuing to develop, formalise and embed a suite of key differentiation and teaching/learning practices and strategies across the school based on Tomlinson's Differentiation techniques, Project Zero's Thinking Routines, PEEL Teaching and Learning strategies, Marzano's Art and Science of Teaching strategies and Hattie's Visible Learning strategies Continuing to improve the use of data to inform teaching. Continuing to review academic procedures and policies and implement appropriate changes by introducing exams at Year 10 and develop deliberate revision practices, an understanding of exam genre and an appreciation of the importance of the academic requirements for VCE. Establishing literacy intervention programs for students. Investigating the use of PATHS for spelling intervention and trialling with groups of students. Establishing extension programs for talented and gifted students.
Community Engagement in Learning	<p>KIS P3 Build a whole school culture that seeks to inform, invites participation and embraces feedback from the community by:</p> <ul style="list-style-type: none"> Employing a consultant, Sharon Butler, to work with the school to improve relationships with parents and their engagement with their children's learning at school Developing and implementing a strategic plan for improving relationships with parents/carers and the community to encourage greater engagement with our students and their learning Commencing work on a MFG communication strategy and an agreed approach to how we communicate as a school community Further developing programs in Our Living Garden to promote "earth care, people care and fair share" within the local community and City Of Geelong.

ACHIEVEMENT					
Goals	GOAL A: To improve student learning outcomes.	Targets	<p>TARGET A1: Improve Teacher Guaranteed and Viable Curriculum scores on the Staff Survey from a Prin/Teacher endorsement of 45% in 2014 to 70%.</p> <p>TARGET A2: Improve Teacher Collective Focus on Learning scores on the Staff Survey from a Prin/Teacher endorsement of 57% in 2014 to 70%.</p> <p>TARGET A3: Increase the VCE All Median Study Score from 29 to 30.</p> <p>TARGET A4: Increase the percentage of combined All Study Scores of 30 or above from 42.8% in 2014 to or above 50%.</p> <p>TARGET A5: Increase the average Reading NAPLAN growth data from Years 7 -9 equivalent to or better than the State 2012 – 2014 Reading</p> <p>TARGET A6: Increase the proportion of students making high relative NAPLAN gain in Spelling as those students progress from Year 7 to Year 9 from 19.8% in 2014 to 25% or more.</p> <p>TARGET A7: Increase the average Numeracy NAPLAN growth data from Years 7 -9 equivalent to or better than the State..</p> <p>TARGET A8: Increase the proportion of students making high relative NAPLAN gain in Numeracy as those students progress from Year 7 to Year 9 from 9.9% in 2014 to 25% or more.</p>		
		12 month targets	<p>ACTION KIS A1-5 TARGET: 100% of staff using compass to report on Common Reportable Assessment Tasks</p> <p>ACTION KIS A2-2 TARGET: 100% of teachers using student data for goal setting and the development of theories of action in their PDP plans</p> <p>ACTION KIS A2-4 TARGET: PATHS Benchmark data established and a testing regime & implementation plan developed for 2017</p>		
KIS	ACTIONS: what the school will do Establish a guaranteed viable curriculum by:	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
KIS A1: Establish a guaranteed viable curriculum by:	<p>ACTION KIS A1-1</p> <p>Continuing to refine and improve the curriculum and embed the use of UBD for documenting the guaranteed and viable curriculum.</p> <ul style="list-style-type: none"> Build into the PDP process Provide time at meetings to discuss and complete PL on elements of the UBD 	<p>Meetings</p> <ul style="list-style-type: none"> Staff Professional Learning Learning Area (LA) <p>Time within PoR for:</p> <ul style="list-style-type: none"> LA Leader 8x4=32 lessons/week PCO Curriculum Coordinator 5 lessons /week 	All staff Led by Teaching and Learning Team	By the end of 2016	<ul style="list-style-type: none"> Curriculum documents for 2 units of work per person available on Compass for all Learning Areas All staff reporting to Common Reportable Learning Tasks in all subjects Professional development focus on guaranteed and viable curriculum Work towards compliance with the Victorian curriculum
	<p>ACTION KIS A1-2</p> <p>Reviewing curriculum offerings within the school</p> <ul style="list-style-type: none"> Consider a sustainable model for Year 9 Multi-disciplinary studies Re-establish subject offerings in Years 7-12 Establish a MFG position on student subject selections choice Provide time for wellbeing program within the curriculum Consultation with staff/students and parents 	<p>Meetings</p> <ul style="list-style-type: none"> Staff Professional Learning LA Curriculum House Leaders Wellbeing Meetings Leadership <p>Time within PoR for:</p> <ul style="list-style-type: none"> LA Leaders PCO s Curriculum Coordinator 	<p>Curriculum Coordinator LT</p> <p>T& Learning Team DOT Leader Consultative Committee Wellbeing Team</p>	By the end of 2016	<ul style="list-style-type: none"> New Curriculum Map prepared for discussion and shared with the school community Work towards developing an agreed plan for alternative learning models in Year 9 2018 is documented
	<p>ACTION KIS A1-4</p> <p>Developing a common approach to teaching Tier 3 language based on Mazarno's 6 steps to learning vocabulary.</p> <p>Literacy coach to:</p> <ul style="list-style-type: none"> Establish a process, trial with class, trial with English LA at Year 7, trial at a Year 7 across Las Provide PL for staff Model developed with staff involved in the trial 	<p>Equity Funding</p> <ul style="list-style-type: none"> To employ Literacy/Numeracy Advocate (SRP) and time release (\$88 000) To release teams of teachers (Cash budget) \$2000 <p>Meetings</p> <ul style="list-style-type: none"> Staff Professional Learning Learning Area (LA) Curriculum 	<p>Literacy Coach & Assistant principal T&L</p> <p>T&L team All staff involved in the trials</p>	By the end of 2016	<ul style="list-style-type: none"> A model for teaching Tier 3 language is developed and trialled

	<p>ACTION KIS A1-5 Establishing the use of Compass for on-going reporting and feedback of student learning of the guaranteed curriculum</p> <ul style="list-style-type: none"> Provide PL for teachers Liaise with Compass LAL work with staff teams to develop Common Reportable Learning Tasks (CRLTs) 	<p>Meeting time</p> <ul style="list-style-type: none"> Staff PL LA <p>PoR time release for:</p> <ul style="list-style-type: none"> Reporting PL Leader Curriculum Leader 	<p>T& Learning Team All staff</p>	By the end of 2016	<ul style="list-style-type: none"> 100% of staff using compass to report on Common Reportable Assessment Tasks in all subjects
<p>KISA2: Continue to build teacher capacity to deliver consistent high quality teaching and learning and feedback, which is informed by data, in all areas of the school by:</p>	<p>ACTION KIS A2-1 Continuing to develop, formalise and embed a suite of key differentiation and teaching/learning practices and strategies across the school</p> <ul style="list-style-type: none"> Provide PL for teachers LAL work with staff teams to model routines PL at Project Zero Conference for T & L team 	<p>Meeting time</p> <ul style="list-style-type: none"> Staff PL LA Curriculum <p>PoR time release for:</p> <ul style="list-style-type: none"> Reporting PL Leader Curriculum Leader 	<p>T& Learning Team All staff</p>	By the end of November 2016	<ul style="list-style-type: none"> Evidence of all teachers using a range of differentiation strategies in their Performance and Development Plans (PDP) Tomlinson's Differentiation techniques, Project Zero's Thinking Routines, PEEL Teaching and Learning strategies, Mazarno's Art and Science of Teaching strategies and Hattie's Visible Learning strategies used by teachers in Evidence of teachers using the teaching strategies and practices in meetings and PL activities
	<p>ACTION KIS A2-2 Continuing to improve the use of data to inform teaching.</p> <p>Staff review and set goals from their VCE data and/or Year 7-11 class data as part of the PDP plan and show evidence of student improvement.</p>	<p>Meeting time</p> <ul style="list-style-type: none"> Staff PL LA <p>PoR time release for:</p> <ul style="list-style-type: none"> PL Leader Curriculum Leader VASS Coordinator 	<p>T& Learning Team VASS Coordinator All staff</p>	By the end of Semester 1 - 2016	<ul style="list-style-type: none"> 100% of teachers using student data for goal setting and the development of theories of action in their PDP plans 100% of teachers able to articulate how they benchmarked students and showed improvement to their learning as part of their PDP
	<p>ACTION KIS A2-3 Continuing to review academic procedures and policies and introducing exams at Year 10 and develop deliberate revision practices, an understanding of exam genre and an appreciation of the importance of the academic requirements for VCE.</p> <p>Staff review and set goals from their VCE data and/or Year 7-11 class data as part of the PDP plan and show evidence of student improvement.</p>	<p>Meeting time</p> <ul style="list-style-type: none"> Staff PL LA <p>PoR time release for:</p> <ul style="list-style-type: none"> PL Leader Curriculum Leader 	<p>Year 10 teachers Led by the Curriculum Committee</p>	Semester 1 – 2016 Semester 2 - 2016	<ul style="list-style-type: none"> Year 10 examinations introduced into the school Student reflection on their learning through this process Polices reviewed as part of the review cycle
	<p>ACTION KIS A2-4 Establishing literacy intervention programs for students.</p> <ul style="list-style-type: none"> Literacy Coordinator to develop and implement an intervention program for Year 7 & 8 students. Purchase of resources for testing and teaching 	<p>PoR time release for:</p> <ul style="list-style-type: none"> Literacy Coordinator (Equity Funding) PSD staff Teacher PL time release (Equity funding) <p>Meetings</p> <ul style="list-style-type: none"> T& L team LA Meetings 	<p>Assistant Principal T&L English Coordinator Literacy Coach PSD Coordinator</p>	Semester 1 – 2016 Semester 2 - 2016	<ul style="list-style-type: none"> A literacy coach is employed using Equity Funding to implement literacy intervention programs, testing regimes and to establish bench mark data Improved literacy levels to equivalent to one year of growth or more for the targeted students
	<p>ACTION KIS A2-5 Investigating the use of PATHS for spelling intervention and trialling with groups of students.</p> <p>Literacy Coordinator & Speech Pathologist to implement PATHS Program Year 7 & 8 students. Plan developed for upskilling Year 7 teachers for classroom intervention</p>	<p>PoR time release for:</p> <ul style="list-style-type: none"> Literacy Coordinator (Equity Funding) \$80 000 Speech Pathologist \$14 000 PSD Coordinator Teacher PL time release (Equity funding) <p>Meetings</p>	<p>Principal</p>	Trial Groups Terms 1-3 - 2016 Class trial Term 3& 4 - 2016	<ul style="list-style-type: none"> A speech pathologist is employed using Equity Funding to trial PATHS and establish a plan for implementation in classrooms and intervention classes. Bench mark data established and a testing regime & implementation plan developed for 2017

		<ul style="list-style-type: none"> T & L Team Speech Pathologist 			
	<p>ACTION KIS A2-6 Establishing extension programs for talented and gifted students.</p> <p>Teacher (with COD) to identify students in Year 8 and develop activities for Year 8 Maths teachers to use for enrichment and extension.</p>	<p>Teacher PL time release (Equity funding)</p> <p>Meetings</p> <ul style="list-style-type: none"> Maths LA Meetings 	<p>Principal COD - MW T&L team</p>	<p>Semester 1 - 2016 Semester 2 - 2016</p>	<ul style="list-style-type: none"> Philosophical writing course introduced and student writing published Enrichment and extension activities are established for Maths at Year 8
	<p>ACTION KIS A2-7 Establishing a plan and introducing protocols with teams of teachers that will be used in the Professional Learning Communities (PLCs) which will be introduced formally across the school in 2018.</p> <ul style="list-style-type: none"> Provide PL for teachers Include protocols in meetings 	<p>Meeting time</p> <ul style="list-style-type: none"> Staff PL LA Curriculum <p>PoR time release for:</p> <ul style="list-style-type: none"> PL Leader Curriculum Leader 	<p>T& Learning Team</p>	<p>By the end of 2016</p>	<ul style="list-style-type: none"> An Implementation Plan for introducing PLCs in 2018 is drafted All staff using protocols in their various teaching teams
<p>KISA3: Build teacher capacity to plan, deliver and assess STEAM skills, knowledge and understandings by:</p>	<p>ACTION KIS A3-1 Participating in the New Pedagogies for Deep learning Project with a focus on Digital and Environmental Technologies.</p> <ul style="list-style-type: none"> Time release for AP and Curriculum Coordinator to complete work and attend PL to share learnings with the staff. Participation in Coding Program at The Gordon 	<p>Meeting time</p> <ul style="list-style-type: none"> Staff PL Curriculum Technology LA <p>PoR /time allowance</p> <ul style="list-style-type: none"> Curriculum Coordinator NPDL Professional Learning 	<p>Assistant Principal T&L and Curriculum Coordinator T&L Team Technology Teachers</p>	<p>All Year</p>	<ul style="list-style-type: none"> Digital and Environmental technologies 7-12 plan is established and documented for implementation in 2017 The number of students engaging in Digital and Environmental Technology Subjects increases
	<p>ACTION KIS A3-2 Developing and adopting a consistent approach to the teaching of numeracy and embedding this in the Mathematics classes by providing professional learning time on misconceptions for teachers.</p> <p>ACTION KIS A3-3 Participation of teams of STEM teachers in Years 7 and 8 in Deakin STEM initiatives and professional learning.</p> <ul style="list-style-type: none"> Provide PL for teachers (Equity funding) Participate in Deakin Program Focus on misconceptions Literacy/Numeracy Coach work on the literacy of Maths with Years 7 & 8 Maths Teachers 	<p>Meeting time</p> <ul style="list-style-type: none"> Staff PL Maths LA Meetings <p>PoR time release for:</p> <ul style="list-style-type: none"> Maths LA Leader Time release for PL 	<p>Assistant Principal T&L & Maths LA Leader Year 7 & 8 Maths staff</p>	<p>All year</p> <p>Semester 1 - 2016 Semester 2 - 2016</p>	<ul style="list-style-type: none"> Numeracy improvement plan developed for implementation 2017 - 2019 Evidence of Year 8 Maths staff applying PL in their teaching Documentation of the Projects on Compass using the UbD approach Greater engagement and participation of students in STEM subjects

ENGAGEMENT					
Goals	GOAL E: To improve our students' connection to school, motivation to learn and engagement in their learning.	Targets	<p>TARGET E1: Reduce the mean number of non-attendance days from an average of 17.79 to 15 days per year.</p> <p>TARGET E2: Increase students exiting into further education or full time workplace learning from 86.4% in 2014 to an overall score of 95%.</p> <p>TARGET E3: Improve the 2014 scores on student engagement measures in the Student Attitudes to School Survey.</p> <ul style="list-style-type: none"> Learning Confidence from 3.67 in 2014 to at or above the State mean. Teacher empathy from 3.57 in 2014 to at or above the State mean. Teacher effectiveness from 3.56 in 2014 to at or above the State mean. 		
		12 month targets	<p>ACTION KIS E1-1 TARGET: A reduction in the overall non – attendance rate from 17.79 days per year</p> <p>ACTION KIS E2-3 TARGET: A draft implementation plan for the MFG Citizenship Certificate in 2018</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
KIS E1: Build a culture where attending school is seen by the school community as important by:	ACTION KIS E1-1 Continuing to improve attendance processes in the school by: <ul style="list-style-type: none"> Further investigating the production of relevant reports in Compass and embedding a process for following up students who are absent with or without parent permission Ensuring processes are in place for VCE and VCAL students to attend the required number of hours for their study Reviewing attendance data and retention data for trends 	Meetings <ul style="list-style-type: none"> AP/LT/P Well Being House Leader Leadership PoR Time release <ul style="list-style-type: none"> LT time release for PoR 	Leading teacher (TD) Assistant Principal – SW House Leaders All staff	By the end of 2016	<ul style="list-style-type: none"> A reduction in the overall non – attendance rate from 17.79 days per year Improved attendance rates at VCE and VCAL
	ACTION KIS E1-2 Promoting the importance of attending school to students and parents. Assistant Principal SW communicates regularly in newsletters, bulletins and parent evenings about the importance of attending school.	AP role	Assistant Principal – SW House Leaders	Semester 1 – 2016 Semester 2 – 2016	<ul style="list-style-type: none"> Attendance certificates issued to students with 100% attendance Information in newsletters, Facebook and at parent nights about the importance of attendance
KIS E2: Create a culture and programs that fosters aspiration by exposing students to a range of pathways locally, nationally and internationally by:	ACTION KIS E2-1 Investigating specific Pathways Programs in HAPE and Languages. <ul style="list-style-type: none"> Establish a potential plan, sources community support and establish links with strategic partners. 	Principal & HAPE Team	Assistant Principal – SW Languages Leader HAPE Leader Pathways Coordinator HAPE staff Languages Staff	All year	<ul style="list-style-type: none"> Pathways Program developed and documented for implementation in 2017
	ACTION KIS E2-2 Investigating becoming an International School. <ul style="list-style-type: none"> Attend PL for International Schools Research requirements and costs and develop a recommendation to council 	Principal	Principal KH Working Party (school council rep, staff rep, student rep)	By the end of 2016	<ul style="list-style-type: none"> Report to Council about the concept of MFG becoming an International School
	ACTION KIS E2-3 Establishing a MFG Citizenship Certificate to encourage students to strive to become more involved in school, local community, national and international issues.	Meetings <ul style="list-style-type: none"> Working Party Curriculum Wellbeing Staff Forum 	Principal KH Working Party (school council rep, staff rep, student rep)	Semester 1 – 2016 Semester 2 – 2016	<ul style="list-style-type: none"> A draft implementation plan for the MFG Citizenship Certificate in 2018

	<ul style="list-style-type: none"> Establish a working party to develop the parameters of the certificate. Develop marketing material for the citizenship Communicate widely in the school community 				
	<p>ACTION KIS E2-4 Collecting student and ex-student stories of positive school experiences and pathways and sharing them with the school community.</p> <p>Establish a working party to collect Alumni stories at key events and to develop criteria for an Alumni Hall of Fame. Initiate process for developing the Hall of Fame and communicating the plan to the school and wider community.</p>	<p>PoR /Time release</p> <ul style="list-style-type: none"> LT PoR <p>Meetings</p> <ul style="list-style-type: none"> P/LT Working party 	<p>Principal & Community Connections Leader (LT) Working Party (school council rep, staff rep, student rep)</p>	By the end of 2016	<ul style="list-style-type: none"> Past student experiences and pathways documented in a range of formats for sharing with our students Alumni Hall of Fame started
<p>KIS E3: Provide a learning environment where students are confident and feel their teachers are supportive of them and their learning by:</p>	<p>ACTION KIS E3-1 Establishing MFG's own measures and data sets relating to student learning confidence and teacher effectiveness and implementing changes based on this data.</p> <p>Review the data for Year Level focus, review questions on the SAS , seek feedback from students. Analyse these results and implement strategies to address any concerns.</p>	<p>PoR /Time release</p> <ul style="list-style-type: none"> LT PoR <p>Meetings</p> <ul style="list-style-type: none"> P/LT Working party 	<p>Assistant Principal – SW House Leaders</p> <p>All staff at the identified year level.</p>	Semester 1 – 2016 Semester 2 – 2016	<ul style="list-style-type: none"> Plan of action for addressing specific issues that arise from the data Data sets established for measuring learning confidence and teacher effectiveness

Annual Implementation Plan: for Improving Student Outcomes









WELLBEING					
Goals	<p>GOAL W1: To improve the wellbeing of the members of our school community.</p> <p>GOAL W2: To actively foster citizenship in our students so that they may be people who want and can make a difference in the world.</p>	Targets	<p>TARGET W1: Improved scores on the Student Attitudes to School Survey: Student Connectedness to School from 3.45 in 2014 to equivalent to or better than the State mean.</p> <p>TARGET W2: Improved scores on the Student Attitudes to School Survey:</p> <ul style="list-style-type: none"> • Student Morale from 4.59 in 2014 to equivalent to or better than the State mean. • Student Distress from 4.75 in 2014 to equivalent to or better than the State mean. 	12 month targets	<p>ACTION KIS W1-1 TARGET: Increase in House Spirit from 2014</p> <p>ACTION KIS W2-1TARGET: 100% Year 7 students complete benchmark testing for wellbeing using Psychologists' Strengths and Weaknesses Assessment</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
<p>KIS W1 Create a culture of belonging and connectedness to school by:</p>	<p>ACTION KIS W1-1 Continuing to implement the new House structure and further developing House spirit and culture within the school community and in the local community.</p> <ul style="list-style-type: none"> • Launch of the Houses • Launch of the House Fund Raising Project • Refine procedures and processes within Houses • Implement a House Points System • Develop new House Initiatives 	<p>PoR Time release</p> <ul style="list-style-type: none"> • House Leader PoR (LT) • Assistant House Leaders (COD) <p>Meetings</p> <ul style="list-style-type: none"> • House Leader • House • Wellbeing • Leadership 	<p>Assistant Principal – SW House Leaders House Assistants All staff</p>	<p>Semester 1 – 2016 Semester 2 – 2016</p>	<ul style="list-style-type: none"> • All new Houses are officially launched • A House Points system is established, ready for implementation • Increase in House Spirit from 2014
	<p>ACTION KIS W1-2 Establishing systems for formally acknowledging, celebrating and sharing student success and achievement.</p>	<p>PoR/Time release</p> <ul style="list-style-type: none"> • House Leader PoR (LT) • Assistant House Leaders (COD) <p>Meetings</p> <ul style="list-style-type: none"> • House Leader • House • Wellbeing • Leadership 	<p>Assistant Principal – SW House Leaders House Assistants All staff</p>	<p>Semester 1 – 2016 Semester 2 – 2016</p>	<ul style="list-style-type: none"> • Celebrating student success strategy is developed • Student successes acknowledged in a range of ways – positive post cards, assemblies, Facebook and newsletters
<p>KIS W2 Build the capacity of students and staff to be resilient, to have a positive disposition and to have a growth mindset by:</p>	<p>ACTION KIS W2-1 Developing a wellbeing data base for wellbeing incidents, actions and referrals.</p> <p>Establish the data set required, develop the data base, PL for staff to use the data base and then to draw statistic to look for trends in the data.</p> <ul style="list-style-type: none"> • 	<p>Meetings</p> <ul style="list-style-type: none"> • House Leader • Wellbeing • Executive 	<p>Assistant Principal – SW Wellbeing Team</p>	<p>Semester 1 – 2016 Semester 2 – 2016</p>	<ul style="list-style-type: none"> • Data base established and used for recording wellbeing concerns and actions • Benchmark testing for wellbeing using Psychologists' Strengths and Weaknesses Assessment
	<p>ACTION KIS W2-2 Developing, documenting and</p>	<p>PoR Time release</p> <ul style="list-style-type: none"> • House Leader PoR (LT) 	<p>Assistant Principal – SW</p>	<p>Semester 1 – 2016 Semester 2 – 2016</p>	<ul style="list-style-type: none"> • A Scope and Sequence Year 7-12 Wellbeing Program and implementation plan for 2018 is established.

	<p>embedding a wellbeing program that includes a range of wellbeing strategies and community service programs from Years 7 – 12 and for staff.</p> <ul style="list-style-type: none"> • Determining areas in the curriculum for the explicit teaching of student wellbeing and citizenship • Establishing a curriculum for the teaching of wellbeing and citizenship strategies • Continuing professional learning and implementation of Mindfulness within the school community • Embedding staff wellbeing activities into school practices • Setting time aside at meetings and forums for sharing “what went well...” stories and to celebrate student/staff success 	<ul style="list-style-type: none"> • Assistant House Leaders (COD) <p>Meetings</p> <ul style="list-style-type: none"> • House Leader • Wellbeing • Curriculum • Working Party 	Wellbeing Team Professional Learning Leader		
	<p>ACTION KIS W2-3 Establishing a measure of student resilience/wellbeing and subsequent benchmarking of students.</p> <p>Establish the data set required, benchmark the data at Year 7 and 8, develop a plan to implement wellbeing support based on the data.</p>	<p>Meetings</p> <ul style="list-style-type: none"> • House Leader • Wellbeing • SSO Psychologist 	Principal Assistant Principal – SW Wellbeing Team	Semester 1 – 2016 Semester 2 – 2016	<ul style="list-style-type: none"> • Test of resilience is selected and benchmark testing is completed at targeted areas across the school
	<p>ACTION KIS W2-4 Further investigating and implementing Mindfulness Practices, Positive Psychology strategies, the Resilience Donut, the Heroes Program and Carol Dweck’s Growth Mindset to establish a MFG Resilience Program.</p> <ul style="list-style-type: none"> • Professional Learning in the Resilience Donut and development of a plan to embed into school programs • Embed Positive Leadership principles (Kim Cameron) into school programs 	<p>PoR Time release</p> <ul style="list-style-type: none"> • House Leader PoR (LT) • Assistant House Leaders (COD) <p>Equity Funding – Training and time release for the staff in Resilience Dounut \$5000</p> <p>Meetings</p> <ul style="list-style-type: none"> • House Leader • Wellbeing • Curriculum • Working Party 	Principal Assistant Principal – SW Wellbeing Team Assistant Principal – T& L T& L Team	Semester 1 – 2016 Semester 2 – 2016	<ul style="list-style-type: none"> • A Scope and Sequence Year 7-12 Wellbeing Program and implementation plan for 2018 is established.

PRODUCTIVITY					
Goals	GOAL P1 To improve the effective allocation of resources across the school to support the best possible outcomes for students. GOAL P2 To foster a culture of collaboration. GOAL P3 To improve relationships with parents/carers and the community to encourage greater engagement with our students and their learning.	Targets	TARGET P1 A surplus of the SRP of \$40 000 is retained in the SRP to implement the Strategic Plan. TARGET P2 Improve Teacher Collaboration scores on the Staff Survey from a whole school endorsement of 43% in 2014 to 70%. TARGET P3 Improve Parent and Community Involvement scores on the Staff Survey from a whole school endorsement of 46% in 2014 to 70%.		
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
KIS P1 Create and implement processes and procedures that support quality planning and decision making by:	ACTION KIS P1-1 Using multiple sources of evidence to make sustainable decisions and allocate human and fiscal resources that result in improvement to student learning, engagement and wellbeing. <ul style="list-style-type: none"> Allocate resources for the implementation of KIS in the Strategic plan Ensure SRP spending is focussed on Literacy and Numeracy Work with Technical Coach to ensure SRP resources are sustainable Develop an equity funding budget for management of the funds Reports produced regularly for staff to monitor their budget spending 	Meetings <ul style="list-style-type: none"> P&BM Finance Committee Executive PoR - Business manager & Office Manager	Business Manager Principal Finance Committee All staff responsible for a budget DOT	Term 1 – WFB All year	<ul style="list-style-type: none"> Budget breaks even SRP spending is in line with goals and priorities Work Force Bridging documentation successfully completed
	ACTION KIS P1-2 Aligning all Professional Learning with the Strategic Plan Goals and Priorities and making these known to the relevant community groups. <ul style="list-style-type: none"> PL application processes showing links to SSP DOT ensuring equitable and appropriate processes are followed All internal PL is aligned with SSP PL Leader managing the PL Budget PDP aligned with the SSP 	Resourcing <ul style="list-style-type: none"> PL Budget CRT Budget PoR time release PL (LT) Meetings - All	Professional Learning Leader T & L Team Wellbeing Team DOT	All year	<ul style="list-style-type: none"> Professional Learning has the relevant Strategic Plan Goals and Priorities linked to KIS and Actions
	ACTION KIS P1-3 Establishing a new sustainable leadership structure to support the implementation of the new strategic plan. <ul style="list-style-type: none"> Establish a working party to develop models based on parameters from the Principal. Models shared with staff for consultation and feedback Recommendations to the Executive Team 	Meetings <ul style="list-style-type: none"> Working party Staff forums LA Curriculum Wellbeing Consultative Committee Leadership 	Principal Working Party All staff	Semester 1 2016 – Structure Term 3 - Employment	<ul style="list-style-type: none"> New leadership structure is in place for 2017

	<p>ACTION KIS P1-4 Establishing a maintenance schedule and budget to support the schedule.</p> <ul style="list-style-type: none"> • Audit facilities • Facilities Working Party established to prioritise facility maintenance • Establish move or not to Year 11 & 12 campus • Plan established for implementation 	<p>Meetings</p> <ul style="list-style-type: none"> • Working party 	<p>Business Manager</p> <p>Working Party Buildings and Grounds Committee</p>	By the end of 2016	<ul style="list-style-type: none"> • Maintenance schedule is established and shared at Buildings and Grounds
	<p>ACTION KIS P1-5 Developing a marketing strategy for the school.</p> <ul style="list-style-type: none"> • Implement the new logo and branding into all publications and promotional material • Redesign and develop a new Web Page • Establish a photo collection in the school for marketing and archiving 	Principal time	<p>Community Connections LT</p> <p>LA Leaders</p> <p>T&L team</p> <p>All Staff</p>	By the end of 2016	<ul style="list-style-type: none"> • Consistent 'look and feel' established for MFG and produced in a marketing document presented to Council
	<p>ACTION KIS P1-6 Establishing a camp policy and program schedule.</p> <ul style="list-style-type: none"> • Consultation with students/staff/parents to establish a Camps and Tours Policy • Reflecting the new branding in the marketing of the Camps and Tours Programs • Promoting the Camps and Tours Policy within the school community 	Assistant Principal time	<p>Assistant Principal – SW</p> <p>Staff leading tours and camps</p>	By the end of Term 3 - 2016	<ul style="list-style-type: none"> • Camp policy is approved at Council and communicated in the school marketing material
	<p>ACTION KIS P1-7 2016 AIP is fully implemented.</p> <ul style="list-style-type: none"> • Ensuring all staff are informed of the strategic plan and AIP, have a copy of and refer to it in their PDP . • Links are made with new and revised programs and the SSP/AIP. 	<p>Meetings</p> <ul style="list-style-type: none"> • Staff forums • LA • Curriculum • Wellbeing • Consultative Committee • Leadership 	Executive team	By the end of 2016	<ul style="list-style-type: none"> • 2016 AIP Targets are met and the 2017 AIP build on the 2016 AIP
<p>KIS P2 Foster a professional collaborative school culture so that professional conversations are evidence based and focused on improving student learning outcomes by:</p>	<p>ACTION KIS P2-1 Developing and embedding a whole school approach to teacher collaboration.</p> <ul style="list-style-type: none"> • Investigate Professional Learning Communities (PLCs) Model and how to implement this model of collaboration across the school in 2018 -see Student Achievement section • Focus staff forums and Professional Learning on the language and processes that promote collaboration • Provide Professional Learning time for teachers to plan/work together and observe each other's classes 	Assistant Principaltime PL on PLCs	Executive team	By the end of 2016	<ul style="list-style-type: none"> • A suite of collaboration strategies is established for staff to use with students and is accessible on Compass • Teacher collaboration scores improve on the Staff Survey • Leadership PL Program is established
	<p>ACTION KIS P2-2 Introduce Leadership Professional Learning for staff</p>	Leadership meetings dedicated to PL in Leadership for all interested staff LT and ES attending Executive Meetings	Principal Executive team	Term 1 - 2016 Term 2 - 2016 Term 3 - 2016 Term 4 - 2016	<ul style="list-style-type: none"> •
<p>KS P3 Build a whole school culture that seeks to inform, invites participation and</p>	<p>ACTION KIS P3-1 Employing a consultant, Sharon Butler, to work with the school to improve relationships with parents and their engagement with their children's learning at school.</p> <ul style="list-style-type: none"> • Term 2 Curriculum Day key focus with Sharon Butler 	<p>Professional Learning Equity Funding \$10 0000</p> <p>Meetings Curriculum Day Staff forums</p>	<p>Principal</p> <p>Executive Team</p> <p>School Council</p>	Term 2 - Consultant By the end of 2016	<ul style="list-style-type: none"> • Sessions with Consultant are completed and learning from them recorded

embraces feedback from the community by:	<p>ACTION KIS P3-2 Developing and implementing a strategic plan for improving relationships with parents/carers and the community to encourage greater engagement with our students and their learning.</p> <ul style="list-style-type: none"> Establishing a Working party with school council reps to develop plan and implement ideas for building relationships and engaging parents Developing a communication strategy to improve these relationships and to support parents to help their children's wellbeing and learning 	Working Party	Working Party		<ul style="list-style-type: none"> An implementation plan for building relationships with parents/carers and the community to encourage greater engagement with our students is developed
	<p>ACTION KIS P3-3 Running programs for local primary schools to expose them to learning programs at MFG.</p> <ul style="list-style-type: none"> Each LA area runs an activity for PS students to visit our school LA budget to resource the visits. Open day programs involve student activities 	<p>Meetings</p> <ul style="list-style-type: none"> Curriculum LA <p>PoR time release for:</p> <ul style="list-style-type: none"> Learning Area Leaders Community Connections LT Curriculum Coordinator / NPDL LT 	<p>Community Connections LT</p> <p>LA Leaders</p> <p>T&L team</p> <p>All staff</p>	<p>Term 2 - 2016</p> <p>Term 3 - 2016</p> <p>Term 4 - 2016</p>	<ul style="list-style-type: none"> Reflections of the Learning Area days held at school for local Primary Schools
	<p>ACTION KIS P3-4 Commencing work on a MFG communication strategy and an agreed approach to how we communicate as a school community.</p> <ul style="list-style-type: none"> Record current communications (purpose, form and audience) Establish a working party for communication within school Professional Learning on communication protocols within school Establish charter for all key groups within the school 	Meetings - All	<p>Principal</p> <p>Executive Team</p> <p>Working party</p> <p>All staff</p>	<p>Term 1 - 2016</p> <p>Term 2 - 2016</p> <p>Term 3 - 2016</p> <p>Term 4 - 2016</p>	<ul style="list-style-type: none"> Record of communications, purpose, form and audience is developed Staff communication protocols are established
	<p>ACTION KIS P3-5 Further developing programs in Our Living Garden to promote "earth care, people care and fair share" within the local community and City Of Geelong.</p> <ul style="list-style-type: none"> Community Arts & Garden Day in February 2016 Further develop links with DAL Develop links with the Early Learning Centre 	<p>Garden PoR</p> <p>Grants Funds</p> <p>Garden CoD</p>	<p>Principal</p> <p>PD - Garden leader</p> <p>Executive Team</p> <p>Arts team</p>	<p>Semester 1</p> <p>Semester 2</p>	<ul style="list-style-type: none"> Community activities in Our Living Garden celebrated in school publications and on the Facebook Site

ACHIEVEMENT					
Actions:	6 month progress against success criteria and /or targets		12 month progress against success criteria and /or targets		Budget Spending to date
	 Status	Evidence	 Status	Evidence	
ENGAGEMENT					
Actions:	6 month progress against success criteria and /or targets		12 month progress against success criteria and /or targets		Budget Spending to date
	 Status	Evidence	 Status	Evidence	
WELLBEING					
Actions:	6 month progress against success criteria and /or targets		12 month progress against success criteria and /or targets		Budget Spending to date
	 Status	Evidence	 Status	Evidence	
PRODUCTIVITY					
Actions:	6 month progress against success criteria and /or targets		12 month progress against success criteria and /or targets		Budget Spending to date
	 Status	Evidence	 Status	Evidence	
