

Annual Implementation Plan: for Improving Student Outcomes

School name: Suzanne Cory High School

Year: 2017

School number: 8866

Based on strategic plan: 2017-2020

Endorsement:

Principal Colin Axup 18/04/2017

Senior Education Improvement Leader Helen Hobley

18/04/2017

School council Joe Covelli 18/04/2017

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 Implementation Plan: for Improving Student Outcomes.

School Strategic Plan goals	Improvement Priorities	Improvement Initiatives	✓
<ul style="list-style-type: none"> By the end of the strategic plan cycle we will maximise the learning growth and academic achievement of all students across all year levels by strengthening the efficacy of teaching staff in the areas of curriculum, practice and assessment. By the end of the strategic plan cycle we will have continued to build well being and engagement by focussing on student confidence and resilience By the end of the strategic plan cycle we will build ownership by the whole school community for the development of the whole person: the 'renaissance' graduate By the end of the strategic plan cycle we will increase the involvement of parents/ guardians and the wider community in the school 	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		

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. Please make reference to the evaluation of school data, the progress against School Strategic Plan (SSP) goals and targets, and the diagnosis of issues requiring particular attention.

In 2017 the school will focus on excellence in teaching and learning with a dual focus on building the practice excellence of our teaching staff and upon curriculum planning and assessment to ensure a guaranteed and viable curriculum is in place that is suited to the needs of our students. The peer review of the 2013-2016 strategic plan identified that, whilst students were achieving to a very high standard against state standards, their confidence in their learning was low and this was impacting upon their attainment and wellbeing. We have also noted a highly variable approach to teaching and learning within the school that is, in some cases, causing high variability between classes in terms of outcomes.

A focus upon differentiation in relation to teaching practice, curriculum and assessment is therefore a priority to improve the degree to which we are targeting student learning at their point of need and measuring their improvement rather than encouraging ranking amongst the cohort. For our student wellbeing is often tied in with their academic achievements; by focussing upon improving their opportunities to experience success in the classroom setting we are also supporting student wellbeing.

Key improvement strategies (KIS)
 List the Key improvement strategies that enable the implementation of each Improvement Initiative. This could include existing strategies already being implemented as well as new ones identified through analysis of data, evaluation of impact of prior efforts, measurement of progress against targets and the diagnosis of issues requiring particular attention. KIS may be specific to one outcome area or applicable across several areas.

Improvement initiative:	Key improvement strategies (KIS)
Excellence in teaching and learning Building practice excellence	<ul style="list-style-type: none"> Excellence in teaching and learning will be supported by a focus on 'practice' which is common to all learning areas Continue to improve the instructional capability of all the teachers and leaders and the collective endeavour of all staff to effectively support the learning of the specific SCHS cohort
Excellence in teaching and learning Curriculum planning and assessment	<ul style="list-style-type: none"> Enhance curriculum planning through a focus on differentiation and collaborative planning in Years 9 and 10, and available studies at senior level, so that all students are extended, and capabilities and interests are met Increase the range of subjects on offer to senior students to support the achievement of all students Develop a whole school assessment methodology to support understanding and the reporting of the learning growth of students over their 4 years at the school



<p><i>Positive Climate for Learning</i></p> <p>Empowering students and building school pride</p>	<ul style="list-style-type: none"> • <i>Develop a whole school approach to support mental health and integrate a policy that is consistent with SWPBS</i> • <i>Increase participation in co-curricular, music and sport across all 4 year levels to improve the balance of academic and non-academic pursuits in students daily program.</i> • <i>Improve student engagement in co-curricular and extra curricular activities to improve student connectedness to peers beyond their home group</i> • <i>Improve transitions into the school and between year levels for students at all year levels to build student resilience as members of the school community.</i> • <i>Improve the connections between the house and wellbeing programs</i>
<p><i>Professional Leadership</i></p> <p>Vision, values and culture</p>	<ul style="list-style-type: none"> • <i>Engage the whole school community in a discussion about the attributes a SCHS graduate should possess to develop their understanding of the importance of a broad based education</i> • <i>Actively encourage breadth of studies at VCE to increase the breath of student learning at the senior level.</i>
<p><i>Community engagement in learning</i></p> <p>Building Communities</p>	<ul style="list-style-type: none"> • <i>Improve communication with the whole school community to ensure parents and guardians are engaged in the life of the school</i> • <i>Expand the range of opportunities for parental involvement by combining information sessions to incentivise attendance and increase parental engagement.</i> • <i>Actively seek the involvement of community groups and local businesses in the school to increase our connectedness to our local community.</i>



Framework for Improving Student Outcomes

Published: February 2016

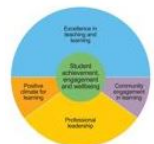
Section 2: Improvement Initiatives

Each table below is designed to plan for and monitor each Improvement Initiative. Add or delete tables – one for each Improvement Initiative from Section 1 on the previous page. You can also add or delete rows so that there is alignment and line of sight between the key improvement strategies, actions, success criteria and monitoring. The goals come directly from your School Strategic Plan (SSP) – you will find it helpful to keep them in the same order. Please note that, in the progress status section, ● ● ● respectively indicate: ● not commenced or severely behind schedule, ● slightly behind schedule but remediation strategies are in place to get back on schedule and ● on schedule and/or completed.

STRATEGIC PLAN GOALS		By the end of the strategic plan cycle we will maximise the learning growth and academic achievement of all students across all year levels by strengthening the efficacy of teaching staff in the areas of curriculum, practice and assessment.						
IMPROVEMENT INITIATIVE		<i>Excellence in teaching and learning</i> Building practice excellence						
STRATEGIC PLAN TARGETS		All staff will have engaged in professional learning activities, tied directly to their performance and development plans, that focus on integrating differentiation strategies into their practice. School wide approach to observations is embedded within the PLT structure and the performance and development process. Collective efficacy will be supported through the development of a positive approach to staff wellbeing. All staff will have engaged in professional development based on improving the instructional capability of all teachers and leaders to effectively support the learning of the specific SCHS cohort. Teachers will have ready access to detailed feedback that students have received on previous tasks (including previous years). They will use this information to plan for differentiation. The stimulating learning domain on the student attitudes to school survey will show a rise of 0.1 raising the score from the 2014-2016 school average of 3.08 to above the 2014-2016 region average of 3.17						
12 MONTH TARGETS		All teaching staff will engage in a sustained series of professional development sessions on 'The Differentiated Classroom', completing reflection activities and working within their respective PDP teams to integrate differentiation strategies into their curriculum planning and teaching / assessment practice. All staff will be required to complete two classroom observation activities as part of the PDP process, using the SCHS 'Peer Observation Template' and the 'Collegiate Classroom Activity' template. At least 95% of teaching staff will have attended one external professional learning course on curriculum development, teaching / assessment practice or pedagogical content knowledge for their respective subject areas. A comprehensive new staff induction program is introduced and evaluated.						
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
<i>Excellence in teaching and learning will be supported by a focus on 'practice' which is common to all learning areas</i>	A calendar of Professional learning sessions focused upon differentiation that support staff learning in a sequential manner is developed.	Jason Portelli	At least 1 term in advance	6 months: 2017 PL and Meeting Calendar finalised including timetable professional learning sessions every two weeks. PL Sessions for Terms 1 and 2 focused on differentiation delivered. Staff make individual notes on their professional reading of "The differentiated classroom". 100% of staff have started their 2017 professional development plans with an agreed focus on differentiation. Changes in classroom practice are supported by an improved understanding of the theory of differentiation as shown by collaborative staff discussions in professional learning teams. Senior staff mentor groups of colleagues in developing their understanding of differentiation. A staff wellbeing committee is set up with members of teaching and ES staff	● ● ●	[Drafting Note report here the quantifiable school and student outcomes and/or qualitative information about the change in practice]		
	Professional learning sessions on differentiation are developed including team activities and objectives for staff.	Jason Portelli	Monthly Throughout 2017					
	2017 PDP teams developed with cross-curricular focus. These teams work together in differentiation professional learning sessions.	Jason Portelli	Term 1 2017					
	A staff wellbeing committee is established with representatives from teaching and ES staff included.	Colin Axup	Semester 1 2017					
	A new staff induction program is developed including support from the PLT leader, an appropriate mentor and regular meetings with input from relevant Leading Teachers.	Martha Goodridge-Kelly	Semester 1 2017					
				12 months: Presentation material on Differentiation, including summary notes provided to staff. PL sessions based on the whole of "The differentiated classroom" run. PL sessions will be run on effective feedback for all teaching staff. All staff have conducted at least two peer-peer observation within their Professional Learning Group (PLGs). All staff complete their 2017 professional development plans with indication of new differentiation strategies they have used. All mapped curriculum unit plans at year 9 level include	● ● ●			



				<p>strategies for differentiation.</p> <p>Staff will demonstrate increased collaboration in the development of differentiated unit plans.</p> <p>A staff wellbeing committee meets regularly to discuss ways of supporting all staff.</p> <p>The new staff induction program is evaluated.</p>				
<p><i>Continue to improve the instructional capability of all the teachers and leaders and the collective endeavour of all staff to effectively support the learning of the specific SCHS cohort</i></p>	<p>Organisation of 'Leading Differentiation' program for PLT leaders as part of fortnightly meeting cycle.</p>	<p>Jason Portelli, Alex Malone & William Donaldson</p>	<p>Throughout 2017</p>	<p>6 months:</p> <p>PLT Leaders will have engaged in a sustained series of activities and PL on leading Differentiation with their teams [up to Chapter 3 of the text].</p> <p>PLT leaders will facilitate collaborative planning sessions within PLT meeting times to trial and incorporate strategies for differentiation into classroom practice.</p> <p>At least 50% of staff will have attended an external PL session</p>	<p>● ● ●</p>			
	<p>Management of external PL bookings, including finances and liaising with daily organisation.</p> <p>Promotion of PL opportunities to relevant staff throughout the year.</p>	<p>Jason Portelli</p>	<p>Throughout 2017</p>	<p>12 months:</p> <p>PLT Leaders will have engaged in a sustained series of activities and PL on leading Differentiation with their teams [up to Chapter 5 of the text].</p> <p>All staff have completed at least one peer-peer observation outside their subject area.</p> <p>All PLTs will regularly engage in collaborative planning in designing differentiated units of work and assessments that is then incorporated into classroom practice.</p> <p>At least 95% of staff will have attended an external PL session.</p>	<p>● ● ●</p>			

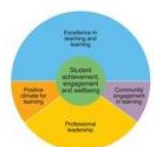


Section 2: Improvement Initiatives

STRATEGIC PLAN GOALS	By the end of the strategic plan cycle we will maximise the learning growth and academic achievement of all students across all year levels by strengthening the efficacy of teaching staff in the areas of curriculum, practice and assessment.							
IMPROVEMENT INITIATIVE	<i>Excellence in teaching and learning Curriculum planning and assessment</i>							
STRATEGIC PLAN TARGETS	<p>All curriculum documentation will be in a consistent format that facilitates a guaranteed and viable curriculum for all students whilst allowing for individualisation by teachers.</p> <p>All curriculum documentation will be mapped to include differentiation strategies that allows for multiple points of access and attainment and will include provision for pre-assessment and formative assessment.</p> <p>All year 9 and 10 homegroups will work on at least 1 cross-curricular project in each year level.</p> <p>All VCE students will be able to access a range of subjects across PLTs including options within each PLT for VCE as well as VCE(VET) and Higher Education studies.</p> <p>The school will utilise assessments that give parents, students and teachers an understanding of the specific learning growth of each students in each subject.</p> <p>Student improvement in learning over a time period will be reported to parents and students as part of the reporting cycle.</p> <p>All written feedback on assessments will include an assessment of growth and suggestions for improvement strategies.</p> <p>Students will achieve outstanding results in end of schooling results.</p> <ul style="list-style-type: none"> The Median all studies study score and ATAR study score will be 35. 75% of subjects we will achieve a one point increase in median study score (based on the 2014-2016 average as a baseline). 90% of our students will receive a first round offer to one of their top 3 tertiary preferences. 25% of ATAR scaled study scores over 40. 							
12 MONTH TARGETS	<p>A consistent format for curriculum documentation will be consulted and agreed upon.</p> <p>All curriculum documentation will be mapped to include differentiation strategies that allows for multiple points of access and attainment and will include provision for pre-assessment and formative assessment</p> <p>All year 9 homegroups will work a cross-curricular project.</p> <p>Appropriate VCE(VET) subjects for the SCHS cohort will be identified and agreement with the local VET cluster explored.</p> <p>All continuous written feedback on assessments will include suggestions for improvement strategies.</p> <p>Students will achieve outstanding results in end of schooling results.</p> <ul style="list-style-type: none"> 15% of subjects we will achieve a one point increase in median study score (based on the 2014-2016 average as a baseline). 87% of our students will receive a first round offer to one of their top 3 tertiary preferences. 22% of ATAR scaled study scores will be over 40. 							
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
<i>Enhance curriculum planning through a focus on differentiation and collaborative planning in Years 9 and 10, and available studies at senior level, so that all students are extended, and capabilities and interests are met,</i>	All curriculum documentation will be in the same format across facilities based on the Victorian Curriculum F-10.	William Donaldson and PLT leaders	Throughout 2017	6 months: Feedback on curriculum unit planning template is gathered. Curriculum unit planning template is in place for all units at 9-12. All PLTs teach at least one mapped unit at year 9 level Year 9s complete a cross curricular project as part of the primus program. Student feedback from the primus project indicates that students felt their study habits and transition into the school were supported through this program.	● ● ●	[Drafting Note report here the quantifiable school and student outcomes and/or qualitative information about the change in practice]		
	All faculties will have curriculum documentation mapped to include differentiation strategies that allows for multiple points of access and attainment and will include provision for pre-assessment and formative assessment for at least 2 middle school units.	Darren Nicholas	Term 1 2017	12 months: A review of the mapped curriculum taught in semester 1 is undertaken including feedback from parents, students and teachers on the effectiveness of this model All PLTs plan their whole year 9 based on mapped curriculums to be taught in 2018 that includes specific differentiated strategies. A 2018 year 9 cross curricular project is developed that incorporates digital technologies into the primus project. Student attitudes to school survey and parent opinion survey for the year 9 cohort show an increase in the measure of satisfaction for Transition.	● ● ●			
<i>Increase the range of subjects on offer to senior students to support the achievement of all students</i>	At least 2 possible VET subjects are identified that may be suitable for our cohort Discussion about the range of VCE subjects on offer	Tony Paye, William Donaldson William	Term 2-3 2017	6 months: A list of potential VET subjects to be offered is developed. Initial discussions with the local VET cluster are undertaken. A subject selection handbook with an appropriate range of courses is published to students.	● ● ●			



	will take place amongst curriculum leaders	Donaldson and PLT leaders	Term 2 2017	12 months: A decision is made about 2 VCE(VET) subjects that we will offer from 2019 that are appropriate for our students based on their interests. Agreement is made with the local VET cluster for SCHS involvement from 2019.	● ● ●		Equity funding ?	
<i>Develop a whole school assessment methodology to support understanding and the reporting of the learning growth of students over their 4 years at the school</i>	Run three PD sessions on continuous reporting focusing on continuous feedback.	Alex Malone	Semester 1 2017	6 months: PD on continuous reporting conducted with teaching staff on 3 occasions.	● ● ●			
	Run PD and one-on-one mentoring for PLT leaders around VASS Data Service and analysing assessment data more generally.	Alex Malone	Term 1 2017	Semester one reports will go out with all assessment tasks featuring personalised feedback attached to each learning task. PLT Leaders will have reviewed assessment data and facilitated subject-level discussions of improvement strategies.				
	Create an automated script capable of periodically downloading assessment data off Compass system, processing this data, and producing a Grade Point Average for each student.	Alex Malone	Semester 2 2017	12 months: Rolling GPA available to teachers and wellbeing leaders in real time, based on a two-month window of student work. Decision made about feasibility of growth scores as a reporting model for 2018.	● ● ●			
	LT Assessment will undertake formal PD re: assessing for growth.	Alex Malone	Semester 1 2017	Model for differentiated assessment developed and presented to staff.				
	Develop protocols for assessment of differentiated curriculum units. Seek feedback from all teachers and esp. PLT leaders. Publish protocols to teaching staff.	Alex Malone	Semester 2 2017					



Section 3: Other Improvement Model Dimensions

STRATEGIC PLAN GOALS	<p><i>By the end of the strategic plan cycle we will have continued to build well being and engagement by focussing on student confidence and resilience</i></p> <p><i>By the end of the strategic plan cycle we will build ownership by the whole school community for the development of the whole person: the 'renaissance' graduate</i></p> <p><i>By the end of the strategic plan cycle we will increase the involvement of parents/ guardians and the wider community in the school</i></p>
OTHER IMPROVEMENT MODEL DIMENSIONS	<p>Positive Climate for Learning <i>Empowering students and building school pride</i></p> <p>Professional Leadership <i>Vision, values and culture</i></p> <p>Community engagement in learning <i>Building Communities</i></p>
STRATEGIC PLAN TARGETS	<p>A 0.1 point growth in the learning confidence domain will be evident on the student attitudes to school survey raising it from the 2014-2016 school average of 3.62 to above the state average of 3.71.</p> <p>A 0.3 point growth in the student distress domain will be evident on the student attitudes to school survey raising it from the 2014-2016 school average of 4.83 to above the state average of 5.09</p> <p>At least 95% of students have an attendance rate above 90%</p> <p>The number of co-curricular offering is increased by 30% from the 2016 baseline of 30 programs</p> <p>Attendance at Co-curricular sessions and sport improves by 25% from the 2016 baseline</p> <p>A wider range of musical ensembles with an even distribution across all musical grouping and including chamber music.</p> <p>Regular musical performances will run at the school to showcase students in individual and ensemble pieces.</p> <p>The house program will be fully student led with guidance from specialist teachers.</p> <p>Late withdrawal by student from sport and extra curricular events will decrease by 10% (based on the 2014-2016 average as a baseline).</p> <p>Student leaders will be in place in all key extra curricular areas and will play an active role in the running of events each term</p> <p>A range of local, interstate and international trips will be in place giving students opportunity to engage in music and volunteer work</p> <p>Primus program is embedded for year 9 students entering the school.</p> <p>Formal transition program embedded for students entering the school in years 10-12.</p> <p>Transition programs between year levels at the school includes a focus on academic work and supporting skills.</p> <p>Staff wellbeing teams based on the house structure will be embedded in the school.</p> <p>Student wellbeing will be enhanced through increased participation in the house program.</p> <p>Cultural leadership module in the school staff survey will show a 10 point increase from the 2015-2016 baseline of 56.29 to above the state average of 64.52 over the same period.</p> <p>Students will be able to articulate the attributes of the 'renaissance' person and describe how they are working towards this.</p> <p>The profile of music will be increased through regular performance events in school and at parent information evenings.</p> <p>Student enrolments in ADT, LOTE and Humanities subjects will increase by 25% (based on the 2014-2016 average as a baseline).</p> <p>Parent engagement at annual subject expo will include accessing a range of subject specialists</p> <p>At least 50% of families will attend information sessions held on an annual basis</p> <p>All staff coordinating events will provide reports to parents by the end of that term.</p> <p>Information about the house program and curriculum will be published to parents at least once a term.</p> <p>Educational support staff are fully engaged in school life including attending camps and excursions.</p> <p>Parents and community involvement module in the school staff survey will show a 5 point increase from the 2015-2016 baseline of 66.68 to above the state average of 72.10 from the same period.</p> <p>Attendance of parents/ guardians at parent teacher student interviews will increase by 10% from the 2016 baseline where 50.41% of all possible appointments were made.</p> <p>A well established Parents and Friends Association will coordinate regular social events.</p> <p>Parents with professional expertise will be incorporated into the school careers program as guest speakers.</p> <p>School plays and musicals will be supported by sponsorship from local businesses.</p> <p>The number of external groups involved in the co-curricular program will from the 2016 baseline of 3% to greater than 10% of all offerings.</p> <p>School ensembles will perform regularly in local community events.</p>
12 MONTH TARGETS	<p>Key reasons for student repeated absence are identified and at least 1 strategy implemented to improve attendance based on this.</p> <p>An attendance policy for SCHS will be presented to school council.</p> <p>Wellbeing data will provide input to the tutorial program at all year levels.</p> <p>The number of co-curricular offering is increased by 25% from the 2016 baseline of 30 programs.</p> <p>Attendance at Co-curricular sessions and sport improves by 20% from the 2016 baseline.</p> <p>At least 5 student led co-curricular programs are put in place to be offered in 2018.</p> <p>A wider range of instrumental music teachers are employed to develop student skills.</p> <p>Regular musical performances will run at the school to showcase students in individual and ensemble pieces.</p> <p>A student band will be formed to provide musical accompaniment to the school musical.</p> <p>The house program will be fully student led with guidance from specialist teachers.</p>



Late withdrawal by student from sport and extra curricular events will decrease by 10% (based on the 2014-2016 average as a baseline).

Student leaders will be in place in all key extra curricular areas and will play an active role in the running of events each term

A range of local, interstate and international trips will be in place giving students opportunity to engage in music and volunteer work

Primus program is embedded for year 9 students entering the school.

Formal transition program embedded for students entering the school in years 10-12.

Transition programs between year levels at the school includes a focus on academic work and supporting skills.

Wellbeing staff will be involved in the house program through the introduction of the Primus cup.

Cultural leadership module in the school staff survey will show a 3 point increase from the 2015-2016 baseline of 56.29.

Students will be able to list some of the attributes of the 'renaissance' person .

The profile of music will be increased through performance events in school and at parent information evenings.

Student enrolments in ADT, LOTE and Humanities subjects will increase by 5% (based on the 2014-2016 average as a baseline).

Parent engagement at annual subject expo will involve viewing information from a range of subject specialists

At least 40% of families will attend an information session

Staff coordinating themed event weeks in the school year will provide a report in the school newsletter

Information about the house program and curriculum will be published to parents at least once a term.

Educational support staff are fully engaged in school life including attending camps and excursions.

Parents and community involvement module in the school staff survey will show a 2 point increase from the 2015-2016 baseline of 66.68

Attendance of parents/ guardians at parent teacher student interviews will increase by 2% from the 2016 baseline where 50.41% of all possible appointments were made.

A Parents and Friends Association will be set up with a clear mandate.

The school musicals will be supported by sponsorship from at least 2 local Businesses.

The number of external groups involved in the co-curricular program will from the 2016 baseline of 3% to greater than 10% of all offerings.

School ensembles will perform in local community events.

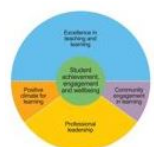
KEY IMPROVEMENT STRATEGIES	ACTIONS	WHO	WHEN	SUCCESS CRITERIA	MONITORING			
					Progress Status	Evidence of impact	Budget	
							Estimate	YTD
<i>Develop a whole school approach to support mental health and integrate a policy that is consistent with SWPBS</i>	Wellbeing leaders to monitor attendance and lateness to homegroups.	Wellbeing leaders and heads of sub-school.	Throughout 2017	6 months: Part of all wellbeing meetings include analysis of chronicle entries from Compass A list of key reasons for student repeated absences is identified.	● ● ●	Drafting Notes report here the quantifiable school and student outcomes and/or qualitative information about the change in practice]		
	Identify what attendance rates were in 2016 and key reasons for repeated student absence.			12 months: Wellbeing team identify key areas to work on from the data that are linked into tutorial program. At least 1 key strategy is put in place to target repeated student absence. A draft attendance policy is presented to school council.				
<i>Increase participation in co-curricular, music and sport across all 4 year levels to improve the balance of academic and non-academic pursuits in students daily program.</i>	Ensure all students across the school from years 9-12 are timetabled into a co-curricular class for semester 1.	Dean Russ	Term 1 2017	6 months: At least 90% of all students are regularly attending sport and co-curricular classes The baseline data for involvement in sport, co-curricular and music is identified At least 2 new instrumental music teachers are employed. Ensemble rehearsal schedule is revised to allow for better use of rehearsal time.	● ● ●			
	Identify the 2016 baseline for student involvement in co-curricular, music and sports programs and reasons students may not participate.	Dean Russ and Tony Paye	Semester 1 2017					
	Identify barriers to student participation and plan strategies to improve involvement.	Dean Russ Tony Paye	Semester 1 2017					
	Put in place a yearly program for sport that allows for student participation in a range of different activities.	Claire Breed	Term 1 2017	12 months: At least 20% of all students in year 12 opt into to sport and/or co-curricular for semester 2 At least 2 barriers to student involvement in sport, co-curricular and music are identified and a strategy put in place to target this. Ensembles for percussion and Brass instruments are regularly rehearsing.				
	Align the music curriculum to include practical and performance components..	Tony Paye	Throughout 2017					
Employ a wider a range of instrumental music teachers to encourage a more even distribution of students across	Tony Paye	Term 1 2017	The classroom music curriculum encompasses current trends and avenues of study for students					



	ensemble areas.							
<i>Improve student engagement in co-curricular and extra curricular activities to improve student connectedness to peers beyond their home group</i>	Introduce co-curricular programs that are led by year 12 students.	Dean Russ	Term 1 2017	6 months: At least 2 co-curricular programs introduced that are led by year 12 students	● ● ●			
	Seek expressions of interest from current year 10 and 11 students to develop and run co-curricular programs to be run in future years.	Dean Russ	Semester 2 2017	All musical ensembles are vertically aligned with students from all year levels represented Student specialist ensembles are in place				
	Expand the range of co-curricular program offered to students to include activities run in school and off site.	Dean Russ	Term 1 2017	Leadership culture is developed in music through the school pianist and ensemble librarian positions				
	A schedule of performances will be drawn up to include students in all areas of musical study	Tony Paye	Term 1 2017	12 months: At least 5 co-curricular programs presented as options for 2018 are led by students who will be in the senior school.	● ● ●			
	Develop a Chorals Boot camp for all student house music leaders	Tony Paye	Term 1 2017	Student led elections for the selection of new music leaders is in place				
	Identify and put in place student leaders in for all major ensembles	Tony Paye	Semester 2 2017	At least two new and differing ensemble are included in the schools musical profile				
<i>Improve transitions into the school and between year levels for students at all year levels to build student resilience as members of the school community.</i>	Redesign and brand the year 9 transition program based on feedback from the 2016 induction program	Darren Nicholas	Term 1 2017	6 months: Rebranded Primus program is delivered including all year 9 students.	● ● ●			
	Develop an online tool to diagnose how students have transitioned into school, connectedness to school and their understanding of processes and procedures in the school	Darren Nicholas	Term 1 and term 3 2017	12 months: Information from survey data of year 9s and 10s is compiled. Transition program for students entering the school in year 10 and 11 is planned for 2018.	● ● ●			
	Focus groups run with new year 10 and 11 students to determine what challenges they face and how the school should support future new students.	Darren Nicholas and Narelle Roberts	Semester 2 2017.					
<i>Improve the connections between the house and wellbeing programs</i>	The primus cup will be introduced to year 9 students as part of their induction program. Coordinated by the wellbeing staff.	Darren Nicholas, Dean Russ and middle school wellbeing leaders	Term 1 2017	6 months: Year 9 students have successfully completed the Primus Cup All teaching and ES staff will be aware of the house they are a member of	● ● ●			
	Staff work areas will be reconfigured to seat wellbeing leaders with their home group teachers and house leaders.	All staff.	Semester 2 2017	12 months: A plan will be in place to explain the 2018 primus cup to include year 10 students. Staff work areas will be based on staff house allocations	● ● ●			
<i>Engage the whole school community in a discussion about the attributes a SCHS graduate should possess to develop their understanding of the importance of a broad based education</i>	Students will be taught about the renaissance person as part of the year 9 induction program and reflection	Darren Nicholas and middle school wellbeing leaders	Term 1 2017.	6 months: Individual musical performances at the year 9 meet the teachers evening Regular open mic events showcase a range of student musical talent.	● ● ●	[
	Musical items will be played information evenings, parent teacher evenings and school functions	Tony Paye	Term 1 2017	12 months: Year 9 students can list key attributes of the renaissance person. Musical ensembles perform at least once a term at events involving parents and students.	● ● ●			
<i>Actively encourage breadth of studies at VCE to increase the breadth of student learning at the senior level</i>	Set up subject expo in the Agora and study centre to encourage parents to view information from all subject areas	Will Donaldson	Term 3 2017	6 months: Sample programs are published in the 2018 subject selection handbooks Careers expo presenters are identified and briefed on the purpose of the event.	● ● ●		Equity funding	
	Identify sample course of studies or programmes that demonstrate students scoring highly across a 'breadth' of studies in the subject selection handbook and the tutorial program.	Will Donaldson		12 months: Parents engage in discussions with a range of subject teachers at the subject expo.	● ● ●		\$25,000	
	Organise a 'Careers Expo' which is designed for subject	Will Donaldson		Careers and subject expo held and feedback sought from the school community on this event.				



	<p>selection but also for professionals to come from a range of career options to discuss with parents and students.</p> <p>Increase the provision of careers support within the school by adding a careers counsellor</p>	and Careers Assistant		<p>An increase is seen in the number of students selecting subjects from the ADT, Humanities and LOTE subject areas.</p> <p>2 Fully trained careers counsellors are employed at the school.</p>				
<p><i>Improve communication with the whole school community to ensure parents and guardians are engaged in the life of the school</i></p>	<p>Use Compass and school social media to inform parents about upcoming school information evenings.</p> <p>Educational support staff will be invited to attend camps during the year</p> <p>Develop a newsletter/compass post once a term updating parents of the house program at SCHS.</p> <p>Expand the 'meet the year 9 teachers event' to include a greater number of teachers and a showcase of student work.</p> <p>A music based parent and community newsletter is established</p>	<p>Principal Class</p> <p>Dean Russ</p> <p>Darren Nicholas</p> <p>Tony Paye</p>	Throughout 2017	<p>6 months:</p> <p>At least one educational support staff member attended an excursion during the year.</p> <p>Communication is sent to parents/ guardians at least once a term updating them on house points and major events within the house program.</p> <p>Primus projects are on display at the year 9 meet the teachers evening.</p> <p>An increase in teacher attendance at year 9 meet the teachers of 50%</p> <p>Music events are communicated regularly to the school community via a newsletter.</p> <p>Parents are notified regularly about ensemble and class performances</p>	● ● ●			
	<p>12 months:</p> <p>At least one educational support staff member attended a camp during the school year</p> <p>Student house leaders communicate with parents/ guardians at least once a term updating them on house points and major events within the house program. This is written into the job description for future house leaders.</p> <p>Newsletters are used to seek parent/ guardian feedback on the music program</p> <p>Parent/ guardians are involved as skilled helpers in the music program</p>	● ● ●						
<p><i>Expand the range of opportunities for parental involvement by combining information sessions to incentivise attendance and increase parental engagement.</i></p>	<p>Combine information evenings to include information about upcoming camps, changes to assessment and pastoral support on one evening.</p> <p>Run a combined subject and careers expo including inviting parents to be guest speakers in the careers expo where relevant.</p> <p>Change the timing of parent teacher conferences in both semesters to encourage parental attendance.</p> <p>Invite parents to nominate for and participate in a parents and friends association (PFA)</p> <p>Work with school council to develop a charter for the PFA</p>	Principal Class	Throughout 2017	<p>6 months:</p> <p>Assessment and reporting information evening held consecutively with China trip briefing</p> <p>Charter for PFA is drawn up and endorsed by school council</p> <p>Appropriate parent speakers for the careers expo are identified and approached.</p>	● ● ●			
	<p>12 months:</p> <p>Attendance at all information sessions throughout the year is at least 40% of families</p> <p>Attendance at parent teacher conferences is at least 55% of available bookings</p> <p>PFA is meeting regularly with parents from at least 3 year levels involved.</p> <p>A subject and careers expo runs including at least 3 parent speakers.</p>	● ● ●						
<p><i>Actively seek the involvement of community groups and local businesses in the school to increase our connectedness to our local community.</i></p>	<p>Actively seek opportunities for local community groups to become involved in the co-curricular program.</p> <p>Seek sponsorship for the school musical from local community groups.</p>	<p>Dean Russ</p> <p>School musical team</p>	<p>Throughout 2017</p> <p>Term 3 2017.</p>	<p>6 months:</p> <p>Increase to 10% the number of co-curricular programs that involve external organisations compared to the 2016 baseline of 3%</p>	● ● ●			
	<p>12 months:</p> <p>Retain community engagement groups from 2017 with ongoing commitment to 2018</p> <p>Community sponsors will be acknowledged in the program for the school musical.</p>	● ● ●						



Section 4: Annual Self-Evaluation

[Drafting Note Annual self-evaluation section enables schools to continuously collect, monitor and analyse school data about all aspects of school performance. This ensures that all aspects of school performance are considered throughout the year and that any risks, issues and opportunities are identified as they emerge. The Annual self-evaluation against the Continua of Practice should be completed as data becomes available]

Priority	Improvement model dimensions – note state-wide Improvement Initiatives are bolded	Is this an identified initiative or dimension in the AIP?	Continuum status	Evidence and analysis
Excellence in teaching and learning	Building practice excellence	Select	Select status	[Drafting note For current AIP improvement initiatives and/or dimensions, please provide a succinct and conclusive statement referring to the monitoring section of this plan. This statement can refer to the progress status and/or make reference to the achievement of the appropriate goals, targets and success criteria.]
	Curriculum planning and assessment	Select	Select status	
	Evidence-based high impact teaching strategies	Select	Select status	
	Evaluating impact on learning	Select	Select status	
Professional leadership	Building leadership teams	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	Empowering students and building school pride	Select	Select status	
	Setting expectations and promoting inclusion	Select	Select status	
	Health and wellbeing	Select	Select status	
	Intellectual engagement and self-awareness	Select	Select status	
Community engagement in learning	Building communities	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 key findings]				
Confidential cohorts analysis: [Drafting note This section is not for public distribution. Report here the extent to which cohorts of students within the school (including Koorie, high ability, refugee, EAL, PSD, out of home care students, etc.) are being supported and challenged, leading to an inclusive and stimulating environment for all students]				
Considerations for 2018:				

